

**SOCIO-ECONOMIC FACTORS INFLUENCING STUDENT'S ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IGEMBE
SOUTH DISTRICT, KENYA.**

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DECLARATION

This research Project is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

This research project is dedicated to my children primrose, prudence and mark for their patience, to my wife Jacinta for her support, and my parents for educating me.

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I wish to thank the almighty God who has given me the physical and mental strength to undertake and accomplish this project. Secondly, special thanks go to my supervisors Prof. Akala Winston and Dr. Imonje Rosemary for their suggestions advice, guidance and encouragement.

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I also wish to thank the school principals, class teacher and students from all the schools involved in the study. Finally I wish to convey my sincere gratitude to my family especially my wife Jacinta for her support.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
DCSF	Department of Children, Schools and Families
D.E.O	District Education Officer
GOK	Government of Kenya
ILO	International Labour Organization
K.C.S.E	Kenya Certificate of Secondary Education
SPSS	Statistical Package for Social Sciences
UNSCO	United Nation’s Education Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate the socio-economic factors influencing student's academic performance in public secondary schools in Igembe South District. The objectives of the study were: to establish how parental level of education affected student's academic performance, examine the extent to which parental involvement in their children education influenced student's academic performance, assess how the amount of income of the parent affected student's academic performance and to establish the extent to which parents provided financial and material support to their children for successful academic performance.

The study used the descriptive survey design. The target population for this study consisted of 12 school principals, 36 class teachers and 120 students. The sample was selected using simple random sampling, stratified random sampling and purposeful selection.

The study used questionnaire as research instruments which had structured, closed ended and open ended questions, they achieved a return rate of 88.7%. The research used SPSS to analyze data using descriptive statistics to generate frequencies and percentages.

The main findings of the study were parental level of education has no influence on the student's academic performance. The finding also established that parent involvement in child education, income of the parent and financial and material support given to students by their parents influenced student's academic performance.

Based these findings the following recommendations were made: sensitization of the parents by government agent on the importance of involvement towards their children education is necessary so that they can be more involved. Parent-school cooperation should be encouraged by the school management and parents need to be encouraged to buy necessary support materials for better academic performance. Parents should be encouraged to buy extra textbooks and other learning material for the students to use at home especially for day scholars. Government should provide textbooks and other learning materials required by secondary school learners in all secondary schools.

Government need to provide fees bursaries to the needy students because majority of the parent are not able to pay school on time due to irregular income and poverty. Finally, since the study was carried in a rural district there is a need to conduct a similar study in as urban setting in other districts to find out if the same findings will be obtained.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a vital role in the development of human capital and is linked with an individual's wellbeing and opportunities for better living, (Battle and Lewis 2002). According to human capital theory, investment in education leads to formation of human capital this is an important factor of economic growth. Education and training imparts skills and productive knowledge and transforms human capital. The stock of skills and productive knowledge embodied in people constitutes human capital (Risen 1989 cited in Mlamelin 2001). Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation.

Educators, trainers and researchers have long been interested in exploring variables contributing effectively to quality academic performance. The variables that contribute effectively to quality academic performance are found within and outside the school.

These variables may be termed as learner factors, socio-economic factors, peer groups and school factors. Socio-economic factors may include parental level of education, parental income, financial and material support by parent, language, parental involvement in child education and peer group in school environment.

Farooq, Chandhry, Shafiq, and Berhanu (2011) while studying factors affecting students' quality of academic performance in Pakistan they stated that family characteristics like

socio-economic status are significant predictors for students performance at school besides the other school factors, peer factors and students factors. Parental education also has effects on students' academic performance while parental occupation has little effect on their child's performance in studies than their education. Student's gender strongly affects their academic performance, with girls performing better in subjects of mathematics and English as while as cumulatively.

Low income of parent is a major impediment to academic success and development on the part of the students. Student's academic performance can be predicted by a chain of social-economic factors resident in parents, family and network (Mohammed, Yinusa and Akanle, 2008). They were studying socio-economic factors influencing student's academic performance in Nigeria. Similar observation are made in Kenya where high income parents take their children to boarding schools while low income parents take their children to public primary schools, private primary schools perform better academically than most public primary schools in Kenya. Data from the 2004 KCPE Examination shows that 77 percent of private school candidate qualified for secondary school scoring over 250 points, while only 45 percent of students in public schools qualified. This disparity in the performance between private and public primary schools has led to the continued overrepresentation of private school graduates in the elite national schools.

Robert, and Taylor, (2005) concluded that social-economic factors have strong relationship with the average performance of students in public high schools in New Hampshire. They said that three social-economic factors that is unemployment rate for

the school district, percentage of adults in the district with at least a bachelor degree and percentage of district students who were eligible for free or reduced –price meals, accounted for approximately half of the variations across schools regarding the performance of students on standardized tests and students prosperity to consider and pursue a college education. They were carrying out a study on effects on socio economic factors in public high schools in Rankings in public high school in New Hampshire.

Zahyah, (2008) while studying the relationship between Aspects of socio economic factors in Malaysia stated that both parents level of education and reading materials available in the home were related to children’s academic achievement.

Ndaruhutse (2008) shows that within countries in sub-Saharan Africa, most financially poor students are made to repeat a grade due to low academic performance, and this has greatly contributed to increasing school dropout rates. He was reviewing literature on the impacts of financially poor student in schools and found that they are made to repeat several grades due to poor performance. This was embedded with cultural and historical traditions that are not always pedagogically founded. He concluded that repetition has few benefits and is financially inefficient. His recommendation were that to tackle effectively the problems of poor performance, reforms need to address the reasons behind poor academic performance, including poor school attendance the quality and relevance of teaching and lack of sufficient support for teachers and parents.

Ibrahim, Alex, and Doreen,(2008) while studying social economic Determinants of primary school dropout in Uganda concluded that academic attainment of parents is a key factor that influences the chances of a child dropping out of school in both rural and

urban areas and across all age cohorts .In Kenya, regions with high illiteracy levels have high school dropouts.

Simiyu (2002) found out that a relationship exists between children's academic achievements and parent's participation in their children's schools activities. He was studying students' performance in K.C.S.E and attitudes towards C.R.E in Lelan Division of west Pokot district.

Research by UNESCO (2004) indicates that youngsters from lower socio economic state are less likely to succeed in school. The social class and economic condition are important factors related to success in school and cannot be ignored (UNESCO 2004).

UNESCO, (1994) showed that girls academic achievement varied positively depending on their family's income. The findings reveal that girls from rich families are rarely sent home for fees and perform better than those from low level income families.

Private costs of education are those incurred by parents and they differ in different schools. Equally costs sharing have gained currency as a method of allocating educational costs to the beneficiaries such as families and communities instead of meeting the cost to be met from public funds as was the case with tertiary education after independence in most developing countries. These are the private costs paid by the parents towards other requirements of the school and not tuition fee which is currently paid by the government after the introduction of the free secondary education in 2008.

Table 1.1: Mean Scores in KCSE examination for Igembe south District (2008-2012)

Year	2008	2009	2010	2011	2012
Mean score	5.268	4.966	5.318	5.565	5.691

Source: DEO's office, Igembe south District.

The table indicates the performance of public secondary schools in Igembe south district in Kenya certificate of primary education in the last five years.

1.2 Statement of the Problem

The Kenya Certificate of Secondary Education results in Igembe South District have generally been poor over the years. This can be observed in table 1.1, which shows the mean scores for secondary schools in Igembe south District in (K.C.S.E) from 2008 to 2012. Despite the effort of the government through employment of teachers and community through construction of classrooms, laboratories and putting up new secondary schools using Parent teacher association (PTA) and constituency development funds (CDF), the District has not been able to attain mean grade of C+ (mean score of 7 Point) in KCSE. The mean score of the district has been C- (mean score of 5) and below. This situation is very worrying considering the financial and material investment made by the parents and other stakeholders to provide education to learners in the District. The study therefore addresses the problem by finding out the socioeconomic factors that influence student's academic performance in public secondary schools in Igembe south District.

1.3 Purpose of Study

The purpose of the study was to investigate the family socioeconomic factors influencing student's academic performance in secondary schools in Igembe South District.

1.4 Objectives of the Study

The objectives of the study were:

- i. Establish how parental level of education affected student's academic performance in Igembe South district.
- ii Examine the extent to which parental involvement in their children education influenced students' academic performance in Igembe South District.
- iii Assess how the amount of income of the parent affected student's academic performance in Igembe South District
- iv Establish the extent to which parents provided financial and material support to their children for successful academic performance.

1.5 Research Questions

- i. How did the parental level of education affected student's academic performance in Igembe South District?
- ii. To what extent did the parent involvement influenced student's academic performance in Igembe South District?
- iii. How the amount of income of the parent did influenced student's academic performance in Igembe south District?
- iv. To what extent did parents provided financial and material support to their children for successful academic performance in Igembe south district?

1.6 Significance of the Study

The study on the influence of family socioeconomic factors on the student academic performance can be found useful to both educational and policy makers in giving guidance to the Government on necessary course of action to enhance academic performance. It may also enable the parent to understand the critical roles they play for their children to perform well in school. The finding may be useful feedback to curriculum designers into kind of experiences in secondary school needed to aid in successful academic performance. Finally, the study may help the future researchers in identifying priority areas in which to carry more research in student's academic performance in secondary school.

1.7 Delimitation of the study

The study was conducted in Igembe south District .This is a dominantly rural district and hence the result may not be generalized to urban areas .The socioeconomic factors include parental level of education, parent involvement in children education, income of the parent and parent provide the necessary financial and material support to their children for successful academic performance. The performance of students is based KCSE results

1.8 Limitations of the Study

The following were the limitations:

The study relied on students to provide information about their socioeconomic factors; some might have given true responses while others might have been ignorant of socioeconomic background. Respondents included principals of the selected schools, class Teachers, form two, and form three and form four students only.

There were many other factors that influence students' academic performance that the researcher was not be able to control. These would include; school resources, teaching learning strategies, class size teacher competency and adequacy and school administration.

1.9 Basic Assumptions

In conducting this research it was assumed that:

- i. The examinations were acceptable measures of candidates' performance and were appropriate for differentiating between good, average and less able students.
- ii. Students were able to assess the socioeconomic factors that affect academic performance in secondary school.
- iii. The examination data obtained from KNEC and District education office is reliable.

