

**THE IMPACT OF HOME ENVIRONMENT ON KENYA  
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN  
PUBLIC SCHOOLS IN CHUKA DIVISION, THARAKA NITHI  
COUNTY**

**BY**

**LUCY MUKWANJERU MURUNGI**

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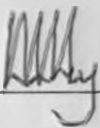
**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION OF THE UNIVERSITY OF NAIROBI**

**NOVEMBER, 2012**

## DECLARATION

### (a) Declaration by the student

This is my original work and has never been presented for award of Diploma or Degree in this or any other University

Signature  Date 28. 11. 2012

Lucy Mukwanjeru Murungi

E56/62767/2010

### (b) Declaration by supervisor

This project has been submitted to the university with my approval as University supervisor

Signature  Date 28. 11. 2012

Dr. Lewis Muli Ngesu

Senior Lecturer,

Department of Educational Foundations

University of Nairobi

## **DEDICATION**

This project is dedicated to my beloved husband Meshullam, my Son Kelvin and daughter Rozalinda.

## ACKNOWLEDGEMENTS

I give thanks to Almighty God for the gift of life and renewing my strength every day to complete my Masters' degree. I am grateful to all who generously shared their knowledge on the research issue. I would like to thank my supervisor Dr. Lewis Ngesu for his guidance and for successfully seeing me through this whole project. My overwhelming thanks go to the lecturers at the department of Education Foundations in the University of Nairobi namely; Fr. Kanja, Prof. Gunga, Mr. Gakunga, Mr. Mukathe, Mr. Muasya, Madam Lydia and Madam Kahigi, I say thank you all. I also wish to thank my husband Meshullam Micheni, daughter Rozalinda and son Kevin for their great understanding during my long absence accessioned by this study. They have been patient and have supported me in every way and unconditionally.

## ABBREVIATIONS

<b>BOG</b>	:	Board of Governors
<b>EFA</b>	:	Education for all
<b>KCPE</b>	:	Kenya Certificate of Primary Education
<b>PTA</b>	:	Parent Teachers Association
<b>UNESCO</b>	:	United Nations Educational, Scientific and Cultural Organization

## **ABSTRACT**

The purpose of this study was to investigate the impact of home environment on Kenya Certificate of Primary Education performance in primary school in Chuka division of Tharaka Nithi County. The study was guided by four objectives. Data was collected using questionnaires and this was supplemented by observation. The collected data was quantitatively and qualitatively analyzed. The findings revealed that noisy home environment, lack of reading space, long distances between home and school adversely affected pupils' performance. It was also observed that pupils wasted much time going home for lunch, while some walked barefooted and were shabbily dressed, and a few cases reported of absenteeism among pupils were never well addressed by the school administration from some of sampled schools. Based on the findings, the study recommends that parents should monitor dressing and cleanliness of their children by buying them shoes and ensuring that they are not shabbily dressed for school. Hygiene is important element in for effectual learning. The study also recommends that public school administrators should ensure they understand the causes of pupils' absenteeism and address any underlying issue in collaboration with the parents.

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## **CHAPTER ONE**

### **INTRODUCTION**

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions as well as significance of the study, justification of the study, assumptions of the study, scope and limitations of the study. The chapter also defines the significant terms used. Each of the mentioned sub-sections is discussed separately as follows.

#### **1.1 Background of the study**

Formal education institutions have taken over from the family not only the teaching of specific skills, but normative training as well. The school has become the focal socializing agency, at least for the year during which the child is fulltime in the educational system. Yet, even in the most advanced industrial countries, the school cannot and does not take over completely from the family. Family shares in socializing process alongside the school and indeed other agencies as well.

Home background influences academic and educational success of students and functioning of the teachers and students. It shows that quality of parent and home background of students goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional, survival and academic needs of the child. Poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of a child. On the other hand, where a child suffers parental and mental deprivation and care due to divorce and death or absconding

of one of the parents, the children's schooling may be affected as the mother alone may not be financially buoyant to pay school fees, purchase books and uniforms. Such a child may play truant and his performance in school may be adversely affected (Shittu, 2004).

In Srilanka, the policy makers are giving more attention to school quality. There are several explanations for low education quality in Srilanka and one of them is that many pupils come from disadvantaged backgrounds and that such students often perform poorly in schools. Children from low income families suffer inadequate nutrition including coming to school without breakfast, which could reduce their classroom performance. Srilanka has introduced several policies on improvement of feeding programme which has started in poor rural areas including the war affected north-eastern province (Jamison, 1981).

