

**HOME BASED FACTORS INFLUENCING KENYA CERTIFICATE OF
PRIMARY EDUCATION EXAMINATION PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS YATTA DIVISION, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the Requirement of
the Degree of Master of Education in Educational Administration.**

University of Nairobi.

2012

DECLARATION

This research project is my original work and has not been presented for a degree in any other university



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DEDICATION

This research project is dedicated to my beloved children Daniel Mutua, Lucia Mueni and Grace Mutanu, to my wife Prexedes Twili, to my parents Daniel Mulatya and late Lucia Kuthea and to my brothers and sisters whose prayers, care, support and encouragement brought me to where I am today and finally to the Lord God Almighty in whom I have my whole being.

ACKNOWLEDGMENT

I would like above all to thank the Almighty God for His grace and favour that has enabled me to reach this far. My gratitude and appreciation goes to my most able and knowledgeable supervisors; Mr. Edward N. Kanori and Prof. Winston J. Akala for their thorough guidance, professional advice and commitment that led me through this study. My special regards is to Dr. Grace Nyaga, the chairperson of the Department of Educational Administration and Planning in the University of Nairobi for her co-ordination and management of the department. I also thank all the other lecturers.

My special appreciation is to Mr. Richard S. Kalani and Mr. John Mulei the head teacher and the principal of Kanyongonyo primary and Kanyongonyo secondary schools respectively for their support. May the Lord God bless you abundantly. I also sincerely thank the D.E.O Lower-Yatta District, the head-teachers, teachers and pupils for allowing and assisting me to conduct my research in their schools. I also thank all those who participated in the success of this work.

Finally, it is with sincere humility that I express my innermost appreciation to my family and especially my wife, Prexedes Twili who sacrificed heartily to support me financially throughout the research period and ensured successful completion of my course. May the Lord God bless you abundantly. To my children Daniel Mutua, Lucia Mueni and Grace Mutanu, I thank God for you.

TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Dedication	iii
Acknowledgment.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
List of abbreviations and acronyms.....	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	8
1.4 Objectives of the study	9
1.5 Research questions.....	9
1.6 Significance of the study	10
1.7 Limitations of the study.....	10
1.8 Delimitations of the study.....	11
1.9 Basic assumptions of the study.....	11
1.10 Definition of significant terms.....	13
1.11 Organization of the study	13

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	14
2.2 Socio-economic factors	15

2.2.1 Social class and education	15
2.2.2 Parent's occupation and pupils KCPE performance.....	19
2.3 Parent's education level and pupils KCPE performance.....	20
2.4 Parental encouragement and pupils KCPE performance.....	23
2.5 Family size and pupils KCPE performance.....	26
2.6 Learning facilities at home and pupils KCPE performance	28
2.7 Summary of literature review	30
2.8 Theoretical framework.....	31
2.9 Conceptual framework	33

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	35
3.2 Research design	35
3.3 Target population.....	36
3.4 Sample size and sampling procedure.....	37
3.5 Research instruments	38
3.6 Instruments' validity	39
3.7 Instrument reliability	40
3.8 Data collection procedure	41
3.9 Data analysis technique	42

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction	43
4.2 Questionnaire return rate	43
4.3 Demographic data analysis	44
4.3.1 Respondents' gender.....	44
4.3.2: Teachers' and pupils' age.....	45

4.3.2 (a) Teachers' age.....	45
4.3.2 (b): Pupils' age	46
4.3.3: Teachers' designation	47
4.3.4: Teachers' academic qualification	48
4.4 Socio-economic factors influencing pupils KCPE performance	49
4.4.1 Pupils' response on parents' employment	49
4.4.2 Parents' occupation.....	50
4.5 Parents' education level.....	51
4.6 Extent to which parental encouragement and pupil's home environment influence performance	53
4.6.1 Parental encouragement	53
4.6.2: Teachers' responses on the influence of home environment to pupils performance	54
4.7 Extent to which family size influences pupils' KCPE performance	57
4.7.1: Pupils' response on family size	57
4.7.2: Pupils' response on parents' source of income	58
4.7.3: Pupils' response on any case of school drop-out.....	59
4.8: Whether learning facilities at home influence pupils' KCPE performance	59
4.9 Respondents' views to improve academic performance	61

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction.....	63
5.2 Summary of the study	63
5.3 Research findings.....	64
5.4 Conclusions of the study.....	63
5.5 Recommendations of the study	67
5.6 Suggestions for further research	69
REFERENCES	70

APPENDICES

Appendix I: Introduction letter	76
Appendix II Pupils questionnaires.....	77
Appendix III :Teacher’s questionnaire	84
Appendix IV:Document analysis guide.....	88
Appendix V:Public primary schools in yatta division.....	89
Appendix VI :Research authorization	93
Appendix VIII: Research permit	94

LIST OF TABLES

Table	Page
Table 1: Mean score performance and position in KCPE per division in Kitui District (District Office, 2011)	8
Table 4.1: Questionnaire return rate	43
Table 4.2: Respondents' gender	45
Table 4.3 (a): Distribution of teachers by age	46
Table 4.3 (b): Pupils' age	47
Table 4.4: Teachers' academic qualifications	48
Table 4.5: Response to parents' employment.....	49
Table 4.6: Response to parents' occupation	50
Table 4.7: Pupils' response on parents'	52
Table 4.8: Pupils' response to parental encouragement	53
Table 4.9: Teachers' attitude towards home environment on pupils' performance	56
Table 4.10: Pupils' response on family size	57
Table 4.11: Parents' income	59
Table 4.12: Learning facilities at home that influence pupils' performance.....	60
Table 4.13: Suggested possible measures to improve KCPE performance	61

LIST OF FIGURE

Figure	Page
Figure 1: Conceptual framework showing home based factors participation in academic performance.....	34

LIST OF ABBREVIATIONS AND ACRONYMS

CPE	Certificate of Primary Education
FPE	Free Primary Education
IQ	Intelligent Quotient
KCE	Kenya Certificate of Education
KCPE	Kenya Certificate of Primary Education
LES	Low Economic Status
TV	Television
UPE	Universal Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organisations
UNICEF	United Nations Children's Fund
WEAC	Wisconsin Education Association Council

ABSTRACT

Basic education is a fundamental strategy for human growth and development. It is through education that one is able to develop economically, socially and spiritually. The study aimed at examining home based factors influencing KCPE examination performance in public primary schools in Yatta Division. There was need for the study due to allegations of poor academic performance that seems to have been caused by home based factors. To enhance the study, research objectives were formulated on the social economic factors influencing pupil's KCPE performance, the students' parents educational level that influence pupils' performance, and whether parental encouragement also influence pupils' KCPE performance. Formulated also, were objectives on the extent to which family size influence pupils' KCPE performance, and whether learning facilities at home also influence pupils' KCPE performance.

The study adopted descriptive survey design and targeted 63 public primary schools in Lower-Yatta District with an approximate of 441 teachers and 1512 standards eight pupils. From this target population, a sample size of 19 headteachers, 113 teachers and 454 students was selected. Data were gathered using teachers' and pupils' questionnaires, and document analysis guide to find out whether school documents contain crucial information required for good performance. There was also instrument validity and reliability. Data were however, analyzed through descriptive statistics and presented inform of tables and figures.

The findings of the study showed that majority of the parents (65.0%) in Yatta division are farmers. However, a good percent (75.5%) always encouraged their children to read and do homework while at home for good performance. Teachers and pupils were far the opinion that schools be adequately equipped with teaching and learning facilities and parents to create conducive learning environment at home and reinforce pupils who perform well so as to achieve good results.

The study recommended that teachers and head-teachers to take lead in lifting the performance of the schools, parents be involved in school policies and other possible alternative actions that the school can take in the process of achieving set goals and objectives, and that school feeding programmes to be re-visited to the problems at home. Last, a study should be conducted on the impact of internal and external school environments to realize a healthy school -community relationship.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Basic education is a fundamental strategy for human growth and development. It is through education that one is able to develop economically, socially and spiritually. This is by acquiring desired knowledge, skills and attitudes. Education plays a major role in the development of an individual as well as a country as noted by the World Education Forum (2000). It provides a foundation for the fullest development of individual talents and personality. A vital aspect of individual development is character building. Children and young people should be helped to develop their physical, moral and intellectual qualities among others, (Otunga 1985).

Studies by Abagi (1998), Colclough (1986) and Cochrane (1979) indicate that countries with high literacy rate among women and men have lower levels of fertility, lower infant and maternal mortality, longer life expectancy and address gender equity issues in development. The purpose of education is to help individuals to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning, (World Education Forum, 2000).

The academic achievement of a student mainly determines what other level the student can join for further advancement which depends solely on the student's ability. That ability is highly measured or judged based on the scores or grades obtained from the examination performance. Fraser (1959) notes that at any given level of ability, there will be variations in academic performance that can be accounted for by other factors other than student's ability. This is because student's examination performance will be determined by two factors; pupils will and ability to achieve. Students will to achieve refers to whether the student has support towards education such as encouragement and material resources. Whereas, the students ability to achieve refers to the students capability to perform academically.

Therefore, it is of great importance to examine those other factors, such as social factors that influence student's examination performance other than student's ability. Hammer (2003), noted that an American adolescent from a family of lower socio-economic status is more likely to leave school before finishing and less likely to attend next other levels of education. This shows home environment also plays very important part for the pupil's examination performance. Research by UNESCO (2004) has shown that youngsters from lower socio-economic strata are less likely to succeed in school. This does not mean that poor or disadvantaged children cannot learn. However, social class and economic conditions are important factors related to success. The study determined the

participation levels of home environmental factors influencing student's academic performance in Yatta division. According to Frazer (1959), Douglas (1964), Cantu (1975) differences in home environmental factors such as parental level of education, occupation, living conditions among others determine the student's progress to some extent. In sub-Saharan Africa, Ndarahutse (2008), notes that most financially poor students are made to repeat a grade due to low academic performance. This has also contributed greatly to increasing school dropout rates. For example, UNESCO (2007) notes that, of the 91% of the primary pupils enrolled in Malawi, only 31% reach grade 5.

