THE INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON PUPIL'S ACADEMIC PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN KIAMOKAMA DIVISION OF KISII COUNTY

BY

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DECLARATIONS

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

Sign………………… DATE……………………

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This project has been submitted with my approval as University supervisor

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LIST OF ABBREVIATIONS

A.E.O   - Area Education Officer

D.V   -Dependent Variable

E.F.A   - Education for All

FPE   -Free primary education

G.O.K   - Government of Kenya

I.V   - Independent Variable

KCPE   - Kenya Certificate of Primary Education

KESSP   - Kenya Education   Sector Support Programme

M.D.Gs   - Millennium Development Goals

MOEST   -Ministry of Education   Science and Technology

MSS   -Mean standard score

SES   - Socio-Economic Status

SMC   - School Management Committee

SPSS   - Statistical Package for Social Sciences

UN   -United Nations

U.P.E   - Universal Primary Education

UNESCO   -United Nations Educational, scientific and Cultural organization

CHAPTER ONE

1.0 Introduction

Education is a fundamental instrument for enhancing the quality of human life and ensuring social and economic progress (UN, 1999). Further, education is a key to creating, adopting and spreading knowledge. In this regard, the World Bank Development Report 1998-1999) notes that the gains in access to education have been unevenly distributed with the poor rarely getting their fair share (World Bank 1998). According to the World Bank (2002), formal education makes a considerable contribution to the economic and social development. Education is crucial in: Promoting economic growth and enhancing productivity, reducing poverty through individual earnings, reducing hunger and malnutrition, promoting gender equity and empowering women and lastly reducing child mortality rates

1.1 Background of the Study

The impact of parental socio-economic status on pupil's academic performance is a major concern in education development in many developing countries. According to UNESCO (2010), the goals of Education for All (EFA) and Millennium Development Goals (MDGs), informal strategies to improve socio-economic status are necessary so as to improve performance in examinations. The Government of Kenya (G.O.K) is committed to ensuring the provision of Education For All by 2015 and Universal Primary Education (UPE) by 2005 (UNESCO, 2010).The Kenya Government has put in place policies geared towards achieving this goal. These include the abolition of user charges in primary education in 2003, expansion and improvement of provision of infrastructure in schools, among others (G.O.K, 2011). Despite these interventions, still pupils continue to register poor performance in KCPE examinations. The ministry of State for Planning, National Development and Vision 2030 in 2005 revealed that more than 56% of Kenyans are living below the poverty. This, therefore, means that they are unable to access even the most basic requirements for their children. In addition, the gap between the rich and the poor is rapidly expanding (East Africa Standard, October 5, 2005:2).Most of the pupils dropping out of school are from poor background and the efficiency of educational

system has been declining at an alarming rate yet the Government is committed towards the provision of equity and quality education.

The performance of pupils at KCPE in the entire Kisii County has been very dismal for several years. Kisii and Nyamira County are well documented to be producing the lower rank schools in national examinations each calendar year. (Kenya National Examinations Council, 2011).Despite government efforts to ensure equity and access to all in education; poor results continue to be a major impediment to access of secondary education. Pupils' performance in KCPE in Kiamokama division has not been impressive for a number of years and has contributed towards the poor KCPE results in Kisii County. This scenario is illustrated by the data given below. The data in the table shows that the performance of   Kiamoka Division was   very low as shown by the   mean standard scores attained in the period 2009-2011 as indicated in table 1.0 below. (MOEST 2012)

Table1.0: Kisii county MSS for 2009-2011 and marks distribution by gender for 2010

YEAR	COUNTY SUBJECTS MEAN STANDARD SCORE					COUNTY MSS
	ENG	KISW	MATH	SCIEN	SSRE	
2009	47.56	48.64	46.34	45.38	45.55	233.47
2010	44.56	44.23	47.2	45.46	44.77	226.22
2011	45.51	46.36	48.19	47	46.72	232.78
Kiamokama division results for 2010	**43.82**	**44.05**	**45.9**	**43.99**	**43.26**	**221.04** **(Division mss)**

CLUSTER OF MARKS ACCORDING TO GENDER IN 2010								
Gender	400& Above	399-350	349-300	299-250	249-200	199-101	100& Below	TOT
Girls	2	33	121	275	422	480	16	1349
Boys	1	38	169	350	416	440	19	1433
Total	3	71	290	625	838	920	35	2782
Percent. %	0.11%	2.55%	10.42 %	22.42%	30.12 %	33.07%	1.26%	100%

Source: Kisii County Education Office, Kiamokama Division.

From table 1.0 above the highest mean standard score attained in the three years was 233.47 and this was below average performance when compared with 500 marks, the highest score that a candidate can attain in KCPE examination. For the same period all subject means were also below average while most pupils score marks between 199-101 in KCPE. This indicated that there was a problem of poor academic performance in the education sector in Kisii that called for urgent mitigation measures to reverse this trend in the Kisii County and indeed the entire country.

The current move to improve the quality of primary education in Kenya, as evidenced in the launched Kenya Education support programme (KESSP) brings with it not only the need to re-evaluate assessment systems, but also to establish the impact of social economic status on learning outcomes as measured by the pupil's Kenya certificate of primary Education Performance (G.O.K.,2005)

1.2 Statement of the Problem

Since the inception of FPE in 2003, enrolment in schools had greatly improved, an indication that many pupils who were at home had gotten the opportunity to go to school. However, pupil's academic achievement was still very poor in national examinations such as KCPE and KCSE. The government has not yet found a solution to this poor academic achievement which has continued to plague the education sector not only in Kiamokama Division but also in Kenya as a whole today. In light of this, the study therefore sought to establish the influence of parent's socio-economic status in determining pupil's academic performance at primary level in KCPE examinations in Kiamokama Division of Kisii County.

1.3 Purpose of the Study

The purpose of this study was to establish the impact of parental socio-economic status on pupil's academic performance at Kenya Certificate of Primary Education in kiamokama division of Kisii County. This would enable the researcher to come up with long lasting solutions to social economic problems facing education at primary level in the study area.

1.4 Objectives of the Study

The objectives of the study are given below:

1.4.1 Main objective

The main objective of this study was to establish the influence of parental socio-economic status on pupil's academic performance at Kenya certificate of primary education in Kiamokama Division of Kisii County.

1.4.2 Specific Objectives

Specifically the study sought to:

a) Investigate the impact of parent's educational level on pupil's academic performance at primary school level in Kiamokama Division.

b) Establish the influence of parent's incomes on pupil's academic performance at primary school level in Kiamokama Division.

c) Asses how parent's occupation affected pupil's academic performance at primary school level in Kiamokama Division.

1.5 Research Questions.

1.5.1 Main Research Question

The main research question in this study was; what is the influence of parental socio-economic status on pupil's academic performance at Kenya certificate of primary education in kiamokama division of Kisii County?

Based on the above objectives, the following research questions guided the study on investigating whether parental socio-economic background influenced KCPE performance of students.

1.5.2 Specific Research Questions

1. How does parent's educational level affect the pupil's academic performance at primary school level in Kiamokama Division?

2. Does parent's level of income affect pupil's academic performance at primary school level in Kiamokama Division?

3. What is the effect of parent's occupation on pupil's academic performance at primary school level in Kiamokama Division?

1.6 Scope of the Study

The study focused on eight selected public primary schools in Kiamokama Division, Kisii County only. It focused on the impact of the differences in parental education, income and occupation on pupil's academic performance. Three hundred and twelve standard seven pupils, twenty six head teachers and seventy eight teachers were sampled for the study

1.7 Significance of the Study

It is hoped that the findings of this study will make various educational stake holders like head teachers, school management committee, parents and teachers associations to understand the impact of parent's socio-economic status on pupil's academic performance and therefore put in place appropriate measures to counter the problem.

The study will also help educational planners and policy makers to understand the relevant educational policies to be used to improve pupils' academic performance irrespective of their parents' socio-economic status.

It is also hoped that the findings of this study will help parents with negative attitude towards education to change their negative attitude and start to assist pupils do home assignment while at home in order to improve their academic performance.

1.8 Assumptions of the Study

In this study the following assumptions were made:

The respondents were to be cooperative and willing to give honest and factual responses.

It was assumed that variations in academic achievement of pupils were due to different social economic backgrounds of the parents.

1.9 Limitations of the Study

The proposed study was faced with the following limitations; first, in some schools the required information was missing.

Secondly, accessibility to some schools in the division was a challenge due to poor terrain and means of transport available.

Finally, respondents especially pupils who sat for the KCPE were not be available to give first hand information

1.10 Delimitations of the Study

To overcome the problem of missing information, the researcher sourced for such information from the divisional education office in Kiamokama.

Secondly to overcome the challenge of poor terrain, the researcher used a motorbike to reach inaccessible schools.

1.11   Operational Definition of Key Terms

In this study various terms were be used. Their operational definitions are given in this section. The terms include the following**:**

Socioeconomic status (SES) –This refers to the economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on   income, education and occupation.

In this study the following categories of SES were identified and defined as follows:

High socioeconomic status - Refer to parents who earn more than kshs. 100,000 per month

Middle socio-economic status-Refer to parents earning between ksh.30,000 to ksh.60,000 per month.

Low social-economic status-Refer to parents earning below ksh. 20,000 per month

Educational achievement - Refers to the highest level of education completed in terms of the highest level of schooling completed.

Family background -Refers to the historical environment that children are brought up in. It's generally the history of a given group of persons whereby those individuals who have been poor all through tend to inherit the same attitude the children as the rich also do vice versa to their children and this affects the achievement of children in school

Academic performance-it refers to the marks a pupil attains in the academic assignments given in school by teachers. In this study it was broken into; very good -70% and above marks, good -60%-70% marks ,fair -45%-59 % marks and poor- below 45 % marks.

1.12 Organization of the rest of the study

 The rest of the study consists of four chapters namely; chapter two which dealt with literature review, chapter three involved methodology, description of research area, target population, study sample and sampling techniques, data collection instruments, reliability and validity of research instruments, data collection procedures, analysis and interpretation of data. Chapter four dealt with data analysis, presentation and interpretation of the findings. While chapter five deals with summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the   impact of parent's socio-economic status on the pupil's academic performance at primary schools. It will particularly focus on parent's education, economic status and social background and how this affects pupil's achievement at KCPE examinations.