1.10 Definitions of Significant Terms

Academic performance: Refers to the total score that a student obtains in an Examination

Cohort: Refers to group of students who join school at the same time

Family Socioeconomic factors: Refers to aspects of socioeconomic factors related to the Family that affects a learner's academic performance. These include parental income, parental educational level and parental involvement in children education.

Public school: Refers to schools that are formally supported by Government especially in terms of employment of teachers

Socioeconomic status: Refers to education levels of parents, as well as family wealth including business and farming

Mean score: Refers to average point showing individual or Group achievements in examination performance

1.11 Organization of the study

The study was organized in five chapters .chapter one contains the background to the study, the objective, the problem of the study, delimitations, and limitations and basic assumption of the study. Terms used in the study were defined at the end of chapter one. Chapter two covers Literature review derived from local and international studies on factors influencing student academic performance. It also covers theoretical and conceptual framework at the end. Chapter three present the research methodology to be used in the study. It covers the research design, target population, sample and sampling

technique, research instruments, validity and reliability of instruments, data collection procedures and method of data analysis.

Chapter Four covers data analysis and discussion of the study findings. Chapter five presents summary of the findings, conclusions, and recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature on the Family socioeconomic factors influencing students' academic performance in secondary schools in Igembe South District. These factors were discussed under the following sub-headings factors related to parental level of education, parental involvement in the children education, the income of the parent and parental financial and material support.

2.2 Parental Level of Education on student performance

Level of education influences parent's knowledge, beliefs, values, and goals about child rearing, so that a variety of parental behaviours are indirectly related to children's school performance. For example higher levels of education may enhance parent's facility at becoming involved in their children's education, and also enable parents to acquire the model social skills and problem solving strategies conducive to children's school success. Thus students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation and they may use more effective learning strategies than children of parents with lower levels of education. (Education Encyclopedia state university)

Studies have indicated that parents with higher educational level could motivate the intellectual potential within children that may lead them to perform better in school and in return strive for further education (Haveman and Wolfe 1995). Holmes, (2003), states

that findings with regard to the impact of parent's education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. He further indicate that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother's enhances the educational attainment of girls.

Garasy, (2011) observed that mothers educational level were found to be significantly related to children's performance in school compared to children whose mothers were less educated. On the other hand less educated mothers were identified as possessing less enthusiasm in their adolescents learning (Portes and Zady 1998).

Many studies have been carried out in developed countries on parent's educational influence on children's academic achievement and have indicated its positive relationship with academic achievement. Studies carried out in the developing countries though few, reveal similar results. For example, Lockheed, Fuller and Nyirongo (1989) in across – sectional study on Thai and Malawi children found that students with higher levels of achievement in 8th grade in mathematics had fathers who had more professional occupations, mothers with higher levels of education and lived in wealthier districts. Thus parent's educational level, irrespective of its geographical setting may to a certain extent have an impact on adolescents' progress in education.

David, (2005), state that both parents education was related with children's academic achievement. Studies have also shown that mother's education is associated with the

physical environment and learning experiences in the home (KlebanovBrooks – Gunn J and Duncan 1994).

According to the PISA result 2006, the influence of the level of education of parents on the academic performance of their children is evidence in all countries though the scale of the effect does vary across all EU member state. Those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those parents who have only basic schooling.

Nicholas, (2010), in his study the effect of parental education attainment on school outcome concluded that parents' educational background could affect the children's success in school. Therefore there is a need for parents to realize the importance of education and the role they are expected to play in the actualization of better academic achievement of the children. He further notes.

The children of the educated group are liable than the children of the lower or non-educated groups to have higher aspirations and higher education plans (Wilson. 1992) cited in (Nicholas 2010). The academic aspiration of school children is positively related to the standing of their parents. This is so because children tend to imitate their parents and so aspire to be as highly educated as their parents. There is an indication that children of parents with high level of education are likely to follow the modern ideas while the children from parents with low level of education are likely to follow old tradition that is not to appreciate the value of education (Matanmi 1989 cited in Nicholas 2010).

Ezewu, and Okoye, (1981 cited in Nicholas 2010), showed that more pupils from high socio-economic status groups which usually fall into the well-educated groups aspire for highly rated professions such as medical profession in Nigeria more than the lower socio-economic status group which mostly fall into the low or non-educated groups.

Children of more highly educated families are more ambitious and attain higher levels of education. The amount of schooling that parents receive influences how they structure the home environment as well as how they interact with their children in promoting academic achievement. The economic difficulties, do not necessarily constrain academic development. It is possible parents as “co-teachers” in the home may find a better psychological balance of stimulation and demand for their children when they themselves were successful in academics. Although poverty certainly is a major threat for child development, a closer look at the underlying mechanisms may help explain why so many poor children perform well in school despite restricted material resources.

If parents are successful in providing an emotionally stable and stimulating environment the negative effects of financial restrictions can be minimized. (Pamela, 2005), Alexander, Entwisle and Bedinger (1994), agrees and state that although poverty has an important relation to developmental outcomes in the early years of development, it may have less influence on outcomes during middle childhood and adolescence. During these years, parents’ education may help parents to be more efficient teachers at home because they are more likely to know something about what the children are being taught. Thus they are able to help with homework and provide appropriate cognitive stimulation when children are not in school.

2.3 Parental Involvement in Children Education on student performance

According to the department of children, schools and families of USA 2008 parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. The quality and content of father's involvement matter more for children's outcomes than the quantity of time fathers spend with their children. The DCSF further notes that most children have two main educators in their lives – the parents and their teachers, parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school and beyond.

Suresh, (2010) while studying the parental involvement in children's education stated that regardless of the parents' education level, most of the parents seemed to have invested their educational in the form of participation. However, the quality and the quantity of knowledge and skills of the parents especially those who are from the low level of education remain uncertain.

Reay, (2004 as cited in Suresh 2010), state that most middle class mothers have a good educational background and it is invested in their children's educational success in the form of self-confidence and participation.

William, (2005) in his study parental involvement and secondary school student education that subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the

more demonstrative aspects of parental involvement such as having household rules and parental attendance and participation in school functions.

A study carried out in Kenya by Nzyima,(2011), indicate that parental inputs such as coming to school to discuss the education progress of their children, interests in the education were some of the inputs considered as parental involvement. She further states that parental background influenced their involvement in the education of the children. For example parental level of education was a determinant of their involvement in their children's education. The parental level of education influenced their involvement in their children's education. Parents who were involved in their children's education encouraged them to work hard, supported and supervised their children's education. She was carrying out a study on the relationship between parental involvement in children's Education and their academic performance in public primary school in Dagoretti district.

Simiyu (2002) concur with these findings when he state that a relationship exist between children's academic achievement and parent's participation in their children's schools activities. Children whose parents participated in school activities had higher scores compared to those whose parents who never participated. He stressed that those parents who participated in their children schools activities were able to guide and counsel their children in partnership with the teachers and the head teachers hence their children had better performance than those whose parents who hardly visited or participated in school activities. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling and are less likely to drop out of school Russel 2001(as cited in Ibrahim,

Alex, and Doreen, 2008). The African population and Health Research centre (2010), observed that parents have a role to play in their children's upbringing, if the children have to come to school prepared to receive instruction from their teachers. They stressed that lack of parental involvement in the classroom had a negative effects on grades.

According to Epstein 2001(as cited in Kari, 2011), it is important for home and school to share responsibility. This means interaction between parents and teachers, and interaction requires knowledge about each other. Many teachers have an inadequate understanding of the students' background, it is not possible for them to develop practices that inform and involve all parents in their children's development. When teachers do not understand the children's background, they may form stereotypes of the families, "Pushy upper, Middle class parents, helpful middle – class parents and incapable lower –class parents". He also said that, in a school in which students have different socio-economic and cultural backgrounds, many teachers will be able to reach some of the parents; the parents with the same social and cultural capital as the school.

Kari, (2011), found out that minority students with parents from traditional communities may also be at a disadvantage because parents and schools have different ideas about responsibility. According to the Ohio education association parent involvement can mean, reading to a child, checking homework every night, discussing children's progress with teachers, voting in school board elections, helping ones school to set challenging academic goals, limiting TV viewing on school nights, or it can be as simple as asking ones children, how was school today? But ask every day. This will send to the children

the clear message that their schoolwork is important to the parents and the parents expect them to learn. Generally the family makes critical contributions to student achievement from pre-school through high school. Therefore a home environment that encourages learning is more important to student achievement than other variables such as income, education level or cultural background.

2.4 Influence of Income of the Parent on student performance

The United States department of education (2000) concluded that poverty is an important Factor accounting for differences in performance and achievement across rural, suburban and urban districts. However the study concluded that poverty alone does not account for all the difference in the performance of the student. Johnson, 1996(as cited in Muhammed, and Akanle 2008), Opined that poverty of the parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and social welfare services.

Gordon, and Lance, (2005), observed that children growing up in poor families are likely to have home environments or face other challenges which would continue to affect development even if family income rose substantially. They also said that for children growing up in poor families, extra income does appear to have a positive causal effect.

Susan, (2010), notes that the children of affluent parents are more likely to succeed in life than the children of poor parents. For example compared to more affluent children, poor children, score lower on tests of cognitive skill in early childhood. Have more behaviour

problems in school and at home, are more likely to have children at a young age, and are more likely to be poor themselves when they are adults. The most intuitive explanation for this difference is that rich parents can spend more than poor parents on their children and that these “investments” lead to better outcomes for their children. Susan further said that if poor children fail because their parents cannot make sufficient monetary investments in their future, then government can improve the life chances of poor children by providing families with the means to make the investments or by providing the investments directly in the form of schooling, health care and other human capital inputs. Greg. (2005), state that family income has substantial but decidedly selective associations with children’s attainments. The selective nature of effects included the following: Family income had much larger associations with measures of children’s ability and achievement than with measures of behaviour, mental health and physical health. Family economic conditions in early childhood appeared to be more important for shaping ability and achievement than did economic conditions during adolescence; and the association between income and achievement appeared to be non-linear, with the biggest impacts at the lowest level of income.