In Kenya, just like in the other countries, all people of whatever condition or age, race, in virtue of their dignity as human beings, have an inalienable right to education, (Otunga, 1985). In this regard, Kenyan government has invested heavily in the education sector so as to enable her citizens access education. In addition, parents and other stakeholders have also increased their investments in education since 2002, (Ngethe, 2004). This is because of the cost-benefit and cost-effectiveness analysis of education. The Kenya government aims to be industrialized by the year 2020 and this will only be possible by having able manpower. In 2003, the government implemented a Free Primary Education (FPE) policy that enabled millions of children to attend school. This decision helps greatly towards achieving Universal Primary Education (UPE) which is

both a human right and one of the millennium development goals. UPE is the proposition that every Kenyan child can have full access to education.

To acquire quality and able manpower for industrialization, curriculum revisions have been done since independence to equip learners with the required skills, knowledge and attitudes. This starts from basic level (primary), through secondary to university. Since 1981, Kenya education has been 8-4-4 system of education by presidential working party (Mackay report, 1981). National examination marks or grades are used to judge individual students for placement in the next level of education. There are also polytechnics which admit students from different levels such as youth polytechnics which may admit class eight pupils among others.

The 8-4-4 system of education aims to provide students with knowledge and practical skills that would make them self-reliant and get employment, (Baraza & Ngugi, 1988). This system of education has reinforced assessment procedures, where students at all levels from primary to university are assessed to judge their achievement rates, (Nyongesa, 2007). Their final achievement is evaluated through final examinations such as KCPE for primary education and KCSE for secondary education. Therefore, the students' academic performance is of paramount importance for it determines the student's future success.

KCPE examination is basic and first national examination which acts as the gateway to all other levels and examinations in the education sector. Indeed, it is very necessary to prepare learners adequately as they come to sit for their final KCPE examination. However, despite the heavy investments and preparations in this sector, the country faces a number of challenges. These include the education wastage as a result of poor performance, (Alway & Schech, 2004).

Among other divisions comparatively, the performance in primary schools in Yatta Division of Lower Yatta District in Kitui County is wanting. This is because it has been showing a downward trend in KCPE examination performance for the last three years (2008-2010), (the district statistics 2010). This prompted for a study to examine the major factors influencing academic performance in the division.

There are various factors that influence examination performance that need to be addressed. Some of these factors are home based, while others are school based. Home based factors include parental education level, the socio-economic status among others. School based factors include availability of school learning resources, qualification and determination of teachers (Ndaruhutse, 2008).

Some studies have been on home environment and academic performance. However, some of these studies have concurred, but others have shown

differences in their findings. They include Douglas (1964), Fraser (1959), Pidgeon (1970), Kapila (1976), Osire (1983), Waweru (1982), Eshiwani (1993), Mutua (2002) among others. As a result of the complexity or differences in the above mentioned studies, there is need for further research in the area of home based factor participation that influence academic performance of students. The study carried out in Yatta Division in Lower Yatta District seeks to examine the participation of home based factors in students' academic performance. According to Kellagham (1977), home environment has more influence on academic performance than intelligence. Fraser (1959), argues that there are other factors that bring variations in academic performance other than student's ability.

1.2 Statement of the problem

There are approximately 1512 pupils in the 63 public primary school in Yatta Division who sit for the Kenya Certificate of Primary Education (KCPE) examination to mark the end of their eight year curriculum in primary school, (District Education Statistics, 2009). The results obtained are used for students' placement in the next levels of education such as, National Secondary schools, Provincial Secondary Schools, District Secondary Schools, and other institutions such as youth polytechnics. The student's performance determines in which category he or she would be placed.

The results obtained by pupils in this division had variations regardless of the preparation administered within the schools. District Educational statistics, (2010) showed a downward trend in KCPE examination performance for the last three years from 2008 to 2010. Among other factors such as school based factors like staffing, school environment among others, there are various home ground issues that need to be determined that affect the student's performance. According to Kellagham (1977), home environment has more influence on academic performance than intelligence. Thus, it is true that home is the origin of a child, hence the origin of performance. The study sought to examine and analyze critically the home background factors participation in academic performance of students in public primary schools in Yatta division in Lower Yatta district. Once these factors are identified, educational administrators, teacher, parents and stakeholders would assist the learners so as to improve in their performance.

The study examined and analyzed critically the home background factors participation in academic performance of students in public primary schools in Yatta Division in Lower Yatta District. Yatta Division is among the five divisions in Kitui District. However, its performance academically, has been low. For example, its performance in KCPE examination when classified as per the mean scores, it ranges between position 4 and 5, according to Kitui District statistics, (2010). With regard to the D.E.O's speech and the low divisional performance, there was need for a research to determine the factors that influence performance

academically. The table below shows performance of the divisions in Kitui District:-

Table 1: Mean score performance and position in KCPE per Division in Kitui district (District office, 2011)

Year Division	2008		2009		2010	
	M/Score	Position	M/Score	Position	M/Score	Position
Yatta	241.05	4	240.89	4	239.04	5
Central	238.70	5	260.53	3	240.69	4
Matinyani	252.67	1	239.62	5	250.91	3
Kisasi	247.80	3	252.09	2	257.12	1
Mutito	248.19	2	255.01	1	252.34	2

The study considered the issues concerning the student's home background factors such as socio-economic activities, parents' educational level, occupation, parental encouragement, family size and learning facilities at home. The results of the study will be used for improvement of academic achievement of the learner.

1.3 Purpose of the study

The purpose of the study was to examine home based factors influencing KCPE examination performance in public primary schools in Yatta Division.

1.4 Objectives of the study

The following were the objectives of the study:

1. Identify socio-economic factors influence on pupils KCPE performance
2. To determine the students' parents educational level influence on pupils KCPE performance
3. To examine the extent to which parental encouragement influence pupils' KCPE performance.
4. To establish the extent to which family size influence pupils' KCPE performance.
5. To identify whether learning facilities at home influence pupils' KCPE performance.

1.5 Research questions

1. To what extend have the socio-economic factors influenced pupils' KCPE examination performance?
2. How has the students' parents' level of education influenced pupils' KCPE examination performance?
3. To what extend has the parental encouragement influenced pupils' examination performance?
4. To what extent has the family size influenced examination performance?
5. To what extent has the learning facilities at home influenced pupils' examination performance?

1.6 Significance of the study

The findings of this study would be used to create awareness to parents and learners by getting information on the basic home factors that influence performance of pupils in KCPE. It is also hoped that the findings of the study would yield data that could be useful for proper planning and decision making by policy makers and institutional administrators such as head-teachers, other administrators and teachers. This would help to bring change and development to student's home background by stating facts that support learning for improved academic performance. Further, the study findings also would be of use to other stakeholders to know and understand the roles of parents at home that contribute to students' performance at school. It is again hoped that the study findings will form part of educational data for future research on the home based factors in general.

1.7 Limitations of the study

The major limitations of this study were that, mainly pupils were relied on to provide information about their homes. Some of the sampled pupils might not willingly and truthfully provide relevant information. Others might be biased or ignorant to some aspects about their home background. To resolve this problem, the students were briefed on the need to give accurate information for the purpose of the study. Parents could not be involved because they were not readily available within the limited scheduled time of the study. The study also relied on

the teacher made examinations (mocks, end term examinations) to provide information about the current standard eight pupils on academic performance. It also analyzed KCPE performance from 2008 to 2010 to determine the trend of performance for the school.

1.8 Delimitations of the study

According to Oso and Onen (2008), delimitations of the study refers to the scope. It is a description of the boundary of the study in terms of content, methodology, geographical and theoretical coverage and time of study. Therefore, this study was concerned with the participation of home based factors at public primary schools. It was conducted in Yatta division in Lower – Yatta District in Kitui County in the year, 2012. The study was conducted by using descriptive survey design. Data was gathered by using questionnaires and document analysis. The study targeted standard eight pupils, teachers and head-teachers who were required to provide the data. The study, specifically examined those factors at student's home that influence academic performance

1.9 Basic assumptions of the study

These are conditions taken to be true if the study will be carried out effectively. In this study, it was hoped that the respondents (pupils, teachers and head teachers) would provide honest and truthful information when answering questionnaires. The collected data were the representative of the population. It was also hoped

that the results of the study could be used for the whole population in primary schools in Yatta Division.

1.10 Definition of significant terms

Examination performance refers to how well an examination is presented

Home based factors refer to the variables that influence examination performance from student's home.

Home background refers to the environment within which a learner lives with other family members and is familiar with.

Performance refers to the act or process of presenting an examination.

School based factors refers to the things from school that have influence on the student's examination performance.

Academic achievement refers to the performance of the pupils in their examination.

Parental occupation refers to the employment of the parents which includes both wage employment and self employment.

Parents' level of education refers to the number of years of formal education spend by the child's parents in school or college.

Family size refers to the number of people living in the same house as a child, including relatives and other household members.

1.11 Organization of the study

The study has five chapters. Thus, chapter one presents the introduction comprising background of the study, statement of the problem, purpose, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of significant terms. Chapter two covers the review of literature related to home based factors influencing examination performance. It consists of previous studies conducted globally, regionally and locally on those home based factors. This chapter also covers theoretical and conceptual frameworks of the study. The third chapter presents the research design, target population, sample procedure, Research instruments, data collection procedures and methods of data analysis. Chapter four presents data analysis, presentation and interpretation of the data. The study findings and discussions also were presented in this section. Finally, chapter five gave the summary, conclusion and the recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses the literature related to home based factors that participate in academic performance. It particularly focused on the main home factors such as socio-economic factors, parent's education level, parental encouragement, family size and learning facilities at home. These served as the main issues in this study. Theoretical and conceptual frameworks were also covered here.

An examination is extremely an important tool that is used for assessment and judgment of an individual's capability. Eshiwani (1993), notes that one of the major roles of an examination in an education system is the selection and placement of candidates in various institutions and stations in society. Therefore, there is need for a serious attention to examine all those factors that may influence students' academic performance. Otherwise, there will be a lot of wastage of human and material resources all over. Through assessment and evaluation of an individual's work performance the personality or character of a particular student is understood for any placement.

This section reviewed any literature related to factors influencing performance in relation to examination under the following sub-headings:

- Socio-economic factors

- Parent's education level
- Parental encouragement
- Family size
- Learning facilities at home

2.2 Socio-economic factors

Socio-economic status refers to a combination of social class education, income and occupation.

2.2.1 Social class and education

Social class and education refers to social standing or class of an individual or group. When observed in terms of social class lens, privilege, power and control are emphasized. The variable reveals inequalities in access to and distribution of resources. It is the social and economic position of an individual or a family in any given society determined by such factors as level of education, occupation and income.