Bloom (1984: 71) reports that what parents do in the home account for learning development of children. It goes without saying that lack of encouragement, low quality of parent's language and lack of stimulating activity at home has reduced the home effectiveness as a learning environment. According to Bradley, (1985:11) home environment is strongly related to cognitive development. Johnson (1996) stated that poverty of parent has elastic effect on children's academic work as they lack enough resources and funds to sponsor their education, good school, housing facilities, good medical care and social welfare services.

Ipaye (1996) wrote on poverty of the parents effects on Nigerians child. He said that syndrome imposed by economic administration, corruption and emergency closure of firms has imposed hardship among parents/workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the students, hence affecting children retention in primary schools level of education.

The United Nations Educational, Scientific and Cultural Organization report of 2003 indicates that the social economic difference in provision of learning opportunities remove some of the major concerns in education development in many developing countries. Kenya, like any other developing nation has effected major changes in education relevant to the ever-changing society. The introduction of the 8-4-4 system of education and free primary education was meant to enhance access and participation in primary education as well as to equip the learners with relevant skills.

## **1.2 Statement of the problem**

In both developed and developing countries, home environment is a critical determinant of performance among pupils in primary schools. In such countries, the causes of students' poor performance include poverty, malnutrition, absenteeism, badly trained teachers and overcrowding classrooms. In Kenya, KCPE examination is done at the end of eight years of primary education. Over the years discrepancies have been observed in the performance of pupils in KCPE. Among factors blamed for pupils' performance are; low motivation, home environment and poor coverage of the syllabus. To this end, the pertinent question which arises is; to what extent do these factors contribute to poor academic performance among primary school pupils. This study sought to determine the

impact of home environment on academic performance of pupils in public schools and help to determine methods of intervention towards achieving high grades in national examination.

### **1.3 Purpose of the study**

The main purpose of this study was to investigate the impact of home environment on KCPE performance in selected public primary schools in Chuka division, Tharaka Nithi County in Kenya.

### **1.4 Objectives of the study**

More specifically, the study sought to:-

- i. Investigate impact of home setting on pupils' academic performance.
- ii. Investigate impact of parent occupation on pupils' academic performance.
- iii. Investigate impact of parent level of education on pupil's academic performance.
- iv. Investigate impact of family size on academic performance.

### **1.5 Research questions**

This study sought to answer the following research questions.

- i) What is the impact of home setting on pupils' academic performance?
- ii) To what extent does parent's occupation influence pupils' academic performance?
- iii) To what extent does parent's level of education influence pupil's academic performance?
- iv) To what extent does family size on academic performance?

## **1.6 Justification of the study**

Children have multiple learning environments including schools, homes and neighborhoods. There is also a widely held belief that early childhood experiences have an importance effect on developmental outcomes during primary school phases of the child. Learners spend most second of their times in home. Therefore the home environment is a fundamental determinant of academic performance of learners in primary schools. There was therefore need to carry out a study that would establish the extent to which home environment impact on academic performance of primary school learners. This would help to highlight practices at home that impact negatively on education achievement and the need to address the problem in order to promote education in the region.

## **1.7 Significance of the study**

The study will be beneficial to parents and other stakeholders because it will reveal the extent to which home environment can impact negatively on academic performance of children. Consequently, they will see the need to provide an enabling academic environment both at home and school. Teachers and school administrators will gain pertinent data on the impact of home environment on academic performance and this was help them take necessary measures to improve academic performance. The study will also act as a basis for further research on educational issues in other regions.

## **1.8 Scope of the study**

The study was limited to public primary schools in Chuka division of Meru south district, Tharaka Nithi County.



## **1.9 Assumption of the study**

The study makes the following assumptions;

- i) That all the respondents will be cooperative and provide the required information.
- ii) That the stakeholders in education in Tharaka Nithi County and in the local community of Chuka Division are aware of how K.C.P.E results in primary schools could be improved.

## **1.10 Limitations of the study**

- i) The study limited itself to only a few selected primary schools in Chuka Division. It was not possible to cover other regions because of financial and other logistical constraints.

## **1.11 Definition of key terms**

**Home environment :** In this study, the term home environment refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally.

**Poverty :** For the purposes of this study, poverty is defined as a situation in which someone does not have enough money to pay for basic need (food, shelter and clothing).

**Parents :** This refers to father or mother.

**Occupation :** In this study, this will refer to way of spending time.

**Academic :** This refers to work involving reading and studying rather than technical or practical work.

**Performance :** In this study, performance is defined as an act of doing work, which one has been ordered to do.

**Socio-economic factors:** For the purpose of this study, socio-economic factors is used to refer to person's parent's position in the society with regard to financial capacity.