The level of the family income is one of the most powerful influences on demand for secondary and higher education and even primary school enrolment rates in developing countries (Psacharopoulos and Woodhall 1985 as cited in Abagi 1997). The rise in poverty levels indicates that 46.8% of Kenyan lives below poverty line. Today more than 56% of Kenyan lives below poverty line. Income of the parent influences students’

performance because it determines the availability of education material or lack of it, and availability school fees or lack of it.

2.5 Influence of parental Financial and material support to their children's successful learning on student academic performance

According to Teachman, 1987(as cited in Zahyah, 2008), parents use material and non-material resources to create a home atmosphere that fosters academic skills. It is through these resources allocated to children that may influence attainment of learning in children. Similarly, the availability of educational resources in the home were usually associated with homes where parents were not only educated but were also financially stable. For example children whose parents were economically resourceful tend to associate educational materials with academic achievement. Parents see these materials as agents for promoting their children interest in learning.

Zahyah, (2008), concluded that parent socioeconomic factors are related to adolescents' academic achievement his study was based on the rural area. He said that it is not so much of the geographical settings but more of the parents' economic status. The educational level and reading materials in the home to a certain extent do influence children's school performance. He further state that poor performance in school does not fully depend on location but more so on parents' socio-economic status. The presence of reading materials in the home is found to be moderately associated with adolescents in purchasing the appropriate reading materials based on their own academic ability compared to parents with lower educational background. He was carrying out a study on

the relationship between aspects of socio-economic factors and academic achievement. Johnson,(1996), in his theoretical model of economic nationalism in developing states, said that poor parents can no longer provide adequately for shelter, clothing and special needs in school(such as provision of textbooks, school uniforms and good medical care). He further stated that high levels of illiteracy, poverty and low socioeconomic status coupled with high rate of paternal and maternal deprivation of students academic needs, which was necessitated by poor socioeconomic of the country threw many farmers and rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. This kind of poverty of the parents make it difficulty for them to provide basic needs such as food, stationaries, reading tables and study rooms at home for day schooling learners.

2.6 Theoretical Framework

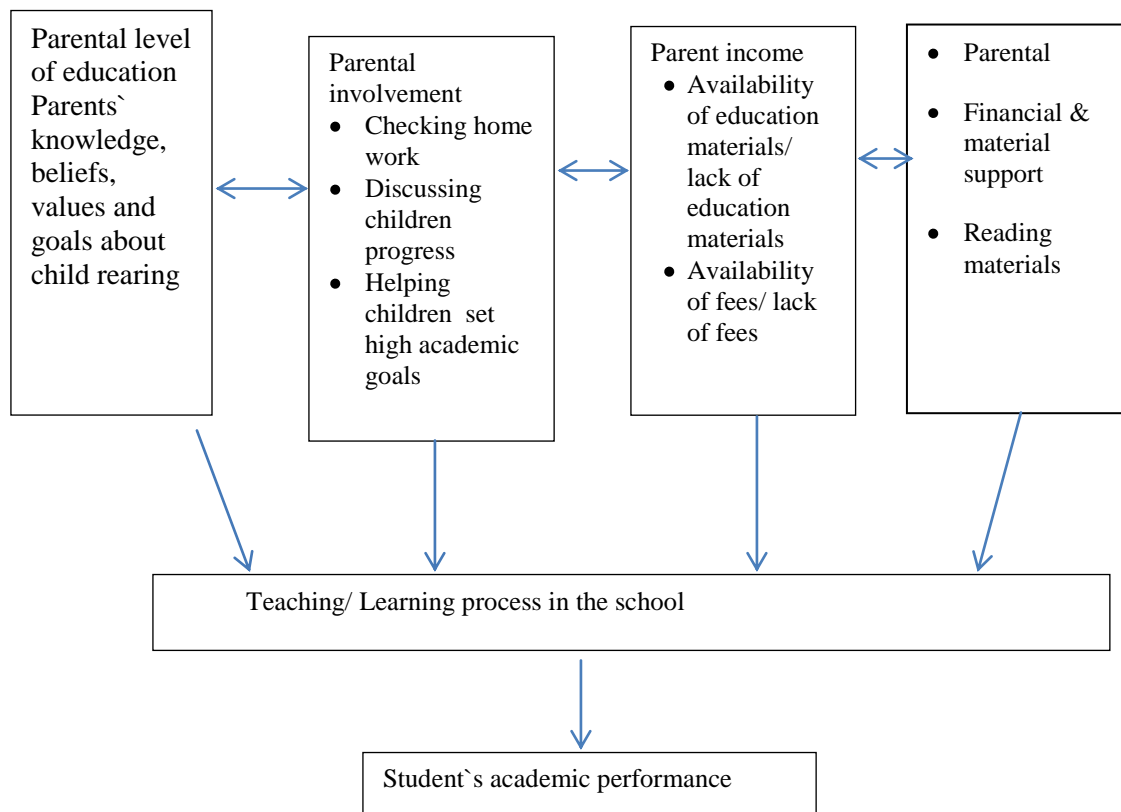
The study was guided by the systems theory of organizations developed Ludwig von Bertalanffy in the 1950s. Systems theory emerged as part of the intellectual ferment following World War II although its roots are much older.

Systems theory postulate that schools are like other open systems which of necessity engage in various mode of exchange with environment (Katz and Kahn, 1966).Systems theory emphases the consideration of the relationships between the school and its environment as well as what goes on within the school (Hall, 1977).The fundamental concept in the general system theory is the notion of emergence and interaction.

As adapted in this study, the systems theory holds that socioeconomic factors influences' students academic performance in a school. That is parental level of education, parental involvement in children education, income of parent and financial and material support given to the children by the parent influences students academic performance. This theory has its own shortcomings. The interrelationships among part of a system have to be recognized and understood by 'all' people involved. The theory also requires a shared vision so that all people in the school have an idea of what they are to accomplish.

2.7 Conceptual framework

Figure 2.1 Conceptual Framework



Emergency from the framework above student's academic performance is conceptualized as an outcome of interrelated factors which originate from within the family. These factors are seen to interact and their interaction is indicated by the two sided arrows linking the four set of factors. The learner is affected by the four set of factors as he or she goes through the education system indicated by the teaching and learning process. This is shown by one sided arrows that originate from the four set of factors towards the teaching and learning process which brings together all the stated factors which will impact on the student's academic performance.

This is shown by one sided arrow that originates from the teaching / learning process in the school to the student's academic performance.

2.8 Summary of literature review

The reviewed literature revealed that many studies were done on socioeconomic factors influencing academic performance within and outside Kenya. Most studies done outside Kenya discussed those factors within and outside school whereas those done in Kenya only discussed factors within the school or covering only a specific subject, hence knowledge gap. For example Muhammed, Yinusa and Akale (2008) in their study socioeconomic factors influencing students academic performance in Nigeria revealed that low income of the parent was a major impediment to academic success and development on the part of the student .

Farooq, Chaudhry, Shafiq and Behanu(2011) in their study factors affecting students quality of academic performance in Pakistan indicated that family characteristics like

socioeconomic status are significant predictors for students' performance at school besides the other school factors and student factors. While Nzyima (2011) in her study relationship between parental involvement in children education and their academic performance in public primary schools in Dagoretti district, Kenya indicated that parental inputs such as coming to school to discuss the education progress of their children and interest in their education were some of the inputs considered as parent involvement. Simiyu (2002) in his study students' performance in C.R.E in KCSE and attitude towards in C.R.E in Lelan division west Pokot district, Kenya stated that children whose parents participated in school activities had higher scores than those whose parents never participated. The proposed study seeks to fill the gaps by finding out the socioeconomic factors influencing student's academic performance in public secondary schools in Igembe south District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the procedure that were used to conduct the study .It focused on research design, target population, sample and sampling procedures, research instruments, data collection and data analysis technique.

3.2 Research Design

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose, Kombo and Tomp(2009). It is the conceptual structure within which research is conducted.

The study employed descriptive survey design to assess the influence of socioeconomic factors on the student's academic performance in public secondary schools in Igembe south district. Orodho (2003) defines descriptive survey as a method of collecting information by interviewing or administrating a questionnaire to a sample of individuals. The descriptive survey design was relevant to this study as the researcher was only to report the socioeconomic factors that influence the student's academic performance without manipulating variables.

3.3 Target Population

According to Oso (2009) target population is the total number of subjects, or the total environment of interest to the researcher. The population from which the sample was drawn comprised all the public secondary schools in Igembe south district. The target

population was all the 23 public secondary school, 111 class teachers, 5,775 students and 23 principals in public secondary schools in igembe south district.

3.4 Sample size and Sampling Procedures

A sample size is the number of participants in a given study. Orodho and Komb (2002) define sampling as the procedure researcher uses to gather people, places or things to study. Since the research cannot cover all the 23 public secondary schools in Igembe south District, a sample was selected to take part in the study. According to Ary and Razeriah(1972) a sample size of 10% - 20% of the population is acceptable as a sample in descriptive research though the bigger the sample the better. Best (2005) states that a sample should be large enough to serve an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expenses in terms of both time and money.

Igembe south District has (23) public secondary schools. Of these (4) are provincial school, (2) boys and (2) girls schools. Among the (19) District schools (3) are mixed boarding and (2) mixed day and boarding and (12) are mixed day. The study sampled (12) schools. This represented 52% of the population which is bigger than 10% and 20%. Since there are only (2) boys' and (2) girls' provincial schools in the district all were purposely selected for the study. The selection of mixed boarding and mixed day and boarding schools were stratified according to category before systematic technique was applied to get (3) schools. The remaining (5) schools were chosen using simple random

sampling from the (12) mixed day secondary schools. Table 3 shows a summary of Sampling of schools.

Table 3.1: Sampling of schools

Category of school	Population	Sample size
Mixed day	12	5
Mixed Boarding and Day	2	1
Mixed Boarding	3	2
Boys only Boarding	3	2
Girls only boarding	3	2
TOTAL	23	12

From the sampled schools, all the (12) principals participated. The target population of students in the (12) schools was (30130).The sample size was arrived at by taking 10% of (30130) students which was (301) students,(100) from form two, (100) from form three and (100) from form four. From each of the (12) schools, simple random sampling was used to select (24) students. In mixed gender schools, stratified random sampling was used to ensure that equal number of each gender was selected. Stratified random sampling were used to select (3) class teachers from each school, giving a total of (36) teachers.