2.2 Meaning of Socio-Economic Status in Relation to Academic Performance of Pupils

This section of the literature review discusses the meaning of Social Economic Status. First, according to Krieger, Williams and Moss as quoted in the draft report of the Australian Commission on Health (2007); refer to socio- economic position as an aggregate concept that includes both resource-based and prestige-based measures, as linked to both childhood and adult social class position. Resource-based measures refer to material and social resources and assets, including income, wealth, and educational credentials. Krieger, Williams and Moss   used Terms like " poverty" and "deprivation" to describe inadequate resources. Prestige-based measures of social economic status refers to individuals' rank or status in a social hierarchy, typically evaluated with reference to people's access to and consumption of goods, services, and knowledge. Prestige-based measure is linked to occupational prestige, income, and educational level. This linkage of occupation, income and education is the one that results into variations in academic achievement whereby children from well off families tend to achieve highly because they have most of the facilities required in the teaching and learning process.

It should be noted that educational level creates differences between people in terms of access to information and the level of proficiency in benefiting from new knowledge, whereas income creates differences in access to scarce material and goods. Weber (2000) considers status to be prestige or honor in the community. To him status implies" access

to life chances" based on social and cultural factors such as family background, lifestyle and social networks. All this affects the pupil's academic achievement. In this study, the term "socioeconomic status" is used to acknowledge the separate but linked dimensions of social class reflected in the Weberian conceptualization that is family background, lifestyle and social networks. The family background and the life style of the members in any given family do determine what a child will attain in his or her academic endeavor which is the concern of this study.

According to McMillan and Westor (2002) social economic status is comprised of three major dimensions: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They add that education, occupation and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context. The researcher therefore should review literature on each of the components of social economic status in relation to academic performance

2.3 Impact of Parental Education on Children's Academic Performance

This section of the literature review discusses the impact of parental education on their children's academic performance. It is important to note that many studies done have indicated that the education of parents greatly affect the achievement of their children. It has been found out that parents who are educated do influence their children positively while the uneducated parents have a negative influence.

In regard to this children of educated parents do post high scores in school as compared to children of uneducated parents. Some of the examples of the studies are discussed in the section below.

First, Juma et al. (2012) in their study in Kisumu East found that parental level of education influences academic achievement of girls and that the way the parent perceives his daughter's capabilities would motivate the girl to do better in school. If the parent feels that she is able to score highly then she will work hard to meet the parent's expectations.

Another study on parental education was done by Nannyonjo (2007) in Uganda. In this study it was found that pupils with parents who did not finish primary or just finished primary, and pupils with parents who finished senior four or senior six or university performed considerably better. The highest increase in test scores was for pupils whose fathers had a university degree. Fathers' education had a stronger influence on children's performance than mothers. These results possibly reflect the ability of parents to support the pupils' school work, and likely interactions of literate parents   as well as their ability to support their children with homework or help with difficult home work questions.

Similarly, Okumu et al. (2008) in a study of *Socioeconomic Determinants of Primary School Dropout* in Uganda found that high academic attainment are higher among girls in urban than rural areas. It was established that   educated mothers had the ability to manage time well and hence getting time to be with her children as compared to uneducated mothers. Also educated mothers were found to be more effective in helping their children in academic work. They also monitored and supervised their children's academic progress; this alone served as an impetus to enable the child to better in school.

On the other hand educated fathers were found to be very vital in guiding their children to do assignments apart from helping them to access necessary information required for them to achieve good grades in their academic work. Its therefore clear that from this that the level of education of parents are very instrumental in determining the academic achievement of their children.

A study by Alisa (2010), in Malaba, Kenya found that the gap in attainment between children from the poorest and richest backgrounds grew particularly fast during the primary school years. By age eleven, only around three-quarters of children from the poorest fifth of families reached the expected level at Key Stage 2, compared with 97 per cent of children from the richest fifth. Poorer children who performed well in Key Stage tests at age seven were more likely than better-off children to fall behind by age eleven, and poorer children who performed badly at age seven were less likely to improve their ranking compared with children from better-off backgrounds – an important factor behind the widening gap in academic performance of children.

As can be observed from the studies done by various scholars, the education of both parents has appositive impact on the academic achievement of their children. This is usually achieved through helping children in their home, allowing children to have humble time for studies as well as providing them with all the academic materials necessary required in order to improve their achievement.

The education that children receive is very much dependent on the education that their parents received when they were children. Research shows that the literacy of their parents strongly affects the education of their children. One of the reasons why parental education strongly affects their children's education is because "parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school.

2.4 Effect of Parental Income on Children's Academic Performance

This section reviews literature on parental income and how it relates to children's academic performance. Several studies have been done which show how parental income affects their children's academic performance. These include the ones discussed in the following section. First, Akanle (2007) in his study on, *Socio-Economic Factors Influencing Students Academic Performance in Nigeria* identified parental income in his work to be a convincing factor upon which the academic or vocational successes of secondary school students lie. He found parental income not to be sufficient to sustain the academic and personal social life of the student in sub rural school areas. This to a large extent affected the psychological balance or homeostatic balance in the class room, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students. Therefore when a child is deprived of the essential needs he may be found to perform poorly in his school work.

A study by Bjorkman (2005) in Uganda found investment in children to be related to household income. The study established that for low levels of income very few girls attended education and there was a large gap between boys and girls enrolment and that income shocks not only affected investment in children's education but also children's performance. When families are constrained by fewer resources and there are differences

in boys and girls access to resources, children's learning is consequently affected. Lack of adequate resources and time among both boys and girls were found to lead to low scores in class. The girl child was found to be overwork with household chores making her to attain poor grades as compared with the boy child.

Similarly, a study conducted by Mogaka (2012) in Keumbu division Kisii County on: *Influence of parents' socio-economic status on their children's performance in KCPE* found out that the level of income, parent's background and number of siblings were very vital in determining pupil's academic achievement. The study found out that pupils from families with many children, and uneducated parents scored poorly when compared to pupils from families with few children whose parents were educated.

From the foregoing studies it can be realized that the parent's income can affect the academic achievement of their children especially if the earnings cannot enable the parents to provide their children with the basic necessities whereby education is one of them.

According to Evans (2004), lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic and intact families. Evans repeatedly discovered that low SES children are less cognitively stimulated than high SES children, as a result of reading less and being read to less, and experience less complex communications with parents involving more limited vocabulary.

On other hand Pedrosa et.al (2006) in their study on social and educational background pointed out that those students who mostly come from deprived socio-economic and educational background performed relatively better than others coming from higher socio-economic and educational areas. They named this phenomena educational elasticity "The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their

chances of educational success. Furthermore, he also pointed that due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels, and this situation reduced achievement motivation of the students and high risk of educational malfunction in future life endeavors" (Escarce, 2003).

2.5 The impact of Parents' Occupation on Educational Performance

Parental occupations play a significant role on their children's academic performance. Various studies have been done on this variable. For instance, Ajayi et al. (2003) conducted a study on Parents' *education, occupation and real mother's age as predictors of students' achievement in mathematics in some selected secondary schools in ogun state, Nigeria.* In their study they found out that parents' occupation was next to parents' education in predicting academic achievement in Mathematics. The result showed that students whose parents belong to the high ranking occupational status had better grades in Mathematics than their counterparts whose parents belonged to the low ranking occupational status. This is because parents with high ranking occupational status might have enough income which can be used to provide the needed materials and support for their children in order to arouse their interest in Mathematics than their counterparts in low ranking occupation whose major obligation is to provide shelter and food for the family. In regard to occupation status, it is clear that the social economic status of the parent has a direct impact on the education achievement of their children. This therefore calls for concerted efforts to improve their levels of occupation in order for their children to attain higher grades in education.

Graetz (1995) conducted a study on socio-economic status of the parents of students and concluded that the socio economic background has a great impact on student's academic performance, main source of educational imbalance among students and student's academic success contingent very strongly on parent's socio economic standard. Considine and Zappala (2002) also having the same views as Graetz (1995), in their study on the *Influence Of Social And Economic Disadvantage In The Academic Performance Of School Students* noticed, where the parents or guardians have social, educational and economical advantage definitely strengthen the higher level success in

future. But it is also noted that these parents make available sufficient psychological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success. (Gratz, 2006).

Suman (2011) explored the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. The results indicated that family variables including parental education had significant relationship with the achievement of their children. The influence of occupation of mother and father on the academic achievement of their wards was calculated separately. It was found that the average scores of the children of housewives mothers were 70.89% which were lowest of all other categories. The highest average scores of academic achievement were 78.28% which belonged to the children of mothers involved in teaching profession. The children of the mothers who were doing some job other than teaching was 74.9% .Therefore; he concluded that occupation of the mother positively influenced the academic achievement of the child. It was seen that students belonging to labourer or agricultural families obtained lowest scores. The mean scores of students belonging to this category were calculated and it was 68.14% which was lowest among all other categories. He also found out that the occupation of the parents positively influenced the academic achievement of the child. But the impact of mother's occupation was more on the academic achievement of the child as compared to father's occupation. According to the Cultural capital Theory, one could expect students from families who are closest to the academic culture to have greatest success. In agreement with this theory, Combs (1985) concluded that, in all nations, children of parents high on the educational, occupation and social scale have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers and farmers

A study by Ezhilrajan (2012) also found out that parental qualification had some positive and significant impact over mathematical problem solving ability of IX standard students of Tindivanam city. However, the study indicated that Parental occupation does not have any significant role to play over mathematical problem solving ability of IX standard students.

2.6 Summary of Related Literature Review on Parents Socio-Economic Status on Academic Performance

As can be noted from the foregoing discussion socioeconomic status is a term used to refer to the social stratification that an individual may belong to in society. This can be high, medium or low socioeconomic status. These groupings do affect pupil's achievement depending on one's class.

Bourdieu's theory of cultural capital clearly shows how continued inequalities in society perpetuate social inequality which eventually leads to low achievement among pupils in schools. A s a result of this the education ,occupation and income levels tends to have an impact on the performance of learners which can be positive or negative depending on the social class of the child. In regard to this child from high socioeconomic backgrounds tends to achieve highly in school when compared with children from low socioeconomic status.

