

**CONNECTION BETWEEN FAMILY BACKGROUND AND ACADEMIC  
ACHIEVEMENT AMONG GOVERNMENT SPONSORED HIGH SCHOOLS:  
DAGORETTI SOUTH IN NAIROBI COUNTY.**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR  
THE DEGREE OF MASTER OF PSYCHOLOGY (COMMUNITY PSYCHOLOGY) IN  
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**NOVEMBER, 2019**

**DECLARATION**

This research project report is my original work and has not been presented for a degree in any other university. All sources of information have been acknowledged by means of reference.

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## **DEDICATION**

This work is dedicated to my family and particularly my precious Mum for her selfless sacrifice and support through the years. I also thank and acknowledge the Almighty God who has supplied grace and financial provision to carry out this research.

## **ACKNOWLEDGEMENT**

My deep gratitude goes to the almighty God for his continued sustenance and assistance. I wholeheartedly acknowledge the technical assistance from my supervisor Prof Priscilla Kariuki without whose unwavering support, guidance and encouragement this research project would not have been accomplished. I found a mentor, a role model and a mother figure in her. Her legacy is great and she is someone I would like to emulate.

I Sincerely acknowledge and appreciate the support and guidance of the lecturers at the department. Many thanks to my fellow students who made the journey worthwhile through such demonstration of team spirit. You all contributed to this achievement.

## **ABSTRACT**

The type of a family a student comes from has a great influence on their psychological, emotional, social and mental state. There is alarming evidence that many students perform poorly at the high school level and those in Dagoretti South are on the decline. The purpose of this study was to establish whether there is any connection between family background and academic achievement among Dagoretti South Sub-County public secondary school students in Nairobi County. The research was designed as a case study that set out to sample the whole target population of 815 students. The sample size of 192 students was drawn from 3 public secondary schools through purposive sampling. The research instruments utilized were the students' questionnaire, principals' and parents' interview guides and the data extraction form from scores in the end term examinations for 3 terms. The quantitative data from the questionnaires was analyzed using SPSS version 21 software while the qualitative data was managed through thematic techniques. The study findings indicated that there was significant association between parent's marital status and student academic achievement. It also found that there was a significant association between parental attitude to education and students' academic achievement. Lastly, the findings showed that the size of the family has negative and significant connection with student's academic achievement. The study concluded that the level of education of parents had an impact on their children's academic achievement. The study also concluded that parental involvement in the student's study has a positive impact on their academic achievement. Additionally, the study concluded that a large family deters the ability of students to excel. It recommended that families should be structured on a functionality level to avoid single parenthood if academic achievement has to be attained. It also recommended that guardians should endeavor to be academically sound if they have to influence their children's academic achievement.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

The UN Report (2010) emphasized schooling as a fundamental right and need that is important in achieving the Sustainable Development Goals ' second goal to be precise. This is due to the fact that professional and creative people are guaranteed by quality education as well as academic achievement. Therefore, one of the facets of the Kenya Vision 2030 social pillar is literacy. The Vision 2030 stipulates that skills attained through education will propel Kenya towards being a middle-income economy (Vision,2030).

Mpiluka (2014) points out that family history has been of enormous value in ascertaining a child's educational achievement at school. This is from the fact that academic excellence is dictated by the kind of persons that the child communicates with at home in the first stages of life. Muola (2010) noted that families have everything that influences the child's growth both socially and cognitively.

Some previous studies in Kenya have shown that children who are brought up by both parents do well in their studies as compared to their counterparts who are brought up by single parents. Kitainge (2014) did note that in Kenya, most of the children who are brought up by single parents are late to join school. It was also noted that those children from families with both parents are able to start schooling at an early age of 4 years. In another research by Auma (2016), it was deduced that a child's self-esteem is fostered by the presence of both parents in upbringing. Additionally, the presence of both parents fosters better academic achievement which was attributed to the fact that the parents offer the required support to enhance students' academic achievement. Otieno (2018) did note that children who were brought up by single parents were at a higher risk of engaging in criminal activities and drug abuse in the Western and North Eastern region in Kenya.

Parents try to influence the activities that relate to their children's schooling achievement, they make investments of time and money in their children, and serve as their role models and set objectives and priorities for them to follow (Venkatesh, 2014). In the Kenyan situation, family

size, education level of the parent and the marital status of the parents are the key determinant of student motivation to study. For instance, a study by Pamela and Kean (2016) in Kakamega County stated that those students whose parents had a tertiary level of education achieved significantly better in tests of science, reading and mathematical ability than did those whose parents had only basic schooling.

Omoruyi (2014) did a research on the link that exists between being brought up in broken families and academic achievement in Namibia. The study dwelt on the personality development of the sampled respondents. The study considered 300 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research outcomes depicted that those students who came from homes with both parents did well as compared to those who were from broken families.

The findings also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents' willingness to be successful parents reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children.

Ipiluka (2015) wanted to ascertain whether the marital status of a guardian has any impact on academic achievement. In Kajiado, the target populace comprised of the students, their instructors as well as the parents. The outcome of the research indicated that the child's achievement as far as academics are concerned is influenced by the nature of the family. A conclusion was made that those children from single parent families faced resource constraints which translated to achievement that was below average.

Shim, Felner and Shim (2015) aimed at finding out whether family status affects the overall academic excellence among students. The researcher also sought to investigate other determinants of student scores among step families, single-parent families as well as two parent families. The results suggested that those students from single parent and step families had poor achievement as

compared to those from families with both parents. The study attributed this to the stress and instability they experience during upbringing. The study also suggested that the parent's predisposition to education also had a stake in academic success of the students.

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Dagoretti South Sub- County is among the 17 Sub-Counties in Nairobi County. It is found on the Western side of the County. There are 5 wards in the sub county which are Riruta, Waithaka,

Ngando, Mutuini and Uthiru wards. The residents in this county engage in diverse activities ranging from small scale businesses to farming activities (Kenya National Bureau of Statistics, 2017).

A report from Dagoretti Sub-County Education Office (2016) specified that the academic achievement in this area was declining at an alarming rate. Making matters worse, this area has severally been pin pointed as a place where criminal activities are rampant. These include robbery with violence, killings, trading in small arms as well as drug trafficking. There has also been reports on school dropouts joining insurgent groups such as Mungiki.(The National Police Service Annual Crime Report, 2017). In the aforementioned sub county, there has been approximately over 80 cases of school dropouts in the past one year which have been caused by a series of problems that originate from the family setting and situation. children who are brought up by both parents do well in their studies as compared to their counterparts who are brought up by single parents. Kiine (2014) that in Kenya, most of the children who are brought up by single parents are late to join school. It was also noted that those children from families with both parents are able to start schooling at an early age of 4 years. In another research by Ama (2016), it was deduced that a child's self-esteem is fostered by the presence of both parents in upbringing. Additionally, the presence of both parents fosters better academic achievement which was attributed to the fact that the parents offer the required support to enhance students' academic achievement. Otino (2018) did note that children who were brought up by single parents were at a higher risk of engaging in criminal activities and drug abuse in the Western and North Eastern region in Kenya

This study was set to ascertain the extent to which a child's academic achievement is influenced by the corresponding family background. The study was conducted in the government sponsored high schools in Dagoretti South Sub-County. They are seven in number.

Omoruyi (2014) did a research on the link that exists between being brought up in broken families and academic achievement in Namibia. The study dwelt on the personality development of the sampled respondents. The study considered 300 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research

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## **1.2 Statement of the Problem**

Academic achievement at the high school level in Dagoretti South Subcounty is at an alarming downward trend. Evidence that many students perform poorly at the high school level and those in Dagoretti South are on the decline (Dagoretti Sub-County Education Office report, 2017). In 2016, Kenya Certificate of Secondary Education (KCSE) results revealed that Dagoretti South Sub County ranked third last in achievement in Nairobi County (Kenya National Examination Council, KNEC, 2016). In 2017, the mean grade was D+ which was a decline from C- in 2016. Similarly, in 2018, there was a drop in mean grade from D+ in 2017 to D plain (KNEC, 2018). Students who perform poorly in Kenya Certificate of Secondary Education hardly secure admission in tertiary institutions to further their studies and majority of them end up engaging in criminal activities

(Gunn & Klebanov, 2017). Dagoretti South Sub-County-being a sub-urban cosmopolitan area-has been declared as one of the crime spots in Nairobi County (The National Police Service Annual Crime Report, 2016). There is a high rate of school dropouts among secondary school students which can be attributed to poor academic attainment, indiscipline, instability at home, lack of motivation, use of drugs among other factors (Dagoretti Sub-County Education Office report, 2016).