3.5 Research Instruments

The study utilized questionnaires for data collection. The questionnaire was chosen because it saves on time. The method can reach a large number of subjects who are able to read and write independently (Orodho 2004). According to Nkapa, (1997) a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions.

Three questionnaires were used one for students, another for class teachers and another one for principals. The questionnaires were soliciting data from students and teachers on the influence of social economic factors on student's academic performance.

3.5.1 Instrument Validity

The validity of a test is a measure of how well a test measures what it is supposed to measure, Kombo (2009) define content validity as a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of particular concept .Content validity was ensured by checking whether the items in the questionnaires reflected the research question. Best and Khan (1993) stated that content validity of the research instruments can be enhanced through expert judgment .Therefore the researcher's supervisors as experts helped to assess the validity to the instruments.

3.5.2 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda 2003). Reliability of the instruments

therefore enables the researcher to estimate error and make correction if any. The larger the reliability the smaller the random error and conversely, the larger the random error the smaller the reliability (Mugenda 2003). To determine the reliability, a pilot study was carried out for principal, class teachers and students. The pilot study was carried out in a secondary school, which was not included in the final study. In this school which was a single streamed school class teacher from form two, form three and form four, one principal and 6 student from form 2, 3 and form 4 participated. The questionnaires were administered to the respondents and after one week another set of questionnaires were administered to the same respondents. After this the reliability of the questionnaires was determined. The computation of Pearson's product moment correlation co-efficient (r) between scores of the two test x and y were employed as shown by the formula;

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

Where

$\sum x$ = the sum of scores in the x test

$\sum y$ = the sum of scores in the y test

$\sum x^2$ = the sum of the squared score in the x test

$\sum y^2$ = the sum of the squared score in the y test

$\sum xy$ = the sum of the product of paired x and y scores

n = the number of paired x and y scores

The reliability coefficient of the questionnaire used in the study was 0.8.

3.6 Data collection procedures

Three sets of questionnaires were used. The researcher acquired permit from the National council of science and technology through an introduction letter from the university.

Subsequent clearance to carry out the study was obtained from district commissioner (DC) and district education officer (DEO) Igembe south district. The researcher personally visited each school and administered the questionnaires. Formal consent was sought from the principals of the schools included in the study. The researcher explained the importance of the study and the necessity of the respondents to give genuine and honest contributions to the study. The consent of the class teachers to participate in this study was sought before administering the instruments.

3.7 Data Analysis Techniques

Data analysis entails separation of data into constituent parts or elements and examination of the data to distinguish its component parts or elements separately and in relating to the whole (Oso 2009).

Data collected from the field were coded and entered into the computer for analysis using the statistical package for social sciences (SPSS) computer software for windows programme to enable analysis. Quantitative data were analyzed using descriptive statistical tools. Frequencies and percentages from the findings were presented in pie charts, tables and bar graphs which were used for interpretation.

Qualitative data was organized into themes and patterns based on analysis of meanings and implications emanating from respondents information and documented data on academic performance.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter deals with the analysis of data, which was collected in 12 schools. The analysis was aimed at addressing the purpose of the study, which was socio-economic factors influencing student's academic performance in public secondary schools in Igembe south District. The student's academic performance in relation to various independent variables mentioned in chapter one are presented and discussed.

4.1 The questionnaire Return-rate

As per sample design, a total of 168 respondents were used comprising of 12 Principals, 36 class teachers and 120 students. A summary of the questionnaire return rate is shown in table 1 below.

Table 4.1: Questionnaire Return rate

Category	Sample size	Respondents	Responses Rate (%)
Principal	12	11	91.2
Class teacher	36	31	86.1
Student	120	107	89.2
Total	168	149	88.7

According to table 4.1 above out of 12 questionnaires administered to the principal 11 were collected back. This was therefore 91.2% return rate. For the class teachers 36

questionnaires were administered and the number collected back was 31. this was 86.1% return rate. For students questionnaire, 120 were administered with 107 being collected back, that was 89.2%. Overall, the respondent rate achieved was 88.7% this was considered as providing relatively valid and reliable representation of the target population (Mulusa 1988).

4.2 Demographic Characteristics

This section presents the characteristics of personal attributes of individual respondents. These include their age, gender and their form for the students while for teachers it include age in years, gender, teaching experiences, highest academic achievement and stay in the school. The aim of including these attributes is to shed more light on socioeconomic factors influencing student's academic performance in public secondary school.

4.2.2 Student's grade and gender

Students were asked to indicate the gender on the questionnaires. The result are shown on table 4.2

Table 4.2 Grades of students

Grade	Gender				Total
	Boys	%	Girls	%	
A	1	1.85	1	1.9	2
A-	1	1.85	1	1.9	2
B+	10	19	4	7.5	14
B	6	11	8	15.1	14
B-	11	20	8	15.1	19
C+	14	26	15	28.3	29
C	8	15	13	24.5	21
C-	3	5.5	3	5.7	6
Total	54	100	53	100	107

The table above indicate that the gender composition of male students is almost equal to that of female students (54%) and (53%) respectively. The result also indicates that the performance is almost the same in both genders with majority getting C+ (14) Boys and (15) Girls in last examination. Generally students' gender had slight effect on their academic performance.

4.2.3 Students' Age in years and form

Students were asked to indicate their age and Form in the questionnaire. The findings are presented in table 4.3.

Table 4.3 Age against form cross tabulation

Age category	Form			Total
	2	3	4	
13-14	1	0	0	1
15-17	33	21	17	71
>18	4	10	19	33
	0	1	0	1
Total	38	32	36	106

From the finding, majority of students 71 (66.4%) were aged between 15 and 17 years, 33(30.8%) were 18 years and above while 1(0.9%) were between 13 and 14 years old. Two students did not indicate their age and Form. The findings indicates that large population of students 33(30%) were aged above 18year a time when students are supposed to have completed secondary school. This can be attributed to many new day schools in the area that have attracted older students who had completed primary school earlier and also form4 repeaters. Majority of respondents (35.5%) were in form two while (33.6%) of them were in form four and (29.9%) of were in form three.

4.3 Parents level of education and the students grades in school

The students were asked to indicate their parent's level of education in one of the item in the questionnaire.

(i) Father's level of education

The result in the questionnaire are indicated in table 4.4

Table 4.4 father level of education

FATHER EDUCATION							
Grade	None	Primary	Secondary	College	University	Don't Know	Total
A	0	0	0	0	0	0	0
A-	1	0	0	0	1	0	2
B+	2	3	5	3	1	1	15
B	3	6	3	2	1	0	15
B-	1	10	0	1	2	2	16
C+	4	9	9	5	0	1	28
C	2	11	2	4	2	0	21
C-	0	3	2	1	0	0	6
TOTAL	13	42	21	16	7	4	103

The above table shows the performance of the students and their fathers' level of education. The students who scored an A-(2 student), (1.8%) one had the father with university education while the father of the other one did not attend school while those with a B+ (15 students) (14.5%), 3 had their fathers with primary education, (5) with

secondary education, (3) college education (1) university education and (2) with fathers who did not attend school.

In the category of students who obtained B plain (15students) (14.5%) (6) had primary education, (3) secondary education,(2) college, 1 university and(3) did not attend school. Those who scored B- (16 students) (14.9%) 10 had their fathers with primary education ;(2) with university education and (2) with college education. The students who obtained C+ were (28) (26.1%).9 students had their fathers with primary education, (9) with secondary education, (5) with college education and (4) fathers had no formal education. The level of education of the father has very little effect on student's academic performance. Almost similar grades are obtained across all levels of education of the fathers

(ii) Mother's education

The results from the item requesting for information on mothers education are given in table4.5

Table 4.5: Mother Level of education

MOTHER EDUCATION							
Grade	None	Primary	Secondary	College	University	Don't Know	Total
A	2	1	0	0	0	0	3
A-	0	1	0	1	0	0	2
B+	2	4	6	2	0	0	14
B	3	4	5	2	0	0	14
B-	3	11	2	1	1	1	19
C+	4	12	8	1	0	3	28
C	2	13	4	1	0	1	21
C-	0	4	1	1	0	0	6
TOTAL	16	50	26	9	1	5	107

The above table shows that students who obtained grade A (2.8%), had their Mothers with primary level of education or did not attend school. Those who scored grade B+ (13%) (2) had their mothers with college education, (6) with secondary education, (4) with primary education and (2) students their mothers did not attend school.

In the category of those students with grade B (13%) (1) had a mother with university education,(2) students had their mothers with college education ,(5) students had their mothers with secondary education,(4) students had their mothers with primary education and(3) students had mothers who did not attend school. Those who had B- (17.8%) (1) Student had a mother with university education, (1) student had a mother with college

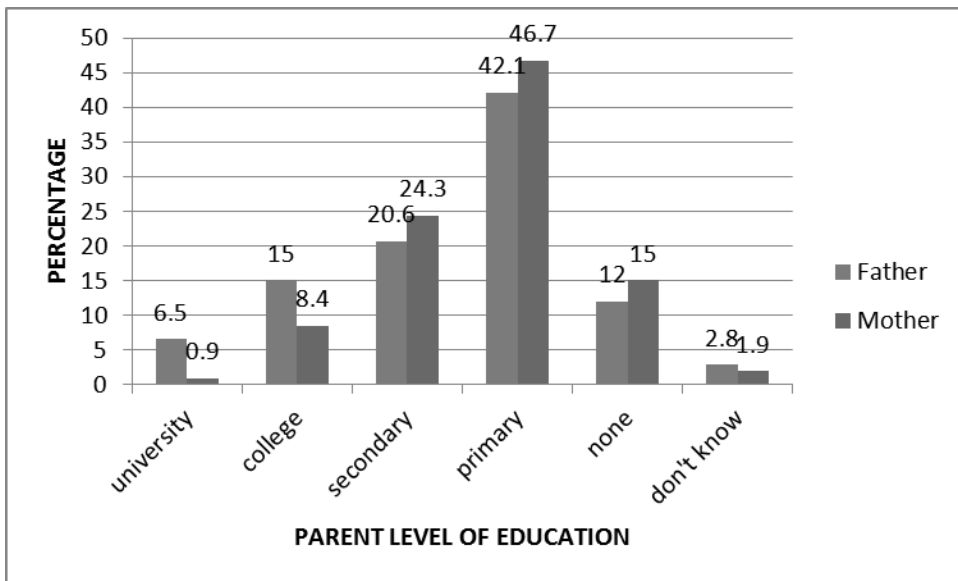
education, (2) students had mothers with secondary education, (11) students had mothers with primary education and (3) students had their mothers who did not attend school.

