

**HOME-BASED FACTORS INFLUENCING STUDENTS' PERFORMANCE
IN KCSE IN PUBLIC DAY SECONDARY SCHOOLS IN LARI DISTRICT,
KIAMBU COUNTY**

Peter Gitau Mwaura

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the Award of the Degree of Master of Education in Educational
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DECLARATION

The research project is my original work and has not been submitted for a degree in any other university.

.....
Peter Gitau Mwaura

E55/75319/2012

This research project has been submitted for examination with our approval as the university supervisors.

.....
Mr. Kanori Edward

Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....
Dr. Mugambi Mercy

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This work is dedicated to my brother, Peter Mbutia and daughter, Carol Wairati without whose caring and support it would not have been possible to complete this project.

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TABLE OF CONTENT

Content	Page
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of content	v
List of figures	ix
List of tables	xi
List of abbreviations and acronyms	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	6
1.3 Purpose of study	8
1.4 Research objectives	9
1.5 Research questions	9
1.6 Significance of the study	10
1.7 Limitations of the study	10
1.8 Delimitations of the study	10
1.9 Basic assumptions of the study	11
1.10 Definitions of significant terms	11

1.11 Organization of the study.....	12
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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	13
2.2 Parental level of education as a contributor to students’ performance	13
2.3 Socio-economic status influence on students’ academic performance.....	15
2.4 Parents’ professional qualification and students’ academic performance	17
2.5 Home chores influence on students’ academic performance.....	19
2.6 Theoretical framework.....	21
2.7 Conceptual framework.....	23

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	24
3.2 Research design	24
3.3 Target population	24
3.4 Sample size and sampling procedure	25
3.5 Research instruments	26
3.6 Validity of instrument	27
3.7 Reliability of the instrument	28
3.8 Data collection procedures.....	28
3.9 Data analysis techniques	29

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	30
4.2 Response rate	30
4.3 Demographic information.....	31
4.4 Influence of the level of education of parents on students kcse academic performance	34
4.5 Influence of parents socio-economic status on academic performance.....	41
4.6 Influence of parents professional qualifications on students kcse performance	47
4.7 Influence of home chores on academic performance of students	53

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	59
5.2 Summary of the study	59
5.3 Conclusion	61
5.4 Recommendation	62
5.5 Suggestions for further research	63
REFERENCES.....	65
APPENDICES.....	69
Appendix I: Introductory letter	69
Appendix II: Questionnaire for teachers.....	70

Appendix III: Interview schedule for Parents Teachers Association members	77
Appendix IV: Research authorization.....	79
Appendix V: Research clearance permit.....	80

LIST OF FIGURES

Figure	Page
Figure 2.1: Home-based factors affecting academic performance of students.....	24
Figure 4.1: Highest level of education of teachers	34
Figure 4.2: Influence of parents' level of education on students' KCSE Performance	36
Figure 4.3: Extent of parents' level of education influence on students' KCSE performance	37
Figure 4.4: Level of agreement that students with educated parents perform better in KCSE	38
Figure 4.5: Level of agreement that educated parents are more serious with their children academic work.....	39
Figure 4.6: Level of agreement that educated parents assists their students in doing their school work	40
Figure 4.7: Parents' socio-economic status influence on students KCSE performance	41
Figure 4.8: Level of agreement on provision of learning resources influence on KCSE performance	42
Figure 4.9: Level of agreement that students from high socio-economic status families have better KCSE performance.....	43
Figure 4.10: Level of agreement on socio-economic status of parents influencing school attendance.....	45

Figure 4.11: Level of agreement on parents’ provision of learning resources on their students KCSE performance.....	45
Figure 4.12: Parents’ professional qualification influence students’ academic Performance	47
Figure 4.13: Ways parents’ professional qualifications affect KCSE academic Performance	47
Figure 4.14: Professional parents understand importance of academics in better Way	48
Figure 4.15: Professional and nonprofessional parent participation in academic performance	49
Figure 4.16: Professional parented students’ academic participation.....	50
Figure 4.17: Home chores influence on academic performance.....	51
Figure 4.18: Parents contribution to students’ doing home chores.....	53

LIST OF TABLES

Table	Page
Table 1.1 Performance in mean scores of public day secondary schools in Lari district from 2010 – 2012	6
Table 3.1 Sample size	26
Table 4.3 Gender of teachers	32
Table 4.2 Age of teachers	33
Table 4.3 Years worked as a teacher	35
Table 4.4 Home chores influence on concentration on school work	51
Table 4.5 Home chores and education beneficence	52
Table 4.6 Time spent on home chores in comparison to academics.....	52

LIST OF ABBREVIATIONS AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MOEST	Ministry of Education, Science and Technology
PTA	Parent and Teachers Association
SES	Socio Economic Status
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate how home-based factors have influenced KCSE performance in public day secondary schools in Lari District, Kiambu County. The specific objectives were to establish the influence of parents' level of education, socio-economic status of parents, parents professional qualifications and home chores on students KCSE performance in public day secondary schools in Lari District. The study targeted 36 public day secondary schools with a population of 461 teachers and 288 Parents Teachers Association members. This gave a target population of 749 respondents. The study sampled 86 Parents Teachers Association members and 138 teachers. The total sample size was 224 respondents. The study randomly selected the Parents Teachers Association members and the teachers from the 36 public day schools. Questionnaires and interview schedules were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data were collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data were obtained from journals and schools data base. Data collected were analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used. This assisted in determining the level of influence the independent variables have on the dependent variable. The study findings indicated that educated parents assist their students in doing their school work. Parents' socio-economic status influences the students KCSE performance. Professional parents participate better in academic performance and understand the importance of academics better. Teachers perceived that parents contribute to students' participation in home chores. More time is spent on home chores than on school work. The government through the Ministry of Education should sensitize parents about the home based factors affecting students' academic performance. The head teacher should hold meetings with parents that address the influence of parents' education on their students' academic performance. The government through the Ministry of Education and Constituency development Fund should enhance issuance of bursaries and other necessary financial needs. Therefore the government through the Ministry of Education should sensitize parents' on the importance of parents' professionalism on students' KCSE performance. Students' participation in home chores was another factor that influenced students' KCSE performance. The parents should therefore create a conducive environment at home to enable the students study privately. The parents should balance between the home chores and students' academic work and allocate adequate time equally for both. The study concluded that the home-based factors; parents' level of education, socio-economic status of parents, parents professional qualifications and home chores influenced the student's academic performance. There should be a research on the other home base factors affecting students' academic performance in public day secondary schools since this study only focused on four factors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, values, interests, parents' expectation for their children, and family size among others. Students coming from different home environments are affected differently by such variations (Ogoye, 2007). The challenges that students in America's public schools face cannot be solved by educators alone; nor can these problems be solved by parents or families alone (Ray, 2003). Students in schools across America are confronted by critical social, emotional, and environmental problems. More collaboration between the school and home will need to be focused on dealing with these problems (Drake, 2000).

The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

Kunje (2009) observed that wealthier families in Malawi seemed to influence achievement of their children in school more than poorer families by providing for the needs of students and encouraging them to go to school. However, absenteeism, ill health, malnutrition, hunger and other elements of children from poor families may be militating against their growth and achievement in school (Muola, 2010).

Considine and Zappala (2002) agree that social economic status is determined by an individual's achievements in education, employment, occupational status and income. Onsomu (2006) found that students from homes with better quality houses, who always speak English at home, had most learning materials, who ate at least three meals per day, who had many possessions and more educated parents achieved better in school. Atkinson and Feather (1966) as cited in Muola (2010) observed that the achievement motivation of children whose fathers have attained high educational levels and are in high income occupations tend to be high. Muola (2010) while doing study in Machakos District observed that student's motivation to do well in academic work is dependent on the nature of their home environment.

According to a study conducted by Kunje (2009) there is a significant relationship between parental level of education and the students' education aspirations. Evidence that the largest of education casualties come from the lower social classes is overwhelming (Kunje, 2009). Poor children come from home

environments that are educationally impoverished and the conditions nearly affect every aspect of life. The low background status perpetuates educational deprivation. Poor families will certainly find it difficult to pay fees. Moreover, poor families on average tend to have more school-age children at home than higher income families. Wealthier and better educated parents utilize basic education and deploy resources in a manner that creates preschool conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match among the poor, uneducated slum dwellers and rural Kenya (Ayoo, 2002). Families set the lifestyle and influences life chances for the child. The life which a family attaches to school determines the motivation with which its children pursue basic education.

A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their students in doing homework. The importance of parental involvement in children's academic success is an unquestionable assumption. Independent of the parents' type of involvement in education or schooling, in general, hundreds of studies have demonstrated a predominance of positive correlations between this variable and students' academic achievement (Muola 2010).

According to Mwoma (2010) education usually entails expenses such as buying reading materials, stationery among others. This introduces the element of family economic status into question. As a result studies have noted that economic status

determines the extent of parental involvement in their children's education. Parents who are illiterate and poor and cannot afford to buy supplementary learning materials are less likely to be actively involved in their children's education. They are preoccupied with different chores to fend for their families and, paradoxically, children are expected to engage in some form of child labor that can contribute towards family provisioning and sustenance.

Ogoye (2007) notes that socio-economic status is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases learning and reference materials have to be shared among students, and not all parents are able to buy for their children personal subject-specific text copies. More important is the fact that some parents expect the children to help them after school, during the time the children are expected to undertake their homework assignments.

Child rearing practices vary with socio-economic background and parental level of education. A study by Muola (2010) has revealed that the achievement motivation of students whose fathers have attained high educational level and are in high income occupations tend to be high. Achievement motivation has been shown to be higher in the working than middle class.

Parent's educational level has direct impact on their student's educational aspirations (Okantey, 2008). Children schooling is positively related to their parents because students tend to imitate their parents and also aspire to be highly

educated as their parents. Children are more disadvantaged when their parents have low education level; forming a cycle of uneducated family members and making every generation of the family not to go higher than their parents. Children from highly educated families are more ambitious and attain higher levels of education.

Jeyne (2005) examined five different variables including, mother's education, father's education, father's occupation, mother's occupation, and family income. Operationalized similar variables which included family income, mother's education, father's education, mother's occupational status, father's occupational status, household size and marital status. The results of (Jeyne, 2005) the research demonstrate a clear link between mathematics test scores and income.

Other scholars have also reported that the fact that a child is working increases the probability of failing a grade (examination or grade repetition) and even dropping out of school (Heady, 2003). Yet some other studies have corroborated the finding that child labour has adverse effects on children's reading competence (as assessed by parents) and mathematical skills (Akabayashi & Psacharopoulos 1999). But while Heady (2003) used direct measures of reading and mathematics ability (test scores), a negative effect of child labour on school examination performance was still found. Finally, Ray and Lancaster (2003) in an aggregate study of seven countries, also found a negative effect of child labour on school outcomes.

It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of home-based factors has vital role to play in academic achievement of their students. The focus of this study is to examine home-based factors influence on academic performance of Kenya Certificate of Secondary education in public day schools in Lari District, Kiambu County. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Students are more likely to have higher academic achievement levels and improved behavior when the home-based factors are favourable (Bryan, 2005).

1.2 Statement of the problem

Learners' academic performance in Kenya is influenced by factors such as lack of facilities in school, lack of teachers, indiscipline, low intelligence, anxiety, and learner's motivation to achieve among others (Muola, 2010). These factors have tended to be more school-focused rather than home-based factors. While learners are exposed to similar learning environment within the school, they come from homes with different social and economic characteristics. These characteristics are more pronounced in urban areas than in rural areas.

Academic performance in public day secondary schools in Lari district has always been below average. Information provided by the DEOs offices indicates that Lari District has hardly attained a mean score of 4.0 for the last four years.