2.7 Theoretical Perspectives in Relation to Academic performance

This section of the literature review discusses the theory that guided this study. The study is based on cultural capital theory by Bourdieu (1977), which stated that education leads to social reproduction and creation of a stratified society through honoring the cultural capital of the elite class. According to the *Educated Girl (http//hubpages.com/profile)*, Bourdieu's concern in relation to cultural capital was with its continual transmission and accumulation in ways that perpetuate social inequalities. Bourdieu sees the concept of cultural capital as breaking with the received wisdom that attributes academic success or failure to natural aptitudes, such as intelligence and giftedness. Bourdieu explains school success by the amount and type of cultural capital inherited from the family milieu rather than by measures of individual talent or achievement. For him, ability is socially constructed and is the result of individuals having access to large amounts of cultural capital. Ability is itself the product of an investment of time and cultural capital.

Based on this therefore, generally parents provide their children with cultural capital by transmitting the attitudes and knowledge needed to succeed in the current educational system. As such children from higher socio-economic status have an advantage over

other children that give them better educational success and consequently higher status in society (Bourdieu 1977).

This study is concerned with the social economic status of parents and how this affects their children's academic performance in school. Bourdieu's theory expounds clearly this by showing how children from rich families or high social economic status have an advantage regarding the availability of educational materials as compared to children who come from poor families or low social economic status families. It is due to the differences in family backgrounds that make various pupils from varied backgrounds to vary greatly in academic achievement while in school. In regard to the foregoing the theory fits well into this study.

2.8 Conceptual framework

A conceptual frame has been developed to illustrate the variables of the study. This is given in figure 2.0 below- the conceptual framework illustrates the relationship between socioeconomic status of parents and how it impacts on the pupils' academic performance at KCPE examination.

Fig. 2.0: A conceptual framework showing the relationship between parental socio - economic status and pupil's academic performance

DV- Dependent Variable

IV-Independent Variable

17
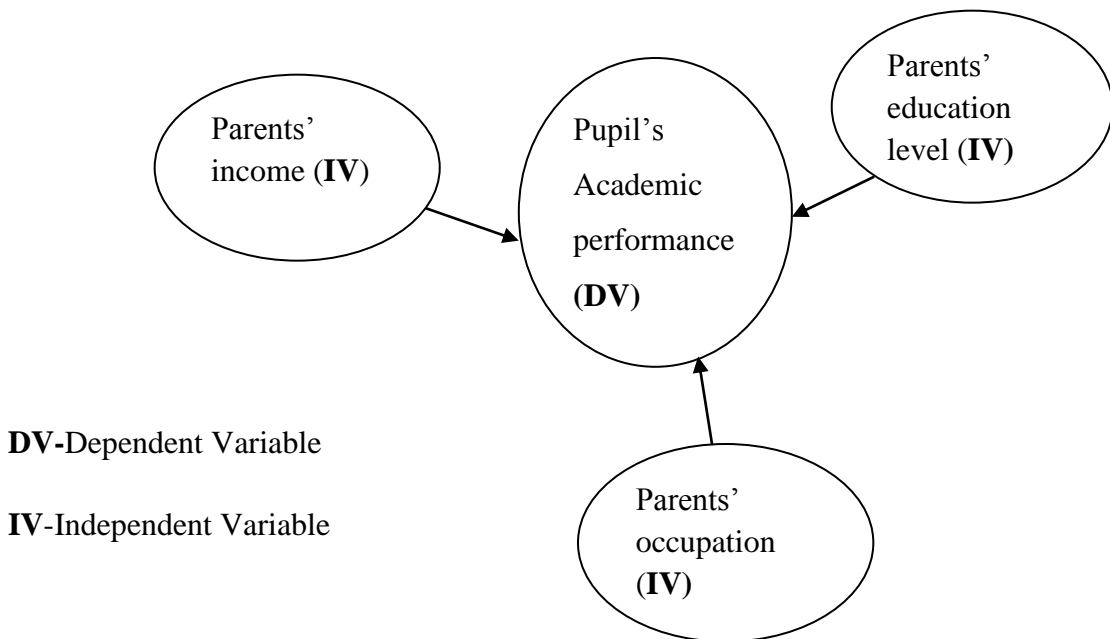
In the conceptual framework shown in fig.2.0 above, parental socioeconomic status is depicted to influence the academic performance of pupils. Parents' socioeconomic status is defined in terms of independent variables: parent's education level, parent's level of income and parent's occupation level. The framework clearly indicates that pupils' academic performance (dependent variable) is affected by the level of income, occupation level and education level of parents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives details on the procedure that was followed in collecting data for the study. The chapter covers the research design, target population, sampling techniques, data collection instruments and data analysis techniques.

3.1 Study Design.

Kothari (2008) defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This study adopted a descriptive survey design to investigate the study variables without manipulating any of them. As observes Kothari, descriptive studies are those studies that are concerned with describing the characteristics of a particular individual or of a group. Likewise   Orodho (2004) observes that descriptive studies allow the researcher to gather information, summarize, present and interpret for the purpose of clarification.

3.2 Location of the Study

The location of the study was in Kiamokama Division, Nyaribari Masaba Constituency of Kisii County .Kisii County is one of the six Counties of Nyanza provinces. It receives rain almost throughout the year on average over 1500mm per annum. The study Division occupies an area of 110 sq.km. The main cash crop in this area includes tea, banana, maize and pyrethrum.

Kiamokama Division was chosen for the study because of continuous poor performance in KCPE examination. Therefore, there is need to investigate the impact of parental's social-economic status on pupils' KCPE performance.

3.3 Target Population

A population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda and Mugenda, 1999).All public primary schools in Kiamokama Division formed the target population for the study. There were 20 public primary schools and 6 private primary schools, 260 teachers, 26 head teachers, 5,980 pupils and the total population of class seven pupils in the division was 1040; One Area Education Officer in Kiamokama Division. This study drew participants from among standard seven pupils estimated to be one thousand and forty in the public primary schools only.

3.4 Sample Size.

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 1999). Mulusa1998 asserts that in social sciences a sample size of 30 percent is generalizable. A sample of 6 public primary schools and 2 private primary schools out of the 26 was selected into the study. This formed a total of 8 primary schools which was 31 % of the total schools in the study area.

3.5 Sampling Procedure

The schools were stratified into public primary school and private primary schools. Stratified sampling was used since it would enable the researcher to ensure that certain subgroups in the population were represented in the sample in proportion to their number in the population (Orodho 2005). Then simple random sampling was applied in selecting schools proportionately from each category. Simple random sampling was used because it would give the schools an equal opportunity of being sampled into study and therefore reducing biasness.   The researcher wrote all the names of the 20 public primary Schools in the division in small pieces of papers, folded them and put all of them into a tin .Then shook the tin to mix them. After this, at random chose 6 schools. Then following the same procedure the names of the 6 private primary schools were written, put into a tin and mixed. Thereafter 2 schools were selected randomly to participate in the study. In total 8 schools which were 31% of the 26 schools in the division were selected to participate in the study

On the other hand, all the 26 head teachers of both public and private primary schools were purposively sampled for inclusion into the study. This is because head teachers were custodians of school records that were the target of this study. Also simple random sampling was applied in sampling 63 teachers into this study from only the participating public primary schools.

In total three hundred and twelve -302 standards seven pupils were selected for the study which formed 30 % of 1040 children in the study area. In each school 39 students were expected to take part in the study .Simple random sampling was used in giving out questionnaires to individual pupils. Standard seven pupils were purposively selected because they had a long experience in the schools under study. They are also resourceful regarding data that was of interest in this study .The study avoided use of standard eight pupils because of the need to avoid disruption of examination preparation process. In total, 392 respondents participated in the study which was 30 % of the target population as indicated in Table 3.0 below;

Table 3.0The distribution of various participants by various categories

Participants by Category	Target Population	Sample Size
Head teachers	26	26
Pupils	1040	302
Teachers	260	63
Area Education Officer	01	01
Total	**1327**	**392**

3.6 Research Instruments.

This study used interview schedules and questionnaires to collect data. Document analysis was used to collect information from available records in school regarding the socio-economic status of the pupils and their performance. The documents used were pupil's admission books which indicate pupil's parent's occupation. Interview schedules were used to collect data from both head teachers and Area Education Officer who were assumed not to be having time to fill in questionnaires. The data gathered through the schedule were on the pupil's performance and information regarding the general pupils performance in the various schools. Structured open-ended and closed-ended questionnaires were used to collect data from teacher-participants whereas pupils were administered with only structured closed-ended questionnaires. Questionnaires were used to collect information concerning parent's education and sources of income among others.

3.7 Validity of Research Instruments.

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which the result obtained from the analysis of the data actually represents the phenomenon under study (Mugenda and Mugenda 2003). To determine the validity of the research instruments the researcher presented the instrument to experts -supervisors in the department who assessed them before using them for data collection. This was important in order to ensure that the instruments genuinely measure what they purport to measure (Yuko and Onen, 2011).

3.8 Reliability of the Research Instruments.

Reliability is the degree to which a research procedure gives consistent result or data after repeated trials. There are four different ways of measuring reliability. These are; test-retest split half method, equivalent form and internal consistence technique. (Mugenda and Mugenda 2003). To achieve consistent results, the study sought to determine reliability of the instruments. To do this, a pilot study was carried out at a neighbouring Nyacheki Division in Bobasi constituency. A test –retest method was used whereby questionnaires were administered at an interval of two weeks. After this the data from the

questionnaires was analyzed using the SPSS package whereby Cronbach's Alpha was employed in determining the reliability of the questionnaires. As observes Cronk (1977) a reliability coefficient of 0.7 and above is taken to be sufficient for a study to be conducted but if lower, then the instruments will be taken to be unreliable. The output from SPSS data was 0.704 as indicated in table 3.1 below. This therefore enabled the researcher to carry out the study.

Table 3.1: Reliability of research instruments

Cronbach's Alpha	Cronbach's Alpha based on standized items	Number of items
0.689	0.704	387

3.9 Data Collection Procedure.

The researcher sought permission from the Ministry of Education-National Council for Science and Technology. Further permission was sought from the District Education Officer-Nyaribari Masaba and then proceeds to the selected schools of study. The researcher explained to the head teachers of the sampled schools the purpose of the study before administering the research instruments. A covering letter attached to the research instruments was used to assure the respondents of confidentiality and then administer the study tools. Questionnaires were administered and collected on the actual day of study.