For those who had C+ (26.2%) (1) Student had a mother with a college education, (8) students had their mothers with secondary education, (12) students had their mothers with primary education and (4) students had their mothers who did not attend school and none had university education. Mother’s level of education has very little effect on student’s academic performance. This is because both mothers with low or no formal education and those high education had children with both high grades and low grades.

4.3.1 Mother and father education

The information that compares mother and father education is presented in Figure 4.2

Figure 4.2: Parents’ levels of education



The results indicate that a large number of fathers (39.2%) were primary school leavers. (19.6%) had secondary education, (14.9%) college education, (6.5%) university education, (3.7%), did not know their fathers education while (12.1%) had no formal education. Most mothers had primary education (46.75%) followed by secondary (24.3%), mothers without any formal education formed (14.9%), college had (8.4%) when mothers with university education formed (0.9%) of the study population. (4.7%) of the student study population did not know their mothers' level education.

The figure above indicate that more fathers than mother have university and college education while more mother than fathers have primary and secondary education.

From the findings it was clear that the students' grades were not solely dependent on their parent level of education. This because there were parents who had high levels of education and their children had low grades while other students with higher grade had their parents who did not attend school. This implies that there could be other underlying factors that contributed to the students' academic performance

4.4 Parents' occupation and the students' performance

The students were asked to indicate their parents' occupation in one of the items in the questionnaire.

(i) Mothers' occupation

The results of these finding are presented in table 4.6

Table 4.6: Mother Occupation

MOTHER OCCUPATION					
Grade	Business	Employed	Farmer	Others	Total
A	0	0	3	0	3
A-	1	0	1	0	2
B+	3	0	11	0	14
B	4	1	8	1	14
B-	9	0	10	0	19
C+	9	1	16	2	28
C	5	0	15	1	21
C-	0	1	5	0	6
TOTAL	31	3	69	4	107

The results indicate that large numbers of mothers were farmers (69%) while (31%) were businesswomen. Other occupations accounted for small percentages. From the findings mother's occupation has a slight effect on student's academic performance as almost similar grades are observed across all occupations.

(ii) Fathers' occupation

The result from the item in the questionnaire requesting for information on fathers' occupations are given in table 4.7

Table 4.7: Father Occupation

FATHER OCCUPATION					
Grade	Business	Employed	Farmer	Others	Total
A	0	0	3	0	3
A-	1	0	1	0	2
B+	6	3	5	0	14
B	6	4	4	0	14
B-	9	1	9	0	19
C+	10	2	14	2	28
C	7	3	11	0	21
C-	1	2	3	0	6
TOTAL	40	15	50	2	107

The findings indicate most common occupation of fathers in the District was farming (50%), followed by business (40%). Those with employed fathers formed (15%) while other occupations accounted for only (2%).

A large number of students reported that both their mothers and fathers were farmers. This can be explained by the fact that Igembe south District is predominantly rural district and farming is the major source of livelihood.

The low percentage of employed mothers and fathers can be explained by fact that more than half of the secondary schools were recent schools which were started by

constituency development funds (CDF) which began in the year 2007. Lack of many secondary schools in the district made it difficult for the parents of these students to access secondary education. The results of the findings indicate that the father's occupation has a slight effect on student's academic performance. The grade obtained is almost similar across all occupations.

Table 4.6 and Table 4.7 show the performance of students and their parents' occupations. Those who scored grade A (3) students had their mothers and fathers being farmers while those with A-(1) student had mother and father being in business and farming. Students who obtained B+ (3) had their mothers in business and (11) in farming while their fathers (6) were in business (3) in employment and (5) in farming. Those who obtained B (6) reported that their fathers were in business (4) in employment and (4) in farming while their mothers (4) were in business (1) in employment (8) in farming and (1) in other occupations.

Those with B- (9) had indicated that their mothers were in business (10) in farming and none in employment or any other occupation while their fathers (9) were in business (1) in employment and (9) in farming. Those who scored C+ indicated that their mothers (9) were in business (1) in employment (16) in farming and (2) in other occupations while their fathers (10) were in business (2) in employment (14) in farming and (2) were in others occupations. Students scored C (5) indicated that their mothers were in business (0) in employment (15) in farming and only (1) in other occupations while their fathers (10) were in business (2) in employment (14) in farming and (2) in other occupations.

Occupation of the parents had very slight effect on students' academic performance because almost similar grades were observed across different occupations of their parents.

4.4.1 Fees payments and academic performance

The students were asked to indicate whether fees were paid on time and if not why. The responses are shown on table 4.8 and table 4.9.

Table 4.8: Fees paid on time against performance Cross tabulation

		performance			Total
		above average	below average	excellent	
paid on	no	44	3	15	62
time	yes	36	1	8	45
Total		80	4	23	107

Table 4.9 revealed that 42% of students had their fees paid on time while 58% of the students indicated that fees were not paid on time. The same table indicated that those students whose fees were not paid on time performed better academically than those whose fees were paid on time. This can be explained by the fact that majority of these student had done well in their KCPE but their parent could not afford to take them to national and provincial schools hence forced to join local day secondary schools.

Table 4.9: Reasons for not paying fees

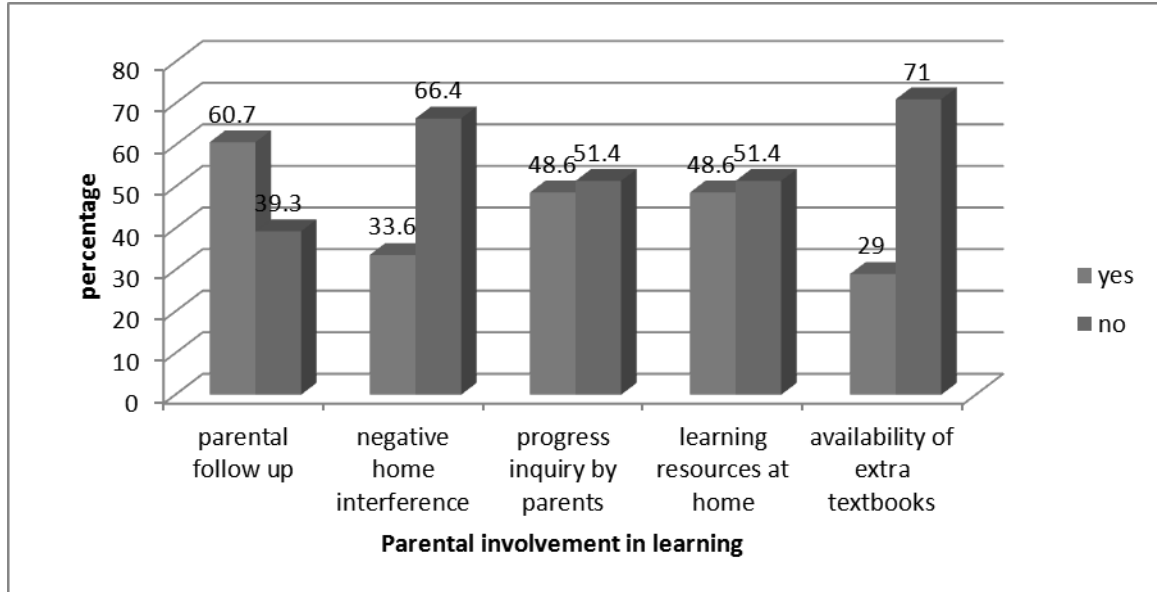
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	46.7	46.7	46.7
Irregular income	26	24.3	24.3	71.0
Large family	6	5.6	5.6	76.6
Poverty	25	23.4	23.4	100.0
Total	107	100.0	100.0	

Table 4.9 revealed that a majority of students (24.3%) whose fees was not paid on time was due to irregular income, (23.4%) was due to poverty while (6%) was due to large family .Nonpayment of fees on time by the parents affect student academic performance because students waste a lot of time going home to collect school fees hence lead to poor performance.

4.5 Parents' involvement in their children learning as perceived by the students

The researcher sought to determine whether the parents were involved in their children learning through follow up, home influence, inquiry by parents, learning resources at home and availability of extra textbooks. The findings are presented in figure 4.3

Figure 4.3: Parental involvements in learning as perceived by students

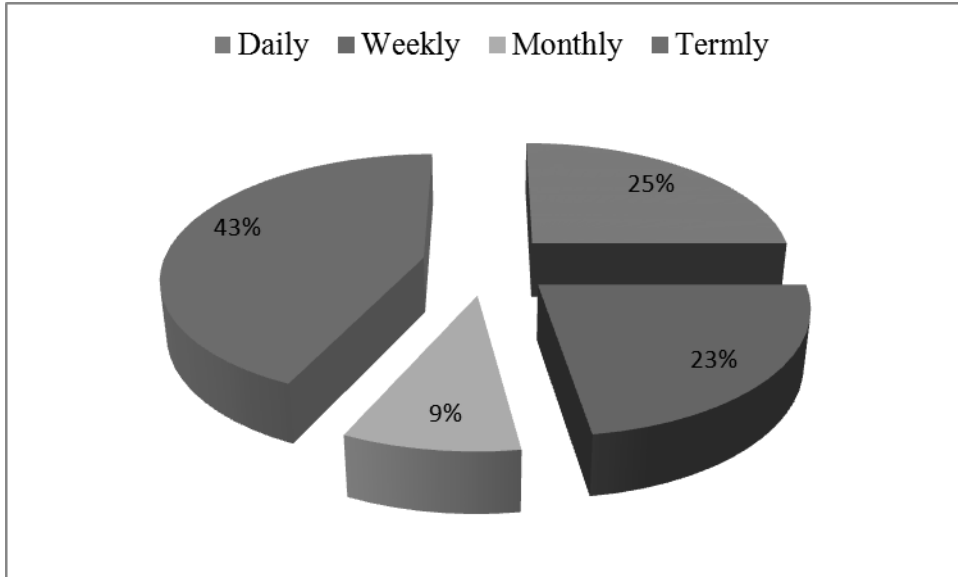


(60.7%) of students indicated that their parents follow up their academic work while (39.3%) reported that their parent did not follow up their academic work.(33.6%) of the respondent reported negative home environment while (66.4%) did not report negative home environment. (48.6%) reported progress inquiry by the parents while (51.4%) reported no progress inquiry by the parents. (29%) indicated that parents bought them extra textbooks while (71%) reported that parents did not buy extra textbooks.