A number of studies have found that family's socio-economic status have influence on academic performance of its children. For example, in a study of social class and parent-child relationship in the United States (US), found that there are differences in values between middle and working class parents in the child expectation (Kohn, 1963). Further, Kohn indicated that working class and

middle class parents raise their children in different ways. Working class parents teach their children to obey rules and stay out of trouble. These parents also tend to punish their children for the consequences of their misbehavior. They use physical discipline measures for correction. On the other hand, middle class parents place greater value on curiosity and initiative. They teach their children to rely more on self-control on how to behave. These parents punish their children for motives rather than the consequences of misbehavior. They are more likely to reason with their children and they use temporary withdrawal of privileges or love to discipline. Kohn (1963), points out that, these styles of parenting are related to the occupational experiences of parents.

Research also indicated that children from low socio-economic status households and communities develop academic skills more slowly compared to children from higher SES groups, as noted by Morgan, Farkas, Hillemeier & Maczuga, (2009). Initial academic skills are correlated with the home environments, where low literacy environments and chronic stress negatively affect child's pre-academic skills. Also the school systems in low SES communities are often under-resourced thus, negatively affecting students' academic progress.(Alkens & Barbarin, 2008).

It is evident that social class background of a child's family is an important predictor of that child's later IQ, educational achievement and ultimately social class status. It is true that peers do have greater influence over matters of

immediate lifestyles such as musical tastes or other leisure activities, but values learned in the family regarding religion, politics, education and career goals tend to have long term impact. This prompted for a research to be carried out in Yatta division, Lower-Yatta district to examine and identify main socio-economic factors that have influence on academic performance in the division.

Further studies done in American homes have shown that 98% of these homes have TV sets and an average American between the ages of three and sixteen spends more time in front of the TV set than in school and like in other media , this influences individual's personality. Wright (1986) notes that television is often acclaimed as a marvelous educational instrument. However, critics charge that, the medium actually impedes learning by hindering the acquisition of reading skills and encourages intellectual passivity.

In modern societies, schooling is an important influence on social mobility (movement from one status to another) whereby educational grades or overall examination marks are considered in gaining access to good secondary schools and later superior jobs and higher income that go with them. With this regard, people try to ensure the best possible education for their own children hoping that they would secure social and economic advantages for themselves in future. For example, in Britain, the sons of the upper class are likely to attend the handful of private schools which matter within the country. Also in United States (US),

children of different social classes often attend different schools; that is children of upper class attend elite private schools; those of working class and lower classes attend inner-city public schools (Kohn 1963). At every level there is competition among groups and individuals for grades and other tokens of educational success. Children of working and low class parents tend to be eased out of the system and into work related courses such as businesses early, whereas children of the middle and upper classes are far more likely to continue their education up to colleges and universities (Irima 2009).

Among the studies carried out locally, on the factors that influence student's academic performance have revealed that there are various factors that make some students perform better than others academically. According to Eshiwani (1982), research findings show that there are four policy related factors that may influence academic performance. These are; school plant and resources (textbooks and library facilities), leadership behavior of head teachers (school administration and management), teacher characteristics (training, teacher certification, professional commitment, experience and transfer index) and student's behavior and social characteristics. The findings indicate that achievement is not only about what goes on once students get into classroom. It is also about what happens to them before and after school. Thus, parents and teachers have an important role to play to make sure that every child becomes a higher achiever. Findings also show that parents' education and encouragement are strongly related to improved

student achievement (Wang, Wildman and Calhoun, 1996). Eshiwani (1985) found that, generally girls are lower achievers than boys in considering the overall performance in C.P.E and 'O' level examinations. This finding is supported by Maritim (1985), whose research showed that boys did better than girls in the 'O' level examinations in almost all the subjects.

Eshiwani (1982) noted that many schools lost a lot of teaching and learning time at the beginning and at the end of every term. This has led to many failures at the national examinations. This is due to insufficient syllabus coverage which makes learners ill prepared and less confident to handle the examinations. With regard to this finding, there is need for a research on out of school factors (home and community factors) that may influence academic performance so as to bridge or narrow the experienced gap.

2.2.2 Parent's occupation and pupils K.C.P.E performance

Parent's occupation refers to the means and ways by which a parent earns income for the family to cater for basic needs, including education.

There are studies that give evidence that parents' occupation level relates to educational achievement of the child. A study conducted on 400 Aberdeen school children aged between 12.5 and 13.5 years old, found that the father occupation to be significantly related to the child's school success (Frazer, 1959). The study revealed that children of parents of high income occupations are more advantaged

over those of parents of low income occupations. Also according to Kemp (1955), the parents' socio-economic status significantly correlates with the child's school performance. There was also positive relationship between the parent's occupational level and the child's intelligence and academic performance (Eysenck & Cookson, 1970). Marjoribanks (1972) and Miller (1970), noted the importance of occupation as an index for socio-economic status which relatively influences child's academic performance. Cullen (1969), found that parent's occupation indirectly reflects their intellectual ability which is inherited by the child.

Different from general expectation that, "socio-economic status positively correlates with the child's academic performance regardless of his or her intellectual level, other studies show that, socio-economic background seems to have no effect upon the academic performance of primary school pupils (Kathuri, 1986 & Curry, 1962).

2.3 Parent's education level and pupils K.C.P.E performance

Children whose parents had primary school education or less are more than three times likely to have low test scores and grade repetition than children whose parents had secondary education (UNICEF, 2000). According to Frazer (1959), the pupil's school progress is more closely related to his or her home environment, which includes the measure of parent's educational level than to his

or her intelligence. Frazer (1959) further showed that, even when two children are of equal intelligence, the child with better educated parents reaches a higher standard in his/her schoolwork. This is because the educated parents are likely to help their child in his/her schoolwork and encourage for further reading so as to do well in school. Cullen (1969), pointed out that, the education of a parent can be an indication of positive educational progress of the child. However, Cullen states that the relationship between the two appears to be hereditary and environmental- Hereditary in that a child will tend to inherit the capability of parents often reflected by latter's educational attainment; environmental in that education influences economic position, parental familiarity with school system, their attitudes towards education and the amount of encouragement and help they give the child..

Cullen conducted her study as follows; homes where both parents had gone to secondary school were given high rating, homes where one parent had gone to secondary school was given moderate rating and homes where none of the parent had gone beyond primary education was given a low rating. The findings of Cullen (1969) showed that two thirds of the educationally high-achieving children came from homes where both (36%) or one (31%) parents had obtained a moderate or high level education. The study also showed that almost all under-achieving children (91%) came from homes where neither parent had obtained post primary education.

Another study conducted in Nigeria, on 370 boys and 112 girls showed that male students from educated parents performed higher than male students from uneducated parents (Amalaha, 1975). In another area of study, Cullen (1969), showed that almost half of the mothers and fathers of high achieving children had no more than primary education which was regarded as the first level of education. This in contrary to the general expectation that parent's education level is positively related to the child's academic performance. These findings show that parent's education and the child's academic performance is not always positively related. Hence, this shows that there are other factors that influence academic performance of child, such as encouragement and helping where necessary.

According to Bali (1984), the educational background of the family is related to the academic performance of the child. This was observed in the correlations between educational and occupational levels of the family and the child's performance in the CPE examination; English, Mathematics, and general paper. The overall achievements were 0.22, 0.09 and 0.13 respectively. The correlations were positive, though not high. Most of the studies, revealed here, show that there is a positive relationship between parent's educational level and the child's academic performance. There is also revealed study contrary to the given findings. This contradiction and complexity in these findings, has made it

necessary for further research to determine main relationship between parents education level and child's academic performance.

2.4 Parental encouragement and pupils K.C.P.E performance

Parental encouragement is assumed that parents show by helping and guiding the child and coaxing him/her not to feel disheartened at a particular point of difficulty. Ross (1965) defined the term as when father and mother approve and appreciate any activity related to education or revoke any hurdle felt by the child or guide the right or wrong. Various research findings have shown that child's academic performance is influenced by parental encouragement to some extent. In a study of 5362 children drawn from every type of home in England and Wales, it was found that parental encouragement is important in determining the educability of children (Douglas, 1964). In his study, children whose parents are most interested in their progress in education and encourage them to do well, are able to score higher than children whose parents are least interested and encouraging. He further stated that children with interested parents move ahead of the others from whatever their initial starting performance. This is because of the parent's encouragement and help which makes the child to have interest in his/her studies and utilize his or her capabilities to do well.

Cullen (1969) showed the importance of parental encouragement on academic performance when she said that one part of the school learning is carried into the

home- the evening homework. That is the time when parents who are interested can find out for themselves how the child is progressing with his/her lessons as well as the discipline which is often necessary to make him/her spend reasonable amount of time studying. Kapila (1976) did a study on 106 standard seven pupils in Nairobi, Kenya and found that there is a positive association between parents' participation in child's schoolwork and academic performance.

Contrary to the general expectation that there is a positive relationship between parental encouragement and child's academic performance, Otherwise, Osire (1983), found no relationship between the variables. Another study by Bali et al (1984), in Oyoya (2009), conducted on 571 standard seven pupils from four regions in Kenya; Kiambu in Nairobi, Kwale in Mombasa, Kisumu and Meru, found conflicting relationships between parent's interest and encouragement and pupil's academic performance. As a result of this complexity in the revealed studies, there is need to carry out a research in Yatta division to identify how parental encouragement may influence pupils' academic performance.

According to Fehrmann (1987); Blooms (1984), as quoted by Oluwatelure (2008), home influence can be identified as very important variable that has potential for promoting directly or indirectly students' academic achievements. Parental involvement has been used to mean parental expectation of school performance (Hess et al 1984 & Seginer, 1983), deliberate effort by the home to reinforce

improved academic performance (Fehrmann et al. 1987 Fontana, 1981; Karraker, 1972) in Oluwatelure, 2008). According to Blooms, (1984), parental involvement refers to general academic guidance and support.

Parental encouragement and involvement is seen to improve academic performance of the learner because it offers modeling, reinforcement and instruction that support the development of attitudes, knowledge and behaviors associated with successful school performance, as noted by Hoover-Dempsey and Saddler, (1995) as quoted by Harris et,al (1984), parental interest may be shown by the presence of study aids at home such as dictionaries and encyclopedias, (Magdol, 1994). Parental involvement results in better relations between the school and families where students see parents as effective role models who care about them, as found by Carnegie Council on Adolescent Development, (1989). According to Irvine, (1988), parent participation in the school may range from classroom to more active participation in tutoring and text book evaluations. Also parent's participation in school brings about improved communication between the school and the family where parents get informed on how to help their children for better performance, as noted by Massachusetts Advocacy Center (1988) in Magdol (1994).