The researcher made arrangement on when to administer interview schedules to the head teachers and Area Education Officer. This is because these are busy people and the researcher wanted to interview them when they were free.

3.10 Data Analysis.

The researcher first ensured that all the questionnaires were duly completed. The data was then coded for editing and analysis purpose. The researcher used descriptive data analysis procedures. The researcher grouped data from questionnaires according to objectives and responses received in order to determine their means and percentages. All

data was analyzed using, frequencies, means, percentages and standard deviations. Chi-square test was employed to determine relationships between academic achievement and social economic status of the pupil's parents. Statistical Package for Social Sciences (SPSS) was used to compute data at 0.05 level of significance.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter deals with the analysis, presentation and interpretation of the data collected. The collected data was analyzed, and presented based on the objectives of this study. The chapter will therefore be concerned with investigating the impact of parent's educational level on pupil's academic performance at primary school level in Kiamokama Division, establishing the influence of parent's incomes on pupil's academic performance at primary school level in Kiamokama Division and finally assessing how parent's occupation affect pupil's academic performance at primary school level in Kiamokama Division.

4.1.1Background Information of the Pupils

The study was conducted in Kiamokama Division of Kisii County. The study sought to understand how parents' social economic status affected the performance of the pupils at primary school level. The findings regarding background information of the pupils is discussed in the section below.

4.1.2 Period of stay in current school

The pupils were asked how long they had stayed in their current school. The results are as indicated in table 4.1 below:

Table 4.1: Period of stay in current school

Period in years	Frequency	Percentage (%)
1	65	21.5
2	131	43.4
3	24	7.9
4	10	3.3
5	16	5.3
6	21	7.0
7	25	8.3
8	9	3.0
Missing	1	0.3
TOTAL	**302**	**100.0**

From the findings it emerged that 43.4 % of the pupils had stayed in their current school for 2 years, 21.5 % for 1 year while 8.3 % had stayed for 7 years in their current school. This implied that most of the pupils had attendance of regularly changing schools which may have impacted negatively on learners' education.

4.1.3 Distribution of Pupils by Gender

It was also realized that 45.4 % of the pupils were females while (54.6) were males while 0.3% never indicated his/her gender as indicated in table 4.2.

Table 4.2: Gender of pupils

Gender	Frequency	Percentage (%)
Female	137	45.4
Males	164	54.3
Missing	1	0.3
Total	**302**	**100.0**

4.1.4 Distribution of respondents by Age

The pupils were also required to state their age. The pupil's responses were as shown in table 4.3 below.

Table 4.3: Distribution of Respondents by Age

Age bracket	Frequency	Percentage (%)
8-10	1	0.3
11-12	65	21.5
13-14	214	70.9
15-16	20	6.6
17 and above	1	0.3
Missing	1	0.3
Total	**302**	**100.0**

From the information gathered it was found out that most of the pupils were in the age bracket of 13-14 years. In this age bracket there were 70.9% of all the pupils in the study area, a further 21.2% were in the age bracket of 11-12 years while 6.6% were in the bracket of 15-16 years. Only 0.3 % was above 17 years. Those who failed to indicate their age bracket were 0.3 %.

4.1.5 Size of the Family of the Respondents

This study also intended to understand the size of the family from where the pupils came from .In regard to this; the pupils were requested to state the number of siblings in their family. The responses received were as indicated in table 4.4 below.

Table 4.4: Size of family of the Respondents

Number of siblings	Frequency	Percentage (%)
2	8	2.6
3	18	6.0
4	15	5.0
6	95	31.5
7	8	2.6
Over 7	157	52.0
Missing	1	0.3
Total	**302**	**100.0**

From the findings it emerged that, most pupils had over 7 siblings as supported by 52.3 % respondents .Another 31.5% had six siblings while 5.0 % had four siblings and 2.6 %

had two siblings. The remaining had 6.0% had 3 siblings. 0.3 % never indicated the size of their families.

The study also found out that most pupils in the study area had siblings in higher education institutions. This was confirmed by 50.7 % who accepted while 48.7 % of the pupils said they did not have siblings in higher learning institutions.

4.1.6 Time for studies while at home

When asked whether they had enough time for their studies, their responses were as shown in table 4.5 below.

Table 4.5: Time for studies while at home

Response	Frequency	Percentage (%)
Yes	227	75.2
No	74	24.5
Missing	1	0.3
Total	**302**	**100.0**

From table 4.5 above it was found that; 75.2 % of the respondents agreed that the time they had for studies while at home was enough as   24.5% said that they lacked time for their studies. The remaining 0.3% failed to respond to this item.

4.1.7 Home Based Problems Affecting Pupil's Performance

This study likewise sought to understand some of the home based problems that the pupils faced which affected their studies. The responses received were recorded in tale 4.6 below.

Table 4.6: Home Based Problems Affecting Pupil's Performance

Home based Problem	Frequency	Percentage (%)
Being given a lot of work at home	141	46.7
Lack of food at home	47	15.6
Being sick severally	22	7.3
Disturbance from drunkards	24	7.9
Lack of school fee	10	3.3
Being beaten by father	9	3.0
Missing	49	16.2
Total	**302**	**100.0**

From table 4.6 above it emerged that most pupils had a lot of work to perform while at home .This was supported by 46.7 % of the respondents who accepted that the major problem they faced while at home was doing a lot of work, 15.6 % stated that they lacked enough food while 7.9 % said that disturbance from drunkards was a major problem affecting their studies while at home. The remaining 7.3 % claimed that frequent sickness was a problem as 3.3 % felt that lack of school fee affected their studies and finally 2.3 % of the respondents stated that they were being beaten by their fathers while at home and this had affected their studies. The remaining 16.2% never respondent to this item.

4.1.8 Pupils Position in the Family

The study also sought to understand the pupil's family position. The data collected was presented as shown in table 4.7 below.

Table 4.7: Pupil's Position in the Family

Family position	Frequency	Percentage (%)
1	92	30.5
2	56	18.5
3	45	14.9
4	46	15.2
5	33	10.9
6 and above	29	9.6
Missing	1	0.3
Total	**302**	**100.0**

Table 4.7 above shows that 30.6% were first born, 18.3 % second borns and 14.9% were third borns. The others 15.2 % were fourth born, (10.9%) were fifty born as the rest 9.6 % were sixty born and above in their families. Only 0.3 % failed to indicate their family position.

4.1.9 pupils Parental status
The study also intended to establish the pupil's parental status in the study area. To achieve this, the pupils were given various questions to respond to. The responses received were as follows; when asked whether they had both parents, the responses received were as follows indicated in table 4.8 below;

Table 4.8: pupils' Parental status

Parental status	Frequency	Percentage (%)
Yes	252	83.4
No	48	15.9
Missing	1	0.3
Total	**302**	**100.0**

From table 4.8 above it can be established that, 83.4% accepted that they had both parents while 15.9 % indicated that they did not have both parents as the remaining 0.3 % declined to respond to this item.

4.1.10 Type of Family
It was also the studies intention to understand whether the respondents were coming from polygamous families .The responses received were recorded in table 4.9 below;

Table 4.9: Polygamous Family

Response	Frequency	Percentage (%)
Yes	39	12
No	259	85.8
Missing	2	0.7
Total	**302**	**100.0**

The responses received showed that 85.6 % were from nuclear families while 12.9 % accepted that their families were polygamous. Those who never gave their responses were 0.7 %.Those who did not come from polygamous families further indicated that their responses as shown below in table 4.10;

Table 4.10: Type of Family

Type of family	Frequency	Percentage (%)
Divorce	17	5.6
Single parent	70	23.2
Separated	25	8.3
Missing	190	62.9
Total	**302**	**100.0**

Table 4.10 above shows that, 23.2 % came from single parent families, 8.3% from separated families while   5.6 % were from divorced families. Those who failed to respond to this item were 62.9 %. Other respondents specified their parental status as indicated in table 4.11;

Table 4.11: Family status

Family status	Frequency	Percentage (%)
Both parents died	4	1.3
Father died	2	0.7
Mother died	3	1.0
Missing	293	97.0
Total	**302**	**100.0**

As indicated in table 4.11 above, it was established that 1.3 % had lost both parents, 1.0 % had lost their mothers while 0.7 % had lost their fathers while 97.0% never gave their responses to this item.

4.2 Effect of family on Pupil's Academic Performance

When respondents were asked to indicate whether their families were affecting their academic performance in school their responses were as recorded in table 4.12;

Table 4.12: Effect of family on Pupil's Academic Performance

Effect of family on Performance	Frequency	Percentage (%)
Yes	129	42.7
No	155	51.3
Missing	18	6.0
Total	**302**	**100.0**

From table 4.12 above it was found out that, 42.7 % accepted that indeed their families were affecting how they performed in school while 51.3 % felt that their family was not affecting their performance in school. The remaining 6.0 % never gave their response.

4.3 Reasons for Poor Academic Performance

Those respondents who felt that their performance was affected by their families put forward the following reasons to support their stand. The reasons were as shown in table 4.13 below.

Table 4.13: Reasons for poor Academic performance

Reasons for poor performance	Frequency	Percentage (%)
I don't have books	50	16.6
Parents don't pay fees	50	16.6
Parents are drunkards	19	6.3
There is no enough food	14	4.6
Missing	169	56.0
Total	**302**	**100.0**

From table 4.13 above it can be observed that, 16.6 % of the respondents said that parents had not bought their children all the required books, 16.6 % of the respondents said that their parents were unable to pay all school fee that was required from time to time while 6.3 % indicated that their parents were drunkards and not concerned with their children's education. Also 4.6 % of the respondents said that lack of enough food at home had affected their academic performance in school. The remaining 56.0% of the respondent never gave their response.

4.4 Reasons for not being affected by Family Status

On the other hand 51.0 % said no, implying that their families never affected their performance in school. To them, their families were not affecting their studies and they had the following reasons recorded in table 4.14 to support their stand.