Various studies have been done of the determinants of student's success in academics. For example, Muthoni (2013) set to find out the connection that exist between the nature of the family and child's achievement in Secondary schools in Mbeere North County, Kenya. This research did find that the highest education level of the parent, marital status, the number of siblings, and the economic status were the factors that determined the academic achievement of students. In another work by Enja (2016) on the relationship between family economic wellbeing and school achievement, it was identified that the children who were from well up families did excel as compared to those children whose parents struggled to provide the required resources such as stationery, books and school fees. The researcher discovered that the resources required by the children for proper schooling were not limited to money but also included academic support, attention as well as adequate time assisting the students in their studies. The studies that has been put across dwelt on other regions in Kenya, and as such no similar research carried out in Dagoretti Sub County, thus necessitating the current study to address this niche.

### **1.3 Purpose of the Study**

The purpose of this study was to determine the connection between family background and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi.

### **1.4 Objectives of the Study**

This study sought to address the following aims:

- i. To establish the connection between parental marital status and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi

- ii. To find out the connection between parental attitude towards education and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi
- iii. To determine the effect of family size on academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi

### **1.5 Research Questions**

1. What is the connection between parental marital status and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi?
2. To what extent does parent attitude towards education influence academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi?
3. How does family size affect academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi?

### **1.6 Hypotheses of the study**

The study tested the following null hypotheses;

Ho1: There is no noteworthy connection between parent marital status and academic achievement among public secondary school students in Dagoretti South Subcounty, Nairobi.

Ho2: There is no major connection between parent attitude towards education and academic achievement among public secondary school students in Dagoretti South Subcounty, Nairobi

Ho3: There is no substantial connection between family size and academic achievement among public secondary school students in Dagoretti South Subcounty, Nairobi.

### **1.7 Significance of the study**

The findings of this study will greatly benefit various parties including parents, school management as well as potential researchers in the same field. To the parents, this study provides the insights on the various parental factors that may affect the academic wellbeing of a child. These

include the marital status, the parent education level and also the size of the family. The school heads may benefit from this study as it has provided a discussion on the various ways in which the family background influences child's academic success. The management therefore can develop strategies on how to handle all students from different family calibers to ensure that they equally access quality education. Potential researchers will benefit from this work because it adds to the already existing literature as far as student academic achievement is concerned. Policy makers especially in the education sector have a reference from the findings and recommendations of this study in order to make informed policy adjustments that favors academic excellence.

### **1.8 Justification of the Study**

The studies that have been carried out in the past have focused their attention on other factors that determine achievement in Kenya Certificate of Secondary Education. These include leadership designs, school facilities and management practices. The link between student academic achievement and family background has been under researched. This has rendered the scantiness of the information regarding the connection between the two. This research has therefore contributed to this knowledge.

### **1.9 Scope of the Study**

Research sought to check the connection between family background and academic achievement among secondary school students in Dagoretti South Sub-County, Nairobi. The predictor variable in the research was family background and the reliant variable was academic achievement. The study's center of attention was government schools in the sub county. The research was based in three schools which were selected from the 7 schools. One of the schools was boys boarding, the second one was a girl's boarding while the other one was a mixed day school. This selection criteria was done to enhance reliable generalization of the study outcomes. The study considered the form 3 students only and spared the form 4 as they were preparing for the National exams. This cohort was deemed suitable for the study since the learners had stayed in the school for considerable time period which could warrant a connection between family background and their achievement. The data was collected during the third term of 2019 academic years specifically in the month of October.

### **1.10 Assumptions of the Study**

The study assumed that the family background component exerts significant impact on the student's grades excellence in Dagoretti South Subcounty public schools. The research also assumed that students, school principals and a few sampled parents would be willing to participate in providing information while maintaining honesty and truthfulness.

### **1.11 Limitation of the Study**

The study was limited by the adequacy of data collected. To enhance this, the researcher used two research instruments to increase the reliability of data collected. The research was therefore not confined to questionnaire but also made use of interview schedules which were administered to the parents. The type of schools was also limited to public secondary schools. Public secondary schools faced unique characteristics that were not shared with private schools.

### **1.12 Delimitation of the Study**

The research was delimited to the learners who had reported in school as at the time of data collection. Additionally, the grades attained in the last three terms were considered in the study and the achievement trend was described as increasing, decreasing, stagnating or irregular. The study only utilized primary data which was gathered by use of semi structured questionnaires filled by the students and an interview schedule which was administered to the selected parents.

### **1.13 Operational Definition of Terms**

**Academic achievement:** refers to the student's achievement scores within the class and his/ her position relative to all those subjected to the same test.

**Family-** A group consisting of blood related people including those adopted to the group.

**Family background-** refers to circumstances and past events in a family that help to explain how a child develop

**Government sponsored schools:** an educational institution which is the second stage of schooling periods, known as secondary education and it is usually compulsory up to a specified age.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Review of Related Literature

This chapter contains information from past studies which are related to the current one. It also contains information of the theories informing the study. The empirical and theoretical niches are also outlined in this chapter.

##### 2.1.1 Connection between Parental Marital Status and Academic Achievement

Rana (2015) did a research on the link that exists between being brought up in broken families and academic achievement in Lagos, Nigeria. The study dwelt on the personality development of the sampled respondents. The study considered 200 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research outcomes depicted that those students who came from homes with both parents did well as compared to those who were from broken families.'

The study also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents' willingness to be successful parents' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children.

Studies in Kenya have shown that children who are brought up by both parents do well in their studies as compared to their counterparts who are brought up by single parents. Kitainge (2014) did note that in Kenya, most of the children who are brought up by single parents are late to join school. It was also noted that those children from families with both parents are able to start schooling at an early age of 4 years. In another research by Auma (2016), it was deduced that a child's self-esteem is fostered by the presence of both parents in upbringing. Additionally, the

presence of both parents fosters better academic achievement which was attributed to the fact that the parents offer the required support to enhance students' academic achievement. Otieno (2018) did note that children who were brought up by single parents were at a higher risk of engaging in criminal activities and drug abuse in the Western and North Eastern region in Kenya.

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In Zambia, a similar study was done to establish whether there was a difference in academic achievement between students from single parent families and those who lived with both parents. The study went further to find out if there is a difference in performance across genders. It was noted that there was a difference in academic achievement between students who lived with both parents and those who lived with one. It was also noted that there is a considerable difference in achievement between the male and female students. The researcher recommended that counselling and guidance staff should be employed in all schools to ensure that the emotional concerns of the children from single parent families are addressed.

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Shim, Felner and Shim (2015) aimed at finding out whether family status affects the overall academic excellence among students. The researcher also sought to investigate other determinants of student scores among step families, single –parent families as well as two parent families. The results suggested that those students from single parent and step families had poor achievement as compared to those from families with both parents. The study attributed this to the stress and instability they experience during upbringing. The study also suggested that the parent's predisposition to education also had a stake in academic success of the students.

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Ngure and Amollo (2018) wanted to ascertain whether the marital status of a guardian has any impact of a child academic achievement. In Embakasi, the target populace comprised of the students, their instructors as well as the parents. The study targeted preschoolers in the sub county. The outcome of the research indicated that the child's achievement as far as academics are concerned is influenced by the nature of the family. A conclusion was made that those children from single parent families faced resource constraints which translated to achievement that was below average.

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### 2.1.2 Connection between Parental Attitude towards Education and Academic achievement

A research was done by Ugwuja (2014) to find out how the family nature influenced the final score among students in JHS in Nigeria. It was noted that the scores for children whose parents were educated greatly varied from the score of those whose parents had only achieved a primary level of education. It was concluded that learned parents were able to assist their children in school work, while their counter parts found it hard to do so. The researcher also noted that those children who were always encouraged by their guardians to attend school attained better than those who were not.

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Mattison, Scelza and Blumenfield, (2014) sought to find out if there was any positive impact of the level of parent's literacy on their children's academic achievement. This research was done in China. It was realized that those children whose parents had attended school to a university or college level achieved better grades as opposed to those whose parents had only attained primary education or none at all. Additionally, it was noted that the learned parents always encouraged and instilled confidence in their children which fostered their achievement to excellence.

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Ryan (2014) studied on government high schools in Ghana. This researcher aimed at determining if the motivation accorded to children by their parents has any impact on their motivation in their studies. This work had several outcomes. Firstly, it was the parent's knowledge and perceptions on the necessity of education that had an impact on the students' academic success. Secondly, it was found that the behaviors of the parents towards education also influenced the children's success in education. It was also identified that parents who felt that education to their children was necessary provided the required resources and the necessary support which enhanced their children's motivation. The results from focused group discussions (FGDs) clearly indicated that children whose parents had achieved a college level of education were better placed to support the academic attainment of their children.

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Hafiz et al., (2015) in Iqban town aimed at establishing whether a child's academic success is correlated to parental involvement in their education. A strong and significant connection between parental involvement and student achievement was obtained by the researcher which implied that the more parents are involved in their children's educational activities, the more they attain better. This finding concurred with those of Rana (2015) in Pakistani who noted that those students whose parents were involved in their children's assignments fostered a positive attitude to education among their children. In another area, Jamila (2015) also identified that a high correlation existed between guardian's involvement in studies and student's achievement in academics.