The reviewed studies here are positively supporting the importance of parental encouragement and involvement on the child's academic performance. It has been

shown that children whose parents encourage them do well in school. They are academically motivated, hence have interest and positive attitude in their studies which improves their academic performance. Parents who know the importance of education do follow up to the progress of their children to ensure good performance. Therefore, the reviewed studies have prompted for a research to examine whether there is genuine parental encouragement and involvement in Yatta Division in which there may be geographical or cultural influence on parental encouragement and involvement to the learners' academic performance.

2.5 Family size and pupils K.C.P.E performance

There are various studies giving evidence that family size is inversely related to the child's academic performance. Frazer (1959), conducted a study on over 400 school children and found the academic performance of children from large families to be significantly lower than that of children from small families. She pointed out that, in a large family there is overcrowding leading to lack of reading space and quiet environment for doing homework. There is disruption of reading and other learning activities. This negatively influences the academic performance of the child. Another study conducted by Douglas (1964), found that, children with five or more siblings are less successful at school. He said that poor performance is as a result of less encouragement from their parents unlike children from small families who are in closer contact with their parents who constantly encourage and help them. Also Cullen (1969), showed that children

from large families perform at lower level than those from small families. She noted that, large families of seven and above were associated with poor education. In a study by Sass & Lexmond (1981), of 148 students found that family size is inversely related to pupil's academic performance. In their study, they found that family size, birth order and age spacing did not correlate significantly with the child's intelligence. They also said that the more the children, the less the interaction each child has with the parents'. Further, they noted that, an additional child decreases the quality of family's intellectual environment. This is because an addition to share the limited interaction between the child and the parent may lead to lack of enough provision of learning facilities.

According to Muola (1990), children of large families tend to have less contact with their parents. As a result of this, Muola says that these children do not receive the required attention, encouragement, stimulation and support which are important in the development of intellectual skills. He adds that the living standards deteriorate with the increase in the number of family members where limited resources have to be shared among the members. In most cases, a child from a large family may lack material support necessary for his/her schoolwork and more so have limited educational opportunities. In such cases, a child from a large family is likely to perform at a lower level than a child from a small family. A study by Bali et al (1984), reported that children from small families perform at higher level than children from large families. Muola (1990), found that, there is a

positive correlation ($r=+0.16$) between family size, and the pupil's scores in Kiswahili, though weak. The revealed studies have shown consensus between family size and pupil's academic performance, but with experience there are cases where children from large families perform higher than children from small families. This may be because of other home environmental factors such as role models. This has prompted for a research to investigate further the issue of family size and pupils' academic performance in Yatta division which is in a rural setting.

2.6 Learning facilities at home and pupils K.C.P.E performance

According to Dale and Griffiths (1970), learning facilities provided by parents are important for academic performance of a child. They said that the most obvious indication of parental encouragement towards academic progress is seen when parents give high priority to the provision of good learning facilities for quiet study and homework. In a study by Cullen (1969), reported that both high and low achieving children share a common school and community environment except from home environment. In her study, she assessed the physical facilities within the home such as living space and available learning facilities so as to show the importance of learning facilities at home. She found that insufficient living space is responsible for low academic achievement. She noted that overcrowding deprive a child of privacy and quiet environment for his or her schoolwork. This

leads to lack of concentration on his/her studies, hence affecting academic performance at school.

According to Cullen, an overcrowded home is the one which a child nearly ought to share everything with more than one person such as bedroom. Specifically, when a bed is shared by more than one person, there is interference with sleep resulting in fatigue and inability to concentrate in school the following day. This affects the child's academic performance.

According to Lavin (1965), socio-economic status often determines where a family lives. It also determines what type of a school a child will be sent to and the learning facilities to be offered by the parents. Muola (1990) noted that a child from a home with adequate learning facilities has an advantage over a child from a home with inadequate learning facilities. A child from a home with learning materials such as books, newspapers, radio and television is likely to perform well in school. Lack of learning facilities in a home interferes with the child's learning, hence hindering him or her from doing homework appropriately. Eventually, this will affect the child's academic performance.

In another study conducted by Bali (1984), reported low correlation (ranging from 0.01 to 0.12) between performance in C.P.E and K.C.E examinations and material facilities at the child's home. The low relationship implies that learning facilities

at child's home may not be predictors of academic performance. This means that some of the facilities may distort the child's concentration in studies. Such facilities are like radio, television, video and magazines. Alternatively, the child may fail to use the facilities appropriately. A relevant study was conducted by Muola (1990) that found negative relationship between learning facilities at home and pupils' scores in science and agriculture. Due to contradictions within the revealed studies, there is need to carry out a study in Yatta division to identify the main learning facilities at home that influence learner's academic performance.

2.7 Summary of literature review

The reviewed literature on the socio-economic factors emphasized that family's socio-economic status determines the way children are brought up so as to conform to traditional standards of behavior determined by their parents. Socio-economic background of the family is an important predictor of the child's IQ, educational achievement and social class status. Parent's level of education to some extent determines the child's academic performance, but has to be supported by factors such as parent's interest and encouragement. This leads the child have the required attitude towards academic performance. Parent's encouragement and involvement has been emphasized by several studies to influence child's academic achievement. However, other studies have shown that there is no relationship between parental encouragement and child's academic performance.

Several studies have come into consensus that family size is inversely related to the child's academic performance. The more the children the less the interaction each child has with the parent. This will reduce attention, encouragement, stimulation and support required by the child for schoolwork. Learning facilities at home have been found to influence academic performance by several study findings. High and low achieving children share a common school and community environment but from different home environments. Children from homes with adequate learning facilities have advantage over those from homes with inadequate learning facilities. However, other findings have found that there is low or no positive relationship between learning facilities at home and the child's academic performance. There are also other factors that influence student's academic performance.

2.8 Theoretical framework

Several theories have been developed to explain factors that could influence academic performance. In this study, one theory was used to explain home based factors influencing pupils' academic performance. This was the resource framework theory. The resource framework theory was developed by Brooks – Gunn, Brown, Duncan & Moore (1995). The theory was used to explain how educational outcomes such as academic performance are influenced by an interaction of factors such as material resources, human capital, social capital and cultural capital. Brooks – Gunn et al (1995), explains a resource framework for studying child and adolescent development. This framework can be used to

analyze the effects of poverty on child development and education. The resource framework can be viewed as unifying various overlapping theoretical arguments that have emerged to explain the relationship between poverty and educational outcomes.

Among the factors considered in the resource framework theory is the material resource that indicates that poor children suffer because their parents, communities and schools lack the financial resources that aid learning and achievement. On the human capital, the theory suggests that poor children suffer because of the poorer endowments and investments they receive from their parents (Mayer, 1997), or the poorer human resources in the schools they attend. For the social capital, it is suggested that impoverished parents and children lack supportive social relationships and networks within and outside of the family necessary for aspiring to achieving success, and on the cultural capital, it is suggested that children of historically disadvantaged groups suffer because they lack the cultural environment at home that would allow them to connect to content in the classroom (Bourdieu 1997).

The literature given here has focused much on the US settings. In the developing country settings, several educational studies have focused on the family socio-economic background and its influence on the enrolment or attainment, or school effects on achievement. The resources emphasized are human and material

resources (Buchmann & Hannum, 2001). However, sociological studies have begun to consider the role of social and cultural resources in conditioning educational outcomes in the developing country settings (Buchmann, 2002).

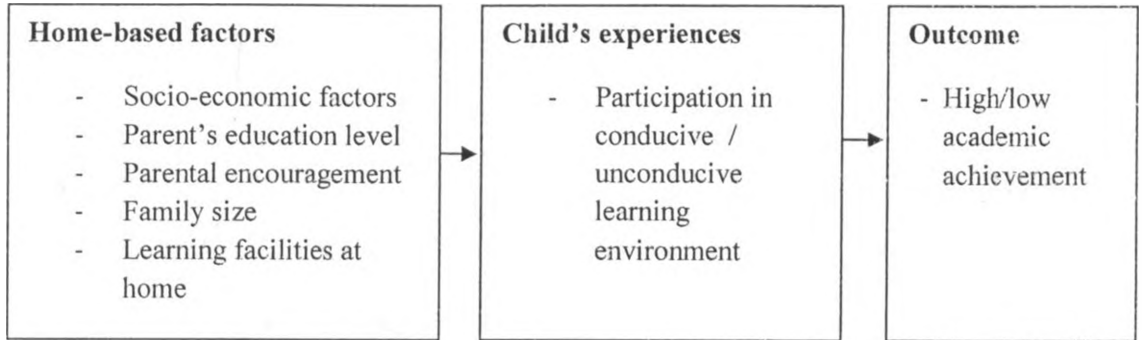
The resource framework theory guided this study to determine the home economic and social factors that influence academic performance of students. This is by identifying the importance of the interaction of a child and the resources in the home environment that is reflected in his/her academic achievement.

2.9 Conceptual framework

Home based factors such as socio-economic, parents' education level, parental encouragement, family size and learning facilities at home provide the child with various learning experiences. The interactions with these resources and family attachment will influence the child's learning process at school and consequently his/her academic performance. Academic achievement is very important because it enables students who perform better secure chances in good secondary schools and afterwards go to colleges or universities. Hence, the students will be able to function more effectively socially, emotionally and financially in their adulthood.

The following figure shows the conceptual framework for this study. It provided the analysis of the home based factors participation in academic performance of students in public primary schools in Yatta Division.

Figure 1: Conceptual framework showing home based factors participation in academic performance.



The independent variables were socio-economic factors, parent's education level, parental encouragement, family size and learning facilities at home. The dependent variable was the student's academic performance. With proper interactions of home based factors in a conducive learning environment, it was expected that the child would have high academic achievements.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section consists of the description of the methods to be used in collecting data for the proposed study. They include the following: The research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis technique.