Table 4.14: Reasons for not being affected by family status

Reasons for not being affected by family	Frequency	Percentage (%)
I have all books	54	17.9
Parents pay fees in time	65	21.5
Parents are not drunkards	16	5.3
Parents attends all meetings	13	4.3
Missing	154	51.0
Total	**302**	**100.0**

Table 4.14 above indicates that, 17.9 % of the respondents said they had been provided with all the reading materials that they required as pupils, 21.5 % indicated that their parents paid all the required school fee timely while another 4.3 % said that parents were very supportive as they attended all school meetings and therefore giving them humble time in their studies .Finally the remaining 5.3% were of the view that their parents were not drunkards and therefore they never disrupted their studies while 51.0 % never gave their responses.

4.5 Performance of Pupils According to the Teachers

The responses received from the teachers were as expounded here .When asked about the performance of pupils in their schools the responses received from teachers were as indicated table 4.15;

Table 4.15: Performance of pupils

Performance of pupil	Frequency	Percentage (%)
Above average	17	27.0
Average	42	66.7
Below average	4	6.3
Total	**63**	**100.0**

From table 4.15 above it was found out that most pupils were average as represented by a bigger percentage of 66.7 %.This was followed by pupils who were above average with 27.0 % while those below average were only 6.3 %.This therefore means that most pupils in the study area were average in their performance .

4.6 Performance of Pupils from Poor Families
Teachers were also required to state the performance of pupils from poor families. The responses received were as indicated in table 4.16;

Table 4.16: Performance of pupils from poor families

Performance of pupils from poor families	Frequency	Percentage (%)
Above average	9	14.3
Average	40	63.5
Below average	14	22.2
Total	**63**	**100.0**

As observed from table 4.16, 63.5 % of the pupils in the study area were average in their performance while 22.2 % were rated to by teacher to be below average .The remaining 14.3 % of the pupils were the only ones reported by teachers to be above average in the study area. These findings of this study therefore implies that the performance of pupils in the study area was not very encouraging as very few pupils were found to be above average in their performance and consequently such a situation calls for immediate mitigation measures to be taken to reverse the condition.

4.7 The Performance of Pupils from Rich Families
The teachers were likewise requested to rate the performance of pupils from rich families.

Their responses were recorded in table 4.17 below.

Table 4.17: Performance of pupils from rich families

Performance of pupils from rich families	Frequency	Percentage (%)
Above average	13	20.6
Average	40	63.5
Below average	9	14.5
missing	1	1.6
Total	63	100.0

From table 4.17 ,it can be observed that most pupils from rich families were also average in their performance as represented by the highest percentage of 63.5 %.Those pupils who rated to be above average were only 20.6 % while those who were below average were 14.5 %.The remaining 1.6 % of the respondents never gave their input on this item. From these findings it can be observed that though a bigger number of pupils from rich families were average in their performance, they were slightly better as they had more pupils being above average 20.6 % as compared to 14.3 % in the poor family cluster.

4.8 Reasons given by Teachers for Disparity in Academic Performance of Pupils

According to the teachers, there were various reasons for the variations in pupil performance. Teacher on their part had also various reasons that affected pupils while at home .The problems they put forward for the disparity in academic performance in were as indicated in the table 4.18 below.

Table 4.18: Reason for Disparity in Academic Performance of Pupils

Reasons for disparity in performance between rich and poor families	Frequency	Percentage (%)
Pupils in rich families have access to enough reading material that pupils from poor families lack	19	30.2
Pupil from poor families lack basic needs	5	7.9
Pupils from poor families are frustrated in various ways	7	11.1
Lack of time for studies as rich families have many functions	11	17.5
Poor children walk long distance to school which affect their performance	6	9.5
Poor families lack good medical care thus taking long to recover when sick.	5	7.9
Poverty at home	4	6.3
Lack of food at home	2	3.2
Fight between parents at home	3	4.8
Missing	1	1.6
Total	**63**	**100.0**

Table 4.18 above shows reasons given by teacher to explain the differences in performance between children from poor families and those from rich families. From the table it was found out that the differences was as a result of Pupils from rich families having access to enough reading material which pupils from poor families lacked. This was confirmed by 30.2 % of the teachers interviewed. Lack of time for studies as rich families have many functions was stated by 17.5% of the respondents. Pupils from poor families are frustrated in various ways took 11.1%.While 9.5 % of the teachers were of the opinion that the long distance that children from poor families walk to and from school was contributing to the differences in their performance .This was because those children who come from far reach school when they are already tired and therefore cannot concentrate in their studies. On the other hand 7.9 % of the teachers felt that Poor families lacked good medical care which made children from such families to take long to recover when sick and therefore affecting their performance whereas another 7.9 % of the teachers were of the opinion that lack of basic necessities in poor families was affecting pupil's performance. Also 6.3 % of the teachers felt that poverty was a contributing factor to the disparity while 4.8 % of the teachers were of the view that fights between parents at home were another factor that contributed towards differences in performance among children from different backgrounds. Lack of enough food at home took 3.2 % of the responses while those who never respondent to this item was only 1.6 % of the respondents in the study area**.**

4.9 Academic Performance of Pupils

The pupils were also required to rate their academic performance as individuals .From the findings it was found out that, 35.8 % rated themselves as being above average while 51.95 % of the pupils rated themselves as being average whereas the remaining 10.6 % felt that their performance was below average. The last 1.7 % did not respond to this question. When asked on the marks they scored in the examinations they do in their schools their response were as follows; 1.0 % said above 400 marks, 9.9% between 350-400 while 44.0 % said they scored between 300-350 marks .The remaining 43.0 % claimed that they scored below average as the remaining 1.3 % failed to indicate what they scored in their examinations. This shows that the pupils in the study area are average

in their academic performance and below since a negragible 1.0 % were above average in their academic performance. The chart below explains clearly the spread of the marks in the various carders.

Fig.4.1: The mark scored by pupils in their schools
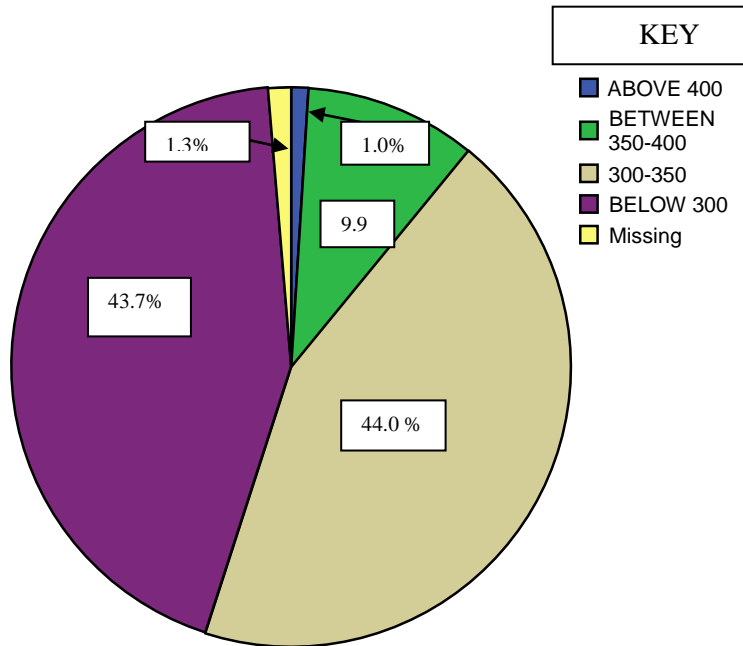
From the chart above it can be noticed that 44.0% of the pupils in the study area claimed to be scoring marks in the range of 300-350 marks while 43.0 % said that they scored marks below 300 marks. Those who claimed to scoring marks in the rage of 350-400marks were only 9.9 % of the pupils in the study area. It is only 1.0 % of the pupils who stated that they were they were getting 400 and above marks .The remaining 1.3 % declined to state their score range. The findings show that very few pupils are able to score very high marks and that close to a half of the pupils in the study area score marks below average. This thus requires urgent measures to be put in place in order to correct this situation.

4.10   Impact of Parent's Educational Level on Pupil's Academic Performance

The first objective of this study was to investigate the impact of parent's educational level on pupil's academic performance at primary school level in Kiamokama Division. To achieve this, pupils, teachers and the head teachers were given various items to respond to. The pupil's responses were as shown in table 4.19 below.

Table 4.19: Parents' Education Level

Fathers' education			Mothers' education	
Level of Education	Frequency	Percentage (%)	Frequency	Percentage (%)
Degree	39	12.9%	25	8.3%
Diploma	59	19.5 %	51	16.9 %
certificate	111	36.8 %	100	33.1 %
secondary	69	22.8 %	98	32.5 %
Primary	18	6.0 %	20	6.6 %
Never went to school	4	1.3 %	6	2.0 %
Missing	2	0.7 %	2	0.7 %
Total	**302**	**100.0**	**302**	**100.0**

From table 4.19 above it can be observed that 36. 8 % of the fathers had certificate level of education, 22.8 % had secondary education while 19.5 % had diploma level of education. Those who had degrees were 12.9 %, as 6.0% had primary level of education .The number of fathers who were reported not to have never gone to school were only 1.3 % whereas 0.7 % never gave their responses. The scenario   brought out here is that most of the fathers had certificate level of education as represented by the high percentage of 36.8 % and this therefore may have impacted positively on the academic performance of their children. This is because educated fathers have an understanding of the value of education and therefore they will struggle to ensure that their children also have received good education by providing them with a good learning atmosphere at home and the necessary reading materials. This will enable pupils' academic performance to be good in school.

To assess the relationship between the parents level of education and the academic performance of the pupils across tabulation test was conducted which compared the

father's level of education and the pupil's academic performance. The result was as indicated in table 4.20 b below.

Table 4.20: Across tabulation between father's education level and pupil's performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.145	20	.005
Likelihood Ratio	41.560	20	.003
Linear-by-Linear Association	.421	1	.516
N of Valid Cases	296		

Table 4.20 above shows the Pearsons chi-square result which indicate that (x^2 =40145, df=20, p<.005.The p value was 0.005 which was less than 0.05 levels of significance. This therefore implies that there was asignificant relationship between the education level of the father and the academic performance of pupils in schools in the study area .This means that the level of education of the fathers directly affected the academic performance of pupils at primary level in the study. These findings agree with Nannyonjo (2007) who found out that fathers' education had a stronger influence on children's performance than mothers education.