### **1.13 Organization of the study**

The study was organized into five chapters. Chapters One consists of the background of the study, statement of the problem, purposes of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study and organization of study. Chapter Two comprises the literature review which is divided into the following subheadings; involvement of parent on academic performance, occupation of parents and academic performance, size of family and academic performance and conceptual framework. Chapter Three covers research design, target population, sampling and samples techniques, validity, instrument reliability, data collection procedures and data analysis techniques. Chapter Four consist of data analysis, presentation and interpretation. Chapter Five consists of summary of the findings, conclusions of the study and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The home environment plays a vital role in the development of child's personality. The child constantly interacts with the family and is invariably influenced by the entire environments that surround it. Children need a pleasing and interesting environment characterized by human care, particularly by the mother and at the same time providing various experiences and stimulations, (Caldwell, 1967). Therefore parents become the most potent force in shaping the overall personality of children. Different home environment vary in many aspect such as parents' level of education, economic status, occupation status, religious background, attitudes, values, interests, parents' expectation for their children and family size among others. Children coming from different environments have their academic performance affected differently. The following section comprises of literature which was reviewed under the following sub-sections.

#### **2.1 Effect of parental input on school academic performance**

The benefits of parental involvement in school activities are well-documented. Therefore there is a reason to believe that a high level of parent's involvement in school activities could benefit students (Henderson and Berla, 2004). According to Majoribanks (1979) parents insist on the child's self-reliance and autonomy in decision making situations. The family is obviously a major socializing agent and therefore important in determining the child's motivation to achieve success in various areas. On parental involvement and academic achievement, students have shown that these variables seem to be positively

related Tella and Tella (2003) say that parent's involvement in the education of their children is of benefit to parents, children and schools.

Cotton and Wiklund (2005) said that the more intensively parents are involved in their children's learning; the more beneficial are academic achievement. Thus, it is believed that when parents monitor homework, encourage participation in extra curriculum activities, are active in parents-teachers associations, and help children develop plans for their future, children are more likely to respond and do well in school. Parents are not only mothers and fathers but a very large group of unpaid teachers. It's therefore considered that the children can benefit academically from the interest of the parents and their willingness to support the teaching staff in the work they are doing in the school. Gabela (1983: 81) says involvement of parents at all level of education administration is geared towards securing reasonably suitable place for learning for their children. Parent constitutes membership of advisory board, the government body, the school committee and the task force groups (Prinsloo Vosle and Sibya 1996: 265).

Schickedanz (2003) reported that children of parent who showed no interest in pupils homework were found to perform poorly academically. Ryan (2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research finding reported in this study is that family involvement improves facets of children's education such as daily attendance, student achievement, behaviour and motivation (Colton & Wikeland, 2001). It is on this note that this study

was carried out to confirm whether parents involvement in school activities influence student academic performance.

Parental physical presence at school, interests in school activities and contributions through governing bodies and task groups can be regarded as functional education. This greatly facilitates their children's education and enhances academic achievement, (Prinsloo, 1996). It is important therefore, that the school head teachers meet the parents to explain what the school is trying to do and what it sees as useful to contribute, which the parents could make and to hear from individual parent what they might be able to offer by the way of special skills and time to help direct school affairs (Gabela, 1983:88).

Parents can also be invited in the school on certain days to meet the teachers and to have a look at what is being done at school. This gives parents a chance to enter into a classroom and watch children at work without engaging the teacher in discussion especially his own child. Gabela (1983: 87) states that home visit should be reserved only for the cases where every other approach has failed and where personal contact with parents at home has become absolutely essential in the interest of the pupil. Parent teacher associations can constitute an excellent opportunity for parent participation provided it is properly structured when its purposes and duties are wisely and clearly established.

Parental encouragement and school involvement generally lead to better school performance (Rosenthal Fieldman, 1991). Parental encouragement reflects attempt to

develop mature behaviour in their adolescent. For example Connele, Spenser and Abber (1994) reported that for African-American adolescent, family support and involvement in schooling was a substantial predictor involvement in school over and above economic level. Parents provide rich experience, resources, aspirations and career guidance for their children. These activities are initiated by parents and are likely to promote and maintain learning. It can be assumed that parent attitude and interest in a child's education and aspiration serves as reinforcement of the child's pursuit of academic excellence (Prinsloo, *et al* 1996: 266).