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Morris et al., (2015) did his study with focus on government high schools in Ghana. This researcher aimed at determining if the motivation accorded to children by their parents has any impact on their motivation in their studies. This work had several outcomes. Firstly, it was the parent's knowledge and perceptions on the necessity of education that had an impact on the students' academic success. Secondly, it was found that the behaviors of the parents towards education also influenced the children's success in education. It was also identified that parents who felt that education to their children was necessary provided the required resources and the necessary support which enhanced their children's motivation. The results from focused group discussions (FGDs) clearly indicated that children whose parents had achieved a tertiary or college level of education were better placed to support the academic attainment of their children.

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Research have shown that children who are brought up by both parents do well in their studies as compared to their counterparts who are brought up by single parents. Kiinge (2014) did note that in Kenya, most of the children who are brought up by single parents are late to join school. It was also noted that those children from families with both parents are able to start schooling at an early age of 4 years. In another research by Ama (2016), it was deduced that a child's self-esteem is fostered by the presence of both parents in upbringing. Additionally, the presence of both parents fosters better academic achievement which was attributed to the fact that the parents offer the required support to enhance students' academic achievement. Otino (2018) did note that children



who were brought up by single parents were at a higher risk of engaging in criminal activities and drug abuse in the Western and North Eastern region in Kenya

In Kenya, Ntitika (2016) wanted to know the extent to which parental characteristics influenced the academic excellence of learners in government high schools in Isinya. The research outcomes lead to a conclusion that the way parents view education plays a significant role in determining how their children excel in class. Notably, those students who came from families that were economically stable attained better than their poor counterparts.

### 2.1.3 Connection Between Family Size on Academic Achievement

Durosaro et al., (2010) in Nigeria wanted to know if the scope of a family had significant connection with academic achievement. The study findings were clear that those students who were from families which were not too large did well in class as compare to those who were from families with more than five members.

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Yoloye (2015) conducted a study to see if the family background variables might be useful in explaining children academic excellence in South African secondary schools. Some aspects of family background variable examined in the study included family size and parent's educational status. The study findings were that the polygamous family size which was naturally large reduces the chances of children going to school. In addition, children from such backgrounds who are in schools have reduced chances of achieving their goals.

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From the literature reviewed, various studies have been conducted on family background on academic achievement. However, most of the studies (Omoruyi, 2014; Uwaifo, 2015; Aliyu 2016; Zhang, 2012; Hafiz & Waqas, 2015) have been done outside Kenya and thus the findings cannot be generalized. Additionally, the few studies that have been conducted in Kenya have partially addressed the issue of family background and student academic achievement.

## **2.3 Theoretical Framework**

The research was underpinned by two philosophies namely Good Parenting Theory and Parental Attachment Theory. These philosophies have various suggestions on how a student's family background may affect academic achievement.

### **2.3.1 Good Parenting Theory**

Adams and Singh (1980) promoted good parenting theory and argues that poor parental relations affect the social and emotional growth of the infant, and place limits on learning and possibilities. This theory stresses the willingness of parents to communicate with their children, which doesn't necessarily mean they're damaged. The parental pressure model underlines that rise in parental income leads to decrease in stress which in turn improve parenting skills.

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On the other hand, Muthoni (2013) considered that the version of the stress model also recognizes poor families, particularly those parents with low incomes who have established negative values and norms to their children's academic achievement. This theory views cultural endowment as a factor that influences how parents value their children; a few wealthy parents don't look at educating for their children as a priority or an investment and would rather invest their resources elsewhere. Whilst others spend the last coin to make sure that their children get the best training.

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This theory related to this study in the context that it explains the importance of responsive parenting, that influences a child's learning. Responsive parenting is one of the aspects of parenting most frequently described when trying to understand the role the environment plays in children's cognitive development.

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### 2.3.2 Parental Attachment Theory

John Bowlby (1980) invented the theory of parental attachment. The idea is that during childhood the child develops a powerful emotional connection with another person with lifelong consequences. Bowlby (1980) notes that the sensitive and emotional way to foster a child's socio-emotional development and wellbeing allows the child to establish a secure attachment style.

Unconsciously parents ignore the needs of their child due to a less sensitive and emotional way of parenting, which most of the time results in an unsecure style of attachment threatening any child's mental growth.

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The theory is important to the analysis because the promoter of this theory offers insights into children's changing emotions. He also gave parents and guardians reasonable suggestions on how to support child mental development. Parents and guardians can now understand that their children must be securely attached.

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This connection will allow the children to become securely attached and healthy in their lives, which will affect their academic achievement later on. Families finds it easier to consider their children's biological and psychological needs and to escape unrealistic expectations of academic excellence because of the child's conduct.

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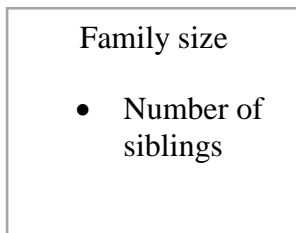
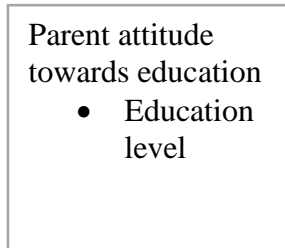
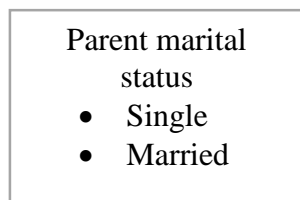
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This theory connected to the study in that it explained the importance of developing a connection with at least one parent for a child's successful social and cognitive development, and in particular for learning how to interact with their surroundings. Any parent is likely to become the principal attachment figure if they provide the child's school requirements which the student uses as a safe base from which to explore and actively engage in learning activities.

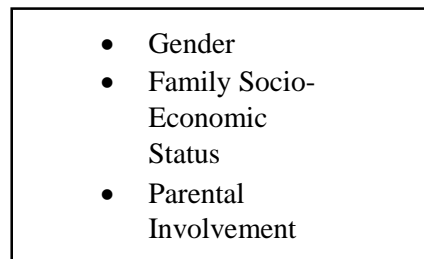
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## 2.3 Conceptual Framework

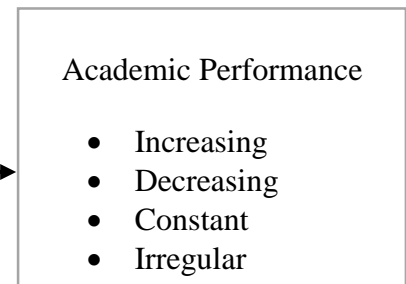
### Independent variables



### Intervening Variables



### Dependent Variable



Researcher (2019)

### Figure 2.1 Conceptual Framework

Research sought to find out the connection between family background and academic achievement among secondary school students in Dagoretti South Sub-County, Nairobi. The independent variables were parent marital status, parental attitude towards education and family size. On the other hand, the dependent variable for the study was academic achievement

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### 2.3 Research gaps

Omoruyi (2014) did a research on the link that exists between being brought up in broken families and academic achievement in Namibia. The study dwelt on the personality development of the sampled respondents. The study considered 300 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research outcomes depicted that those students who came from homes with both parents did well as compared to those who were from broken families.

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Shim, Felner and Shim (2015) aimed at finding out whether family status affects the overall academic excellence among students. The researcher also sought to investigate other determinants

of student scores among step families, single –parent families as well as two parent families. The results suggested that those students from single parent and step families had poor achievement as compared to those from families with both parents. The study attributed this to the stress and instability they experience during upbringing. The study also suggested that the parent’s predisposition to education also had a stake in academic success of the students.

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The literature also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents 'willingness to be' successful parents 'reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children.

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## 2.4 Conclusion

The conclusion in this chapter highlights that the society uses education as a basic tool for transmitting its values right from the early stages at home to the school settings. A lot of resources are being used by individuals and governments in skill building and academic excellence because of its value in the society (Owizy, 2012). Over the years, the inquiries into the factors that influence academic achievement of students have attracted the interests and concerns of teachers, counselors, psychologists, researchers and school administrators. This is because of the public concerns regarding the low standards of education in the country (Imoge, 2002). The hypothesis also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents' willingness to be successful parents' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children. In broader sense, education is the aggregate of all the processes through which an individual develops abilities, attitudes and other forms of behavior of positive value in the society in which he lives (Baliyan et al. 2013). The hypothesis also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents' willingness to be successful parents' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children. Apart from the genius capability of a child or the lack of it, the academic achievement of a child is also largely determined by the family background (Abiribi & Jekayinka, 2010). Although the home environment or family has been recognized as having a lot of influence on academic success, other aspects as parent marital status, family size and parental attitude towards academic achievement have been grossly neglected (Ajila & Olutola, 2007). Omoruyi (2014) did a research on the link that exists between being brought up in broken families and academic achievement in Namibia. The study dwelt on the personality development of the sampled

respondents. The study considered 300 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research outcomes depicted that those students who came from homes with both parents did well as compared to those who were from broken families. The findings also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents ' willingness to be' successful parents ' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children. Ipiluka (2015) wanted to ascertain whether the marital status of a guardian has any impact on academic achievement. In Kajiado, the target populace comprised of the students, their instructors as well as the parents. The outcome of the research indicated that the child's achievement as far as academics are concerned is influenced by the nature of the family. A conclusion was made that those children from single parent families faced resource constraints which translated to achievement that was below average.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covered the research approaches that the researcher employed for data collection in order to achieve the stated study objectives. The chapter also highlights how the data collected was analyzed and presented.