Table 4.19 above also shows the level of education of mothers in the study area .From the table ,it is clear that most mothers in the study area had certificate level of education as shown by the big percentage of 33.1 % followed by those with secondary level of education with 32.5 %.Mothers with diploma qualifications were only 16.9 % whereas those with degrees were 8.3 %.It can also be observed from the table, that mothers with primary level of education were only 6.6 % whereas those mothers who never went to school were only 2.0%.From the foregoing it can be deduced that most mothers had gone to school though many of only managed to acquire certificate level of education and this consequently directly or indirectly influenced the performance of children positively, though in a minimal way.

To determine the impact of the mother's level of education on the academic performance of the pupils in the study area across tabulation test was conducted comparing the

mother's education level with the academic performance of the pupils. The results were as indicated in table 4.21 below.

Table 4.21: Across tabulation between mother's education level and pupil's performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.658	20	.000
Likelihood Ratio	54.889	20	.000
Linear-by-Linear Association	3.202	1	.074
N of Valid Cases	296		

Table 4.21 above shows the result of the chi-square test whereby the; x^2=56.658,df=20 and the p=.000.The p value was .000 which was less than 0.05 levels of significance. This therefore indicated   that there was a significant relationship between the level of education of the mother and the pupil's academic performance at primary level in the study area. From these findings it is clear that educated parents had appositive impact on their pupil's academic performance at primary level. This is because educated mothers have the ability to assist their children with home work and above all they ensure that they have the required reading materials.

This is in line with Okumu et al. (2008) who found out in his study of *Socioeconomic Determinants of Primary School Dropout* in Uganda that   educated mothers had the ability to manage time well and hence getting time to be with their children as compared to uneducated mothers. Also educated mothers were found to be more effective in helping their children in academic work. They also monitored and supervised their children's academic progress; this alone served as an impetus to enable the child to do better in school.

To determine the impact of parent's educational level on pupils performance, across tabulation test comparing the level of education of parents with the total marks scored by the pupils was conducted the result was as shown in the table 4.22 and 4.23 below. Table 4.22 shows across tabulation result of mother's educational level with total marks scored by pupils in the study area.

Table 4.22:Across tabulation between mother's education level and total marks scored by pupils

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.633	15	.092
Likelihood Ratio	22.104	15	.105
Linear-by-Linear Association	5.672	1	.017
N of Valid Cases	297		

Table 4.22 above shows the Pearson Chi-square result which indicates that the(x^2=22.633, df=15 while the P =092).This means that there was no significant relationship between the mother s level of education and the total marks scored by the pupils in the study area. The p value was 0.092 which was greater than the critical value of 0.005.In this case therefore; mother's education level could not determine the marks to be scored by the pupils.

The father's educational level was also compared with the total marks scored by the pupils in the study area .The result was as indicated in table 4.23 below.

Table 4.23: Across tabulation between father's education level and total marks scored by pupils

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.503	15	.416
Likelihood Ratio	14.105	15	.518
Linear-by-Linear Association	4.511	1	.034
N of Valid Cases	297		

Table 4.23 above presents a Pearson Chi-square result between the father's education level and the total marks scored by pupils in the study area .The result shows that (x^2 =15.503,df =15, p=0.416).The P value was 0.416 therefore more than the critical value of

0.005, which means that there was no significant relationship between the father's level of education and the total marks scored by the pupils in the study areas. Therefore from these findings it can be concluded that parental level of education did not have a significant impact on the marks scored by pupils in school.

4.11 Parental Assistance with Home Work

When asked whether their parents were helping them in doing their home work; 77.5 % of the pupils confirmed that parents had to help them in doing their home work assignments as 22.2 % of the pupils said that parent never assisted them to do assignments while at home. This implies that the performance of pupils in the study was partly influenced by the education of the parents. This is because large percentage -77.5% of the parents were able to help pupils in doing their home work.

4.12 Monitoring of Pupils' Academic Progress by Parents

Pupils in the study area were required to state whether parents were monitoring their educational progress. The responses received were recorded in table 4.24 below.

Table 4.24: Monitoring of academic progress by parents

Monitoring of progress response	Frequency	Percentage (%)
Yes	156	51.7
No	145	48.0
missing	1	0.3
Total	**302**	**100.0**

From the table above it emerged that most parents were able to monitor their pupil's academic progress; 51.7 % of the pupils confirmed that while 48.0 % of the pupils said that parents never monitored their academic progress.

The head teachers and teachers in the study schools were asked to indicate whether they felt that parents monitored their children's progress in education. Their responses were as recorded in table 4.25.

Table 4.25: Monitoring of pupil's educational progress

Head teachers		
Monitoring progress ways	Frequency	Percentage (%)
They come to school monthly to check on pupils progress	5	22.2
They attend all class conferences in school	11	50.0
They encourage pupils to work hard	2	9.1
Missing	4	18.2
Total	**22**	**100.0**
Class teachers		
They check dairy work done in pupils books	14	22.2
They check exam results done by pupils	23	36.5
Missing	26	41.3
Total	**63**	**100.0**

The head teachers in the study area were required to give their response on whether parents were monitoring the performance of their children. The responses received from the head teachers showed that parents monitored pupils academic performance through attending class conferences in the school, this took 50.0 % of the responses, others were able to visit the school at the end of the month to see how their children had performed in monthly assessment examinations and this took 22.7 % of the responses received from head teacher and 36.5 % of the teachers confirmed. Those who only encouraged their children to work had were only 9.1 % while those who never respondent to this item were 18. 2 % of the respondents in the study area. Finally 22.2 % of the teachers reported that most parents monitored the performance of pupils through checking on work done in exercise books whereas 1.3 % of the teacher never gave their response to this question. This shows that parents were concerned with their children's education which inspires the children to work hard and improve their performance. This therefore implies that educated parents know the value of monitoring their pupil's academic performance which finally has appositive impact on performance.

4.13   Effects of Parent's Occupation on Pupil's Academic Performance
The second objective of this study was to find out the effect of parent's occupation on pupil's academic performance   at primary school level in Kiamokama Division. In order

to achieve this objective a number of questions were asked to the pupils, teachers and head teachers. The results are presented in the following sections. The pupils were asked to indicate the occupation of their parents. The responses of pupils were as shown in table 4.26 below.

Table 4.26: Occupation of Parents

Occupation	Fathers' occupation		Mothers' occupation	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Farmer	148	49.0	176	58.3
Driver	24	7.9		
Businessman	21	7.0	29	9.6
Doctor	12	4.0	3	1.0
Teacher	31	10.3	51	16.9
Nurse			9	3.0
Unemployed	59	19.5	29	9.6
Total	295	97.7	297	98.3
Missing	7	2.3	5	1.7
Total	**302**	**100.0**	**302**	**100.0**

The results in Table 4.26 above shows that, most fathers in the study area were farmers as represented by 49.0 % of the respondents while 19.5 % were unemployed. It also emerged that 10.3 % of the respondents were teachers, 7.9 % were drivers whereas 7.0 % were businessmen as the last 4.0 % were doctors. Those who failed to answer this question were only 2.3%. From the findings it can generally be noted that many fathers were farmers which therefore means that they were able to influence the academic achievement of their children. This effect was most likely due to the income obtained from farm sales which enabled the fathers to provide their children with the necessary reading materials that helped the pupils to do well in school.

To investigate the relationship between the fathers occupation and the academic performance of the pupils at primary level, across tabulation test comparing the fathers occupation and the pupils academic performance was conducted .This result is shown in table 4.27.

Table 4.27: Across tabulation between father's occupation and pupil's performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.337	20	.003
Likelihood Ratio	40.162	20	.005
Linear-by-Linear Association	.731	1	.392
N of Valid Cases	291		

From table 4.27 above it can be observed that the chi square result were; x^2 =41.337, df=20 and p=.003.In this result the p=.003 which was less than 0.05 degrees of freedom. This therefore means that there was a significant result between the father's occupation and the performance of pupils at primary level in the study area.

On the other hand mothers were found to be occupied with farming as confirmed by 58.5 % of the respondents in the study area. 16.9 % were in the teaching profession, 9.6% were doing business as 9.6 % others were unemployed. Those in nursing were only 3.0 % while doctors were 1.0 %. Those who never gave any response were only 1.7 %.In order to understand the influence of the mother's occupation on the pupils academic performance, across tabulation test comparing the mothers occupation with the performance of the pupils in the study area was conducted .The results were as indicated in table 4.27.

Table 4.27: Across tabulation between mothers' occupation and pupil's performance

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	37.550	20	.010
Likelihood Ratio	42.503	20	.002
Linear-by-Linear Association	1.365	1	.243
N of Valid Cases	294		

The above table shows that the Pearson chi-square results were; x^2=37.550, df=20 while p=.010.In this test p value was 0.010 which was below the critical value of 0.05 degrees of freedom .This therefore means that there was a significant relationship between the occupation of mothers and the academic performance of pupils at primary level in the study area.

The findings of this study conforms with Ajayi's (2003) who found out in his study that students whose parents belonged to the high ranking occupational status had better grades in Mathematics than their counterparts whose parents belonged to the low ranking occupational status. This is because parents with high ranking occupational status might have enough income which can be used to provide the needed materials and support for their children in order to arouse their interest in Mathematics than their counterparts in low ranking occupation whose major obligation is to provide shelter and food for the family. Therefore the average level of pupil's performance in the study area had a correlation with the type of occupation of the parents.

The occupation of the guardian was also assessed with the objective of determining whether it had any impact on the academic performance of pupils at primary level. Their responses were as recorded in the table 4.28 below.

Table 4.28: Occupation of Guardian

Occupation	Frequency	Percentage (%)
Farming	45	14.9
Teaching	36	11.9
Business	38	12.6
Driver	11	3.6
Unemployed	29	9.6
Missing	143	47.4
Total	**302**	**100**

Table 4.28 above shows that 14.9 % of the guardians were farmers while 11.9% were in the teaching profession whereas 12.6 % were in business. Likewise 3.6% of the guardians were drivers as the remaining 9.6 % were unemployed. The remaining 47.4 % did not have guardians. From this finding most parents were not in formal employment .This therefore shows that they were not highly educated and thus they negatively impacted on the performance of pupils in the study area.

To determine the influence of guardian occupation on pupil's academic performance, across tabulation test comparing guardian's occupation with the academic performance of pupils at primary level in the study area was conducted. The results were as indicated below.