It is realized that co-operation with the parent is necessary for the effective instruction of the child. The parent can impart knowledge to the child and can help in applying the same procedures at home. Parents are therefore not only co-educators but available instructional partners. Prinsloo, *et al* (1996:268) reported that children are affected academically if they lack parental support especially with regard to education even though they live with their biological parents. Parents involved in their children education present such a case. Wandabwa (1996), noted that factors enhancing children academic performance include setting high goals for their children, encouragement of self reliance and autonomy uninvolved parents do less. Parents should provide information about child development. The educators lack knowledge about developmental history of the children. The school must be informed if the child has any learning problems and behaviour problems. Otherwise if the school is not informed the child academic performance would be adversely affected (Prinsloo *et al*, 1996:627).

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## **2.2 Effect of parental occupation on academic performance**

According to Bell (1986:596) a large part of a person's intelligence can be ascribed to accumulation of experience and knowledge. Development in childhood thus forms the basis for the child's later intelligence. Bell states that it is therefore imperative that the child must receive good and adequate food, be protected against illness, be intellectually stimulated and be well-adjusted. Good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in choice of courses and vocation that matches his/her mental ability, interest and capability. The children who have juvenile delinquent behaviour have poor performance and drop out of school when they are young because of parental deprivation of the essential needs.

Mothers of low income group do not prepare their children as competently for school because their methods of upbringing do not include such factors as the provision of information, the transmission of ideas and the setting of simple tasks that must be done independently. Children from better neighborhoods regard the school as a place where they can gain knowledge while children from poor neighborhoods regard school as merely an institution they are compelled to attend and they do not have a positive attitude towards the learning process (Christiansen and Herrera, 1975:122).

The low status ascribed to manual work and especially to unskilled work may also influence the workers own self-esteem. He may accept the opinion of others as to his lack of ability and may transfer this to his children. High ambition in such circumstances may

appear as inappropriate or even absurd. Parents with such an attitude may not only fail to encourage their children to achieve; they may not even recognize the achievement of their children unless it is drawn to their attention (Banks, 1976: 91.). The parents who are not working have fewer expectations for the future and so lower aspiration for themselves and for their children. They may have less self-esteem and be less confident. Brockhaus (1982) found in the course of his investigation that the parents of higher academic achievers practice more professional, administration and clerical occupation while the parent of the underachievers pursue relatives more occupation such as trade production, work and semi-skilled and unskilled occupations.

Majoribank (1972) maintains that most under achievers come from the lower social economic levels of the home environment and that the psycho-social encouragement here contributes very little towards improving the intellect. The children of skilled workers perform better at school and are more likely to go on to higher education than one child of the unskilled and semi-skilled workers. Skilled workers have higher aspiration for their children than unskilled workers (Banks Olive, 1976). When a child comes from a home which parent provide adequately for needs of family, the foundations are firmly laid by the time the child goes to school. However if the child, the father and mother may not as a result of deficient finances have the opportunity or desire to stimulate the child intellectually, his vocabulary is limited, inaccurate or wrongly pronounced (Domier 1989).



### 2.3 Influence of parental level of education on pupils' performance

Psachoropoulous and Wood (1985) have noted that in developing countries various studies have shown that pupils scores are positively related to number of years that their parents attended at school. Although the relationship is usually weak, it makes it possible to understand the effect of "educogenic" families on the taste for schooling. These are families where older members are well schooled. Atkison and Feathers (1966) observed that academic achievements of children whose fathers have attained high educational levels tend to be high.

Educated parents in general are likely to find themselves comparatively in better economic conditions and this result in greater material support for the education of their children. Chakrabarti (1986) revealed that the children whose parents were highly educated and involved in their study had better performance in both school examination and achievement tests than those whose parents were rich but less educated and not involved in their children daily activities and studies. Perner, *et al* (1995) investigated interrelation among conditions of households' social economic disadvantages, proximal environmental experiences and adaptational sample of 398 middle grade, among early adolescents from a predominantly poor rural areas. The findings indicated that youth from families in which neither the parent had graduated from high school exhibited significantly worse social emotional and academic adjustment than those whose parent had higher educational level.

## **2.4 Availability of physical facilities at home and its influence on academic performance**

Studies carried out in industrialized countries agree that socio-economic background of a child is an important determinant of his achievement at school. Powden (1966) noted that school facilities, teachers and other school related factors account for 28 percent of the variations in the academic achievement of pupils while home circumstances (like availability and variability of books, reading opportunities and help from parent). The availability of books in the home is a motivation to children to read. The families which live near a public library perform better than others in school. When they are in school they check books than others. At homes a part from pens and books, the child needs a table, a chair and good lighting at night. Poor housing and overcrowding cannot only impend the child homework but even his opportunities for reading or constructive play.