#### **3.2 Site of research and description**

Site of study focused on Dagoretti south sub county in Nairobi County. Investigation was carried out in three public secondary schools in Dagoretti South Sub- County. This is one of the seventeen sub-counties in Nairobi County. It is located to the West of Nairobi County. This area is peri-urban and has five wards namely; Riruta, Waithaka, Ngando, Mutuini and Uthiru wards. It borders Dagoretti North Sub- County to the North (Nairobi County Integrated Development Plan 2013 – 2017). The areas host a cosmopolitan population with a few residents practicing subsistence farming and small-scale businesses.

#### **3.3 Research Design**

The study employed a descriptive survey research. This survey design was fitting for this kind of study as it provided quantitative description of perceptions of the sample population on a likert scale. Descriptive research method could be observational, case study or survey (Jackson, 2009). This method was also found appropriate as its cost and time efficient. Using a semi-structured questionnaire, it made data analysis more accurate from the respondent and less subjective from survey administrator. This current research sought to determine the relationship between family background and academic success among secondary school students in Dagoretti South Sub-County, Nairobi.

#### **3.4 Target Population**

The study targeted 815 form three students from seven public secondary schools in Dagoretti Sub County (see table 3.1). Dagoretti South Sub- County was purposively selected from 17 Sub

Counties of Nairobi County because the schools represent a unique situation of a cosmopolitan area in the capital of the country. The Sub- County had poor performance in three consecutive years in Nairobi County (DEO-Dagoretti South education report, December 2017).

**Table 3.1: Target Population**

<b>School</b>	<b>Number of form three students</b>
Ruthimitu Girls High School	127
Ruthimitu secondary school	113
Beth mugo secondary school	123
Nembu secondary school	105
Mutuini secondary school	98
Dagoretti high school	133
Shadrack kimalel high school	116
<b>Total</b>	<b>815</b>

### 3.5 Study Sample and Sampling Techniques

Participants drawn from three public secondary schools formed the study sample. A total of 192 participants were sampled. The researcher purposively selected Ruthimitu Girls high school, Beth Mugo secondary school and Dagoretti high school.

Fisher's formula (1983) was used to calculate the sample size.

$$n = Z^2 * p * (1-p) / d^2$$

Where:

n = Sample size

Z = Normal distribution Z value score, (1.96)

p = Proportion of units in the sample size possessing the variables under study, where for this study it is set at 50% (0.5)

d = Precision level desired or the significance level which is 0.5 for the study

The substituted values in determining the sample size for a large population were as follows.

$$n = \frac{(1.96)^2(0.5)(0.5)}{(0.5)^2}$$

$$= 384$$

The sample size for the study was then adjusted since the target population is less than 10000.

$$n = \frac{n}{1 + \frac{(n-1)}{N}}$$

$$1 + \frac{(n-1)}{N}$$

$$\text{Therefore, } n = \frac{384}{1 + \frac{(384-1)}{383}} = 192$$

Thus, the sample size for the study was 192 students. According to Mugenda and Mugenda (2003) a representative sample size should be at least 10% of the population.

Stratified random sampling was used to select students to participate in the study.

**Table 3.2: Sample size**

School	Number of form three students (population)	Sample
--------	--	--------

Ruthimitu Girls High School	127	64
Beth Mugo secondary school	123	62
Dagoretti high school	133	66
<b>Total</b>	<b>383</b>	<b>192</b>

### 3.6 Research Instruments

A student questionnaire was utilized to generate data from the form three students. The students' questionnaire was in two-fold; Section one required personal information of the students like sex, while section two had items on the students' attitude towards school and their academic achievement in the core subjects.

The school principals for select schools were interviewed using the teachers' interview schedule, the researcher also ascertained the mechanisms used by teachers in addressing challenges facing students that affect their achievement in secondary school.

Data on students' scores for the past three school terms was collected through academic scores tables filled in by the form three students.

### 3.7 Data Collection Procedures

The questionnaires were self-administered. Two research aides were selected by the researcher to offer assistance in the data collection process. They were properly briefed and trained by the researcher on the purpose of the study. The researcher followed the due process of booking appointments with school administrations to seek permission for meeting the students. After getting the permission, the researcher met with the students at an agreed time convenient for them and that did not interfere with their studies especially in consideration that data was collected very close to end of year exams. The mode of conducting the interviews was face to face. Consent from the participants was sought before conducting the study. The researcher administered the questionnaires on an individual basis.

### **3.8 Validity and Reliability**

The pilot study was used to establish the validity and reliability of the questionnaire. It was conducted in Mutuini Secondary school. Nineteen questionnaires were piloted and issued to 19 students (10% of 192) [target population]) and careful consideration was done to ensure that they don't participate in the main study. The 19 questionnaires were later coded and answers put into SPSS to produce the reliability coefficient.

### **3.9 Data Analysis**

Raw data collected from the field was checked to establish accuracy and completeness. Editing was done to correct for errors and omissions. The collected data from the questionnaires was entered into the SPSS version 21 software for analysis.

For descriptive analysis, frequency distribution and cross tabulation was used to analyze categorical variables; gender of the students, family background and parents' attitude. For student's academic performance (continuous variable), mean score and standard deviation were utilized.

### **3.10 Ethical Considerations**

The main ethical considerations for this study revolved around respect to participants consent, ownership of study findings and confidentiality (Ritchie & Lewis 2004) Participants were safeguarded by giving informed consent and thorough understanding of the nature of study which was done through proper briefing from the researcher. Participation was voluntary. Confidentiality was observed and maintained.



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter looked into data analysis with the aim to study the connection between family background and academic achievement for public secondary school students. The chapter considered the demographic data of respondents, self-assessment, other assessment, confounding variables and hypotheses test.

#### 4.1 Response Rate

The number of questionnaires that were given to the form three students from the three select schools was 192. A total of 148 questionnaires were well filled and returned.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Returned	148	77.08%
Unreturned	44	22.92%
<b>Total</b>	<b>192</b>	<b>100.0%</b>

**Source: Survey Data (2019)**

#### 4.2 Presentation of Findings

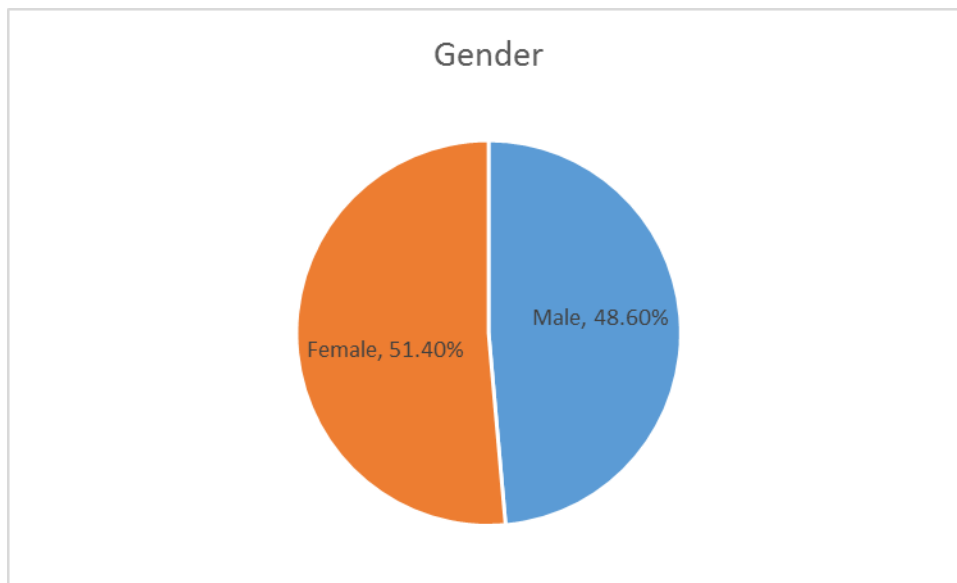
The researcher collected data using semi-structured questionnaire for students and interview guides for school principals and a few purposively selected parents. The questionnaires were self-administered and data collected coded into SPSS version 21 for analysis. Descriptive statistics were used to present data through means, standard deviations and percentages in tables and figures. Inferential statistics were used to present data in cross tabulations and Chi-square.