Table 4.29: Across tabulation between guardian's occupation   and pupil's performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.192	16	.440
Likelihood Ratio	15.000	16	.525
Linear-by-Linear Association	.066	1	.797
N of Valid Cases	159		

Table 4.29 above indicates that the Pearson's Chi-square were; x^2=16.192, df=16 while p=0.440.In this case the p value was more than the critical value of 0.05 degrees of freedom. This therefore shows that there was no relationship between the occupation of the guardian and the academic performance of pupils at primary level in the study area.

4.14   The Influence of Parent's level of Incomes on Pupil's Academic Performance

The level of the parents' income was thought to affect the pupil's performance at primary level. In line with this the researcher gave the respondents some items to which they responded and their responses were as recorded in table 4.30 below.

Table 4.30: Parents Level of Income per Month as given by pupils

Levels of income	Frequency	Percent %
Ksh.40,000 and above	35	11.6
Ksh.30,000 and above	223	73.8
Ksh.20,000 and above	27	8.9
Ksh.10,000 and above	5	1.7
Total	290	96.0
Missing System	12	4.0
Total	**302**	**100.0**

Table 4.30 above show the levels of income for the parents in the study area .From the table it can be observed that 73.8 % of the parent's received a monthly income of 30,000/= shillings and above while 11.6 % of the parents in the study area were getting a monthly income of Kenya shilling 40,000/= and above. Those parents who got a monthly income of above KSH.20, 000/= were only 8.9%.The remaining 1.7 % of the parents in the study area were reported to be receiving a monthly income of Ksh 10, 000/= and above per month.

To assess the impact of the parent's level of income on the pupil's performance, across tabulation test was conducted comparing the parent's income with the pupil's performance. Parents incomes were put into four categories; those earning 10,000= and above per month, those earning 20,000 and above per month, those earning 30,000 and above per month and finally those earning 40,000and above per month. The result was as indicated in table4.31 below.

Table 4.31: Across tabulation between parental level of income and pupils performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.980	12	.116
Likelihood Ratio	18.237	12	.109
Linear-by-Linear Association	.717	1	.397
N of Valid Cases	290		

Table 4.31 above shows the p Pearson Chi-Square to be as follows; x^2=17.980,df=12 and p=0.116.In this case the p value was 0.116 which was quite high as compared with the critical value of 0.05 degrees. This therefore implied that there was no significant relationship between the parent's level of income and the performance of the pupils at primary level in the study area.

4.15   Teacher's opinions on students' academic performance

Teachers were required to state whether pupils from rich and poor families performed the same in examinations. From their responses it was found out that 82.5 % said no while only 17.5 % said yes. According to the teachers the reasons behind this disparity in performance between children from rich and poor families were that those pupils from rich families had all the necessary reading materials which pupils from poor families lacked, this was said by 15.95% of the respondents; 27.5 % said that pupils from rich families had good medical care which poor children lacked, 9.5 % were of the view that children from rich homes were well motivated while poor children had no motivation to learn at all. Finally 17.5 % of the teacher indicated that poor children were unable to pay school fee which finally affected their performance as 11.1 % stated that poor children did not have conducive learning environment back at home. All this according to the teachers led to disparities in academic a performance among children from varied backgrounds.

CHAPTER FIVE

SUMMARY, SUMMARY OF THE FINDINGS,CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings; it draws conclusions based on the findings and makes recommendations based on the conclusions drawn.

5.2 Summary

The study covers five chapters .The chapters have been summarized as follows;

Chapter one of study covered the background to the study, statement of the study, purpose of the study.objectives of the study and research questions.It also covered the scope of the study ,significance of the study ,assumptions to this study , limitations to the study and finally operational definition of key terms.

In chapter two the following areas were covered ;meaning of socio-economic status in relation to academic performance of pupils, impact of parental education on children's academic performance, effect of parental income on children's academic performance, the impact of parents' occupation on educational performance and lastly the theoretical perspectives in relation to academic performance .

Chapter three delt with the study design, location of the study, target population , sample size,sampling procedure,research instruments,validity of research instruments, reliability of the research instruments,data collection procedure and data analysis.

The fourth chapter of the study dealt with data presentation and interpretation. In this chapter the data collected was analyzed using spss and presented in line with the study objectives .In this chapter, the study covered home based problems affecting pupil's performance, impact of parent's educational level on pupil's academic performance, effects of parent's occupation on pupil's academic performance , effects of parent's

occupation on pupil's academic performance   and lastly the influence of parent's level of incomes on pupil's academic performance.

Chapter five of the project covered; chapter summaries of the study, summary of the finding which was done according to the objectives of the study, conclusion, recommendations and lastly suggestions for further study.

5.3 Summary of the findings

The findings of this study were summarized based on the objectives of the study as follows:

The first objective of this study was to investigate the impact of parent's educational level on pupil's academic performance at primary school level in Kiamokama Division. To achieve this, pupils, teachers and head teachers were asked various questions. From their responses it was found out that; Most fathers in the study area were not highly educated as 36. 8 % were certificate holders. Those with degree level of education were only 12. % of the fathers .The number of fathers who were reported not to have never gone to school were only 1.3 %.

To determine the impact of father's education on academic performance, across tabulation test comparing father's education level with pupil's academic performance was conducted. The result put the p value at 0.005 which was less than 0.05 levels of significance. This therefore implied that there was a significant relationship between the education level of the father and the academic performance of pupils in schools in the study area .This therefore indicated that the level of education of the fathers directly affected the academic performance of pupils at primary level in the study.

It also emerged that mothers in the study area had achieved lowly in academics just like the fathers. The study found out that most mothers in the study area had certificate level of education as confirmed by a big percentage of 33.1 % followed by those with secondary level of education with 32.5 % .Mothers with degrees were only 8.3 %.It was also observed that mothers with primary level of education were only 6.6 % whereas those mothers who never went to school were only 2.0%.In general, parents in the study

area had certificate level of education as shown by the big percentage of 50.8 % given by the class teachers. This low performance of the parents consequently directly or indirectly influenced the education performance of their children.

In order to determine the influence of mother's education on pupil's academic performance, across tabulation test comparing the mother's education with the academic performance of the pupils was conducted. The results were that the P value was .000 which was less than the critical value of 0.05 levels of significance .This therefore proved that   there was a significant relationship between the level of education of the mothers and the pupil's academic performance at primary level in the study area. From these findings it is clear that educated parents had appositive impact on their pupil's academic performance at primary level. This is because educated mothers have the ability to assist their children with home work and above all they ensure that they have the required reading materials

The study also established that most pupils in the study area had siblings in higher institutions of learning as was confirmed by 50.7 % of the pupils who accepted to be having a brother and sisters in higher institutions of learning. This meant that the family resources were far stretched and hence making it hard for pupils in the study area to be provided by all the required learning materials. Inadequate learning materials would lead to poor performance in education.

Though most parents were not highly educated, it was established that they played a vital role in assisting their children to complete school assignment. This was supported by 77.5 % of the pupils who agreed that parents did help them to do assignments while at home. From the study it also emerged that most parent were able to monitor their pupils academic progress; 51.7 % of the pupils confirmed that parents were checking their daily work apart from visiting their schools monthly to see how they had performed in their internal examinations. Head teachers likewise supported this by a big percentage of 50 %   that parents monitored pupil's academic performance through attending class conferences in the school while the class teachers supported by a significant percentage of 22.2 % that most parents monitored the performance of pupils through checking on work done in exercise books.

The second objective of the study was to establish the influence of parent's level of income on pupil's academic performance at primary school level in Kiamokama division. From the table it can be observed that 73.8 % of the parent's received a monthly income of 30,000/= shillings and above while 11.6 % of the parents in the study area were getting a monthly income of Kenya shilling 40,000/= and above. Those parents who got a monthly income of above KSH.20, 000/= were only 8.9%.The remaining 1.7 % of the parents in the study area were reported to be receiving a monthly income of Ksh 10, 000/= and above per month. Across tabulation test comparing parent's level of income with the pupil's academic performance showed that the p value was 0.116 which was quite high as compared with the critical value of 0.05 degrees. This therefore implied that there was no significant relationship between the parent's level of income and the performance of the pupils at primary level in the study area.

The third objective was to assess how parent's occupation affected pupil's academic performance at primary school level in Kiamokama Division. In the study area the occupation of most fathers was peasantry farming as represented by a significant percentage of 49.0 %.This was followed by 19.5 % of the fathers who were unemployed whereas 10.3 % were teachers. From the findings it can generally be noted that many fathers were farmers while a good number of the fathers had at least some education. To determine the influence of the father's occupation on pupil's academic performance, across tabulation test comparing the occupations of fathers with the pupil's academic performance was done. The output result indicated the p value to be .003 which was less than 0.05 degrees of freedom. This therefore means that there was a significant result between the father's occupation and the performance of pupils at primary level in the study area.

The mother's occupation was also thought to influence academic performance of the pupils at primary level. In the study area, mothers were found to be occupied with farming as confirmed by 58. 5 % of the respondents in the study area, 16.9 % were in the teaching profession as another 9.6% of the mothers were in business. Those mothers who were unemployed were only 9.6 %.In order to assess the impact of the mother's occupation on pupil's academic performance, across tabulation test comparing mother's occupation with the pupil's academic performance was done. The result indicated that the

p value was 0.010 which was below the critical value of 0.05 degrees of freedom .This therefore means that there was a significant relationship between the occupation of mothers and the academic performance of pupils at primary level in the study area.

In this case it was clear that the type of occupation done by parents was capable of determining the educational performance of pupils. This is because parents who have occupations with stable sources of income are able to cater for their children well by providing all the necessary learning materials when compared to parents with occupations which does not generate a stable income.

This study found out that the occupation of the parents affected the performance of pupils in schools. From the study, class teachers rated the performance of pupils with employed parents to be above average by 20.6% and those with unemployed parents to have been above average by 14.5 %.The reason given for this trend was that children with employed parents had the opportunity to get all the required educational materials whereas those with unemployed parents were unable to get the necessary educational materials which finally led to a big disparity in educational performance.