Table 1.1 Performance in mean scores of public day secondary schools in Lari District from 2010 – 2012

Zones	2010	2011	2012	2013
Uplands	3.818	3.898	3.310	3.275
Kijabe	3.421	3.026	3.607	3.488
Gatamayu	3.320	2.435	3.466	3.154
Kamburu	3.300	3.068	2.834	3.280

Lari District public day KCSE performance has oscillated between mean of 3.107 and 3.465 over the years 2010 to 2013 in public day secondary schools. This performance is below the Lari District mean score of 4.594 in 2010, 4.601 in 2011 5.1974 in 2012 and 4.330 in 2013. It is also low compared to the neighbouring Kikuyu and Limuru districts as indicated in Table 1.2.

Table 1.2 KCSE mean scores for day secondary schools districts in Lari, Limuru and Kikuyu Districts from 2010 – 2012

District	2010	2011	2012	2013
Lari	3.465	3.107	3.304	3.304
Limuru	3.845	3.769	3.733	4.169
Kikuyu	3.691	3.874	3.679	4.091

Source: District Education Offices (2014)

Academic performance is obviously a result of a number of factors. Home-based factors might have influenced the students' academic performance. The study therefore sought to investigate the influence of home-based factors on academic performance of Kenya Certificate of Secondary education in public day secondary schools in Lari District, Kiambu County.

1.3 Purpose of study

The purpose of this study was to investigate how home-based factors have influenced KCSE performance in public day secondary schools in Lari District, Kiambu County.

1.4 Research objectives

The objectives of the study were:

- i. To establish the influence of parents' level of education on students KCSE performance in public day secondary schools in Lari District.
- ii. To examine the influence of socio-economic status of parents on students KCSE performance in public day secondary schools in Lari District.
- iii. To determine the influence of parents professional qualification on students KCSE performance in public day secondary schools in Lari District.
- iv. To establish the influence of home chores on students KCSE performance in public day secondary schools in Lari District.

1.5 Research questions

The research questions of the study were:

- i. To what extent does the parents' level of education influence students KCSE performance in public day secondary schools in Lari District?
- ii. How does socio-economic status of parents influence students KCSE performance in public day secondary schools in Lari District?
- iii. What is the influence of parents' professional qualification on students KCSE performance in public day secondary schools in Lari District?
- iv. How do home chores influence students KCSE performance in public day secondary schools in Lari District?

1.6 Significance of the study

The study may be significant to the field of education in that it might build upon the available body of knowledge relating to the influence of home-based factors on the academic performance of students. This study focused on a geographically unique school system with unique characteristics and challenges. The public day secondary schools system has experienced and continues to experience enormous challenges. This study may go a long way to help principals on ways to enhance students' academic performance as regards to contribution of home-based factors. The outcome of the study may help stakeholders such as parents, principals, Ministry of Education officials among others; understand the effects of home-based factors on students' academic performance among the public day secondary schools in Kenya.

1.7 Limitations of the study

A questionnaire was used to collect data; it relied heavily on the honesty of the respondents. Some hesitated to respond to the questions for fear of victimization. To counter this, the researcher assured the respondents that the data was to be used for academic purposes only.

1.8 Delimitations of the study

The study was basically concerned with investigation on how the home-based factors had influenced performance in KCSE in public day secondary schools in Lari District, Kiambu County. This is because the schools had poor performance

in KCSE as compared to the neighbouring districts. Although there are several home based factors influencing academic performance, this study was basically concerned with the specific factors; parental level of education, socio-economic status, parents professional qualification and home chores that influence academic performance of students in day public secondary schools.

1.9 Basic assumptions of the study

The study was premised on the following assumptions:

- i). The respondents were willing to co-operate and commented honestly and truthfully on the extent to which home-based factors influence students' performance in the public day secondary schools.
- ii). All public day secondary schools had well-kept academic records and reflected the influence of home-based factors on students KCSE performance.

1.10 Definitions of significant terms

The following terms were used in this study to convey the following meaning:

Academic performance refers to assessment and evaluation of children's academic ratings based on their scores in various disciplines.

Household poverty refers to a family which lives on less than a dollar a day making it difficult to meet basic needs.

Home-based factors refers to all the objects, forces and conditions in the home which influence the students physically, intellectually and emotionally.

Home chores refers to the management of duties involved in the running of a household, such as cleaning, cooking, home maintenance, shopping by the students.

Professional qualification refers to the parents' course of study that enable him or her perform a certain work specialization satisfactorily.

Socio-economic status refers to the income, parental education levels, and parental occupation based on mother's education, father's education, mother's occupation, father's occupation and combined income.

1.11 Organization of the study

The study comprises of five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, basic assumptions, and definition of terms and organization of the study. Chapter two comprises of literature on the influence of home-based factors on student's KCSE performance, the influence of parents level of education, socio-economic status, parents professional qualification and home chores on student's KCSE performance, theoretical framework and conceptual framework. Chapter three deals with research methodology covering: research design, sample size and sampling procedures, research instruments and their validity and reliability, procedures of data collection and data analysis techniques. Chapter four comprises of data analysis, interpretation and discussions of findings. Chapter five presents the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature on the influence of parental level of education, socio-economic status, professional qualification and home chores on academic performance, theoretical review, review of previous studies; the research gaps; summary of the reviewed literature and the conceptual framework.

2.2 Parental level of education as a contributor to students' performance

According to Sentamu (2003) the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near somehow the same to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of a school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children.

The evidence about the benefits of parents being involved in their children's education in general and their literacy in school activities in particular, is overwhelming. According to a study conducted by Muola (2010) there was a significant relationship between parental level of education and the students' education aspirations. Evidence that the highest of education casualties come

from the lower social classes is overwhelming. Poor children come from environments that are educationally impoverished and the conditions nearly affect every aspect of life. The low background status perpetuates educational deprivation. Poor families will certainly find it difficult to pay fees. Moreover, poor families on average tend to have more school-age children at home than higher income families. The wealthier and better educated parents utilize their education and deploy resources and create school conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match those of the poor, uneducated slum dwellers and rural Kenya (Jeynes, 2005). Families set lifestyles which influences life chances for their children. The life which a family attaches to school education determines the motivation with which its children pursue basic education.

A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in their children's academic success is an unquestionable assumption. Independent of the parents' type of involvement in education or schooling, in general, hundreds of studies have demonstrated a predominance of positive correlations between this variable and students' academic achievement (Muola 2010).

In developed countries, studies indicate that parents are encouraged to involve themselves in their children education such as homework in order to promote

achievement. Studies by (Okantey, 2008) has indicated that parents can be regarded as the child's first teacher, but when the child enters school, parents begin to ask themselves how they can be positively involved in their children's education. Involvement with reading activities at home has significant positive influences not only on reading achievement but also in language comprehension and expressive language skills.

2.3 Socio-economic status influence on students' academic performance

Ogoye (2007) notes that socio-economic status is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases learning and reference materials have to be shared among pupils, and not all parents are able to buy for their children personal subject-specific text copies. More important is the fact that some parents expect the children to help them after school, during the time the children are expected to undertake their homework assignments. Based on the traditional gender division of labor, this is the time when the boys have to look after the animals and the girls to fetch water, firewood and help in the evening to prepare the family food before they eventually clear the table and wash the dishes. This is against the children's desires to study in the evening and in a quiet place. High poverty levels lead to crowded homes where distractions and little opportunity for concentration are the norm. The net effect of distractions and lack of concentration is that homework is not guided, poorly done, incomplete or never done at all, and therefore precipitates conflicts at school and at home.

“Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.” (Rothestein, 2004).

In line with the above assertion, Eze (2002) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio – economic background under the same academic environment. Moreover, Smith (2001) asserted that significant predictor of intellectual performance at age of 8 years included parental socio economic status (SES). In the same vein, other researchers have posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001). In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses.

The health status of the children which could also be traceable to parental socio – economic background can be another factor that can affect the academic performance of the students. Adewale (2002) reported that in a rural community where nutritional status is relatively low and health problems are prevalent,

children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background. Moreover, Eze (2002) had expressed that when a child gets proper nutrition, health care, stimulation during pre-school years, his ability to interact will take optimal advantage of the full complement of resources offered by any formal learning environment.

2.4 Parents' professional qualification and students' academic performance

According to Christenson and Sheridan (2001) education usually entails expenses such as buying reading materials, stationery among others. This introduces the element of family economic status into question. As a result studies have noted that economic status determines the extent of parental involvement in their children's education. Parents with high professional qualifications earn high incomes and hence enjoy high economic status. Parents who are illiterate and poor and cannot afford to buy supplementary learning materials and are less likely to be actively involved in their children's education. They are preoccupied with different chores to fend for their families and, paradoxically, children are expected to engage in some form of child labor that can contribute towards family provisioning and sustenance.

The development of a high need for achievement can be traced to childhood training techniques in which successful parents are known to provide independent training which is likely to foster high achievement motivation Adewale (2002). Child rearing practices vary with socio-economic background and parental level

of education. The findings also support earlier findings by other researchers. A study by (Muola, 2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. Achievement motivation has been shown to be higher in the working than middle class.

The development of high level achievement motivation is attributed to early independence training and achievement training according to Adewale (2002). Akabayashi and Psacharopoulos (1999) argue that successful parents tend to provide early independence training which is necessary in the development of achievement motivation. According to Rothstein (2004) found, in the course of his investigation, that the parents of higher academic achievers practise more professional, administrative and clerical occupations, while the parents of the under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations.

Jeyne (2005) examined five different variables including, mother's education, father's education, father's occupation, mother's occupation, and family income. Ayoo (2002) operationalised similar variables which included family income, mother's education, father's education, mother's occupational status, father's occupational status, household size, marital status, and the percentage of students at the mother's high school who were poor. The results of research demonstrate a clear link between mathematics test scores and income.

2.5 Home chores influence on students' academic performance

The growing body of literature regarding the relationship between child labour and children's education has demonstrated mostly a negative effect on school examination performance, although different measures of education enrollment, attendance, days absent, lateness to school), grade repetition, years of schooling attained, and reading competence have been used. Thus, scholars have consistently noted a trade-off between child labour and human capital measures. The general consensus is that child labour has a detrimental effect on children's education. For instance, student's time use has been found to have significantly reduced school attendance, and consequently reduces student's educational attainment (Beegle et al. 2005). An exception is the study by Buchmann (2000), who found that in Kenya, child labour does not significantly impede school enrollment or attendance because children could combine both working and schooling, simultaneously. However, she did not rule out the possibility that child labour could hinder children's school examination performance.

Beegle et al. (2005) further observes that the home environment is rarely mentioned as a factor contributing to poor academic performance. The family is, obviously, a major socializing agent and therefore important in determining the child's motivation to achieve success in various areas. He remarks that the motive to excel in academic work as an activating force, a drive or an urge to achieve good results and recognition which, to some degree, accounts to progress in school. The term "home environment" refers to all the objects, forces and

conditions in the home which influence the child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectation for their children, and family size among others (Muola, 2010). Research on parental characteristics and how they impact on children's educational matters has been lacking in Kenya. This study investigated the home based factors influencing children's academic performance.

In Kenya, children from poor family settings combine schooling and other activities such as household chores, farm work, work outside homes, and family business (Moyi, 2011). He points out that most of the students who work and attend school may be at a disadvantage because this constitutes educational inequality; learners who combine schooling and work and those who do not. Studies have shown that children in Kenya are engaged in domestic chores, often to the detriment of their education (Kadenyi and Kamunyu, 2006; FAWE, 2003; Ayoo, 2002). Working prevents children from attending schools, reduces study time or leads to fatigue thereby reducing children's concentration and learning.