### 4.3 Demographic Characteristics

This section provides characteristics of those who were included in this research. Information presented was on the participants gender, age, education level of parents and its influence in academic achievement. The section provides an overview of the population being studied.

#### 4.3.1 Gender

Participants were asked to indicate their gender. The findings were as shown in figure 4.1.



**Figure 4.1: Gender**

The results indicated that 51.40% of the sampled students were female students while 48.60% were male students.

#### 4.3.2 Age

Participants were asked to indicate their age. The findings were as shown in table 4.2.

**Table 4.2: Age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
16 years	38	25.7
17 years	65	43.9
18 years	41	27.7
19 years and above	4	2.7
Total	148	100

The results showed that 43.9% of the students aged 17 years, 27.2% aged 18 years while 25.7% were 16 years old. Only 2.7% were 19 years and above.

### **4.3.3 Academic Achievement**

Participants were asked to indicate their trend of academic achievement for the previous three terms. The findings were as shown:

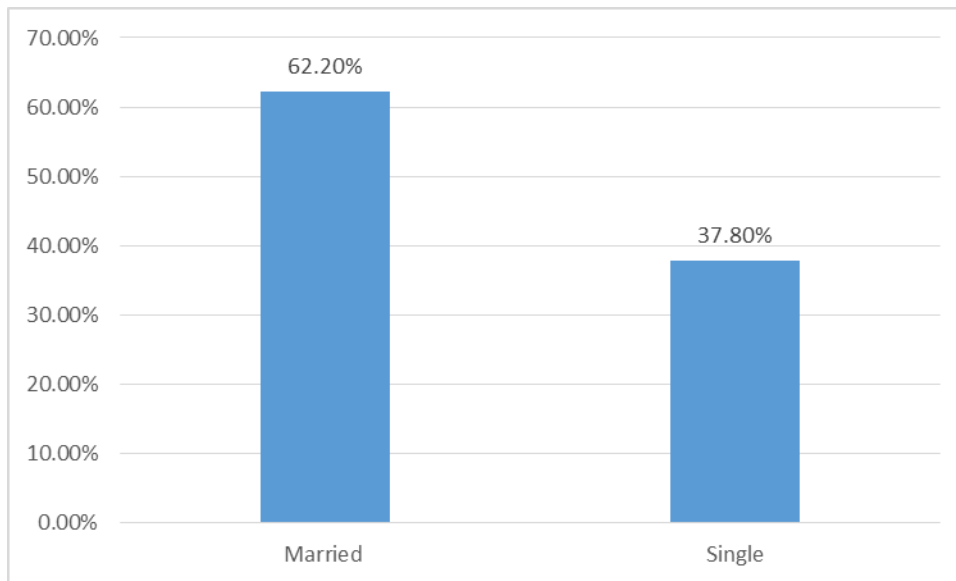
**Table 4.3: Academic Achievement**

<b>Performance</b>	<b>Frequency</b>	<b>Percentage</b>
Increasing	19	12.2
Decreasing	55	37.2
Irregular	63	42.6
Constant	11	8.1
Total	148	100.0

From the findings, most of the students (42.6%) indicated that their achievement was irregular, 37.2% indicated that it was decreasing while 12.2% indicated that it was increasing. Only 8.1% indicated that it was constant.

#### 4.3.4 Parent Marital Status

The study aimed at establishing the connection between parental marital status and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi. The students were therefore asked to indicate their parent marital status.



**Figure 4.2: Parent Marital Status**

The findings indicated that most students (62.20%) come from a two-parent family while 37.80% indicated that their parents are single.

Participants were asked to indicate whether they live with both parents. The results were as shown in table 4.5 below.

**Table 4.4: Living with both parents**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	78	52.7
No	70	47.3
Total	148	100

The findings revealed that most students 52.7% indicated that they live with both parents while 47.3% indicated that they did not live with both parents.

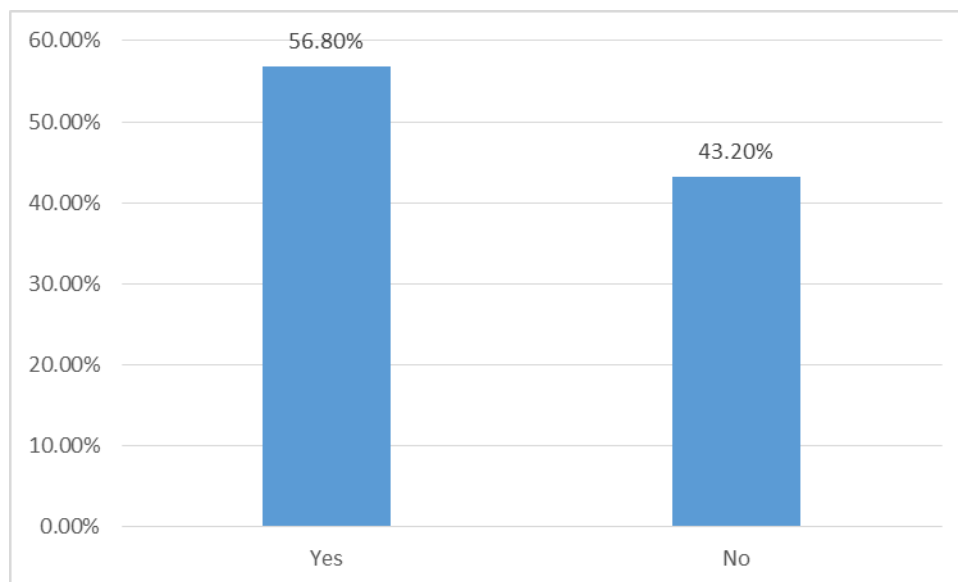
Those students who indicated that they did not live with both parents were further asked to indicated why this was the case.

**Table 4.5: Reasons for not living with both parents**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
My parents divorced	15	21.43
My parents separated	22	31.43
My parent is a single parent	26	37.40
Deceased	7	10.00
Total	70	100

The findings showed that most students (37.40%) indicated that they did not live with both parents because their parents were single. This was followed by 31.43% who indicated that their parents were separated. Additionally, it was found that 21.43% indicated that their parents were divorced. The results also showed that 10% of the sampled students indicated that one or both parents were deceased.

Further, the students were asked to indicate whether their parents' marital status influenced their academic achievement. The findings were as shown in table 4.5.



**Figure 4.3 Influence of parents’ marital status on achievement**

From the findings, most of the sampled students (56.80%) indicated that the parent’s marital status influenced on their academic achievement. On the other hand, 43.20% indicated that their parent’s marital status did not influence their academic achievement.

The researcher further conducted interviews with the parents on how they compare the school attendance of students from families with both parents and those with a single parent. One of the parents responded that:

*“Of course, students who live with both parents have a higher attendance rate since they receive support from both parents”*

Another parent responded:

*“Single parents are sometimes overwhelmed by the need to provide for their children and in some situation call for the support of their first born who end up dropping school”*

#### **4.4 Association between parent Marital Status and Academic achievement**

Cross tabulation was done to find out whether there was an association between parents’ marital status and academic achievement.

**Table 4.6: Marital Status and Academic achievement**

		Performance				Total
		Increasing	Decreasing	Irregular	Constant	
Parent marital Status	Married	12	33	42	5	92
	Single	7	22	21	6	56
Total		19	55	63	11	148

The findings showed that achievement of students with single parents was decreasing than that of students who were living with two parents. Chi square test was further carried out to find out whether the association between parent marital status and student academic achievement was significant. These findings concur with Omoruyi (2014) who found that there was a significant difference in academic achievement among children brought up by both parents and those from single parents.