3.2 Research design

This is the procedure that was used to undertake the study. Research design is the framework of planning and conducting the study, Ogutu (1995). The research design for this study was survey research design. Descriptive survey design is recommended for studying large and small populations by selecting and studying samples from the target population. Mulusa (1988) says that survey method is based on precise definitions of the problem to be studied, use of standardized methods in obtaining a representative sample with an aim of generating the findings to the population under study. This design was used in sampling schools, pupils and teachers in Yatta Division in Lower Yatta District.

Descriptive survey design was suitable for this study because it established evidence of existing conditions, identify standards or norms with which to

compare home based factors and academic performance in order to determine and plan the next step following the findings which will assist in decision making. Survey is concerned with describing, recording, analyzing and reporting conditions that exist or have existed, Kathori, (1985). Also using survey design, no variable is manipulated and therefore helps to report the situation as it is.

3.3 Target population

Target population refers to a complete set of individuals, cases or objects with common observable characteristics, (Mugenda & Mugenda 2003). It refers to all members for the study. The target population for this study was 63 public primary schools, approximately 1512 standard eight pupils and approximately 441 teachers respectively in Yatta Division in lower Yatta District. The study used standard eight pupils because they were the ones who had stayed longer at their homes, hence had much experience. They were also more literate compared to other pupils; hence it was easier for them to answer the questionnaire items appropriately.

Yatta division is divided into three educational zones: Kanyangi zone, Yatta zone, and kwa Vouza zone. The division covers the whole of lower Yatta District which is a newly created district from the old Kitui District in Kitui County. Yatta Division is situated in a rural setting covering a large area. The study was suitable in this area since almost all the pupils' homes are in the rural and then have

experiences of most of the home based factors that influence academic performance.

3.4 Sample size and sampling procedure

Sample size refers to the specific number of individuals or cases that are used as the representative of the target population. Orodho & Kombo (2002) defines sampling as the procedure a researcher uses to gather people, places or things to study. Krejchic & Morgan (1970), gives a table for determining sample size from the target population. The table shows that the smaller the target population the high the sample size. It is also said that the larger the sample size the smaller the sampling error as explained by Mugenda & Mugenda (2003). However the proposed study will use 30% of the target population of schools. Std 8 pupils and teachers where applicable. This is due to the study period and resources.

Sample size of 30% of the target population would give standard findings. This is because the minimum sample is 10% of the target population, (Gay, 1992). Therefore the sample size for the study was 19 schools 454 standard eight pupils, 19 head teachers and 113 teachers. Sampling procedure refers to the process of selecting the subjects or cases to be included in the sample, (Mugenda & Mugenda, 2003). For this study to select the representative samples for the schools, pupils and teachers, a list of all schools, standard eight pupils' registers and teachers were required to get the sample sizes. The study used simple random

sampling technique. This technique involved giving a number to every subject or member of the target population, placing the numbers in a container and then picking any number at random, (Mugenda & Mugenda, 2003). This ensured that each member of the target population had an equal and independent chance of being included in the sample, (Oso & Onen, 2008). This study required a sample size selected randomly and that was the representative of the total population under study. First, the schools were sampled on the basis of 30% of 63 schools, 30% of 1512 standard eight pupils by using stratified sampling technique to take care of gender issue among pupils. The simple random technique was used to get the study sample. There were approximately 19 head teachers and 113 teachers.

3.5 Research instruments

These are devices or tools for gathering or collecting data with the view to answering stated research questions. In this study, questionnaires were used. Questionnaires are written statements or questions to which a respondent is expected to react in writing. Gay (1992), states that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. The questionnaires can be open ended or closed ended questions. In this study, questionnaires were used to collect data concerning economic activities, social status, parents' educational levels, parental encouragement, family size and learning facilities at home as advanced by parents to their children such as time to be at home, study manners among others. Questionnaires can be

administered to a large sample and are easy to administer and analyze. They can also collect a lot of information within a short period of time.

In this study, Questionnaires deemed suitable for this study because of the large samples dealing with literate pupils and teachers who were many and that time would be limited. Also the information needed would be easily described in writing. Document analysis involves critical examination of recorded information related to the issue under investigation. It enables one to access and obtain data that has been compiled. Document analysis technique was suitable for this study because it gave data for KCPE examination performance, for at least three years ago from 2008 to 2010 so as to see the trend of examination performance.

3.6 Instruments' validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study, Mugenda & Mugenda (2003). It is the extent to which research instruments measure what they are intended to measure, Oso & Onen (2008).

There are forms of validity such as, content validity, face validity, criterion validity and construct validity. Content validity refers to whether an instrument covers the contents in the objectives properly. In this study, the instruments were

prepared covering areas under investigation. As noted by Best & Khan (1993), content validity of the research instruments can be enhanced through expert judgment. The supervisors, as experts assessed the validity of the instruments. Face validity refers to the overall impression about the suitability of an instrument whether the items will be understood properly or not. According to Wilkinson (1991), pre-testing a survey is good way to increase the likelihood of face validity. In this study, the pilot study conducted at two selected schools showed if the items were understood properly or not. Those not understood accordingly were corrected so as to increase face validity of the instruments.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the instruments enables researcher estimate error and makes corrections if any. This is because the larger the reliability the smaller the error and conversely, the larger the error, the smaller the reliability (Mugenda & Mugenda, 2003). In this study, reliability of the research instruments was tested in a pilot study. The instruments that were given to the respondents in the selected two schools that were not part of the final study list of sampled schools. The purpose of piloting the research instruments is to improve on reliability. The research instruments such as questionnaires were given to the respondents from the two schools to fill in. then, the correlation was found using the Pearson's product – moment correlation. That is:

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

Where, x is the score for questionnaires from the 1st school and y is the scores for questionnaires from the 2nd school. A correlation coefficient (r) of 0.7 is considered appropriate (Mugenda & Mugenda, 2003) and (Kathuri & Pals, 1993).

3.8 Data collection procedure

This refers to the procedure one should consider in the process of collecting data in the field. At first, the researcher sought for the permit from the National Council of Science and Technology. The researcher visited the District Education Officer (DEO) for Lower Yatta District for introduction and request for permission to conduct this study in Yatta Division. Then, the researcher visited the sampled schools for introduction and informed the head teachers about the research and also get to know the specific geographical areas in which the sampled schools are situated. This helped the researcher to reach the schools easily during the conduction of the research and made arrangements with the school head teachers on the appropriate time to carry out the study. It was administered during school sessions when the respondents were quite available. The researcher had then prepared the required resources such as questionnaires for collecting the data and personally administered these research instruments. This helped to assure respondents on the confidentiality of the information to be

collected that, it was used only for the study. The data collection took approximately one week.

3.9 Data analysis technique

Data analysis deals with the organization, interpretation and presentation of collected data, (Oso & Onen, 2008). It involves simplifying data and presenting it in the best way possible for easy interpretation and understanding.

There was qualitative data analysis and quantitative data analysis. Qualitative analysis of data refers to non-empirical analysis. In this study, this data was collected from open ended questionnaire items in which the respondents gave their views, perception, feelings and attitudes. Qualitative data was analyzed by use of thematic and comparison analysis techniques. Quantitative data was analyzed using descriptive statistical tools such as frequencies, percentages and means, Mugenda & Mugenda (2003).

All the collected data from the field was coded and entered into a computer for fast and accurate analysis by use of the Statistical Package for Social Sciences (SPSS). The finding of the data analysis was presented in frequency tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the results of the instruments and presents the respondents' profiles. Presented are the findings of the questionnaire return rate, the socio-economic factors influencing pupils' performance in KCPE, the pupils' parents educational level that seem to influence their performance in KCPE, the extent to which parental encouragement and family size influence pupils' performance in KCPE, and whether learning facilities at home would influence pupils' performance in KCPE. Data were analyzed both manually and use of SPSS computer programmes.

4.2 Questionnaire return rate

Two sets of questionnaires were used to collect data for this study; the teachers' and pupils' questionnaires. The table below shows the questionnaires received back dully filled in.

Table 4.1: Questionnaire return rate

Respondents	Number expected	Number returned	Percentage
Teachers	113	90	79.6
Pupils	454	357	78.6

Table 4.1, shows that 113 teacher questionnaires and 454 pupil questionnaires were distributed. Ninety (90) teacher questionnaires and 357 pupils' questionnaires were returned dully filled in. This was a representation of 79.6% and 78.6% return rate respectively. These return rates were considered reliable for the study. The return rate was not 100% because some teachers were giving excuses to be excluded from the study and that their pupils were preparing for examinations. The researcher, however, tried to create awareness to them about the purpose of the study and that their confidentiality would be upheld.

4.3 Demographic data analysis

The study sought it necessary to gather data on the teachers' and pupils' background in terms of age, gender and teachers' academic and professional qualifications. These seemed directly or indirectly, influence pupils' performance in KCPE examination. The demographic data of the respondents then was summarized as follows:

4.3.1 Respondents' gender

Gender was considered vital in this study because education is for all. Absence of gender among teachers and pupils would create a negative influence in teaching and learning at school hence affecting pupils' performance.

Table 4.2: Respondents' gender

Gender	Teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
Male	40	44.4	147	41.2
Female	50	55.6	210	58.8
Total	90	100.0	357	100.0

Table 4.2 shows that the respondents for this study were predominantly female. Out of 90 teachers and 357 pupils, 55.6% teachers and 58.8% pupils were female. However, male teachers and pupils constituted 44.4% and 41.2% respectively.

4.3.2: Teachers' and pupils' age

Academic performance is influenced by age. Age portrays the maturity of teachers and pupils at school. Age shows teacher's characteristics and pupil's behavior.

4.3.2 (a) Teachers' age

Age of the teachers portray their experience in handling the pupils at school and also guiding them how to be high achievers.

Table 4.3 (a): Distribution of teachers by age

Age in years	Teachers	
	Frequency	Percentage
Below 25	25	27.8
25 – 29	15	16.7
30 – 34	15	16.7
35 – 37	10	11.0
40 and above	25	27.8
Total	90	100.0

The results from the table shows that the highest proportion (27.8%) of teachers were below 25 years and above 40 years. The remaining proportions were teachers aged between 26 to 39 years. The age of teachers is a pointer to their experience in the provision of good results at school.

4.3.2 (b): Pupils' age

Age of the child correlates with teaching and learning, hence age influences the way the child masters concepts and is able to apply them in tests. Therefore, there was need for this study to find out the age brackets of the pupils and results were tabulated.