In Kenya, it is estimated that approximately 2 million children are working in the various sectors of domestic work, fishing, prostitution, mining, quarrying and transport. These are the children who constitute part of the 3.5 million children who were estimated to be out of school according to the NGO report. In spite of

the government's attempt to introduce Free Primary Education in the year 2003, where 1.5 million children were reported to have enrolled back to school, the numbers of children engaged in the worst forms of child labour have not reduced significantly. This is due to high school dropout rates occasioned by problems of poor school environment and family destination and poverty which then translate to lack of food for majority of school going children (CBS 2000).

Other scholars have also reported that the fact that a child is working increases the probability of failing a grade (examination or grade repetition) and even dropping out of school. Yet some other studies have corroborated the finding that child labour has adverse effects on student's reading competence (as assessed by parents) and mathematical skills (Akabayashi and Psacharopoulos 1999). This study investigated how child labour influences academic performance of the pupils.

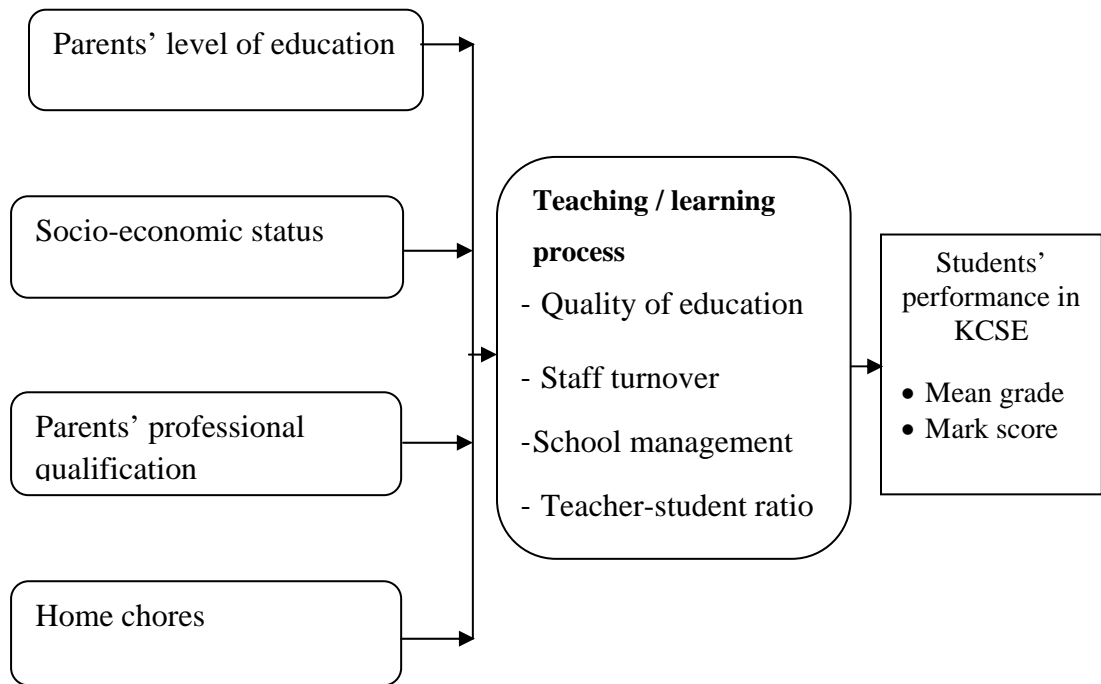
2.6 Theoretical framework

Theoretically, according to Maicibi (2005) a good environment should be provided at home if our children in school must learn, if the school administration must be successful and if the school must develop. Onsomu (2006) observes that students' success at schools is closely related to their home backgrounds. These can be related to these studies objectives that include; level of education of parents, socio-economic status, parents' professional qualification and home chores influence on students' academic performance in day secondary schools.

According to Skinner' (1945) Learning Theory achievement varies among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Eze (2002) the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the home environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

2.7 Conceptual framework

Figure 2.1 Home-based factors affecting academic performance of students



The Figure 2.1 shows that KCSE performance is affected by four variables as the independent variables. These variables are parents' level of education, socio-economic status, parent's professional qualification and home chores. The parameters which were used to measure students high performance at KCSE includes; quality of education, staff turnover, students' management and teacher-student ratio.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology chapter is divided into the following sub sections; Research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments data, collection procedures and data analysis techniques.

3.2 Research design

This study used a descriptive research design. Creswell (2002) observes that a descriptive research design is used when data is collected to describe persons, organizations, settings, or phenomena. The study aimed at observing and describing the behaviour of the subjects under study without influencing them in any way and therefore descriptive survey research design was found to be the most appropriate for this study.

3.3 Target population

The target population is the population that the researcher uses to generalize the research of the study (Mugenda & Mugenda, 2003). According to the Lari District Education Office (2014) there were 36 public day secondary schools with a population of 461 teachers and 288 Parents Teachers Association members. This gave a target population of 749 respondents.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) suggest that for descriptive studies, it is adequate to consider 30 percent of the target population. It is on the basis of the above discussion that the researcher selected 30% of the 288 Parents Teachers Association members and 461 teachers and samples them. Target population was divided into two strata; teachers and Parents Teachers Association members.

A sample of 30% of each stratum was selected. This resulted to 86 Parents Teachers Association members and 138 teachers. The total sample size was 224 respondents. The study used purposive sampling to select the Parents Teachers Association members and the teachers from the 36 public day schools. This ensured that all the strata within the study area are included in the study.

Table 3.1: Sample size

Category	Target population	Sample size
PTA members	288	86
Teachers	461	138
Total	1001	224

3.5 Research instruments

The study utilized an interview guide for Parents Teachers Association members and a questionnaire for teachers. In the process of developing the instruments the researcher consulted the supervisors who as experts verified if these instruments were appropriate for obtaining the information needed. The researcher revised the instrument as per the guidance from the supervisor.

The interview schedule as a research tool was unique in that the collections of data through direct verbal interaction between individuals permits the interviewer to ask questions on each research question while observing the interviewee (Kothari 2008). This schedule helped the researcher to interact with the Parents Teachers Association members and create confidence in them as the data is being collected. Interview schedule are also used to standardize the interview situations so that the interviewer can ask the same questions in the same manner (Orodho, 2009).

The questionnaire for the teachers had both open ended and closed ended questions. Kothari (2004) emphasis that while the open ended type of questions gives the informal freedom of response, the close ended type facilitates constituency of certain data across in formals. Questionnaires have the ability to collect a large number of information in a reasonable quick space of time and also saves on time as a large number of people are involved and the questions can

easily be analyzed. The questions are also standardized so as everyone gets the same questions (Orodho, 2009).

The questionnaire had instructions which were given verbally in order to establish a rapport with the teachers. Section A dealt with a general overview of the academic and professional qualification of the respondents. Section B dealt with the objectives of the study such as level of education, socio-economic status, parents' professional qualification and home chores influence on students KCSE performance.

3.6 Validity of instrument

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Kothari, 2008). It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. For the purpose of this study the content validity was done through piloting of research instruments which involved 10% of the 36 targeted schools (Mugenda & Mugenda, 2003).

The four secondary schools which were used in piloting were not used in the actual study. After the analysis of the responses, it was necessary to revise and modify some items. The researcher pre-tested the research instruments for clarification and ascertains their ability to capture all the data required to get feedback which led to improvement of the instruments. He also consulted with supervisors who were experts.

3.7 Reliability of the instrument

In order to establish the reliability of the instruments' test re-test method was used to estimate the degree to which the same results can be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instruments. Four day public secondary schools that were not used in the actual study were used within an interval of two weeks. Pearson's product moment's correlation (r) was used to determine the coefficient stability of the data collection of the questionnaires and interview guide. A reliability of at least 0.7 was considered high enough for the instrument to be used for the study since it was more than 0.5 Kerlinger (1978).

3.8 Data collection procedures

The researcher requested for clearance from the National Commission for Science, Technology and Innovation which enabled get permit to conduct the research. The researcher visited the selected school to make appointment for the administration of the interview schedules and the questionnaires. The interview schedules were carried out by the researcher in person.

Questionnaires were administered by the researcher in the selected schools. The respondents were guided and requested to respond to the questions accordingly after having been assured of confidentiality. They were requested to hand over the filled up questionnaires at the end of the session.

3.9 Data analysis techniques

According to Kothari (2004) the most commonly used method in reporting descriptive survey research is by developing frequency distribution tables, calculating on percentages and tabulating them appropriately. Thus, the researcher coded, tabulate responses into specific categories, record and compute them appropriately using the SPSS program.

Qualitative data was analyzed thematically. The analysis was used to analyze the information from the interview schedule. Quantitative data was analyzed by descriptive methods using the Statistical Package for Social Sciences (SPSS). Data was presented in frequency tables and charts.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data, analysis and the interpretation of findings. The data presented includes background information of the respondents, influence of home chores, socio-economic status, parents' professional qualification and level of education of parents as some of the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County.

In order to analyse the structured sections of the questionnaires, content analysis technique was used. The researcher read through the responses in the interview guide as given by PTA members and in questionnaires as given by teachers and classified them into categories according to the study objectives. Quantitative data was analyzed using descriptive methods. Accordingly, frequencies of responses were filled and the results were tabulated in accordance with Neumans (2000) recommendation of "counting the number of objects in each category after assigning each to its proper category." In this manner the data for these sections were quantified according to objectives.

4.2 Response rate

A total of 138 questionnaires were given out to teachers and interview schedule conducted on 86 Parents Teachers Association members. All the questionnaires

were returned and interviews conducted giving a total of 224 responses resulting to a 100% response rate. According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 100% was very good.

4.3 Demographic information

For the researcher to find out the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County, it was considered important to establish the demographic information of the respondents which included: gender, experience of the respondents, age and level of education. The distribution of the respondents according to the above demographic characteristics was as shown in tables and graphs below.

Table 4.1 Gender of teachers

Gender	Frequency	Percentages
Female	61	44
Male	77	56
Total	138	100

Table 4.1 indicated that a majority 77 (56%) of the respondents were male teachers while 61 (44%) were female. This implies that the study sampled both

gender and therefore the response on the home-based factors influencing students' performance in KCSE is a reflection of both gender.

After finding out the gender of respondents, the researcher found it important to find out the age of the Parents Teachers Association members and teachers.