**Table 4.7: Marital Status and Academic achievement**

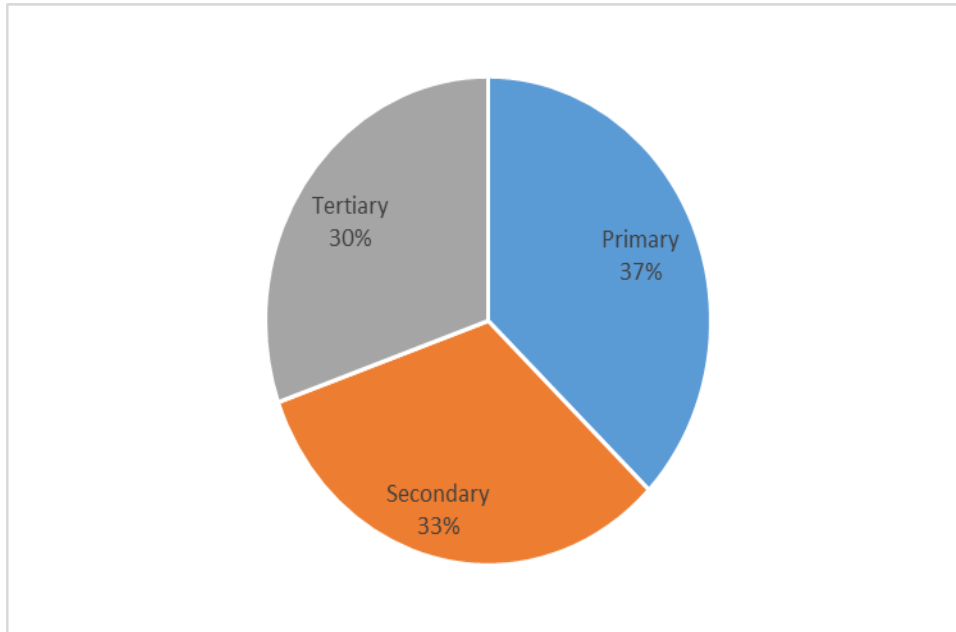
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.966 <sup>a</sup>	3	.019
Likelihood Ratio	1.928	3	.588
Linear-by-Linear Association	.046	1	.830
N of Valid Cases	148		

The findings showed that there was a significant association between parent marital status and student academic achievement as supported by Pearson Chi-Square value of 1.966 and corresponding p value of 0.019 which was less than 0.05.

#### **4.5 Parents Attitude toward Education**

The study aimed at finding out the connection between parental attitude towards education and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi.

The students were asked to indicate their parents' highest level of education. They were supposed to indicate their mothers' highest level of education. The findings were as shown in table 4.7 below.

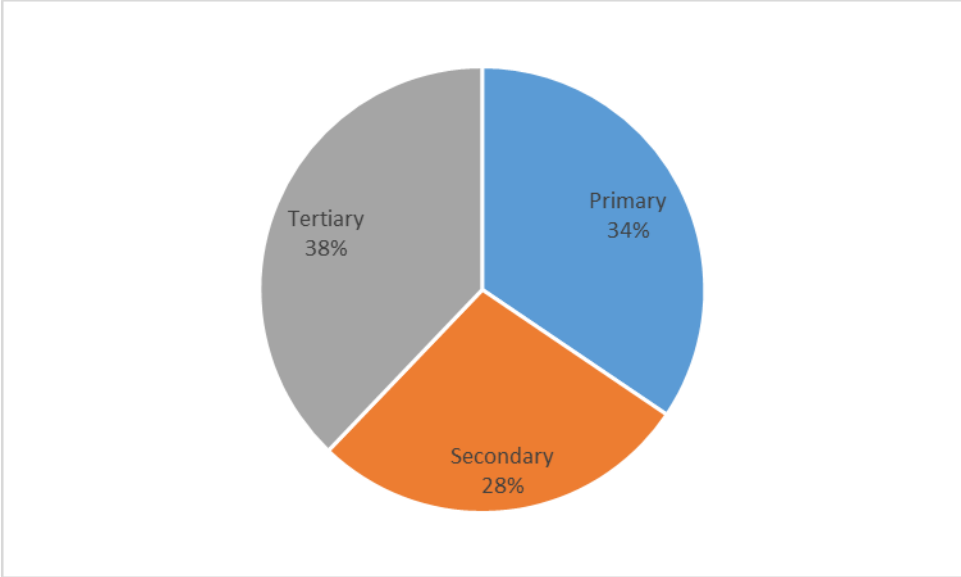


**Figure 4.4: Mother's level of education**

The findings showed that most of students indicated that their mothers had a primary level of education, 33% had a secondary level of education while 30% had a tertiary level of education.

The participants were further supposed to indicate their fathers' highest level of education. The findings were as shown





**Figure 4.5: Father’s level of education**

Majority of the students (38%) indicated that their fathers had a tertiary level of education while 34% indicated that their fathers had a primary level of education. Additionally, 28% of the students indicated that their fathers had a secondary level of education.

The results from parents’ level of education depicts that most of the parents had not achieved a tertiary education level. Furthermore, the students were asked to indicate whether their parents’ level of education affected their academic achievement.

**Table 4.8: Influence of parents’ level of education on academic achievement**

	Frequency	Percent
Yes	98	66.2
No	50	33.8
Total	148	100

The results showed that most students (66.2%) indicated that their parents’ level of education had an effect on their academic achievement, while 33.8% indicated that it did not.

The students who indicated that their academic achievement was affected by their parents’ level of education were further asked to indicate how. One student responded that:

*‘My parents hardly understand what I do in school and I am not able to gain assistance in my homework’*

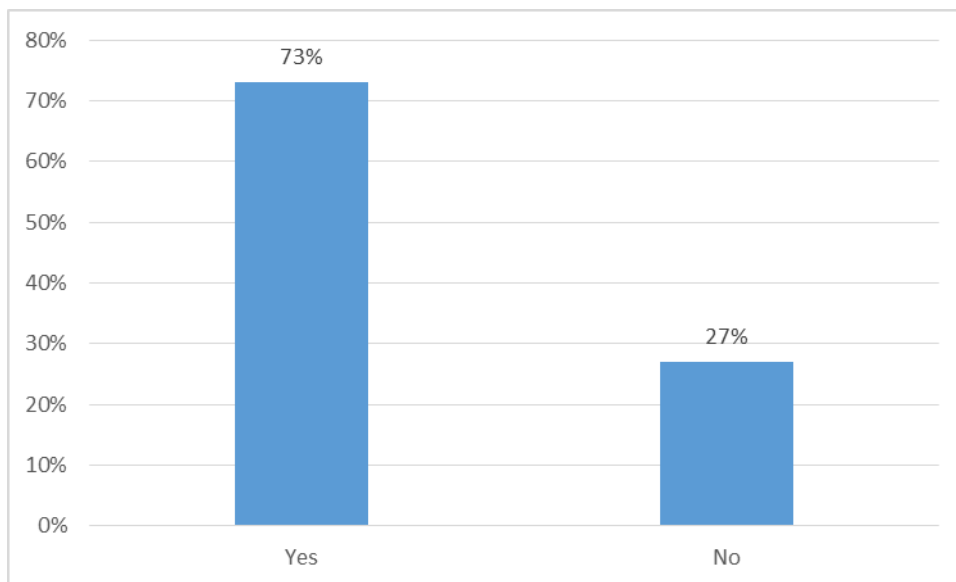
Another one said:

*“My parents are both good in Sciences so they always assist me in my homework”*

Another responded:

*“Both of my parents are graduates so they encourage me to work harder and achieve more than they have, so I really work hard with the motivation I gain from their support and advice”*

The students were asked to indicate whether their parents are involved in their school work. The findings were as shown.



**Figure 4.6: Parental Involvement**

The findings revealed that most students (73%) were supported to go to school while 27% indicated that they received minimum support to attend school by their parents.

The researcher further gathered parents' views on how parent's attitude to education affect the students' academic achievement. The researcher conducted interviews and a parent said that:

*“Yes, it actually affects the attitude of the student towards school as well as the efforts they put in education”*

Another parent responded by stating that:

*“Parents who do not ask their children about homework cause laxity among the children as far as school work is concerned, subsequently, such a student will not perform well”*

#### **4.6 Association between parents’ attitude to education and Academic achievement**

Cross tabulation was done to find out whether there was an association between parents’ attitude to education and Academic attainment.

**Table 4.9: Parents attitude to education and Academic achievement**

		Performance				Total
		Increasing	Decreasing	Irregular	Constant	
Encourage	yes	13	13	44	9	108
	no	6	42	19	2	40
Total		19	55	63	11	148

The findings showed that students who were supported by their parents to go to school achieved better than those who were not supported.

Chi square test was also carried out to establish whether the association between parents’ attitude to education and Academic achievement was significant. Omoruyi (2014) did a research on the link that exists between being brought up in broken families and academic achievement in Namibia. The study dwelt on the personality development of the sampled respondents. The study considered 300 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research outcomes depicted that those students who came from homes with both parents did well as compared to those who were from broken families.

The findings also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents ' willingness to be' successful parents ' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children.

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**Table 4.10: Parents attitude to education and academic achievement**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.970 <sup>a</sup>	3	.036
Likelihood Ratio	1.303	3	.728
Linear-by-Linear Association	.037	1	.848
N of Valid Cases	148		

The findings showed that there was a significant association between parents' attitude to education and student academic achievement as supported by Pearson Chi-Square value of 1.970 and corresponding p value of 0.036 which was less than 0.05.

The sampled students were further asked to indicate the kind of parental input that motivate them to study.

**Table 4.11: Parental Input**

Input	Frequency	Percent
Money	103	69.6
Time	100	67.6

Attention	108	73
Resources	109	73.6

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The findings indicated that most parents provide money, time, attention and resources to motivate their children to study.