4.5.1 Academic progress inquiry

The students were requested to indicate academic progress inquiry by their parents. The results are represented in figure 4.4.

Figure 4.4: Academic progress inquiry by parents

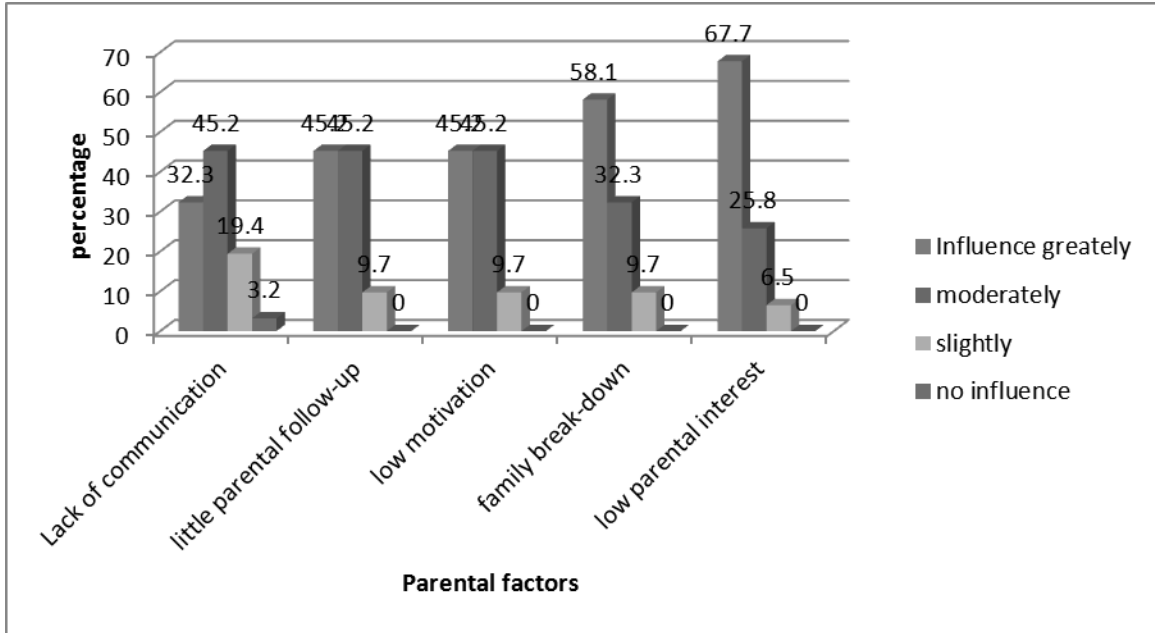


Most students (43%) indicated that parents inquire about their academic progress termly,(25%) daily, (23%)weekly and (9%)monthly.

4.5.2 Parent involvement as perceived by the class teachers

Class teachers were asked to indicate parental involvement in their children learning using the following parameters; communication, follow up, motivation, and parental interest. The information from analysis is presented in figure 4.5

Figure 4.5: Parental involvements in learning as perceived by class teachers.



Having considered the responses from students' on parental involvement in students' academic performance, responses on the same from class teachers' were considered. The respondents were asked to indicate the rating of above parameters. Low parental interest was indicated as having great influence on academic as (67.7%) of the respondents said it influences greatly 25.8% influences moderately and (6.5%) influences slightly.

Family break down also contribute to a large extent to students performance because (58.1%) of the respondents said that it influences greatly, (32.3%) indicated that it influences moderately, and (9.7%) influences slightly. Little parental follow up and low motivation had similar influence as both were reported to have (45.2%) influence greatly, (45.2%) influence moderately and (9.7%) influence slightly. Lack of communication had least effect on students academic performance as only (32.5%) of the respondents

indicated that it influences greatly (45.2%) indicated that it influences moderately,(19.4%) indicated that it influences slightly while (3.2%) indicated no influence.

From the result above it is clear that parents' involvement in the children education has great influence in academic performance of their children. Parent interest in their children learning had great effect therefore parents need to be sensitised on the importance of being interested in their children learning. Family breakdown should be discouraged and parental follow up on students' academic performance encouraged. Parents should also be encouraged to inquire about academic progress of their children as majority of the parents inquire only at the end of the term.

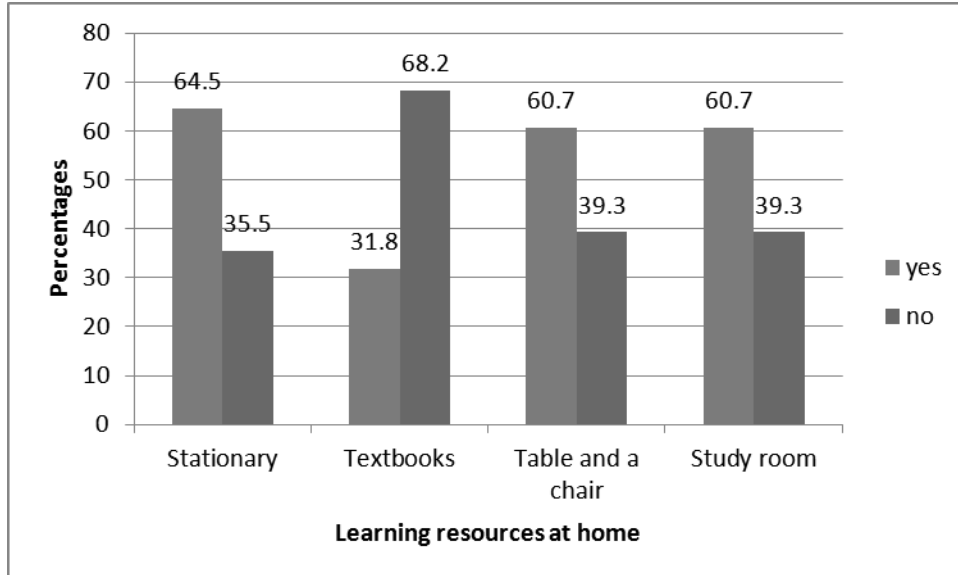
4.6 Factors influencing students' performance as perceived by the students

Students were asked to indicate factors that influence student academic performance in one item of the questionnaire.

(i) Learning Resources

The results of the finding are presented in figure 4.6

Figure 4.6: Learning resources at home

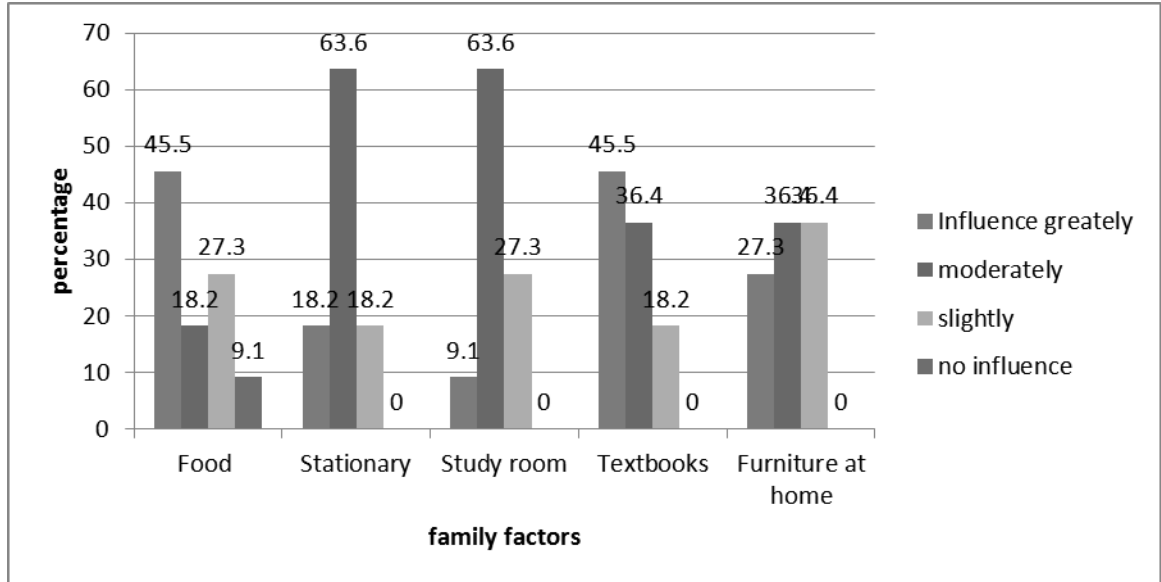


Most students (64%) indicated that have necessary stationary at home,(31.8%) had personal textbooks,(60.7%) indicated presence of a table and a chair at home and (60%) said that they have a study room at home.

(ii)Principals’ responses on home based factors that influence students’ academic performance.