Unskilled manual workers children suffer disproportionately from physical deficiencies e.g. stammers, squits and other behavior problem such as bed wetting and nail biting. The close relationship between maternal deprivation and the whole way of life of the family affect pupils performance. Poverty can make a parent unable to keep a child at school; can make difficult for him to afford books and toys, or expeditions which help a child to learn, can enforce housing conditions which make the whole family strained and unhappy or make it almost impossible for parent to talk or play together.

Muola J.M (2010) in his studies found that a child whose effort to do well in school is supplemented by the provision of the required learning facilities would tend to have high

academic achievement motivation. Different learning environment is created from different socio-economic classes that affect the child's academic achievement. The family should have supportive atmosphere, supervising homework, providing supplementary reading materials and providing tutors.

## **2.5 Effect of family size on academic performance**

Children from large families are not likely to receive the same amount or same type of verbal stimulation from adults which children from smaller families obtain and consequently, children from large families tend to do less well academically. The reason could be that children from large families are unlikely to take full advantage of educational opportunities provided. Social economic status is likely to confound the effect of family size on intellectual development. Large families are prevalent among low social-economic group, where small families occur in high social-economic groups. Steelman (1985) reported that children born early in small families excelled over their counter parts.

Farley (1978) examining junior high school students found that the family large size correlated negatively with academic achievement. She found that children from two child family had high mean score than those from one child families. These findings are expected from confluence model, since the large number of children in families dilute the intellectual environment of the home. On the other hand children suffer from lack of teaching functions.

Muola (2010) argues that a parent with a small family will not only find it easy to provide for the physical needs of the child but also be in a position to give him attention, encouragement, stimulation and support with school work. These could have a motivating effect on the child from a large family where the parents are always busy trying to look for basic needs for survival.

Sharit and Pierce (1995) conducted a study in Israel using a sample consisting of three different groups of people. The study consisted of two groups of Jews, the Askenazim who are the European descent and Jews of oriental origin and all these group differed in that the Arab Muslim have strong extended family structure. The average family sizes of family for Askenazim were 2.14 children per family, for the oriented it was 5.64 and for Arab Muslim being 8.98. They found that the relationship between family size and education attainment was negatively following normal pattern that is reported in western world.

In developing countries there are confounding factors such as ethnicity, cultural practices and others, which affect findings on patterns of family size on intellectual performance score as it's done in developed countries. In many developing countries, the large family is likely to be norm and therefore a large family may not have detrimental effects on intellectual development. Zajonc (1983) argued that when intellectual score do not decline with family size, it is possibly due to the fact that particular community places a high value on large families. Ndege (1992) noted that the number of siblings on academic achievement had positive correlation within academic achievement of pupils in primary school. Munroe and Munroe (1983) reported that family size correlates score

performance among school student from westem Kenya. Munroe attributed the variations from confluence model to social-cultural factors that may have affected the quality of intellectual environment of the sample. The other possibility is that the extended family is likely to counteract the negative effects of large families.