This finding tally strongly with the study done by Ntitika (2016) whose outcomes lead to a conclusion that the way parents view education plays a significant role in determining how their children excel in class.

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#### **4.7 Family Size**

The study aimed at determining the effect of family size on academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi.

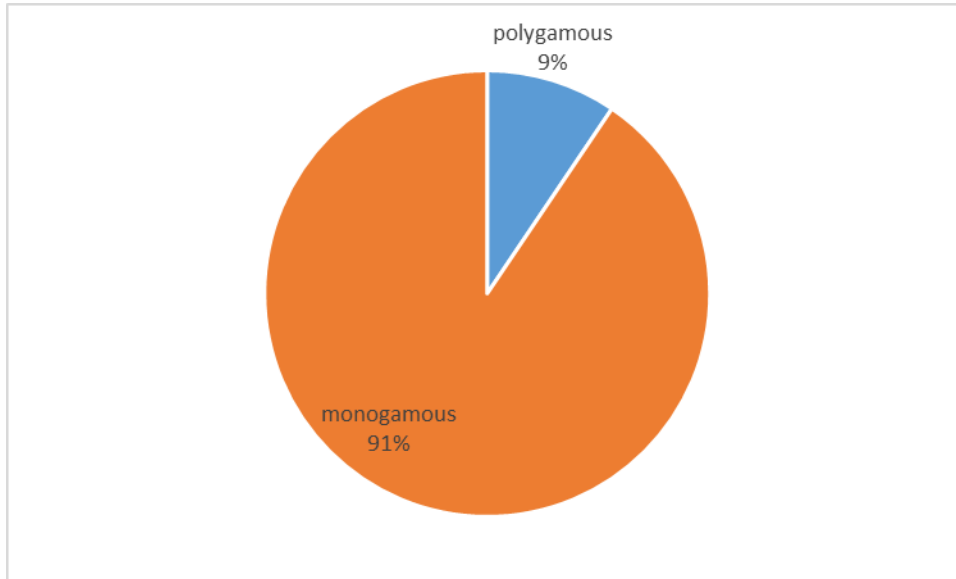
The respondents were asked to indicate the number of siblings they have. The findings were as shown.

**Table 4.121: Number of Siblings**

<b>Number of Siblings</b>	<b>Frequency</b>	<b>Percent</b>
0 to 3	51	34.5
4 to 5	44	29.7
5 to 7	28	18.9
over 7	25	16.9
<b>Total</b>	<b>148</b>	<b>100</b>

The findings showed that most students (34.5%) had 0 to 3 siblings, 29.7% had 4 to 5 siblings, and 18.9% had 5 to 7 siblings while 16.9% indicated that they had over 7 siblings. This implies that the family sizes were large.

Furthermore, the students were asked to indicate the nature of their families. They were supposed to indicate whether it was polygamous or monogamous. The results were as shown.



**Figure 4.7: Nature of Family**

The findings showed that most students (91%) were from monogamous families while 9% were from polygamous families.

Following the number of siblings and nature of family, the respondents were asked to indicate whether they were attended to equally.

**Table 4.13: Equally attended to**

	Frequency	Percent
Yes	121	81.8
No	27	18.2
Total	148	100

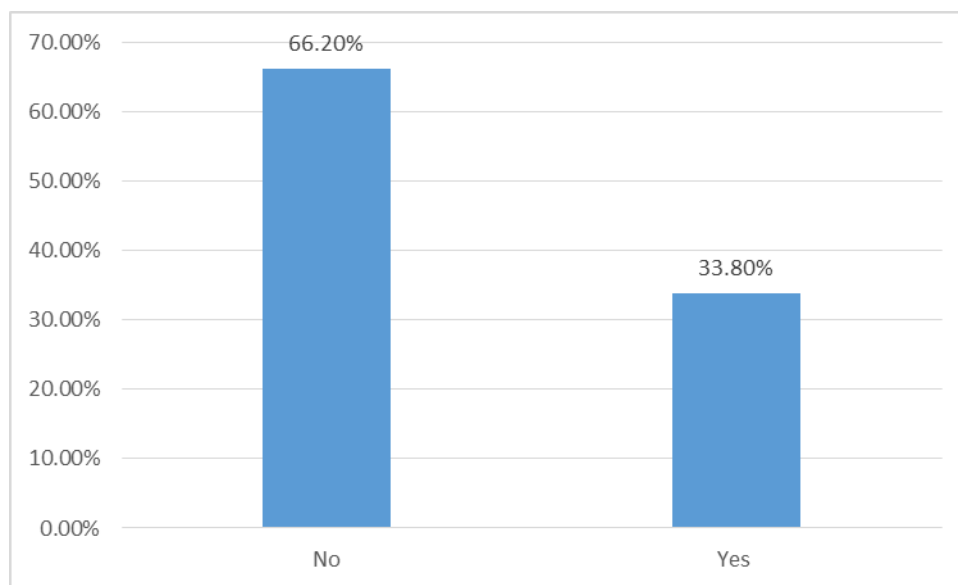
Majority of the students (81.8%) indicate that they were attended to equally as far as education was concerned while 18.2% were not. They were further asked to explain their responses. One student responded:

*“My parents pay school fees for all of us and everyone is attending school of his/her choice”*

Another student said:

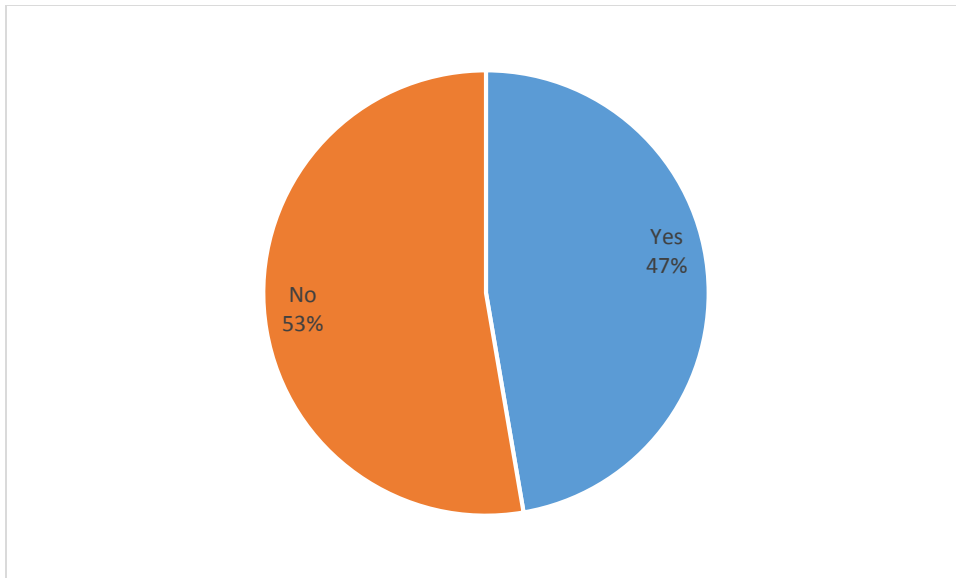
*“Those who perform better in our home are treated better; they have all the text books they require and their school fees is paid on time”*

The students were further asked to indicate whether their birth order influences their academic achievement. The findings were as shown:



**Figure 4.8: Effect of family size**

From the results 66.20% of the students indicated that their academic achievement was not influenced by their birth order. Only 33.8% indicated that their academic achievement was influenced by their birth order.



**Figure 4.9: Influence of birth order on academic achievement**

The results showed that the academic achievement of 53% of the respondents was not influenced by birth order. On the other hand, 47% indicated that their academic achievement was influenced by their birth order.

The students were asked to explain their responses and one of the students said:

*“Being the first born, I have to work hard to set a good example to the rest of my siblings, so I have to work hard”*

Another student responded:

*“Being the first born, I am overwhelmed by house chores during holidays and sometimes fail to study and complete assignments”*

Further probing from the parents sought to determine how family size affects student academic achievement. Most parents agreed that students from relatively smaller families perform better than their counterparts from larger families. One parent categorically explained that:

*“In most cases, you find that in families with two or three siblings, all of them are able to attend studies to a tertiary level, contrary to large families where mostly the lastborn is adequately supported”*

#### **4.8 Correlation analysis between number of siblings and Academic achievement**

Correlation analysis was done to determine the connection between number of siblings and Academic achievement. The findings were as shown:



**Table 4.14: Connection between number of siblings and Academic achievement**

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		number of siblings	Achievement
number of siblings	Pearson Correlation	1	
	Sig. (2-tailed)		
Achievement	Pearson Correlation	-0.377	1
	Sig. (2-tailed)	0.031	

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The study findings showed that there was a negative and significant connection between number of siblings and academic achievement. This implies that an increase in the number of siblings would lead to a decline in academic attainment. This agrees with the findings of Durosaro and Durosaro (2010) who found that children from small size families scored better in school than their counterparts from both average size and large size families. Yoloye (2015) also found that large family size reduces the chances of children scoring well in school. Omoruyi (2014) did a research on the link that exists between being brought up in broken families and academic achievement in Namibia. The study dwelt on the personality development of the sampled respondents. The study considered 300 students who were randomly picked from the junior high schools. A questionnaire was utilized for data collection. Correlation analysis and one parametric test was done to ascertain the connection between the study variables. The research outcomes depicted that those students who came from homes with both parents did well as compared to those who were from broken families.