Table 4.2 Age of the teachers

Age	Frequency	Percentages
Below 30 years	52	37
30 – 40 years	43	32
Over 40 years	43	32
Total	138	100

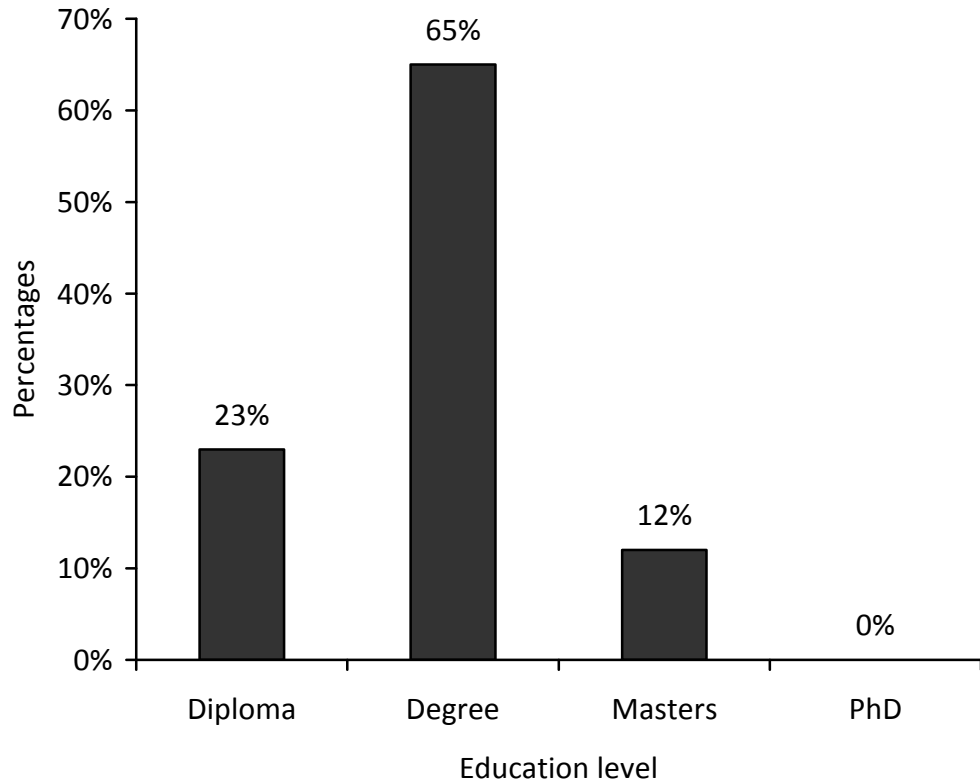
Fifty two (37%) of the teachers had ages of below 30 years while 43 (32%) had ages between 30 – 40 years. Another 43 (32%) had ages of over 40 years. This shows that the teachers respondents were mature enough to respond to questions touching on home-based factors influencing students' performance in KCSE.

The researcher further investigated the highest level of education of the respondents. This was to establish if they were educated enough to understand the home based factors affecting the academic performance of the students.

4.3.5 Highest level of education of teachers

The teachers had the following level of education as illustrated in the Figure 4.1.

Figure 4.1 Highest level of education of teachers



The Figure 4.1 shows that a majority 90 (65%) of the teachers had a degree as their highest level of education while 32 (23%) had a diploma. This findings show that the respondents had the required qualification to teach at secondary level and would understand the home-based factors influencing students' KCSE performance in public day secondary schools in Lari District, Kiambu County.

The researcher further found out the years worked as a teacher in the schools.

Table 4.3 Years worked as a teacher

Years worked	Frequency	Percentages
1 – 3 years	70	51%
4 – 5 years	20	14%
5 – 10 years	26	19%
Above 10 years	22	16%
Total	138	100

The findings indicated that majority 70 (51%) of the teachers had worked for between 1 – 3 years. This shows that the teachers respondents have enough experience to offer reliable data on the home-based factors influencing students' performance in KCSE. The findings concurred with Brown and Duguid (2003) who found that highly experienced personnel enhance production of high quality outcomes and effective quality improvement in a venture.

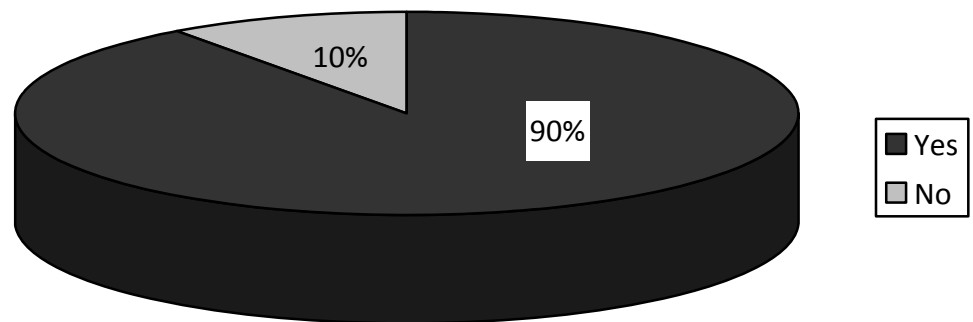
4.4 Influence of the level of education of parents on students KCSE academic performance

For the researcher to study the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County, the researcher sought to know the influence of the level of education of parents on students' KCSE academic performance. In the light of this the researcher enquired whether this is the case, the extent of influence, level of

agreement on: educated parents' students have better performance, educated parents' seriousness in education and educated parents' school work assistance. The distribution of the respondents according to the above level of parental education characteristics was as shown in charts below.

The researcher investigated the Influence of parents' level of education on students' KCSE performance.

Figure 4.2 Influence of parents' level of education on students' KCSE performance

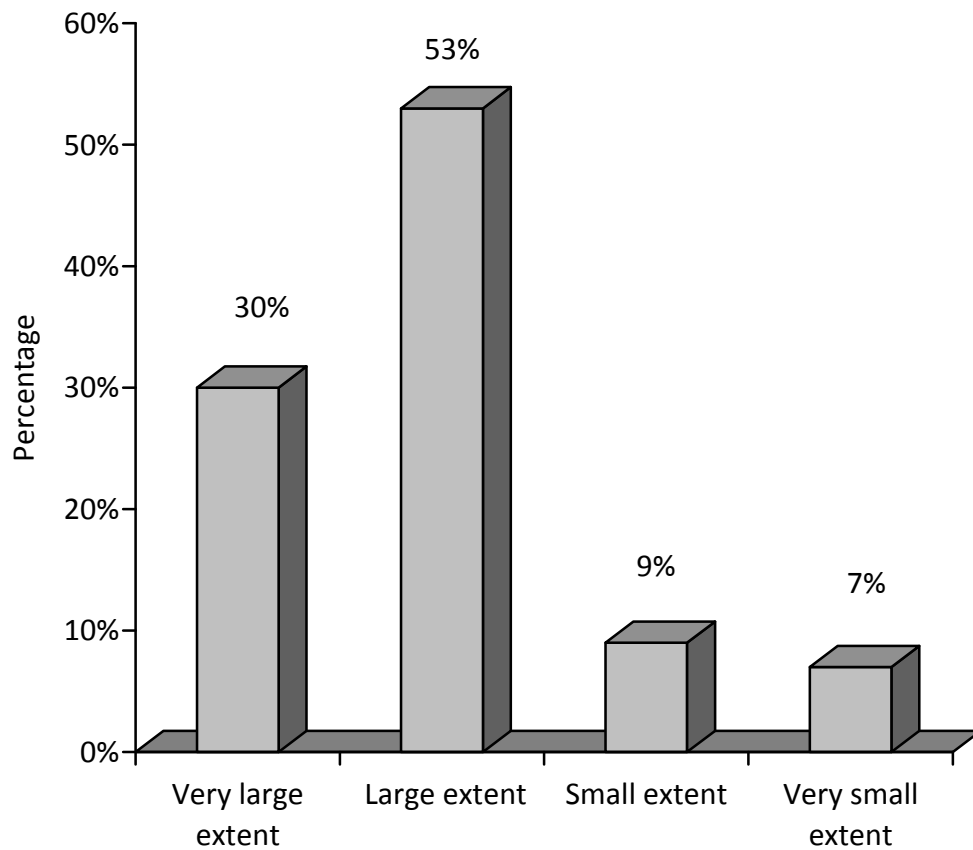


Majority of the teachers, 124 (90%), agreed that the parents' level of education influenced student's KCSE performance. This tends to lay a foundation for better performance of their children while at school. This finding is in line with

indication of Sentamu (2003) who said that the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near somehow the same to the ones their parents attended.

The researcher then investigated the extent of parents' level of education influence on students' KCSE performance. The findings are shown in Figure 4.3.

Figure 4.3 Extent of parents' level of education influence on students' KCSE performance

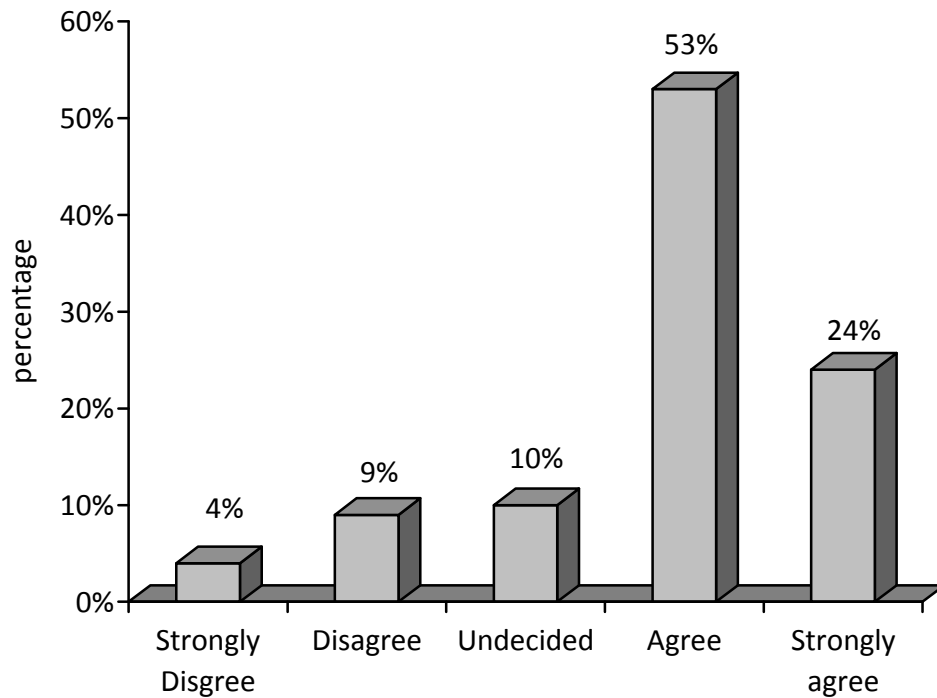


The researcher found out that majority of the respondents 73 (53%) agreed that parents' level of education influenced students' KCSE performance to 'a large extent'. These were followed by 41 (30%) who agreed to 'a very large extent'. These were followed by 12 (9%) who agreed to 'a small extent'. This finding was also heighted by the PTA members who indicated that parents level of education influences students' academic performance. It can therefore be concluded that parents' education influences greatly students' academic performance and therefore should be enhanced.

Parent's educational value has direct impact on their student's educational aspirations (Okantey, 2008). Students schooling is positively related to their parents' education because children tend to imitate their parents and also aspire to be highly educated as their parents.

The researcher then investigated the level of agreement that students with educated parents perform better in KCSE.

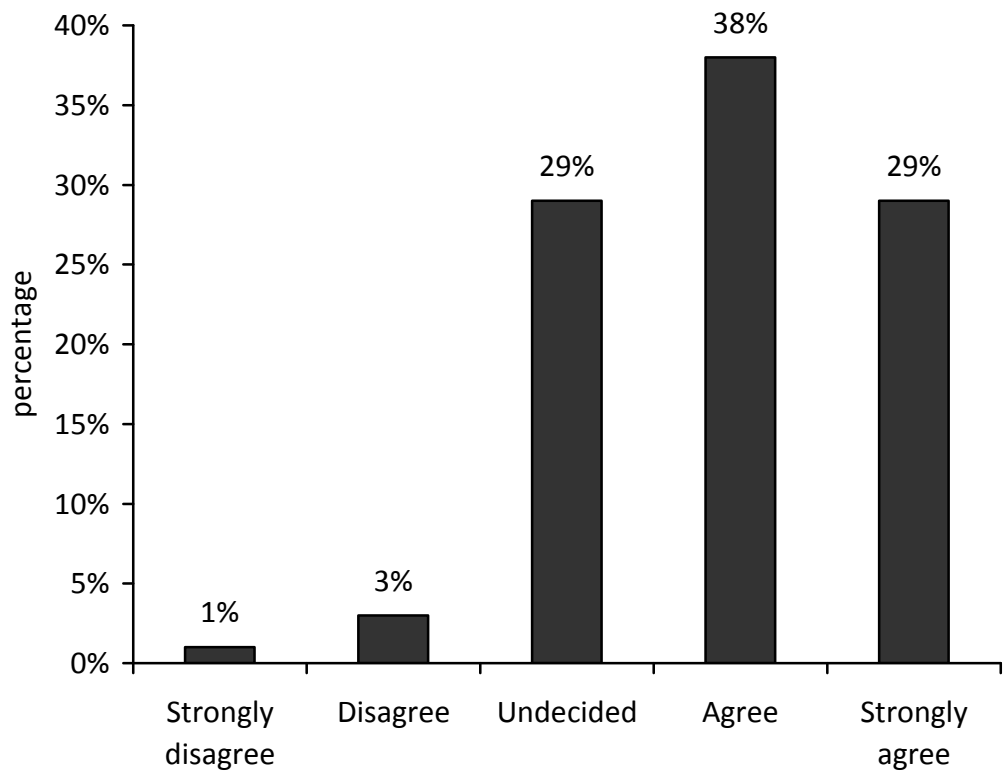
Figure 4.4 Level of agreement that students with educated parents perform better in KCSE



From the above Figure 4.4, majority 106 (77%) of the teachers agreed that students with educated parents perform better in KCSE. A few 15 (11%) disagreed that students with educated parents perform better in KCSE. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of a school found that families where parents are educated fostered a higher level of achievement in their children because of providing psychological support for their children.