2.6 Conceptual Framework

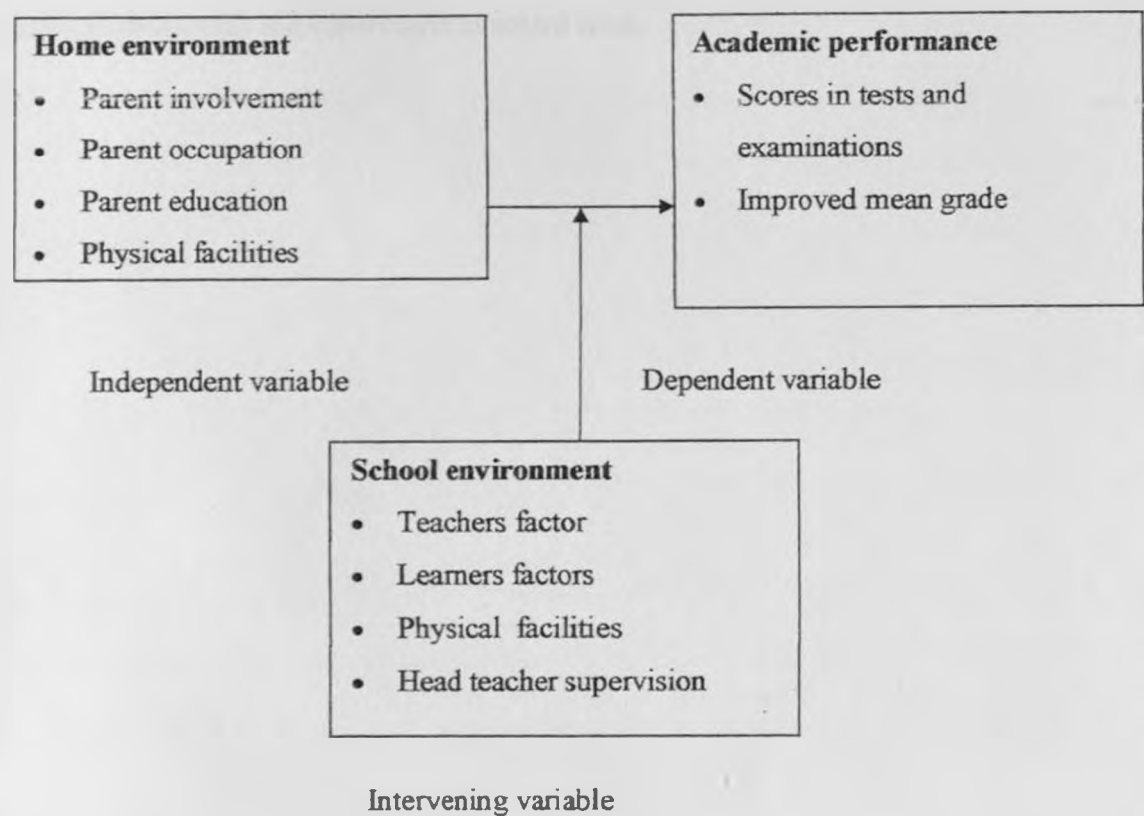


Figure 2.1 : Conceptual framework showing the effect of home environment on academic performance

The study was based on the concept that parental involvement, occupation, level of education, presence of physical facilities are useful for academic performance. Family size which is manageable help to improve academic performance in terms of scores in test and examinations thus giving improved mean grade. There are other variables which intervene to influence child academic performance. These are teachers and learners related factors and learners related factors, physical facilities in schools, head teachers administrative styles and supervision of school work.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with the research tools, research design, target population, sampling procedure and sample size instruments, validity of instruments, data collection procedures and data analysis techniques.

#### **3.1 Research Design**

The method of study adapted was the descriptive survey design. This is a qualitative research design which is favored because it determines and reports things the way they are without trying to make changes. This design is favored because as Lockesh (1984) observes, descriptive design studies are designed to obtain permanent and precise information concerning status of phenomena and whenever possible to draw valid general conclusion from the fact discovered.

Kerlinger (1973) also argues that descriptive survey research studies a large and small population by selecting and studying samples chosen from the population to discover the relative incidences, distribution and interrelation of sociological and psychological variables. Creswell (2003) argues that descriptive survey is quite useful in research where population is very large. The rationale for selecting this research design was that it could be used systematically for collecting information from people in the field by obtaining their responses to questions using the questionnaire as an instrument for data collection.

### **3.2 Location of the Study**

The study was conducted in some selected primary schools in Chuka division of Tharaka Nithi County. Chuka is a fertile land not far from the slopes of Mt. Kenya. There is enough rainfall, therefore farmers practice subsistence and cash crop farming. Both coffee and tea are planted in the area. The area has good communication network since the place is not hilly. The rationale for choosing Chuka Division was motivated by the following factors, namely; persistently poor performance by pupils, the number of pupils and schools in the region.

### **3.3 Study Population**

Cohen and Manion (1995), states that the specification of population that the inquiry is addressed affects decisions that the researcher must make about sampling and the resources to be used. The study targeted forty eight primary schools with approximately one thousand one hundred eighteen pupils. These schools have distinct and unique characteristics based on category, size and gender.

### **3.4 Sampling procedure**

Gay (1992) argues that the researcher selects a sample due to various limitations that may not allow researching the whole population. A sample of 10% of population is considered minimum according to Gay (1992), so the researcher used simple random sampling of 30% of the respondents from 48 schools with approximately 1118 pupils. Therefore 350 pupils were sampled to take part in this study



### **3.5 Research instruments**

A variety of research instruments were used in this study. These were questionnaires and observation schedule.

#### **3.5.1 Questionnaire**

Questionnaire was used for collection of the data. According to Lovel and Lawson (1971) questionnaires are widely used in research work to obtain information about current conditions and practices and it takes inquiries concerning attitude, opinions and in a precise form. Orodho (2003) says that questionnaire enables efficient use of time since information can be collected from a large number of people and the questions can be easily analyzed. Using the questionnaire offers anonymity to the respondent, encourages faithfulness and gives respondent adequate time to think through the questions. Questionnaires were chosen because they save time and also because of confidentiality especially in some sensitive questions. The questionnaire was designed using both closed and open headed questions and was self administered.