Principals were asked to indicate other home environment factors that affect students’ performance in one item of the questionnaire. The results are presented in figure4.7

Figure 4.7: Family Factors as perceived by School Principals

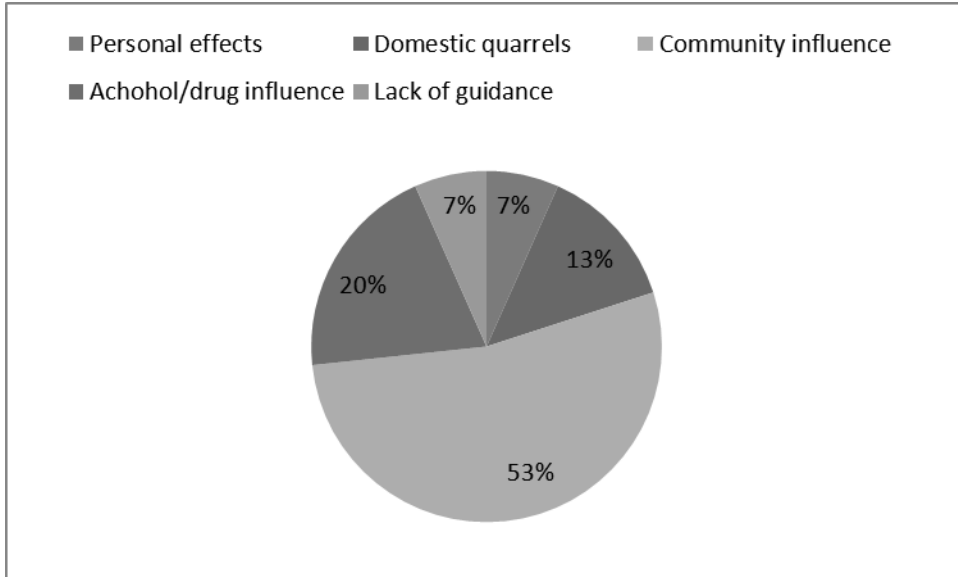


Food and textbooks were indicated as the factors with greater influence on student academic performance. On food (45.5%) indicated influenced greatly (18.2%) influenced moderately, (27.3%) influenced slightly and (9.1%) had no influence. On textbooks (45.5%) indicated influenced greatly, (36.4%) influenced moderately and (18.2%) influenced slightly. For stationary (18.2%) indicated influenced greatly, (63.6%) influenced moderately and, (9.1%) influenced slightly. On study room (9.1%) indicated influence greatly, 63.6%) influenced moderately, and (27.3%) influenced slightly. Furniture at home (27.3%) greatly influence, (36.4%) moderately influenced, (36.4%) slightly influence.

(iii) Other home environment factors that affect performance as perceived by the school principals.

Principals were requested to state other factors that affect student’s academic performance. The result are presented in figure4.7

Figure 4.8: Home factors that affect performance as perceived by school principals

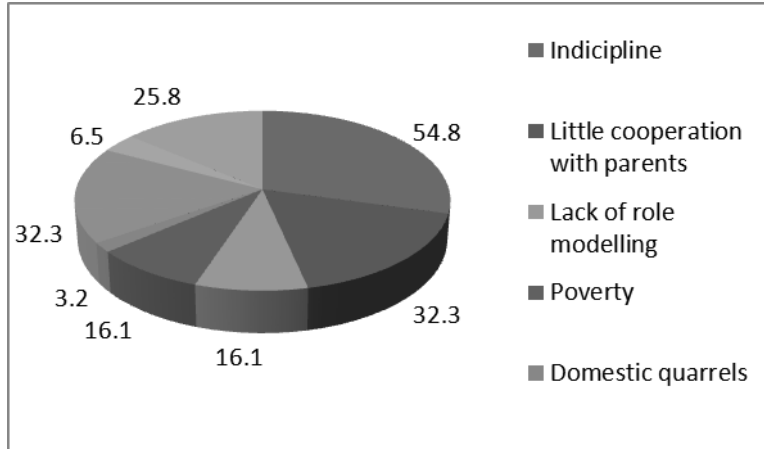


The school principals gave the following as the factor affecting students' academic performance; lack of personal effect (7%), domestic quarrels (13%), community influence (53%), alcohol/Drug influence (20%), and lack of guidance (7%).

(iv) Factors influencing student performance in KCSE examination as perceived by class teachers.

Class teachers were also asked to indicate the factors that influence students' academic performance. The findings are presented in figure 4.10

Figure 4.9: Factors influencing performance in KCSE as perceived by class teachers

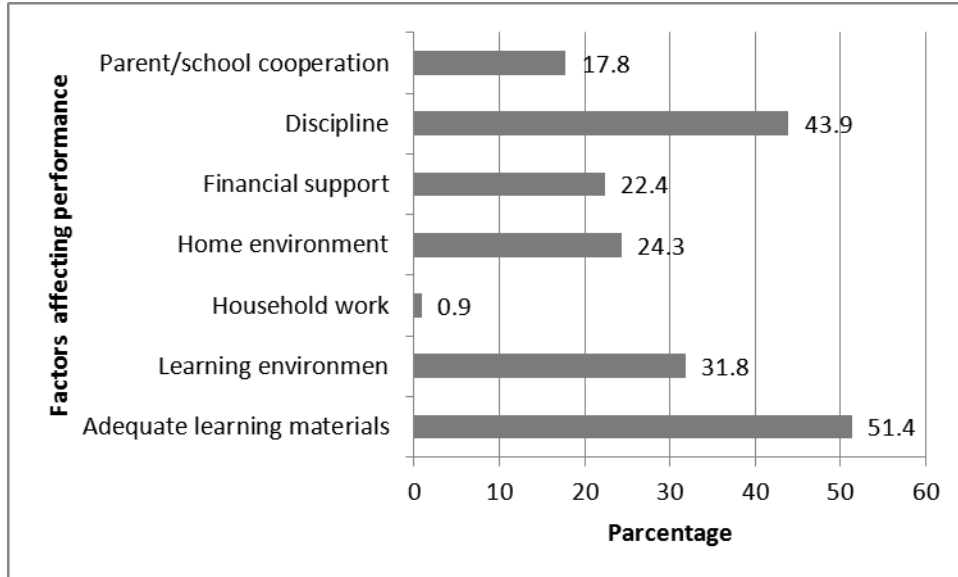


The following are the factors which were listed; indiscipline among the students (54.8%), little cooperation with the parent (32.3%), lack of role modeling (16.1%), poverty (16.1%), domestic quarrels (3.2%), poor learning environment (32.3%), understaffing and (6.5%) lack of learning facilities (25.5%).

4.6.1 How to improve students' academic performance as perceived by students

Students were asked to suggest ways of improving their academic in one item of the questionnaire. The information is presented in figure 4.10.

Figure 4.10 How to improve students academic performance



Information from the figure above revealed the following as ways of improving students' academic performance: Enhance Parent/school cooperation, with (17.8%), Enhance discipline (43.9%),parents provide financial support (22.4%), Improve home environment (24.3%), Household work (0.9%), Enhance motivation and Learning environment (31.8%) and provide adequate Learning material (51.4%). This shows that adequate learning material at home is very important factor as it contributes to more than (51%) of all listed factors. Parents should be encourage to provide adequate learning materials at home for their children, enhance discipline and provide conducive learning environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, conclusions drawn from the findings of the study and the recommendations for further researcher.

In this study, the dependent variable was student's academic performance. This was investigated in relation to selected independent variables, the parent level of education, the parent involvement in children education, the amount of income of the parent and financial and material support provided by the parents to their children education.

5.1 Summary of the Study

The purpose of the study was to establish the socioeconomic factors influencing student's academic performance in public secondary school in Igembe South District. Four research objectives were formulated to guide the study.

The first one was to establish how parental level of education affected student's academic performance in the district. The second one was to examine the extent to which parental involvement in their children education influenced student's academic performance in the district. The third one was to assess how the amounts of income of the parents affected student's academic performance in the district. While the fourth one was to establish the extent to which parents provided finance and material support to their children for successful academic performance.

The study employed descriptive survey as the research design. Questionnaires were used to solicit information from the school principals, class teachers and students.

The target population of the study consisted of 12 school principals, 36 class teachers and 120 students. The samples were selected using simple random sampling, purposeful sampling and stratified random sampling.

Data from the questionnaires were analyzed using SPSS package, while data presentation was done using tables, pie charts and bar graphs. Data interpretation was done using frequencies and percentages.

5.2 Summary on Finding

The first objective was to establish how parental level of education affected student's academic performance. The findings show that parental level of education had no effect on student's academic performance. However the previous studies had consistently reported a high correlation between parental level of education and student academic performance. This difference could be attributed to the educational level of parents in the study area because majority of the parents had low educational levels. For example, mothers in the study area 46.75% had primary level of education and 24.3% did not have Formal education. For the fathers, 39.2% had primary education while 12.1% did not have formal education.

The second objective was to examine the extent to which parental involvement in their children education influenced students' academic performance. The study showed that parents' involvement in children education had a great influence on students' academic performance. Parents are involved in their children learning by inquiry on academic progress, providing learning materials at home and buying extra text for their children.

Majority of the students indicated that their parents follow up their academic work by progress inquiry but very few parents buy extra books for their children.

The third objective was to assess how the amount of income of the parent affected students' academic performance. The findings established that parent income had slight influence on the students' academic performance. This was clearly seen on the parent occupation because almost similar grades were observed across different occupations of the parents.

The fourth objective was to establish the extent to which parents provided financial and material support to their children for successful academic performance. The finding indicated that financial and material support influences student's academic performance. Majority of the students indicated that they lack personal text books at home and this affected their studies.

5.3 Conclusion

Based on the above findings the following conclusions were made:

On how the parental level of education affected students' academic performance, the findings indicate that parental level of education has no effect on student's academic performance.

On examining the extent to which parent involvement influence student academic performance, majority of the students indicated that parent involvement in their children education greatly influenced their academic performance.

Assess how the amount of income of the parent affects students' academic performance, the findings indicate that the income of the parent had slight influence on the student's academic performance.

Establish the extent to which parents provide financial and material support to their children for successful academic performance, it was established that financial and material support to a certain extent influenced students' academic performance.

5.4 Recommendations

Based on the findings and conclusions, the following recommendations were made:

Parents should have interest in their children's education. This is because students would perform better academically with parent's involvement.

Parents should be encouraged to buy extra textbooks and other learning material for the students to use at home especially for day scholars.

Government should provide textbooks and other learning materials required by secondary school learners in all secondary schools.

Government need to provide fees bursaries to the needy students because majority of the parent are not able to pay school on time due to irregular income and poverty.

5.5 Suggestion for Further Research

Further research is needed to explore the problem on a large sample and also conduct similar study in other districts in Kenya. The study examined only home socioeconomic factor, further research can be conducted on other socioeconomic factors influencing students' academic performance.

The study focused on a rural setting, therefore a similar research need to be carried out in an urban area to find out whether similar result will be obtained.

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APPENDICES

Appendix I: Questionnaire for Students

This questionnaire is divided into two sections, A and B. Please complete each section according to the given instructions. Do not write your name or the name of your school to ensure complete confidentiality .kindly respond to all the questions.