The researcher investigated the level of agreement that educated parents are more serious with their children academic work. The response is presented in Figure 4.5.

Figure 4.5 Level of agreement that educated parents are more serious with their children academic work

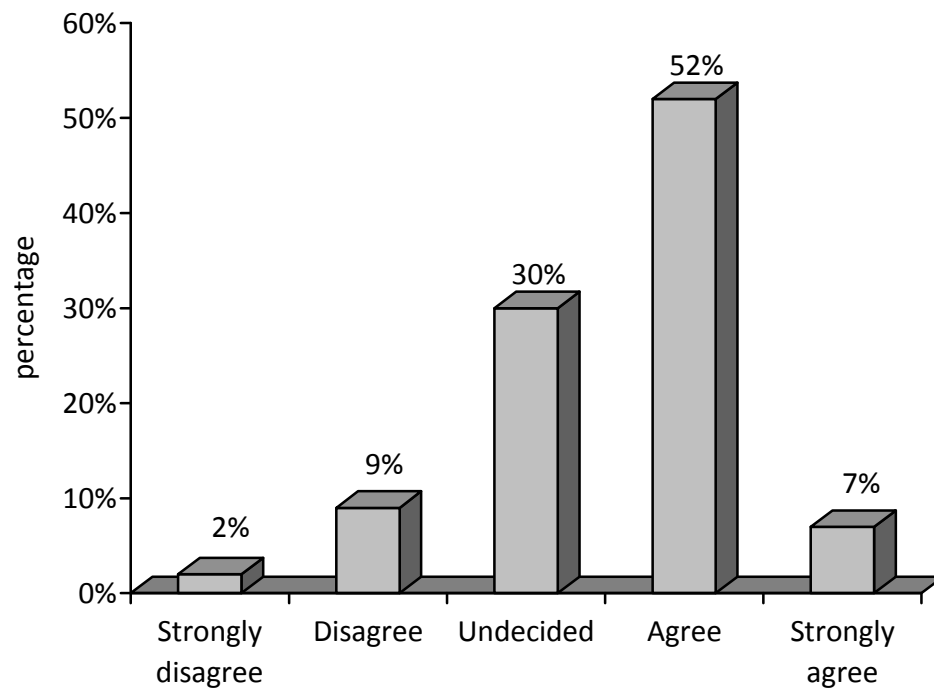


Majority 92 (67%) of the teachers agreed that educated parents are more serious with their children academic performance. Studies by (Okantey, 2008) has indicated that parents can be regarded as the child's first teacher, but when the child enters school, parents begin to ask themselves how they can be positively

involved in their children's education. Involvement with reading activities at home has significant positive influences not only on reading achievement but also in language comprehension and expressive language skills.

The researcher further studied teachers' level of agreement as regards to educated parents' assisting their students in doing school work. This was to investigate if their assistance influence students academic performance.

Figure 4.6 Level of agreement that educated parents assist their students in doing their school work



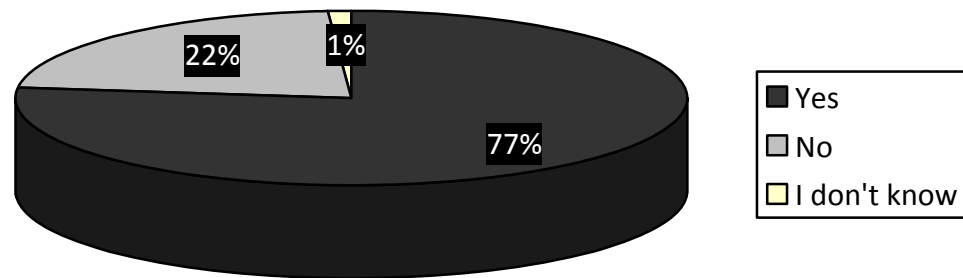
Majority of respondents 79 (57%) agreed that educated parents assist their students in doing their school work. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in their children's academic success is an unquestionable assumption. Independent of the parents' type of involvement in education or schooling, in general, hundreds of studies have demonstrated a predominance of positive correlations between this variable and students' academic achievement (Muola 2010).

4.5 Influence of parents socio-economic status on academic performance

The researcher sought to investigate the influence of the level of education of parents on students' KCSE academic performance. In the light of this the researcher investigated the level of agreement on: learning resource provision influence on academic performance, if high socio-economic status family students perform better in KCSE, socio-economic status influence on students school attendance and parents' learning resource provision for their students.

The researcher studied the parents' socio-economic status influence on students KCSE performance. The findings are as shown in Figure 4.7.

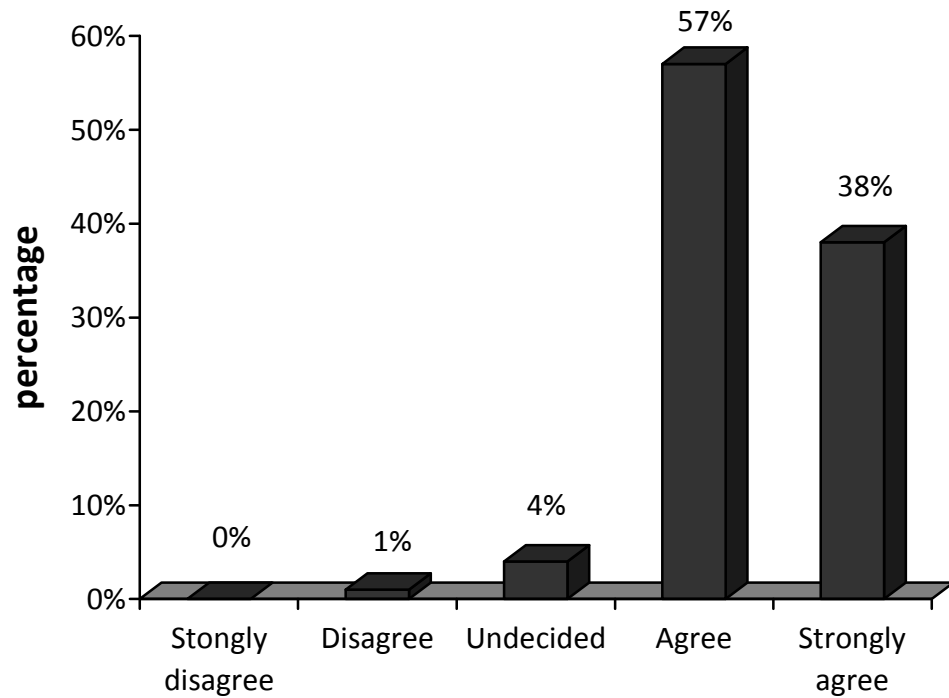
Figure 4.7 Parents' socio-economic status influence on students KCSE performance



Majority of the teachers 106 (77%) agreed parents' socio-economic status influenced the students KCSE performance. Ogoye (2007) notes that socio-economic status is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases learning and reference materials have to be shared among pupils, and not all parents are able to buy for their children personal subject-specific text copies.

The researcher investigated the level of agreement on provision of learning resources influence on students' academic performance.

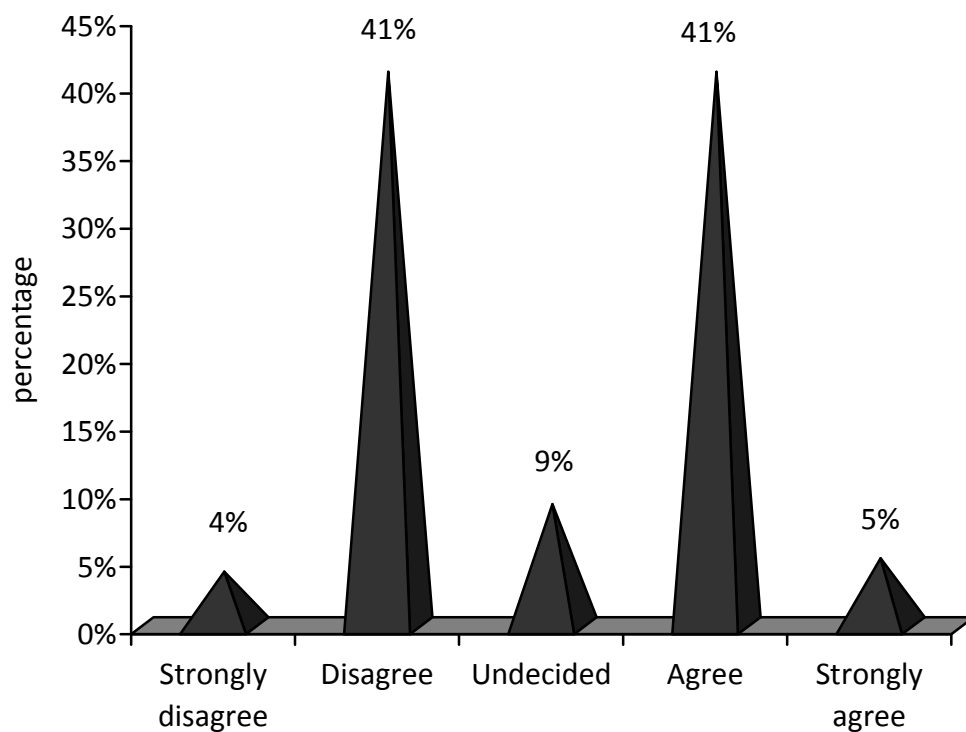
Figure 4.8 Level of agreement on provision of learning resources influence on KCSE performance



The researcher sought to know the level of agreement on provision of learning resources influence on students' academic performance. Majority 131 (95%) of the teachers agreed that provision of learning resources influences students' academic performance. The wealthier and better educated parents utilize their education, deploy resources and create school conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match those of the poor, uneducated slum dwellers and rural Kenya (Jeynes, 2005).

The researcher then studied the level of agreement that students from high socio-economic status families perform better in academics.