#### **3.5.2 Observation**

In observation studies, researcher observes behavior of individual in actual setting. Data was collected through participants' observation. This helped the researcher to have more accurate picture of the situation. The researcher observed the following:

- Dressing
  - a) Cleanliness.
  - b) Those in shoes.
  - c) Shabbily dressed.

- General performance
- School attendance (class register).
- Feeding programme.
  - a) Those who do not carry lunch.
  - b) Those who carry lunch.

### **3.6 Instrument Validity**

According to Borg and Gall (1998), validity is the degree to which a test measures what it purpose to measure. The researcher carried out a pilot study by administering the questionnaire to one school with twenty respondents. This number represented a substantial population to verify the usefulness of instruments employed. The questionnaire was analyzed and revised for collecting data. The redundant questions were phased out and replaced with relevant and logical ones which elicited the required response.

### **3.7 Data Collection Procedure**

The researcher sought for a permit from the National Council of Science and Technology to conduct the research. The District Education Officer, Meru South District was further informed of the study before the researcher embarked on field work. She then visited each of the selected primary schools where the headteachers were stationed. Permission to conduct the research in a particular school was sought from the headteacher of the concerned school. Sampled learners were grouped together and questionnaires administered to them and were collected after one week.

### **3.8 Data Analysis**

Statistical package for Social Science Software programme (SPSS) was used to analyze the collected data and the information was displayed by use of frequency tables, charts and other figures applicable in data collection.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

This section contains analyzed data obtained from the participants in a survey carried out in public primary schools in Chuka division.

#### 4.1 Nature and characteristics of the respondents

##### 4.1 .1 Age of the respondents

**Table 4.1 Age of the respondents**

Age (Yrs)	Frequency(N)	Percent
12-13	149	43
14-15	89	25
Above 15	112	32
Total	350	100

Source: Author (2012)

Results in Table 4.1 above shows that majority of the participants were aged between 12 to 13 years constituting a 43%. 25% were aged between 14-15 years while 32% of the respondents were aged above 15 years. These results show that the majority of pupils enrolled in the surveyed primary schools are between 12 to 15 years of age. It implies that most of the learners' population were in the right school going age.

4.1.2 Gender of respondents

Table 4.2 : Gender of respondents

Gender	Number	Percent
Male	222	63.3
Female	128	36.7
Total	350	100

Source: Author (2012)

Table 4.2 shows that whopping 63.3% participants were males while 36.7% were females. This implies that majority of the pupils enrolled in public primary schools in Chuka are males compared to females. The percentage of female is small implying that girl education is greatly in jeopardy because of negative home settings. Culture whereby some families marry off girls at a very tender age to become homemakers and mothers at the expense of education.

4.2 The extent at which home environment affects performance

4.2.1 Extent to which Parents’ economic status affects performance

Table 4.3: Parents’ economic status

Employment Status	Frequency	Percent
Employed	73	20.8
Unemployed	164	46.7
Self employed	113	32.5
Total	350	100

Source: Author (2012)

Table 4.3 shows that 46.7% of the respondents were unemployed, 20.8% employed while 32.5% were self employed. Unemployed parents are likely to have less income and subsequently are unable to provide for educational needs of the children. Such children end up not performing well in K.C.P.E.

**4.2.2 Parent’s level of education and academic performance**

**Table 4.4 Parent’s level of education**

Education level	Frequency	Percent
Graduate	2	1.0%
Secondary School	30	8.0%
Primary	218	62.0%
Never went to school	100	29.0%
Total	350	100.0%

Source: Author (2012)

Table 4.4 shows that only 1% of the parents had achieved university education, 8% secondary school education, 62.0% primary level of education while 29% never went to school. This implies that most pupils lacked role models at home, a factor that influenced their performance at K.C.P.E level.

**4.2.3 Family size and academic performance**

**Table 4.5 Family size**

Family size	Frequency	Percent
1-3 Members	90	26
3-5 Members	125	36
Above 5 Members	135	38
Total	350	100

Source: Author (2012)