Table 4.3 (b): Pupils' age

Age in years	Teachers	
	Frequency	Percentage
Below 13	0	0.0
13	19	5.3
14	42	11.8
15	252	70.6
Above 15	44	12.3
Total	357	100.0

Table 4.3 (b) indicates that the highest proportion 70.6% of pupils were aged 15years. A fair percent (12.3%) were above 15years. However, no pupil (0.0%) was below 13years. Therefore, majority of the learners are able to master various educational concepts to apply them in handling tests.

4.3.3: Teachers' designation

The designation of the teachers influences a lot of the performance of the pupils.

Each teacher has the responsibility to contribute towards quality education of its learners. Teachers would help school administrators by translating the school

plan, its policies, regulations and instructional programmes into instructional objectives. There was need, therefore, for this study to establish the designation of teachers in schools in Yatta Division. The responses indicated that the greatest numbers of teachers were just teaching in class without any other designation. The delegation of responsibilities in school for teaching and learning place was recommended.

4.3.4: Teachers' academic qualification

Academic and professional qualifications of teachers were also a key factor to consider that might influence the performance of pupils at KCPE. Quality performance at school requires trained staff to design and support that process of teaching and learning to help pupils perform well. Teachers' academic qualifications were as shown in table 4.4.

Table 4.4: Teachers' academic qualifications

Teachers		
Qualification	Frequency	Percentage
B.Ed Degree	5	5.6
Diploma	0	0.0
P1	85	94.4
KCSE	0	0.0
Total	90	100.0

Table 4.4 shows that majority of the teachers (94.4%) were PI holders and very few (5.6%) had Bachelor of Education (B.Ed) degree. There was an indication that teachers were trained and qualified.

4.4 Socio-economic factors influencing pupils KCPE performance

Socio-economic factors seem to have influence on academic performance of children. This reckoned the need for this study.

4.4.1 Pupils' Response on parents' employment

Parent's employment is significantly related to the child's school success. Parents' employment, therefore, was one of the most important variables to be considered because it seemed to act as an index for socio-economic status which relatively would have influenced the pupils' academic performance in Yatta Division, Lower-Yatta District. Pupils were, therefore required to respond to their parents' employment to indicate whether both were employed or not and the result were tabulated.

Table 4.5: Response to parents' employment

Response	Pupils	
	Frequency	Percentage
Parents employed	57	16.0
Parents not employed	300	84.0
Total	357	100.0

From the table, it is evident that majority (84.0%) of the parents were not employed in the government sector. This seemed to be a major factor affecting Pupils' performance in Yatta Division. According to Morgan, Farkas, Hillemeiner and Maczuga, (2009), low socio- economic status households and communities develop academic skills more slowly compared to children from higher SES groups. This is related to the case in Yatta division where majority of the parents are not employed hence affecting pupils performance.

4.4.2 Parents' occupation

Parents' occupation was also one of the major variables to be considered in this study. This is because it is also significantly related to the child's academic success. Pupils were therefore, to respond to their parents' occupation.

Table 4.6: Response to parents' occupation

Parents Occupation	Pupils		Percentage
	Father(F)	Mother (F)	
Farmer	116	116	65.0
Teacher	12	6	5.0
Police officer	2	0	0.6
Doctor/Nurse	0	0	0.0
Business person	80	25	29.4
Total	210	147	100.0

The results indicate that the majority of parents (65.0%) were farmers. A minority (29.4%) were business persons. Surprisingly, a few parents were represented in white-color jobs like teaching, defense and medicine. The parents' occupational level and the child's academic performance are indispensable. This might have been one of the factors that would have influenced the academic performance of learners in KCPE examinations in Yatta Division. Kohn, (1963), indicated that working class and middle class parents raise their children in different ways, hence the styles of parenting are related to the occupational experiences of parents. This literature has concurred with the findings in Yatta Division that the low performance might have been influenced by low occupational levels of parents.

4.5 Parents' education level

Pupil's school progress seems to be closely related to parents educational level. Parents' educational level was also another variable to be considered in this study. The children with better educated parents seem to reach a higher standard in their school work and this reckoned the need for this study in Yatta Division. Data were collected on the parents' education level and results tabulated.

Table 4.7: Pupils' response on parents'

Parents' Education Level	Pupils			
	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Primary	123	34.5	168	47.0
Secondary	125	35.0	102	28.6
College	10	2.8	0	0.0
Never went to school	99	27.7	87	24.4
Total	357	100.0	357	100.0

Table 4.7 shows that the majority of parents representing 34.5% and 47.0% of fathers and mothers respectively had primary level education. Quite a good percent representing 35.0% and 28.6% fathers and mothers respectively had secondary education. However, the number of the parents with college education was not good. Only 2.8% of fathers had college education and no mother at all. Nevertheless, the greatest percent of parents who had not gone to school at all was shocking. According to Frazer (1959), the pupil's school progress is more closely related to his or her home environment that includes parent's educational level. Frazer stated that with two children of equal intelligence, the child with better educated parents reaches a higher standard in his/her schoolwork. This is also the case in Yatta Division where there is a few parents with secondary education and very few with college education.

4.6 Extent to which parental encouragement and pupil's home environment influence performance

Parental encouragement and pupil's home environment also was considered because they determine the educability of children. It seems that parents who are interested in education can find out for themselves how the child is progressing with studies and thereafter encouraging him/her to spend reasonable amount of time studying.

4.6.1 Parental encouragement

The researcher propped the pupils further on the issue of parental encouragement to get their attitude. Pupils were presented with a number of questions regarding how often parents encouraged them.

Table 4.8: Pupils' response to parental encouragement

Response	Always percentage	Sometimes percentage	Never percentage
Parents encourage me to read at home	76.5	23.8	0.0
Parents give me time to study at home	41.2	35.8	23.0
Parents reward me when I do well	11.2	35.5	53.3
Parents get disappointed when I perform poorly	10.0	62.3	27.7
Parents discuss with teachers about my studies	21.6	59.5	18.9

In the findings, majority (76.5%) of pupils indicated that parents encouraged them to read while at home. However, very few (11.2%) are often rewarded. A fair percent of the parents (41.2%) gave their children time to study at home. Seemingly, the low percentages indicated by the children responses could be a major cause of low performance in examinations in Yatta Division. Kapila (1976), found that there is a positive association between parents' participation in child's schoolwork and academic performance. According to the findings, majority of the parents in Yatta Division encourage their children to study but very few reward them. This might have contributed to the low academic performance as a result of lack of genuine parental encouragement and involvement.

4.6.2: Teachers' responses on the influence of home environment to pupils performance

To gather data on the influence of home environment to pupils' performance in school, teachers were asked to give their response on the support of the parents on their children at home through completion of home assignments and provision of additional materials. Teachers were provided with some questions regarding how they view the support of parents to children.

The teachers were to indicate whether they 'strongly agreed', 'agreed', 'disagreed', 'strongly disagreed' or were 'undecided'.

To obtain attitude scores, eight (8) items were ranked on a five point Likert to each of them. The positive items were scored by the following key:

Strongly Agree (SA) = 5 points

Agree (A) = 4 points

Undecided (U) = 3 points

Disagree (D) = 2 points

Strongly Disagree (SD) = 1 point

For the negatively stated item, the scoring was reversed so that;

Strongly Agree (SA) = 1 point

Agree (A) = 2 points

Undecided (U) = 3 points

Disagree (D) = 4 points

Strongly Disagree (SD) = 5 points

This kind of scoring clearly indicates the teachers attitude towards home environment to the pupils' performance in KCPE examinations. Basing on the Likert scale scoring, the maximum score possible was 5 points per item x 8 = 40 points, representing extremely positive attitudes. On the other hand, the lowest score was equal to 8, that is, 1 point per item x 8 items, representing perfectly negative attitudes. A perfectly neutral attitude level was represented by a score of 24. Attitudes were therefore classified as positive, neutral, or negative. The attitude score for the various ratings were:

Score	Attitude Rating
8 – 23	Negative (N)
24	Neutral (Ne)
25 – 40	Positive (P)

Other non-ranked items were arranged to identify opinions and views of teachers on the home based factors influencing KCPE examination performance in public primary schools.

Table 4.9: Teachers' attitude towards home environment on pupils' performance

Range of scores	Category	No. of Respondents	Percentage
8 – 23	N	60	66.7
24	Ne	1	1.0
25 – 40	P	29	32.2
<hr/>			
Total			
<hr/>			

From the table, 60 teachers (66.7%) were in the range of 8-23 indicating a negative attitude towards home environment on pupils' performance in KCPE. Only one respondent (1%) was neutral category. A lower percent (32.2%)

indicated that teachers had recognized the home-based factors affecting pupils' performance.

4.7 Extent to which family size influences pupils' KCPE performance

In order to establish the extent to which family size influences pupils' KCPE performance in Yatta Division, pupils were asked to state total number of children at their respective homes.

4.7.1: Pupils' response on family size

Family size is inversely related to the child's academic performance. The students were to indicate number of children at home and results were tabulated as shown below;

Table 4.10: Pupils' response on family size

Family size	Pupils	
	Frequency	Percentage
Children		
1 – 4	189	52.9
4 – 8	168	47.1
Above 8	0	0.0
Total	357	100.0

The results from the table shows that majority of the families (52.9%) had children between the ranges of 1 – 4. However, a fair percent 47.1% also indicates that quite a number of families had children in the range of 4 – 8. This indicates that the number of children one has, the more influence they have on academic performance. Academic performance of children from large families is significantly lower than that of children from small families, as noted by Frazer (1959). He found that in a large family there is overcrowding leading to lack of enough space for doing homework. This literature is concurring with the findings in Yatta Division where the family size is fairly big compared to their socio-economic status, hence influencing pupils' academic performance. Moula (1990), found that children of large families tend to have less contact with their parents. These children do not receive the required attention, encouragement, stimulation and support which are important for the development of intellectual skills.

4.7.2: Pupils' response on parents' source of income

In order to realize good performance children have to be supported financially. There was need, therefore, for this study to indicate their parents' source of income.

Table 4.11: Parents' income

Source of Income	Pupils	
	Frequency	Percentage
Farming	232	65.0
Salary	20	5.6
Business	105	29.4
Total	357	100.0

From the table, majority (65.0%) of the families obtain their income from farming. Another fair percent (29.4%) obtain income from business.

4.7.3: Pupils' response on any case of school drop-out

The researchers propped the pupils further to indicate whether some of their brothers and sisters dropped out of school. According to responses, 336 pupils said their brothers and sisters had not dropped out of school. However, 21 pupils said they had dropped out.