Figure 4.9 Level of agreement that students from high socio-economic status families have better KCSE performance

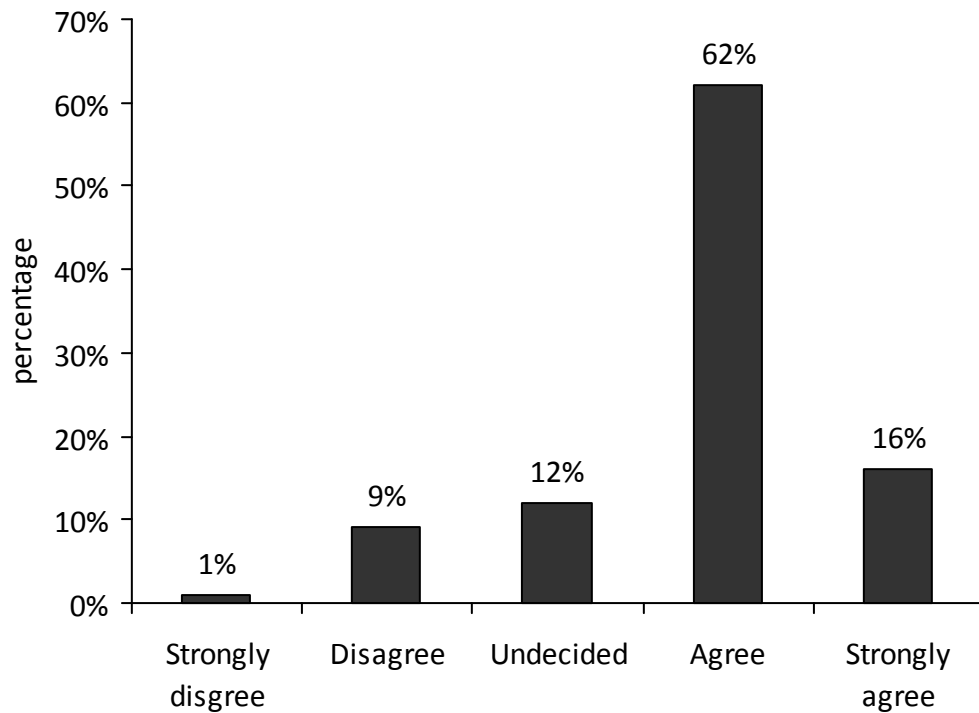


Sixty three 63 (46%) of the teachers agreed while a close 62 (45%) disagreed. The rest remained undecided. This implies that the teachers were not sure of parents education influence on the students' academic performance. The same finding was reflected by the PTA members' response on the influence of parents' education that showed it had a positive influence. According to Eamon (2005) economic hardship are caused by low socio-economic status of the parents and

can lead to disruption in parenting, increase amount of family conflicts and increase the likelihood of depression in single parent households.

The researcher sought to know respondents' level of agreement that socio-economic status influenced school attendance. The results are shown in the Figure 4.10.

Figure 4.10 Level of agreement on socio-economic status of parents influencing school attendance

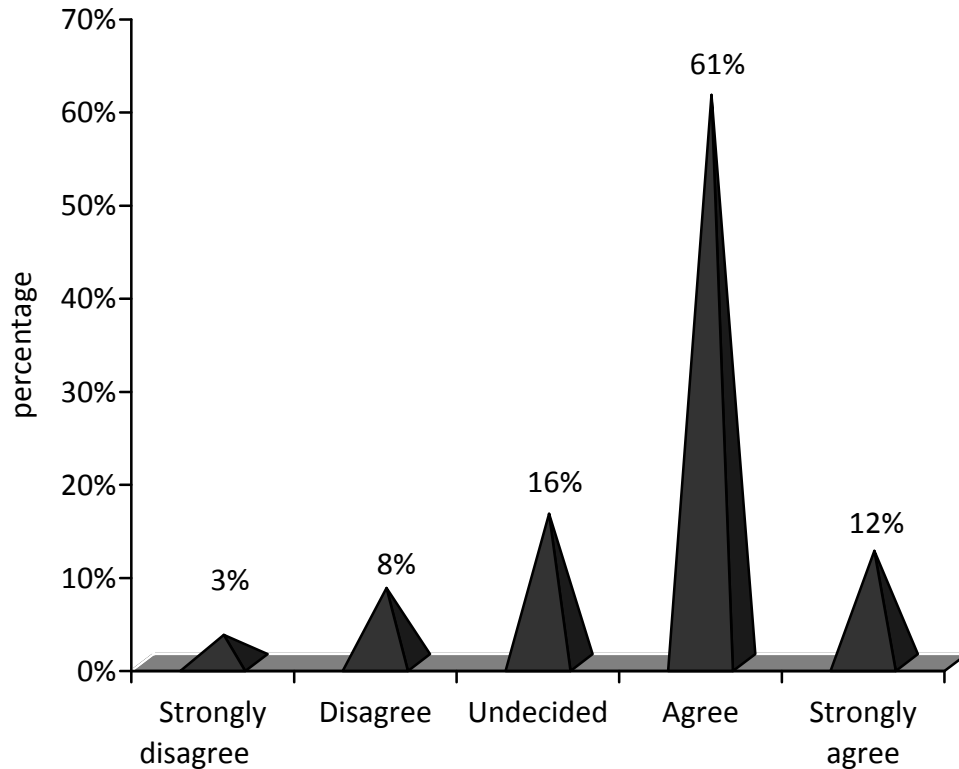


Majority 107 (78%) of the teachers agreed that socio-economic status influences school attendance. “Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different

ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.” (Rothestein, 2004).

The researcher sought to investigate the level of agreement on parents’ provision of learning resources on their students KCSE performance. The results are shown in the Figure 4.11.

Figure 4.11 Level of agreement on parents’ provision of learning resources on their students KCSE performance



Majority 101 (73%) of the teachers agreed that parents’ provision of learning

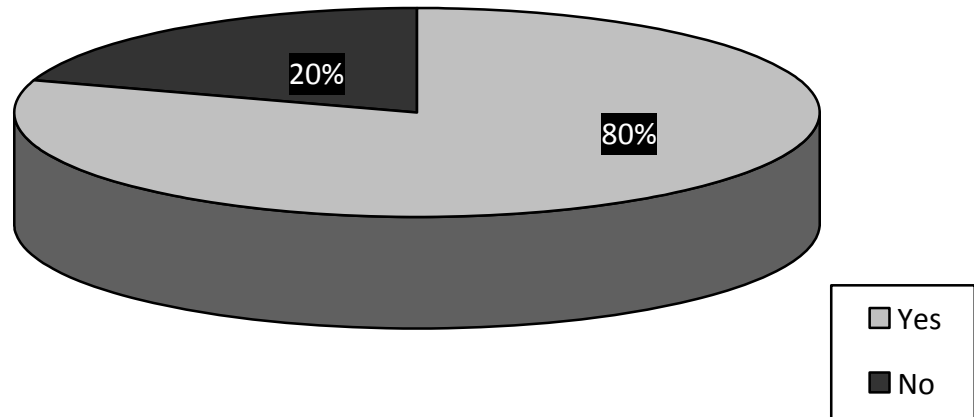
resources has an influence on academic performance. Smith (2001) asserted that significant predictor of intellectual performance at age of 8 years included parental socio economic status (SES). In the same vein, other researchers have posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001).

4.6 Influence of parents professional qualifications on students KCSE performance

The researcher sought to investigate the influence of parents' professional qualification on students' KCSE academic performance. In the light of this the researcher enquired whether this is the case, how it influences students KCSE performance, whether professional parents understand better the importance of academics, if high socio-economic family students have better academic performance, if the professional parents participate more in their children academics and whether there was better academic participation by students with professional parents.

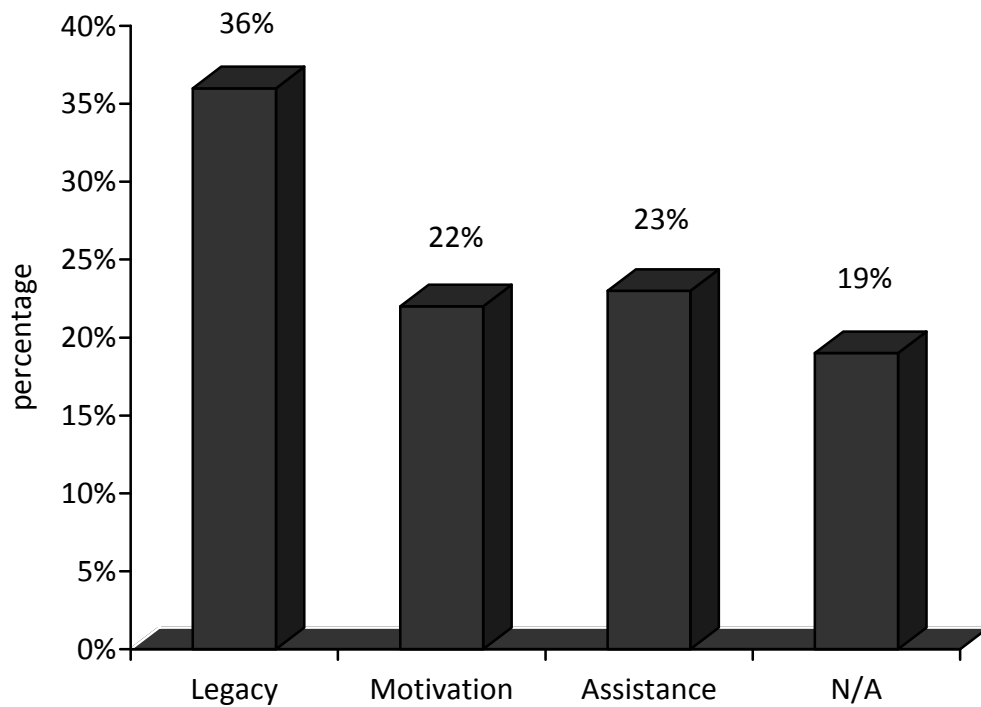
The distribution of the respondents according to the above parental professional qualification characteristics was as shown in Figure 4.12.

Figure 4.12 Parents' professional qualification influence students' academic performance



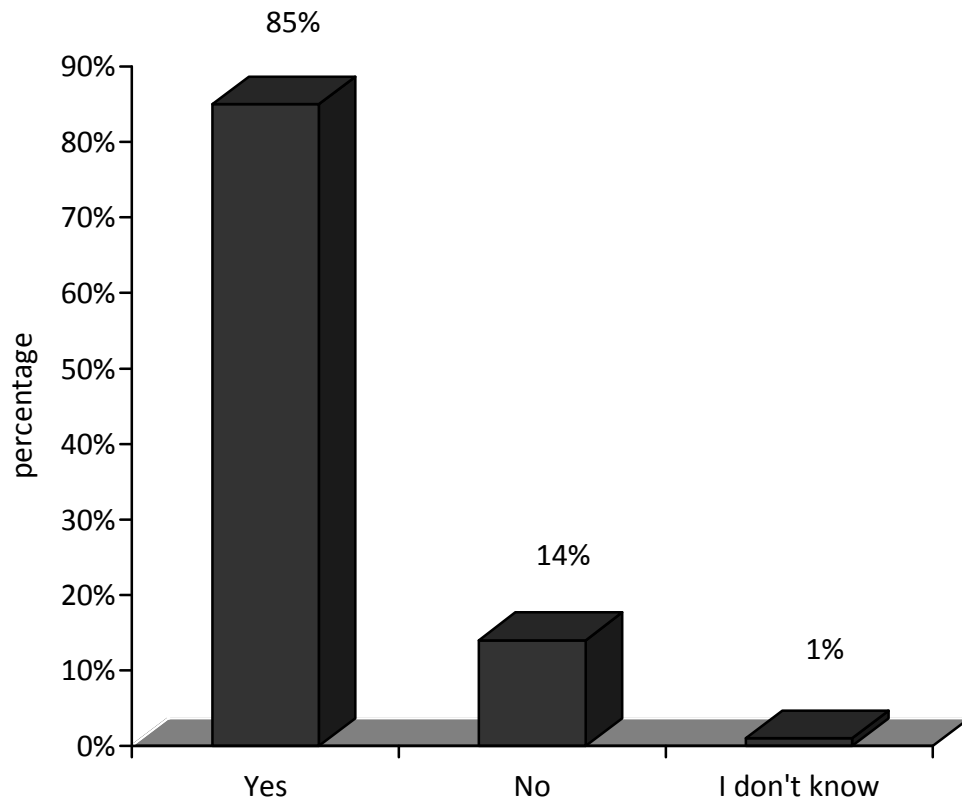
Majority 110 (80%) agreed that parents' professional qualification influence students' academic performance. The development of a high need for achievement can be traced to childhood training techniques in which successful parents are known to provide independent training which is likely to foster high achievement motivation Adewale (2002).