INSTRUCTIONS

Fill this questionnaire to your at most ability

Please tick where appropriate or fill in the required information on the spaces provided.

Part A: Background Information

1. What is your gender?

Male

Female

2. What is your age?

Below 12 years

13-14 years

15-17 years

above 18 years

3. Which is your form?

Form 2

Form 3

Form 4

4. What was your grade during last term's end of term examination?

Grade obtained

Part B

1. What is your parent's level of education?

Father

Mother

(I) University

(i) University

(ii) College / polytechnic

(ii) college / polytechnic

(Iii) secondary school

(iii) secondary school

(IV) primary school

(IV) primary school

(v) Did not attend school

(v) did not attend school

(vi) Do not know

(VI) Do not know

(vii) Others (specify)

2. What is your Parents' Occupation?

Father

mother

(i) Business

(i) Business

(ii) Farmer

(ii) Farmer

(iii) Employment

(iii) Employment

(iv) Other

(iv) Others

3. Whom do you live with most of the time?

Both father and mother Mother Others

Guardian With relatives

4. Who pays your school fees?

My parent father Relatives

Mother guardian

Others specify

5. (a) is the school fees paid on time?

Yes No

(b) If no why?

(c) If no when is it paid

6. How do you perform in academics?

Excellent above average below average

Part C: Factors that Influence Students' Performance

The following are factors that influence students' performance. Please tick against the approximate answer or fill in the required information.

Resources

3. Do you have all the necessary stationery for learning e.g. geometrical set, exercise books and pens?

Yes No

4. a) Do you have personal text books? Yes No

b) If yes, how many?

5. Do you have a comfortable table and chair for study at home?

Yes No

6. Do you have a personal room for study at home? Yes No

Parents' involvement

11. Do your parents ensure that you do your homework? Yes No

12 a) Do your parents ask you about your school work? Yes No

b) If yes how often

Daily weekly

Monthly once per term

13 a) Does the work given at home by your parents interfere with your performance

Yes No

b) Briefly explain how.....

14. Do your parents visit the school to inquire about your progress in school?

Yes No

(i) Do your parents provide you with all learning resources that you require?

Yes No

(ii) Do your parents praise you when you do well in school?

Yes No

(iii) Do your parents buy you presents when you do well in school?

Yes No

(iv) Do your parents encourage you to work hard in school?

Yes No

(v) Do your parents buy you extra personal textbooks not required at school?

Yes No

(vi) Do your parents give you money to attend school organized tours?

Yes

No

(vii) Suggest ways of improving your academic performance.

.....

.....

.....

.....

THANK YOU

Appendix II: Questionnaire for Principals

The purpose of this questionnaire is to solicit information concerning the socioeconomic factors influencing students' academic performance. You are kindly requested to provide the answer to the questions below as honestly and precisely as possible.

Responses to the questions will be treated as confidential. Do not write your name or that of your school anywhere on this questionnaire. Please tick where appropriate or fill in the required information on the spaces provided.

INTRODUCTION

Fill this questionnaire to you at most ability.

Part A: Background Information

1. Indicate your gender Male Female

2. What is your age bracket?

Below 30years Between 36 – 40 years

Between 31 – 35 years Between 41 – 50 years

Above 50 years

3. What is your highest academic qualification?

M.Ed B.Ed BA/BSC with PGDE

SI/Diploma Others (specify)

4. For how long have you been in the teaching profession?

1 – 5 Years 6 -10 years 11-15 years

16 – 20 years over 20 years

5. For how long have you served as a school principal?

1 – 3 years 4 – 6 years 7 – 10 years
 11 – 15 years over 15 years

6. For how long have you been a principal in your current school?

Less than 1 year 1 – 2 years 3 – 5 years
 6 – 10 years over ten years

7. Given below are Family based factors that may influence students’ academic performance put a tick to indicate the extent to where each factor influences performance of students in your school.

Family Resource Factor	influences greatly	influences moderately	influences slightly	no influence
f) lack of adequate personal textbook				
g) lack of desks / tables for study at home				
h) lack of food at home				
i) lack of stationery e.g. pens, exercise books, geometrical sets				
j) unavailability of personal				

Study room				
Parent Involvement				
p) lack of interest by parent Childs learning				
q) failure by parents to supervise students learning at home				
r) parents prefer to give children work instead of study				
s) family breakdown (single parent or orphaning				
t) indiscipline among student at home				
u) failure of parents to motivate children to study hard				
v) failure of parents to follow up on children's school work				
w) poor communication between parents/guardians				

and students				
X) Poor role modeling by parents/guardians				
y) Lack of communication between parents and teachers				

8. Which other home environment factors that affect students' performance in your school?

.....

9. How can students in secondary schools be assisted to improve performance?

.....
.....

10. (a) In your opinion, what are the factors that influences students' performance in KCSE examination in your school?

.....
.....

(b) What in your opinion can be done to improve the performance?

.....
.....

THANK YOU

Appendix III: Questionnaire for Class Teachers

The purpose of this Questionnaire is to solicit information concerning the family socioeconomic factors influencing Student's academic performance. The Research is meant for academic purpose. You are kindly requested to provide the answer to the questions below as honestly and precisely as possible. Responses to the questions will be treated with confidentiality

Do not write your name or that of your school anywhere on this questionnaire. Please tick where appropriate or fill in the required information on the spaces provided.

INSTRUCTION

Fill this Questionnaire to your at Most Ability

Part A: Background Information

1. Indicate your gender

Male Female

2. What is your age bracket?

Below 30 years Between 31 – 35 years
Between 36 – 40 Between 41 – 50 years
Above 50 years

3. What is your highest academic qualification?

M.Ed

B.Ed

BA/Bsc with PGDE

SI/Diploma

K.C.S.E

Others specify

4. For how long have you been in the teaching profession?

Below 1 year

1 – 2 year

3 – 5 years

6 – 10 years

over 10 years

Part B: Factors that Influence Students’ Performance

5. Given below are Family based factors that may influence students’ academic performance put a tick to indicate the extent to where each factor influences performance of students in your school.

Family resource factor	Influences greatly	Influences moderately	Influences slightly	No influence
f) lack of adequate personal textbook				
g) lack of desks / tables for study at home				
h) lack of food at home				
i) lack of stationery e.g. pens, exercise books, geometrical sets				

j) unavailability of personal study rooms				
parent involvement	Influences greatly	Influences moderately	Influences slightly	No influence
p) lack of interest by parent Child's learning				
q) failure by parents to supervise students learning at home				
r) parents prefer to give children work instead of study				
s) family breakdown (single parent or orphaning)				
t) indiscipline among student at home				
u) failure of parents to motivate children to study hard				
v) failure of parents to follow up on children's school work				
w) poor communication between parents/guardians				

and students				
x) poor role modeling by parents / guardians				
y) lack of communication between parents and teachers				

6. (a) In your opinion, what are the factors that influences students' performance in KCSE examination in your school?

.....

.....

(b) What in your opinion can be done to improve the performance?

.....

.....

THANK YOU

Appendix IV: Igembe South School Mean Scores 2008 - 2012

IGEMBE SOUTH DISTRICT SCHOOLS MEAN SCORES 2008-2012

SERIAL NO	SCHOOL	MEAN SCORE				
		2008	2009	2010	2011	2012
1	Burieruri Boys	8.278	8.352	8.512	9.006	9.392
2	Maua Girls	5.815	5.763	6.333	6.860	7.661
3	Igembe Boys	6.824	6.076	6.149	7.554	7.128
4	Njia Boys	6.273	6.495	6.779	7.544	6.774
5	Kangeta Girls	5.656	6.346	6.275	6.456	6.586
6	Kirindine	-	4.882	5.818	6.702	6.145
7	Karumaru	3.875	4.000	4.171	4.428	5.00
8	Auki	-	5.000	4.488	4.776	4.919
9	Kilimamungu	3.267	3.478	4.268	4.453	4.458
10	Kaurine	-	-	3.913	4.313	4.441
11	A/Gaiti	3.254	3.466	3.111	3.547	4.431
12	Ntuene	3.487	3.326	3.488	3.612	4.261
13	Nthare	3.000	3.548	3.036	4.154	4.278
14	ST.Rita's	3.440	3.455	3.778	4.678	4.241
15	Kangeta Day	-	-	3.74	3.538	4.206
16	Kilalai	-	3.600	3.783	3.693	4.072
17	Nturuba	4.665	3.911	3.854	3.967	4.057
18	Nkinyanga	-	-	3.160	3.921	4.000
19	Matiandui	-	-	4.000	4.733	3.464
20	Gitura	4.665	3.235	3.857	4.136	3.160
21	Thamare	-	3.000	2.692	3.646	2.962
22	Antubochiu	-	-	-	3.226	2.824
23	Kiegoi	3.232	2.902	3.568	2.956	2.474

Source: DEO'S Office Igembe south district

Appendix V: Ranking Of Schools in Igembe South District for the Year 2012 in Terms of University Qualification

	SCHOOLS	ENTRY	NO
1	BURIERURI BOYS	189	189
2	MAUA GIRLS	165	121
3	IGEMBE BOYS	133	79
4	KANGETA GIRLS	140	71
5	NJIA BOYS	133	64
6	KIRIDINE MIXED Day	83	38
7	NTURUBA MIXED DAY	193	21
8	AUKI MIXED DAY	74	13
9	KARUMARU MIXED DAY	50	08
10	KILALAI MIXED DAY	69	07
11	A/GAITI	51	06
12	NTUENE SECODARY	43	06
13	KAURINE MIXED DAY	59	05
14	K/ MUNGU SECONDARY	59	03
15	NTHARE SECONDARY	36	03
16	NKINYANGA MIXED DAY	23	02
17	KANGETA MIXED DAY	34	01
18	MATIANDUI MIXED DAY	28	01
19	GITURA MIXED DAY	25	01
20	THAMARE MIXED DAY	52	01
21	A/BOCHIU MIXED DAY	51	01
22	ST.RITA'S AMWAMBA GIRLS	29	00
23	KIEGOI SECONDARY	19	00

Source: DEO's office, Igembe south District KCSE result analysis 2012.