4.8: Whether learning facilities at home influence pupils' KCPE performance

Pupils from a home with adequate learning facilities have an advantage over pupils from a home with inadequate learning facilities. The study sought to

identify whether learning facilities at home influence pupils' KCPE performance. The researcher propped pupils to identify some things at home that negatively affect their performance.

Table 4.12: Learning facilities at home that influence pupils' performance

Facilities	Pupils	
	Frequency	Percentage
Lack of Reading books	60	16.8
Fuel	130	36.4
Private room for study	167	46.8
Total	357	100.0

The results indicate that majority (46.8%) of the pupils lack private study rooms at home. Quite a fair percent (36.4%) indicate that they also experience problems with getting fuel for study. In a study by Cullen (1969), reported that both high and low achieving children share a common school and community environment except from home environment. She noted that insufficient living space and learning facilities at home are responsible for low academic achievement among pupils. Muola (1990), noted that a child from a home with adequate learning facilities has advantage over a child from home with inadequate learning facilities. This literature concurs with the findings in Yatta Division where

majority of the pupils lack essential learning facilities, especially a private study rooms and lighting fuel contributing to poor performance.

4.9 Respondents' views to improve academic performance

Another issue that the study sought to identify was about teachers' and pupils' view on how to deal with challenges that arise so as to improve academic performance for quality education to be realized. Teachers and pupils were asked on what should be done to ensure home environment influences academic performance positively and the findings were as shown in table 4.14.

Table 4.13: Suggested possible measures to improve KCPE performance

Suggestion	Pupils		Teachers	
	Frequency	Percentage	Frequency	Percentage
Provision of extra learning materials	120	33.6	20	22.2
Giving positive reinforcement to children	50	14.0	20	22.2
Creating conducive study environment	110	30.8	20	22.2
Provision of alternative lighting system for study	30	8.4	10	11.1
Teachers to follow-up pupils	12	3.4	5	5.6
Total	357	100.0	90	100.0

From the table, the results indicate that most teachers and pupils recommended for provision of extra learning materials (22.2%) and (33.6%) respectively, giving of positive reinforcement (22.2%) and (14.0%) respectively, and creating conducive environment for studying at home (22.2%) and (30.8%) respectively. These were important measures if pupils were to perform well in national examinations.

As noted by Fehrmann (1987) and Blooms (1984), quoted by Oluwatelure (2008) that home influence can be identified as very important variable that has potential for promoting directly or indirectly students' academic achievements. However, according to the findings in Yatta Division, much of the pupils' learning has been left for the school where parents are least involved. This has influenced the pupils' academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides a brief summary of the study conclusions, and recommendations. The study also gives suggestions for further research.

5.2 Summary of the study

The main purpose of this study was to examine home based factors influencing KCPE examination performance in public primary schools in Yatta Division. The study was anchored on the stated objectives by targeting the teachers' and pupils' demographic data. In addition, the study focused on issues concerning children performance at school. The objectives of this study were based on identifying socio-economic factors influencing pupils' KCPE performance, determining the pupils' parents educational level, examining the extent to which parental encouragement influence pupils' KCPE performance, establishing the extent to which family size influence pupils' performance, and identifying whether learning facilities at home influence pupils' performance. Research questions were formulated from the objectives.

The study also had literature review full of empirical information related to the topic. Nevertheless, the study adopted a resource framework theory to guide on home based factors influencing pupils' academic performance. Therefore, the

independent and dependent variables of the study were summarized in the conceptual framework. Independent variables in this study were socio-economic factors, parents' education level, parental encouragement, family size and learning facilities at home. Whereas, dependent variable was the students' academic performance. With proper linkage of the home based factors in a conducive learning environment, it was expect that the child would achieve highly.

The research design of this study was descriptive survey design. The design was used to come up with teachers and pupils who would take part in responding to questionnaire items. The study had a target population of 63 public primary schools, 441 teachers and 1512 standard eight pupils. These numbers were narrowed down by calculating the sample size. Therefore the sample size for the study was 19 schools, 113 teachers, and 454 standard eight pupils. Data was gathered through questionnaires, analyzed descriptively and presented in form of frequencies and percentages. The findings were presented, conclusions drawn and recommendations given.

5.3 Research findings

The findings showed the following;

Majority of the parents (65.0%) in Yatta Division, Lower-Yatta District are farmers. The study established that this was due to the fact that majority of them had only basic education at primary level. However, the study revealed that

despite the low education level the parents had, majority of them (76.5%) encouraged their children to read while at home but still very few (10.0%) assisted their children in doing the homework. Teachers and pupils were for the view that measures be take to provide extra learning materials, creating conducive study environment by parents at home and reinforcing the children positively if high academic achievements were to be realized.

The study also established that there is no one home based factor that can be exclusively attributed to the academic performance of the children at school. The factors are interrelated and one influences the other hence influencing the performance of the child in examinations at school. Besides, to critically examine home-based factors that influence the academic performance of pupils, there was need for the study to provide recommendations. The following were therefore, the recommendations of the study.

5.4 Conclusions of the study

Based on the findings, it was concluded that socio- economic status had significant influence on pupils' academic performance. This is because majority of the parents (84%) are unemployed with very few parents (16%) employed. This might have led to low academic performance since majority of the parents are unable to support them properly due to low economic status. Main occupation of the parents in Yatta Division is farming (65%) which is normally labour

intensive. This has led to poor academic performance because majority of the children are withdrawn from school to help in farming during rainy season. A few parents (29.4%) do some business which is also time consuming, hence are not able to attend to the needs of the children as it is required.

Majority of the parents; father and mother (34.5% and 47.0%) respectively have primary education. However, fathers (35%) and mothers (28.6%) have secondary education. This has influenced pupils' academic performance in that a few pupils perform well while others do not because many parents lack the required attitudes and skills to support them academically. It has been found that majority of the parents encourage their children to read at home. However, children like proper guidance which includes genuine motivation for good performance. Very few parents (11.2%) often reward their children. Teachers have the view that parents have not supported their children at home by providing them with additional learning materials such as revision textbooks and guide them on homework assignments. Teachers (66.7%) observed that pupils' home environment does not support pupils' performance in KCPE currently. A few teachers (32.2%) observed that there is some support.

According to family size, it is concluded that majority of the families (52.9%) have one to four children and the rest (47.1%) have four to eight children. Family size has influenced pupils' academic performance. There is lack of adequate

learning facilities in pupils' homes, especially private study rooms and lighting fuel in Yatta Division. Generally, teachers and pupils have the view that extra learning facilities, positive reinforcement and creation of conducive learning environment at pupils' homes is quite inadequate which influence academic performance.

5.5 Recommendations of the study

Basing on the already stated findings and conclusions, the study recommended the following;

- i) Teachers and headteachers who are key for teaching and learning to take place and to realize good results, should be on the forefront to identify and understand the problem in the school and analyze it by setting major goals for the school to achieve. That is, teachers and headteachers should come up with objectives and the anticipated results of the identified goals. They should have in this case input objectives and out-pup objectives so as to improve pupils' performance in KCPE from a low school mean grade to a higher mean grade. This can be started by the school administration where the head-teacher is in-charge. He or she should call for the staff meeting to discuss and analyze the pupils' performance in KCPE every year. The meeting should discuss and come up with genuine strategies for improvement. This meeting also should plan on how to involve the school committee and the parents. As a way forward, the meeting should note the

importance of giving learners enough homework daily. The homework should be marked and revised for improvement. Syllabus should be covered in time and revised.

- ii) Teachers and head-teachers should involve parents in school policies and possible alternative actions that the school can take in the process of achieving the selected input objective so as to raise the schools' mean grade points. Parents should be involved in the learning of their children by being advised for example, to buy extra learning facilities such as revision textbooks for them and do follow up to see that their children are studying as it is required. Teachers should assist parents by informing them the best ways of monitoring their children at home to ensure that they are studying accordingly.
- iii) Public primary schools should be equipped or deploy a greater number of qualified teachers to reduce the work load that makes teachers to give lots of homework to learners but not adequately meeting expected teaching assignments. Homework is very important for it increases pupils study time. It motivates learners when genuinely administered. Teachers should give motivating homework to learners but not overloading them. Parents, through the PTA may employ extra teachers to reduce the load work among the teachers. This would enable teachers to do follow up and monitor the progress of each individual learner, hence this will bring improved academic performance.

iv) The ministry of education should re-emphasize school feeding programmes in schools in Yatta Division, Lower-Yatta District. This is because the division is a zone which receives little and unreliable rainfall, hence there is lack of enough food. Parents, through the school administration should organize to bring food to their schools to enhance feeding programme. This would help maintain children at school reducing absenteeism and dropping out of school.

5.6 Suggestions for further research

The following are the suggested areas for further research;

- i) The role of Parents-Teachers-Association in influencing the performance of the public primary schools
- ii) The impact of internal and external school environment. This area could be researched because a healthy school – community relationship is important in improving educational programmes. If researched on, the interaction could promote a mutually beneficial relationship between teachers, parents, learners and other stakeholders to improve schools' mean grade points

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

University of Nairobi
P.O Box 301097
Nairobi
4th June, 2012

The Head-teacher,
_____ Primary School,

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student in the University of Nairobi, pursuing Master of education degree course. I am carrying out a research on the **Home Based Factors influencing KCPE examination performance in public primary schools in Yatta Division, Kenya.**

Your school has been selected to participate in this study. I kindly request you to respond honestly to all the items in the instrument provided. Your identity will be confidential.

Your cooperation will highly be appreciated.

Yours faithfully,

Mulatya Evans Mulei

APPENDIX II

PUPILS QUESTIONNAIRES

Dear pupils,

The purpose of this questionnaire is to collect information on home based factors influencing academic performance in Yatta Division. The findings will provide planners, educators and stakeholders with knowledge on factors at home that influence academic performance. Please give honest responses. All information will be treated with utmost confidentiality.

This questionnaire has six sections; Background information, socio- economic and education, parental encouragement, family size issues, learning facilities at home and your opinion. Please fill in the blank space and tick (✓) against the most word or sentence applicable to you.

School.....class.....Zone.....

Section A: Background information

1. What is your gender?
 - a) Girl
 - b) Boy
2. What is your age?
 - a) Below 13 years
 - b) 13years
 - c) 14years
 - d) 15years
 - e) Above 15 years
3. Whom do you live with?
 - a) Mother and father
 - b) Mother
 - c) Father

- d) Relative
- e) Other, specify.....