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Ipiluka (2015) wanted to ascertain whether the marital status of a guardian has any impact on academic achievement. In Kajiado, the target populace comprised of the students, their instructors as well as the parents. The outcome of the research indicated that the child's achievement as far as academics are concerned is influenced by the nature of the family. A conclusion was made that those children from single parent families faced resource constraints which translated to achievement that was below average.

Shim, Felner and Shim (2015) aimed at finding out whether family status affects the overall academic excellence among students. The researcher also sought to investigate other determinants of student scores among step families, single –parent families as well as two parent families. The results suggested that those students from single parent and step families had poor achievement as compared to those from families with both parents. The study attributed this to the stress and instability they experience during upbringing. The study also suggested that the parent's predisposition to education also had a stake in academic success of the students. The literature also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents ' willingness to be' successful parents ' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality, indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children. The review also suggests that the degree of family income is significant in the perceptions of a child. The theory posits children suffer from low earnings not that low income families have very little funds to invest in them, but rather because their parents ' willingness to be' successful parents ' reduces if they've got low income. There are, nevertheless, two types of theory, the tension of parents and the role modelling version. The parental pressure interpretation affects the infant's personality,

indicating that the deprivation is a traumatic task and poverty weakens the capacity of parents to be supportive, trustworthy and to engage in the education of their children

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.0 Introduction

This research study aimed at checking the connection between family background and academic achievement among secondary school students in Dagoretti Subcounty, Nairobi County, Kenya. The study had three objectives, aligned to answer the research questions and the hypotheses predictions.

#### 5.1 Conclusions and Recommendations

##### 5.1.1 Parents Marital Status and Academic Achievement

The first objective of this study was to establish the connection between parental marital status and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi. The study findings showed that students whose parents were married attained better compare to their single parent counterparts. This was supported by chi square test whose results indicated that there was a significant association between parental marital status and academic achievement.

##### 5.1.2 Parents Attitude to Education and Academic Achievement

The second objective of the study was to find out the connection between parental attitude towards education and academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi. The study findings showed that parent's attitude to education and academic achievement are significantly related. It was found that students who the parents were actively involved in their study attained better than those who the parents were less involved. This was also supported by chi square results which indicated that there was a significant association between parent's attitude to education and academic achievement.

### 5.2.3 Family size and Academic Achievement

The third objective of the study was to determine the effect of family size on academic achievement among public secondary school students in Dagoretti South Sub-County, Nairobi. The study findings indicated that student academic achievement was influenced by family size. It was established that students from smaller families attained better scores compared with those who came from larger families. This was supported by the correlation results which indicated that there was a negative and significant connection between Family size and academic achievement.

### 5.3 Conclusion

The study concluded that a single parenthood had a negative connection with academic achievement. On the issue of parental educational level, it was concluded that the level of education of parents had an impact on their children's academic achievement. The study also concluded that parental involvement in the students' study has a positive impact on their academic achievement. Additionally, the study concluded that a large family deters the ability of students to attain good scores in school.

### 5.4 Recommendation

The study recommended that families should be structured on a functionality level to avoid single parenthood if academic achievement has to be attained. It also recommended that guardians should endeavor to be academically sound if they have to influence their children's academic achievement. Furthermore, the study concluded that a family size should also be average size if the parent aspires to meet all the basic needs towards excellent academic achievement. In line with policy influence the Ministry of Education should create campaigns to sensitize the public on the importance of parental involvement in their children's educational achievement. The current Competency Based Curriculum should also be reinforced to ensure that parents do not send their children to school without proper follow up and provision of necessary resources. The study findings support the good parenting theory and recommends that parents should create conducive environment in their households to ensure that their children get actively involved in educational activities.

## **5.5 Suggestion for further research**

This study contributes immensely to the body of literature in determining the connection between family background and academic achievement of secondary school students specifically filling in the gap of such a study in the urban setting in Kenya. Previous studies have concentrated on other factors affecting academic achievement and more so in rural settings. This study provides the basis for further research in this all-important area in education and its results becomes very significant in sensitizing parents and school management that indeed, family background matters in academic achievement.

Further research should be done in other urban setting counties in Kenya in order to ascertain the connection between family background and academic achievement with a key focus in secondary school students in public schools. It also provides a good foundation to ascertain the situation in private secondary schools.

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## **APPENDICES**

### [Appendix A: Research Participation Consent Form \(For students\)](#)

I.....as the Principal of  
..... Secondary School do here give consent for the  
sampled students to take part in this study as requested.

I have understood the explanation and purpose given by the researcher about the study. I have also taken the time to brief the students of the process of collecting information and have assured them that information shared is well safeguarded.

It is also in my understanding that;

1. The students will not get any direct benefit like cash or non-cash rewards when participating in this study
2. Participation is voluntary and no student will be coerced to give information
3. Information shared will be kept strictly confidential and for the purpose stated
4. Whether a student participate or withdraw from the study will not have an effect on the treatment he or she receives from the school management

Finally, I acknowledge receipt of an authorization letter from the Institution of learning issued to the research as an approval for data collection

**Principal's Signature.....Date.....**

I confirm that I have given the necessary details about the study to the School Principal and that he is fully aware of all that it entails and willingly agrees for the students under his jurisdiction to participate in the study.

**Researcher Signature..... Date.....**

Note: Signed copies will be obtained for both the researcher and the School Principal.

### **Appendix B: Questionnaire**

*My name is Martha Muiruri, I am a Masters of Community Psychology student at the University of Nairobi (UoN) carrying out a research on The Connection between Family Background and Academic Achievement among Secondary School Students: A Case of Dagoretti South in Nairobi County. Kindly spare some time and assist me with certain information towards this study. Please*

*note that the study will be conducted as an academic research and the information provided will be treated in strict confidentiality. I will highly appreciate your time and honest answers.*

**Section A: Demographic Information**

- 1. Gender Male ( ) Female ( )
- 2. Age .....
- 3. Birth order
  - First born
  - Second born
  - Last born
  - Others (specify).....

**Section B: Parents Marital Status**

- 4. Parents Marital Status
  - Single
  - Married
  - Others(specify).....
  
- 5. Do you live with both parents? Yes ( ) no ( )
  
- 6. If no why?
  - My parents divorced
  - My parents separated
  - My parent is a single parent
  - Other (specify).....
  
- 7. Does your parent’s marital status affect your academic achievement?  
Yes [ ] No [ ]  
  
If yes, explain  
how.....

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

**Section D: Parents Attitude to Education**

8. What is the highest education level of your mother?

- None( )
- Primary ( )
- Secondary ( )
- Tertiary ( )

9. What is the average education level of father?

- None ( )
- Primary ( )
- Secondary( )
- Tertiary ( )

10. Does your parents' education level have any influence on your achievement at school?

- Yes ( )
- No ( )

If yes

explain.....  
.....  
.....  
.....

11. Do you parents encourage you to go to school?

- Yes ( )
- No ( )

12. What kind of inputs does your parent use to motivate you to study?

Money [ ]

Time [ ]

Attention [ ]

Resources [ ]

Others (specify) .....

**Section E: Family Size**

13. How many siblings do you have?.....

Yes ( )

No ( )

14. What is the nature of your family?

Polygamous ( )

Monogamous ( )

15. Are you are treated equally at home?

Yes ( )

No ( )

Explain your answer

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

16. In your own opinion does your birth position affect your achievement in school?

Yes ( )

No( )

If yes, explain how

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

17. Does your family size affect your motivation to study?

Yes ( )

No ( )

If yes, explain how

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

**Section F: Academic Achievement**

18. Kindly indicate the trend in your achievement for the last three terms.

<b>Term</b>	<b>Score</b>
Term 1	
Term 2	
Term 3	

*Thank you for Participating.*

**Appendix C: Principals Interview guide**

1. How would you rate the school attendance of students from families with both parents and those with a single parent?
2. How does the parent's attitude to education affect the students' academic achievement?
3. In your opinion, how does the family size influence the students' academic achievement?

### **Appendix D: Parents Interview Guide**

1. In your opinion, how do you compare the school attendance of students from families with both parents and those with a single parent?
2. How does the parent's attitude to education affect the students' academic achievement?
3. In your experience, how does the family size influence the students' academic achievement?
4. How would you describe the connection between family background and student academic achievement?