Figure 4.13 Ways parents' professional qualifications affect KCSE academic performance



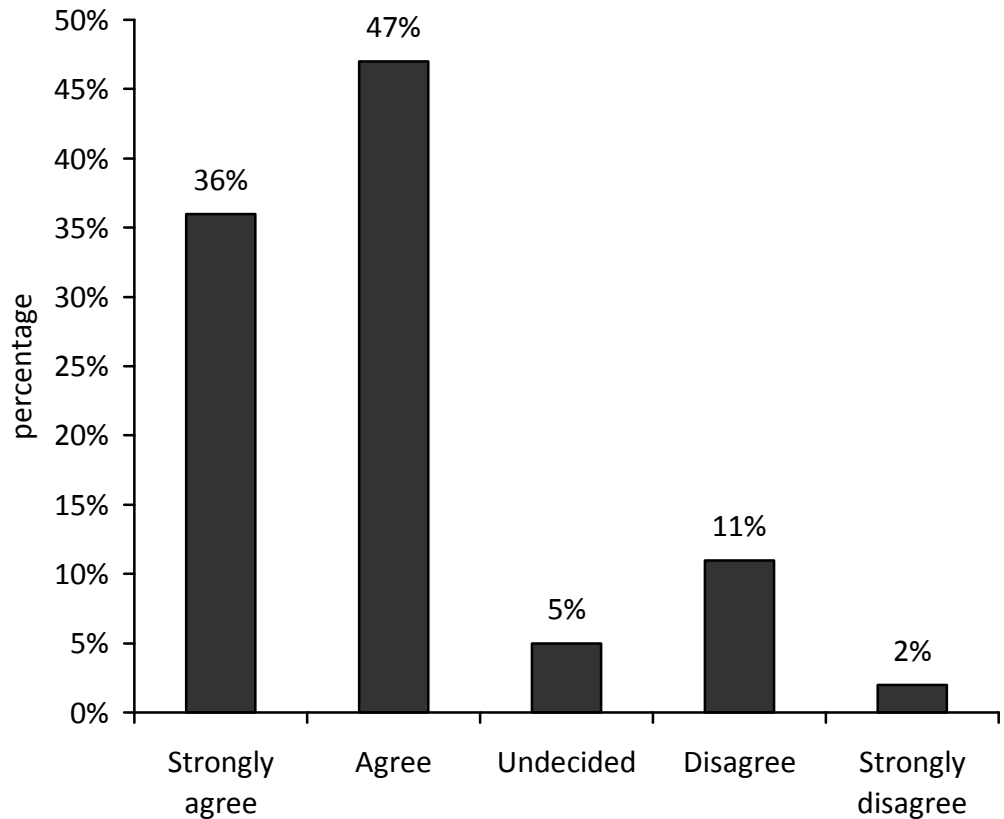
The student's wish to establish a legacy was found to be the major way that parent's professional qualification affected KCSE academic performance. A study by (Muola, 2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. Achievement motivation has been shown to be higher in the working than middle class.

Figure 4.14 Professional parents understand importance of academics in better way



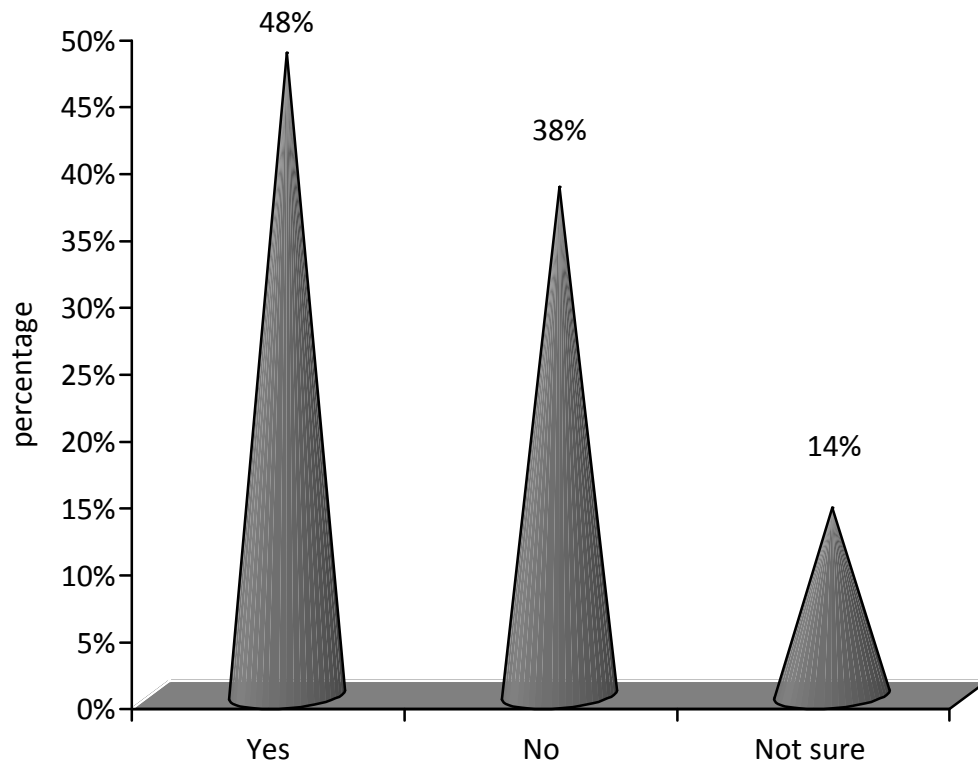
A majority 117 (85%) of teachers agreed professional parents understand the importance of academics better. The PTA members also indicated that professional parents understood better the importance of good academic performance. Akabayashi and Psacharopoulos (1999) argue that successful parents tend to provide early independent training which is necessary in the development of achievement motivation.

Figure 4.15 Professional and nonprofessional parent participation in academic performance



Majority 114 (83%) of the teachers agreed that professional parents participate better in academic performance. Rothstein (2004) in the course of his investigation found that parents of higher academic achievers practiced more professional, administrative and clerical occupations, while the parents of the under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations.

Figure 4.16 Professional parented students' academic participation



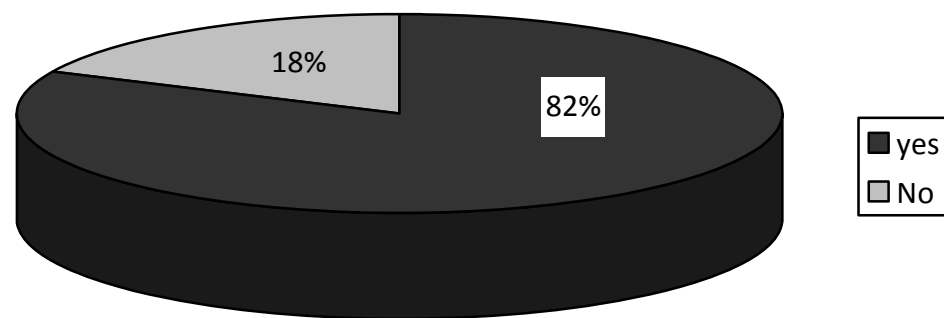
Sixty six 66 (48%) of teachers agreed with a margin of 52 (38%) as compared to those of that were contrary. A study by Muola, (2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in children's academic success is an unquestionable assumption.

4.7 Influence of home chores on academic performance of students

For the researcher to determine the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County, the researcher sought to know the influence of home chores on students' KCSE academic performance. In the light of this the researcher enquired whether this is the case, level of agreement as regards: home chores and concentration, home chores' beneficence, time spent on home chores and parents' role in assigning home chores.

The distribution of the respondents according to the above home chore characteristics was as shown in charts and tables below.

Figure 4.17 Home chores influence on academic performance



Majority 113 (82%) of the respondents agreed that home chores affected academic performance. Student's time use on home chores has been found to have significantly reduced school attendance, and consequently reduces student's educational attainment (Beegle et al. 2005).

The researcher studied the home chores influencing concentration on school work and the findings are presented in Tables 4.4.

Table 4.4 Home chores influence on concentration on school work

Response	Frequency	%
Strongly disagree	7	5
Disagree	40	29
Undecided	12	9
Agree	67	48
Strongly agree	12	9
Total	138	100

Majority 79 (57%) of the teachers agreed that home chores make students not to concentrate on school work. This shows that the house chores affect education negatively. An exception is the study by Buchmann (2000), who found that in Kenya, child labour does not significantly impede school enrollment or attendance because children could combine both working and schooling,

simultaneously. However, she did not rule out the possibility that child labour could hinder children's school examination performance.

The researcher investigated the home chores and education beneficence. The findings are presented in Table 4.5.

Table 4.5 Home chores and education beneficence

Response	Frequency	%
Strongly disagree	15	11
Disagree	75	54
Undecided	19	14
Agree	25	18
Strongly agree	4	3
Total	138	100

The researcher wanted to know if the teachers feel that students find home chores more beneficial than academics. A majority 90 (65%) disagreed. This hence means that the guardians should give enough time for school work. Studies have corroborated the finding that child labour has adverse effects on student's reading competence (as assessed by parents) and mathematical skills (Akabayashi and Psacharopoulos 1999).

The researcher investigated the time spent on home chores in comparison to academics. The findings are presented in Table 4.6.

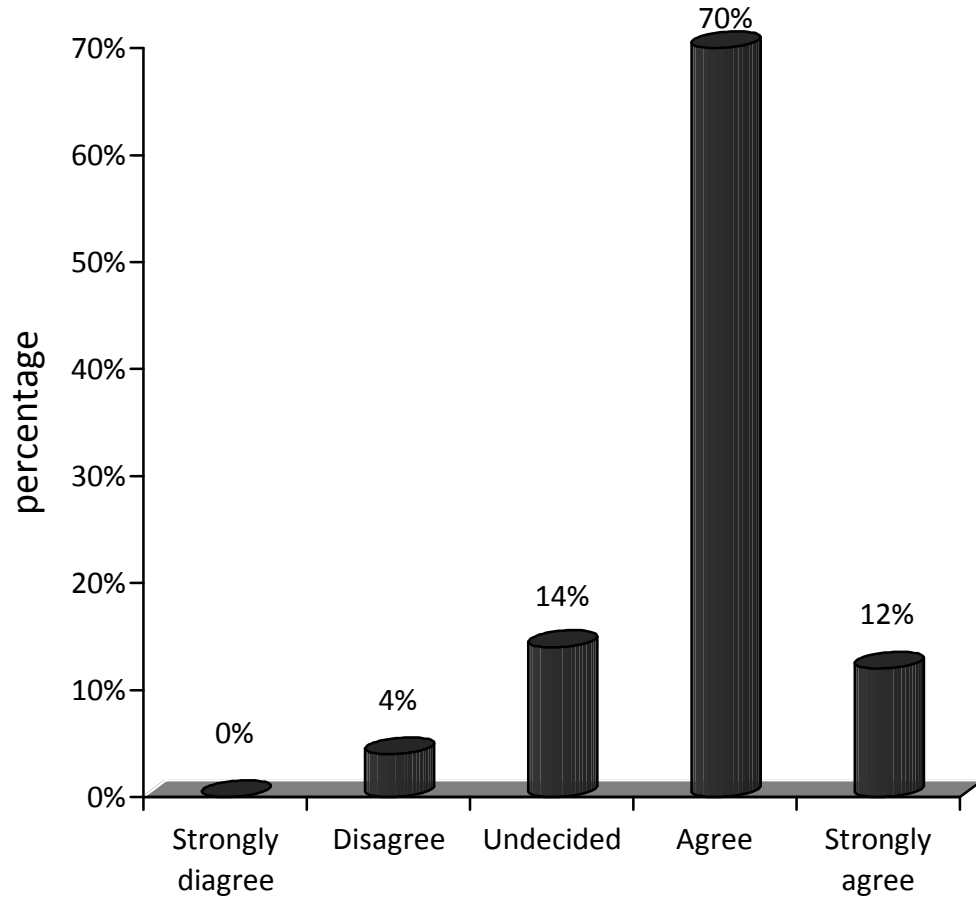
Table 4.6 Time spent on home chores in comparison to academics

Response	Frequency	%
Strongly disagree	3	2
Disagree	39	28
Undecided	21	15
Agree	67	49
Strongly agree	8	6
Total	138	100

Majority 75 (55%) of the teachers agreed that more time is spent on home chores than on school work. The PTA members highlighted that the students are overloaded with home chores and felt that there should be a balance between the time allocated for home chores and the time that is allocated for the students' studies. This hence means that guardians should take note to ensure a balance. Children's time use has been found to have significantly reduced school attendance, and consequently reduces children's educational attainment (Beegleet *al.*, 2005; Boozer and Suda, 2001).