Teachers also compared pupil's performance from poor and rich families .Their results indicated that a bigger percentage of pupils from poor families were doing better than those from rich families as confirmed by 88.9% and 74.6 % respectively. Class teacher associated this trend with the tendency of most children from rich families over relaxing since they can get what they want when they want it .This laxity is extended to school whereby the pupils are not to work hard as compared to the poor children who are always struggling and hence the difference in performance. However, pupils from rich and poor families were rated the same by class teachers at 63.5% and 63.3 %respectively. According to class teachers family status had minimal effect on the educational performance of the pupils at primary level in the study area.

5.4 Conclusion

 From the foregoing the following conclusions were made:

The level of education of the parents was found to influence the performance of children at primary level in Kiamokama Division since this study established that there was a

significant relationship between the mother's education level, father's education level and the academic performance of pupils at primary level. However, it also emerged that the educational level of the parents could not determine the marks that pupils were to score in their schools in the study area.

Though most parents were not highly educated, it was established that they played a vital role in assisting their children to complete school assignments and they were able to monitor their children's academic progress through attending class conferences, checking their daily work apart from visiting their schools monthly to see how they had performed in their internal examinations.

The level of income of parents was also found not to have any impact on the pupil's academic performance because this study established that there was no significant relationship between the parent's level of income and the performance of the pupils at primary level in the study area.

The parent's occupation was also found to influence academic performance of the pupils at primary level. This is because the study found out that there was a significant relationship between the parent's occupation and the academic performance of pupils at primary level in the study area. In this case it was clear that the type of occupation done by parents was capable of determining the educational performance of pupils. This is because parents who have occupations with stable sources of income are able to cater for their children well by providing all the necessary learning materials when compared to parents with occupations which does not generate a stable income

5.5 Recommendations

Following the findings of this study, the following recommendations are made:

The government should put in place measures to ensure that parents have high quality education so that they can be a motivating factor to their children. This can be achieved through encouraging illiterate parents to join adult classes and more so providing the necessary learning materials to all adult learning centers in not only Kiamokama Division but the entire nation.

As the level of income affects the child's academic performance, it is therefore important that the government should encourage people to come up with projects which can be funded through microfinance societies in order to improve their economic status. The development of community based organizations will be a big assert in improving the incomes of citizens and finally their ability to provide quality education to their children.

The occupation of parents was found to influence the educational performance of pupils at primary level in the study area. This study therefore recommends that the government should sensitize parents and guardians on how the activities they do affect their children's education. This will enable them to choose occupations that will have appositive impact on the education of their children and hence improving their educational performance.

Since Children were found to be over worked while at home through going to the farm, being sent to look after cattle apart from doing several household chores and thus not concentrating in their education .It is therefore necessary to sensitize parents on the need to give children time for studies while at home and this can be done through chiefs barazas, church meetings and other gatherings which brings people together in the society.

5.6 Suggestions for Further Study

Based on the findings from this study the following areas of interest are recommended for further research:

A study should be carried out to investigate the effect of household chores on academic performance among primary school pupils.

A study should be conducted to establish the impact of home environment on the performance of pupils at primary level.

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APPENDIXES

Appendix i: Pupil's questionnaire

This questionnaire is intended to gather information on the impact of parental socio-economic status on pupil's academic performance in kiamokama division –Kisii County.

Kindly answer the following questions as honest as possible. Your response will be held with strict confidentiality as possible. Please do not indicate your name on the questionnaire. Tick where appropriate

SECTION A: Background

1)   How long have you been a pupil in your current school?

     1 year [   ]   2 years [   ] 3 years [   ]

     4 years [   ]   5 years [   ] years [   ]

     7 years [   ]   8 years [   ]

2)   What is your gender?

     Boy [   ]   girl [   ]

3)   What is your age?

     8-10 years [   ]   11-12 years [   ]

     13-14 years [   ]   15-16 years [   ]

     17 years and above [   ]

SECTION C: Family Background

1)   How many are you in your family? [   ]

2) Do you have enough time at home to study?

Yes ☐ No ☐

3) What are the problems you get at home that affect your studies? If the space provided is small kind write behind this paper.

a)…………………………………………………………………………

b)…………………………………………………………………………

c)…………………………………………………………………………

4) What is your number in your family? ☐

5) Do you have both parents?

Yes ☐ No ☐

6 Do you come from a polygamous family?

Yes ☐ No ☐

7. If your answer to question 6 above is "No" tick an appropriate answer from the

Choices   below;

Divorced ☐ single ☐ separated ☐ t separated ☐

8) Any other (specify)…………………………………………………

9) Would say that your family's socioeconomic status affects your academic performance in school? Yes/ No

10) If yes explain how.
....
....
....
....

11) If no explain why.

………

………

………

………..

Section D: Parental Education

1) What is the level of your father's education?

Degree ☐ Diploma ☐ Certificate ☐

Secondary ☐ primary ☐ Never went to school ☐

2. What is your mother's level of education?

Degree ☐ Diploma ☐ Certificate ☐

Secondary ☐ primary ☐ Never went to school ☐

3 a) Do you have other siblings who are pursuing higher education?

Yes ☐ No ☐

3b) what level of education are they pursuing?

………

………

4) Does your parents or guardian check books and home work?

Yes ☐ No. ☐

5) If they check, do they assist you in resolving some of the difficult areas in your work?

Yes ☐ No ☐

6) Do your parents or guardian visit the school to monitor your academic progress?

Yes ☐ No ☐

Section E: Parental Occupation

1)   What is your father's occupation?

………………………………………………………………………………

2)   What is your mother's occupation?

………………………………………………………………………………

3)   What is your Guardian's occupation? ....

Section F: Parent's income

1) What are the sources of your family's income?

a)…………………………………………………………………………

b)…………………………………………………………………………..

c)…………………………………………………………………………...

Section G: Academic performance

1) **How you would rate your own academic performance**

Above average ☐   Average ☐   Below average ☐

2) In the examination that you do in your school, what is the total mark that you normally obtain?

a) Above 400 ☐

b) Between 350 -400 ☐

c)   300 -350 ☐

d) Below350 ☐

APPENDIX II: Head teacher's interview schedule.

This interview schedule is intended to gather information on the impact of parental socio-economic status on pupil's academic performance at primary in kiamokama division –Kisii County. Please respond to the interview schedule below as honestly as possible. Your responses are intended for study only and will be held with strict confidentiality.

SECTION A: Background information

1)   How long have you been teachings in your current station?

………………………………………………………………………

2)   How long have been head teacher?

………………………………………………………………………

3)   Have you ever attended any administrative induction course?

………………………………………………………………………

4)   Is this your first station to head?

Yes ☐   No ☐

SECTION C: Family Background of Pupils

1)   What is the enrolment of pupils who are:

Total orphans ☐ Partial orphans ☐ vorced parent ☐ h parents ☐

SECTION D: Pupil's Parents Education

1) What is the proportion of the parents in this school who have the following qualifications?

Masters ☐

Degree ☐

Diploma ☐

Certificate ☐

Not gone school ☐

2) Do parents or guardians visit the school to monitor academic progress of children?

Yes ☐   No ☐

3) If yes please explain**.**

…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………………

SECTION E: Pupil's Parents income

1) Kindly state the economic activities your parents do.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

SECTION F: Pupil's Parents Occupation

1) Please state the occupation of the parents in your school.

a)…………………………………………………………………………

b)…………………………………………………………………………

c)…………………………………………………………………………

APPENDIX III: Teacher's questionnaire

This questionnaire is intended to gather information on the impact of parental socio-economic status on pupil's academic performance at primary in kiamokama division – Kisii County. Please answer the following questionnaires as candidly as possible. The responses will only be used for this study and will not be disclosed whatsoever. Do not write your name anywhere.

SECTION A: Academic Background

Tick appropriately by the age group within which you lie.

1)   What is the performance of pupils in your school?

   Above Average ☐ Average ☐ Below Average ☐

2)   How many pupils scored the following marks in your class?

   450 ☐   400 ☐ 350 ☐

   300 ☐ 250 ☐   200 and below ☐

3)   What is the performance of pupils from poor families?

   Above Average ☐ Average ☐ Below Average ☐

4)   What is the performance of pupils from rich families?

   Above Average ☐ Average ☐ Below Average ☐

5) Kindly state any reasons that may be leading to differences in performance of children from rich and poor families in your school.

   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   …………………………………………………………………………………

SECTION B: PUPIL'S   PARENTS EDUCATION

1)   What is the level of education of most parents in your school?

   Masters ☐ Degree ☐ Diploma ☐ Certificate ☐ Illiterate ☐ ☐

2) Do parents or guardians visit the school to monitor academic progress of children?

Yes   ☐   No   ☐

3) If yes please state how they monitor

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………..

SECTION C: Pupil's PARENT'S INCOME

1) Do pupils from poor and rich families perform the same in examinations?

Yes   ☐   No   ☐

2) If your answer to 1 above is "No" explain why?

i.………………………………………………………………………………………

ii.………………………………………………………………………………………

iii.………………………………………………………………………………………

3) If your answer is yes please explain why.

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

4) How do you rate the performance of pupils from rich families?

V.good ☐   Good ☐   Poor ☐   V. poor ☐

SECTION D: Pupil's PARENTS OCCUPATION

1) How do you rate the performance of pupils whose parents are employed?

V. good ☐ Good ☐ Poor ☐ V.poor ☐

2) What activity does a parent of your school engage in?

……………………………………………………………………………………………………

APPENDIX IV: Area education officer's interview schedule

This interview schedule is intended to gather information on the impact of parental socio-economic status on pupil's academic performance at primary in kiamokama division – Kisii County. Please respond to the following interview schedule as candidly as possible. Your responses will only be used for study purposes.

1)   For how long have you been an A.E.O?

1-5 years ☐   6-10 years ☐ 10-15 years ☐ years and above ☐

2)   Do pupils from poor families do well in school?

Yes ☐   No ☐

3)   What is the performance of pupils from educated families?

V. poor ☐ Good ☐   Poor ☐ or ☐

4   (a) How do you rate the performance of pupils whose parents are   employed?

V. good ☐ Good ☐   Poor ☐ oor ☐

b) Self employment?

V.good ☐   Good ☐ oor ☐ . poor ☐

5   What is the effect of family on pupil's performance?

a)……………………………………………………………………………………

b)………………...

c)………………………………………………………………………………..