4. Which statement is TRUE to you?
- a) My both parents are not alive
 - b) My father is not alive
 - c) My mother is not alive
 - d) My parents separated or divorced
 - e) My both parents are alive

Section B: Socio- economic and education

1. What is your parent's/guardian main occupation?
- a) Mother/guardian
 - b) Father/guardian
 - c) (Indicate eg. Farmer , business, nurse, teacher, police officer etc)
2. What is your Parent's/guardian's highest level of education? Put a tick (✓) against the one applicable to you.
- a) Mother/ guardian
 - i) Primary
 - ii) Secondary
 - iii) Never went to school
 - iv) College (Polytechnic, teacher training etc).
 - b) Father/guardian
 - i) Primary
 - ii) Secondary
 - iii) Never went to school
 - iv) College (Polytechnic, teacher training etc).

3. Do your parents / guardian have any other source of income?

No Yes

If yes, state the source

4. Who pays your school fees /bill?

a) Mother

b) Father

c) Sister/brother

d) Guardian

Section C; Parental encouragement

Please tick (√) against the words or sentence that is most applicable to you.

Key: 3- Always 2- Sometimes 1- Never

	3	2	1
My parents/guardians encourage me to read/study at home			
My parents/guardian give me time to study at home			
My parents /guardian give me a gift when I do well in my examinations			
My parents /guardian praise or congratulate me for doing well in school			
My Parents/guardian get angry with me when I do not do well in my school work.			
My parents /guardian assist me in doing my homework			
My parents/guardian ask me whether I have got homework to do			
My parents/guardian discuss with my teachers about my academic progress in school			
My parents/guardian check my school books			

My parents/guardian express concern when I get low marks			
my parents encourage me to work hard to go to secondary school			
I take breakfast at home before going to school			
I take supper at home before going to sleep			

Section D: Family Size

1. How many are you in the family?

a) Girls Boys

2. How many other children other than your sisters and brothers are living in your home?.....

3. How many of your siblings are presently in school?

a) Primary: Girls Boys

b) Secondary : girls Boys

c) College: Girls Boys

d) University:Girls Boys

4. Are there some of your siblings who never went to school?

No yes

If yes, what was the reason?.....

5. Is there any of your siblings who dropped out of school?

No Yes

If yes, what was the cause of dropout?

Tick (✓) the most appropriate for that person.

a) Financial difficulties

b) Early marriage

c) Uneducated parents

d) Housework

e) Other , specify.....

6. Sometimes pupils are sent home by headteacher/teachers. Indicate in the table below why you were sent home and the number of days you stayed at home for one month.

Reasons	Tick (√) below	Number of days in one month
School balances		
Lack of school uniform		
Sickness		
Lack of stationeries/textbooks		
Indiscipline		
Other: specify		
I was not sent home at any time.		

Section E: Learning facilities at home.

Please tick (√) against the word or sentence that is most applicable to you.

1. In addition to recommended books, do your parents/ guardian buy you other books to assist you improve in your school work.

No Yes

If yes, tick (√) against and indicate the number of books you have

	Tick (√) below	Number of books
Encyclopedia books		
Tuition /revision books		
Dictionary		
Past mock/exam papers		
Others: specify		

2. Do you have a quiet place where you can do your homework without being disturbed?

Yes Not sure No

3. How often do you listen to the radio?

Very often often once in a while Never

4. When do read a newspaper?

Everyday three times a week once a week Never

5. Are there times when you are unable to complete your homework?

Yes No

If yes, tick (✓) against the reasons that make you not to do/ complete your homework.

- a) No private room for study
- b) No fuel for lighting
- c) So much interference from friends
- d) Helping in the housework
- e) Any other, specify.....

Section F: Please give your opinion to the following:

1. What things at home do you think influence your academic performance positively? (Start with the most important).
 - i.
 - ii.
 - iii.

2. What things at home do you think influence your academic performance negatively? (Start with the most serious).

i.

ii.

APPENDIX III

TEACHER'S QUESTIONNAIRE

Dear Sir/ Madam

The purpose of this questionnaire is to collect information on home based factors that influence academic performance in Yatta Division. The findings will furnish planners, educators and stakeholders with knowledge on factors at home that influence academic performance. Kindly give honest responses. **ALL** information given will be treated with utmost confidentiality.

This questionnaire has four sections; background information, pupils' home environment, teachers practice and your opinion. Please fill in the black space where necessary and put tick (✓) against words or sentence that is most applicable to you. Read carefully and answer ALL questions please.

School----- Zone.....

Section A: Background information

1. What is your gender? Female Male
2. What is your age?
 - a) Below 25 years
 - b) 25-29 years
 - c) 30-34years
 - d) 35-39 yeas
 - e) 40years and above
3. Marital status:
 - a) Single
 - b) Married
 - ☛ Widowed
 - d) Separated /divorced

4. Designation;

- a) Head-teacher
- b) Deputy head-teacher
- c) Senior teacher
- d) Class teacher
- e) Teacher

5. What is your highest professional qualification?

- a) Bachelor of education (B.ed)
- b) Diploma in education (D.ed)
- c) P1
- d) P2
- e) P3

6. What is your highest academic qualification

- a) Degree
- b) KACE
- c) KCE/KCSE
- d) KCPE/CPE

7. What is your teaching experience to date?

- a) Less than 5 years
- b) 5-9 years
- c) 10-14years
- d) 15-19 years
- e) 20years and above

8. Which subject (s) do you teach Std 8 this year (Tick where applicable, even more than once)

- a) English
- b) Kiswahili
- c) Mathematics
- d) Science

e) Social studies

f) Religious education

Section B: Pupils' home environment

Please tick (✓) against the word or sentence that is most applicable to you.

Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

	5	4	3	2	1
Most pupils complete their homework					
Most parents assist their children in doing homework					
Most parents provide extra learning materials i.e. textbooks etc other than the recommended ones for their children					
Most pupils fail to attend school to help their parents at home					
Most parents aspire that their children proceed with their education to secondary school.					
Most parents aspire that their daughter get married immediately after primary schools					
Most parents give gifts to their children when they perform well in the examination.					
Most pupils participate actively during my lessons.					

Section C: Teacher's practice

Please tick (✓) against the word or sentence that is most applicable to you.

Key: 5- All the time 4- Almost all the time 3-Once a while 2- Rarely 1- Not at all

	5	4	3	2	1
I give my pupils homework					
I mark my pupils' homework					
I encourage my pupils to work hard in school work					

Section D; Please give your opinion on the following:

1. What do you think should be done to ensure that the home environment influences academic performance positively?

i.

ii.

iii.

2. What should parents do to improve the academic performance of their children?

.....

.....

.....

3. What are the most prevalent challenges your pupils face at home that affect their academic performance :

.....

.....

.....

APPENDIX IV

DOCUMENT ANALYSIS GUIDE

The purpose of the document analysis guide is to collect information from the school about standard eight pupils' academic performance in Yatta Division, Lower- Yatta District. The information will assist in determining home based factors influencing academic performance. The information provided will be treated with utmost confidentiality.

School..... Zone.....

1. Staff meeting minutes from 2008 to date on academic performance
2. Progress reports (continuous assessment tests and end term tests) on academic performance for the year 2010.
3. K.C.P.E performance from the year 2008 to 2010

YEAR	2008	2009	2010
K.C.P.E MEAN SCORE			

COMMENTS

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

APPENDIX V

Public primary schools in Yatta Division

- | | | | |
|-----|-----------------|-----|-------------|
| 1. | Charles Mutisya | 33. | Masaani |
| 2. | Ilika | 34. | Masimba |
| 3. | Itulani | 35. | Matu |
| 4. | Itulu | 36. | Matulani |
| 5. | Kalima | 37. | Mbeetwani |
| 6. | Kalivini | 38. | Mikuyuni |
| 7. | Kalulini | 39. | Muungeni |
| 8. | Kamanyi | 40. | Mukaa |
| 9. | Kyangi | 41. | Mukelenzuni |
| 10. | Kanyongonyo | 42. | Muusini |
| 11. | Kaondu | 43. | Muvitha |
| 12. | Kathemboni | 44. | Muvyani |
| 13. | Kathome | 45. | Mwaani |
| 14. | Kavoo | 46. | Ndandini |
| 15. | Kaw'ongo | 47. | Ndunguni |
| 16. | Kiliko | 48. | Ngakani |
| 17. | Kilisa | 49. | Ngamw'one |
| 18. | Kilumya | 50. | Ngomoni |
| 19. | Kisauni | 51. | Ngovu |
| 20. | Kisayani | 52. | Nthilani |
| 21. | Kithiani | 53. | Nthongoni |
| 22. | Kitooni | 54. | Nzambia |
| 23. | Konza | 55. | Nzeve |
| 24. | Kwa Vonza | 56. | Syomakanda |
| 25. | Kwa-Kilui | 57. | Syomunyu |
| 26. | Kyainya | 58. | Tanganyika |
| 27. | Kyaithani | 59. | Thome |
| 28. | Kyosini | 60. | Usenyo |
| 29. | Kyunduani | 61. | Waivumbu |
| 30. | Mamole | 62. | Yamunyu |
| 31. | Mandongoi | 63. | Yatta |
| 32. | Mandu | | |

**APPENDIX VI
RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020 2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/878**

6th July 2012

Date:

Evans Mulci Mulatya
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Home based factors influencing KCPE Examination performance in public primary schools in Yatta Division, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Yatta District for a period ending **31st August, 2013.**

You are advised to report to **the District Commissioner and the District Education Officer, Yatta District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Yatta District.

**APPENDIX VIII
RESEARCH PERMIT**

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Evans Mulei Mulatya
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

	Location
Yatta	District
Eastern	Province

**on the topic: Home based factors influencing
 KCPE Examination performance in public
 Primary schools in Yatta Division, Kenya.**

for a period ending: 31st August, 2013.

PAGE 3

Research Permit No. NCST/RCD/14/012/878
Date of issue 6th July, 2012
Fee received KSH. 1,000



[Handwritten Signature]

**Applicant's
Signature**

[Handwritten Signature]

**For Secretary
National Council for
Science & Technology**

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

**RESEARCH CLEARANCE
PERMIT**

CPK6055i3m110/2011

(CONDITIONS-see back page)