The researcher sought to investigate the parents' contribution to students' doing home chores. The results are shown in the Figure 4.18.

Figure 4.18 Parents contribution to students' doing home chores



The researcher sought to know if the teachers perceive that parents contribute to students' participation in home chores. A majority 113 (82%) of teachers agreed. This implies that the parents in the district should be encouraged to participate more in their children academic work. This will help improve the academic performance of the students. Though, Kenya ratified ILO convention No 58 of 1936, No 59 of 1937, No 123 of 1965 and signed the memorandum of understanding with the ILO in 2000 to launch a country programme under the International Programme for elimination of child labour, the involvement of

children and especially school students in work is widespread in Kenya notwithstanding its negative consequences. Working prevents children from attending schools, reduces study time or leads to fatigue thereby reducing children's concentration and learning (Heady, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

5.2 Summary of the study

The study aimed to find out the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County. The four were singled out that deemed to greatly affect students' performance in KCSE in public day secondary schools. The specific objectives were to establish the influence of level of education, socio-economic status, professional qualifications of parents and home chores on students KCSE performance in public day secondary schools in Lari District.

The study targeted 36 public day secondary schools with a population of 461 teachers and 288 Parents Teachers Association members. This gave a target population of 749 respondents. The study sampled 86 Parents Teachers Association members and 138 teachers. The total sample size was 224 respondents. The study randomly selected the Parents Teachers Association members and the teachers from the 36 public day schools. Questionnaires and interview schedules were used for data collection.

The study found out that a majority of respondents 79 (57%) agreed that educated parents assist their students in doing their school work while a mere 15 (11%) disagreed. The researcher found out that majority of the respondents 73 (53%) agreed that parents' level of education influenced students' KCSE performance to 'a large extent'. Majority 106 (77%) of the teachers agreed that students with educated parents perform better in KCSE. Majority 92 (67%) of the teachers agreed that educated parents are more serious with their children. Majority of the teachers, 124 (90%), agreed that the parents' level of education influenced student's KCSE performance.

Majority of the teachers (77%) agreed parents' socio-economic status influenced the students KCSE performance. Majority 131 (95%) of the teachers agreed that provision of learning resources influences the students' academic performance. Majority 63 (46%) of the teachers agreed while a close 62 (45%) disagreed. The rest remained undecided. It was deduced that a majority 107 (78%) of the teachers agreed that socio-economic status influences school attendance. A majority 101 (73%) of the teachers agreed that parents' provision of learning resources has an influence on academic performance.

Majority 114 (83%) of the teachers agreed that professional parents participate better in academic performance. A majority 117 (85%) of teachers agreed professional parents understand the importance of academics better. The student's wish to establish a legacy was found to be the major reason that parent's

professional qualification affected students' KCSE academic performance. A majority 110 (80%) agreed that parents' professional qualification influence students' academic performance.

It was found out that a majority 113 (82%) of teachers perceive that parents contribute to students' participation in home chores. Majority 75 (55%) of the teachers agreed that more time is spent on home chores than on school work. This hence means that guardians should take note to ensure a balance. A majority 90 (65%) disagreed that students find home chores more beneficial than academics. Majority 79 (57%) of the teachers agreed that home chores make students not to concentrate on school work. This shows that the house chores affect education negatively. Majority 113 (82%) of the respondents agreed that home chores affected academic performance.

5.3 Conclusion

In conclusion, educated parents assist their students in doing their school work. Parents' level of education influenced students' KCSE performance and students with educated parents perform better in KCSE. Educated parents were found to be more serious with their children KCSE performance. Parents' level of education influenced student's KCSE performance.

Parents' socio-economic status influenced the students KCSE performance and provision of learning resources also influence students' academic performance. It was deduced that socio-economic status influences school attendance. Parents'

provision of learning resources was found to have influence on academic performance.

Professional parents participate better in academic performance and understand the importance of academics better. The student's wish to establish a legacy was found to be the major way that parent's professional qualification affected KCSE academic performance. Parents' professional qualification was found to influence students' academic performance.

Teachers perceive that parents contribute to students' participation in home chores. More time is spent on home chores than on school work. This hence means that guardians should take note to ensure a balance. Students find home chores more beneficial than academics. Home chores make students not to concentrate on school work. This shows that the house chores affect education negatively.

5.4 Recommendation

Based on the conclusion, the following recommendations are made;

1. The study found out that the education of parents influenced the student's academic performance. Therefore the head teachers should hold meetings with parents that will address the influence of parents' education on their students' academic performance and how to solve the problems.

2. Study findings showed that the socio-economic status like provision of learning resources is a problem that influences the students' academic performance. The government through the Ministry of Education and Constituency development Fund should enhance issuance of bursaries and other necessary financial needs.
3. Parent's professional qualifications were found to influence the student's academic performance. Therefore the government through the Ministry of Education should sensitize parents on the importance of parents' professionalism on students' KCSE performance.
4. Students' participation in home chores was another factor that influenced students' KCSE performance. The parents should therefore create a conducive environment at home to enable the students study privately. The parents should balance between the home chores and students' academic work and should allocate adequate time equally for both.

5.5 Suggestions for further research

The researcher recommends that the following areas can be researched further:

1. There should be a research on other home base factors affecting students' academic performance in public day secondary schools since this study only focused on four home based factors.

2. A study should be conducted on school based factors affecting KCSE performance in public day secondary schools in Lari district, Kiambu County.
3. Another study should be done in other categories of secondary schools for example the boarding and private since this one only covered the day secondary schools in Lari District.

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APPENDICES

Appendix I: Introductory letter

University of Nairobi

P.O. Box 29012

Nairobi.

The Principal,

RE: DATA COLLECTION

I am a student from University of Nairobi pursuing a Masters of Education in Educational Administration. I am carrying out a research entitled: "*Home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County*" The research is meant to help in fulfilling the research objectives. This is to request you to allow me to collect the data from your school. The researcher assures you confidentiality of respondents.

Yours faithfully,

Peter Gitau Mwaura

Appendix II: Questionnaire for Teachers

This questionnaire is for collecting data for purely academic purposes. The study seeks to investigate the influence of home-based factors on students KCSE performance in public day secondary schools in Lari district, Kiambu County. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: General information of the respondent

1. What is your gender?

Male Female

2. How many years have you taught in this school?

1 to 3 years 4 to 5 years

5 to 10 years Above 10 years

3. How old are you?

Below 30 years

31 - 40 years

Above 40 years

4. What is your educational level?

Diploma Degree
Masters PhD

Section B: Influence of the level of education of parents on students KCSE academic performance

5. Do you think the parents level of education influence students' KCSE performance?

Yes No

6. To what extent do you think parents level of education influence students' KCSE performance?

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

7. The table below shows to what extent the level of education of parents influence students' KCSE academic performance, Tick according to your level of agreement

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Students with educated parents perform better in KCSE					

Educated parents are more serious with their children education					
Educated parents assist their students in doing their school work					
Parents level of education assist them to understand students' academic needs					
Educated parents provide learning resources to their students					

8. In your opinion, how does the level of education of parents influence students' academic performance?

.....

Section C: Influence of parents socio-economic status on academic performance

9. Does socio-economic status of parents influence the students KCSE performance?

Yes No I don't know

If yes to the question 9, please explain_____

10. The table below shows to what extent parents socio-economic status influences students' KCSE performance, tick according to your level of agreement.

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Provision of learning resources influences students' academic performance					
Students from high socio economic status families perform better in academics					

Socio-economic status influences students school attendance					
Parents provide the learning resources for their students					
Students performance is affected by their social economic status					

Section D: Influence of parents professional qualifications on students KCSE academic performance

11. Do parents' professional qualifications influence students' academic performance?

Yes No

12. If yes, please explain how _____

13. Professional parents understand the importance of academics more than nonprofessional parents.

Yes No I don't know

14. Professional parents participate more in their children academic performance than the nonprofessional.

Strongly agree Agree Undecided
 Disagree Strongly disagree

15. Students having professional parents perform better in academics than those from the nonprofessional parents.

Yes No Not sure

Section E: Influence of home chores on academic performance of students

16. Do you think home chores influences students’ academic performance?

Yes No

17. The table below shows the factors relating to influence of home chores on academic performance of students, Tick according to your level of agreement

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The house chores makes the students not to concentrate on their school work					
Students find home chores more beneficial than academics					

A lot of time is spent on home chores than in academics					
Parents contribute to students participation in home chores					
Students are forced to involve themselves in home chores					

18. In your opinion, what are some of the ways in which the issue of home chores can be tackled to improve KCSE performance?

.....

.....

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

Appendix III: Interview Schedule for Parents Teachers Association members

The following questions will guide the researcher during the interview sessions with the Parents Teachers Association members.

- i. To what extent does the level of education of parents influence students' KCSE performance in public day secondary schools in Lari District?

- ii. How does socio-economic status of parents influence students' KCSE performance in public day secondary schools in Lari District?

- iii. What is the influence of parents' professional qualifications on students' KCSE performance in public day secondary schools in Lari District?

iv. How do home chores influence students' KCSE performance in public day secondary schools in Lari District?

Appendix IV: Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

14th May, 2014

NACOSTI/P/14/6073/1533

Peter Gitau Mwaura
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Home-based factors influencing students performance in KCSE in public day secondary schools in Lari District, Kiambu County,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **1st August, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.




National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix V: Research clearance permit

THIS IS TO CERTIFY THAT:
MR. PETER GITAU MWAURA
of UNIVERSITY OF NAIROBI, 146-221
MATATHIA, has been permitted to
conduct research in Kiambu County
on the topic: HOME-BASED FACTORS
INFLUENCING STUDENTS PERFORMANCE
IN K.C.S.E IN PUBLIC DAY SECONDARY
SCHOOLS IN LARI DISTRICT, KIAMBU
COUNTY.
for the period ending:
1st August 2014

Permit No. : NACOSTI/P/14/6073/1533
Date Of Issue : 14th May, 2014
Fee Received :Ksh 1,000




Applicant's
Signature

Dr. Hussein
Full: Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA



NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A
1679

CONDITIONS: see back page