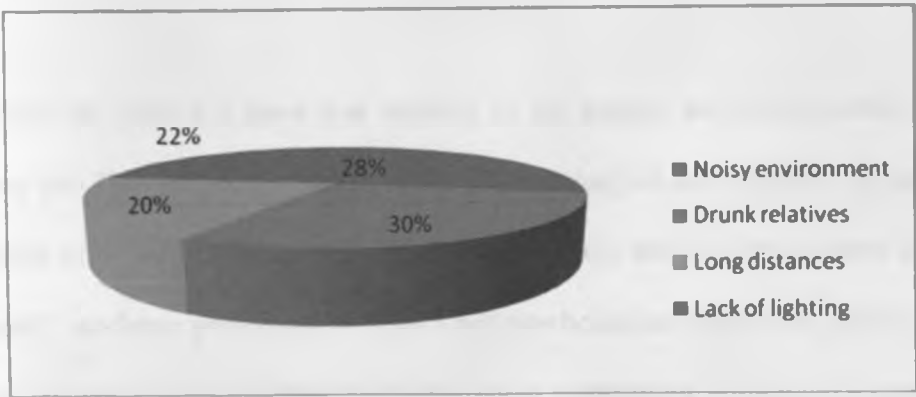
As indicated in Table 4.5; most pupils come from family with more than five family members (38%), 36% come from a family with above 3-5 members while 26% of the respondents come from small family of between 1-3 children. It was observed during field administration of the questionnaire that several pupils in the sampled schools were shabbily dressed and some walked barefooted. This implies that most families could not afford to offer basic needs for the children and thus adversely affected their academic performance.

#### 4.2.4 The extent at which selected home environment factors affects performance

**Table 4.6 The extent at which home environment affects performance**

Environment	Frequency	Percent
Noisy environment	99	28.3
Drunk relatives	103	29.2
Long distance between home and school	70	20.0
lack of lighting	78	22.5
Total	350	100.0

Source: Author (2012)



**Figure 4.1 The extent at which home environment affects performance**

Table 4.6 and figure 4.1 shows that the learners in the sample are at risk of living with drunk relatives (29.2%) , 28.3% of the respondents live in a noisy environment while the distance between home and school was long, (20.0%). Lack lighting was cited by 22.5% of the respondents. This implies that there are multiple interrelated home factors that influence student’s performance at K.C.P.E level. Lack of lighting, for example denies the pupils opportunity to study at home and do homework consequently impacting negatively on academic performance. In this context, pupils who travel long distances to and from school cannot concentrate due to tiredness and they lose lot of precious time, thinking about how to get to school and back home on time. Such pupils lack concentration on studies leading to poor performance.

**4.2.5 Parents involvement in school activities**

**Table 4.7 Parents’ involvement of parent in school activities**

Parent’s involvement	Frequency	Percent
Yes	120	33.3
No	230	66.7
Total	350	100.0

Source: Author (2012)

The results in Table 4.7 show that majority of the parents are not involved in school activities (66.7%) while 33.3 % are involved. This implies that majority of parents are indifferent of school activities where their children study and this has negative impact on the pupils’ academic performance. It also has psychological impact on pupils, as some may feel uncared for and demoralized thus under performing in national examinations.



As such, the evolution of school leadership must bring all stakeholders on board. This is because community involvement and support facilitates communication between school staff and parents about students who are experiencing difficulties. This is likely to promote good performance in schools.

4.2.6: Home facilities and school performance

Table 4.8: Home facilities and school performance

Home facility	Frequency	Percent (%)
Home library	87	25.0
reading room	160	45.0
reading tables/chairs	53	15.8
Light	50	14.2
Total	350	100.0

Source: Author (2012)

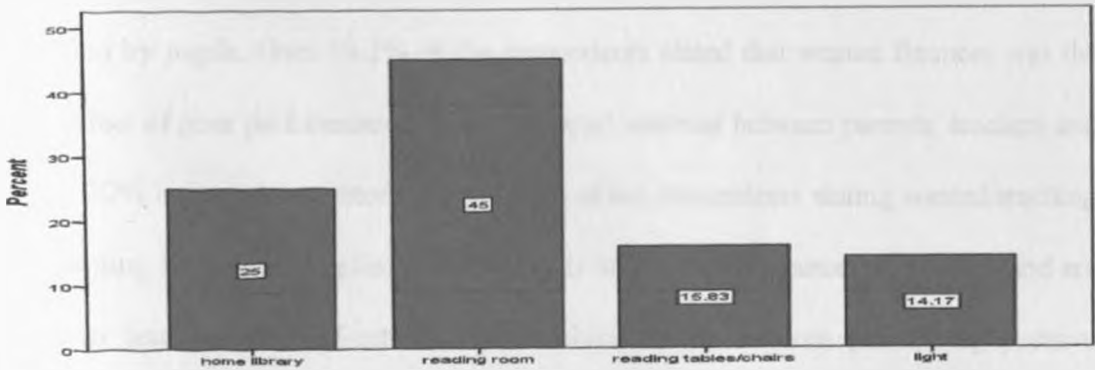


Fig 4.2 : Home facilities and school performance

From the results in Table 4.8 and Fig 4.8; 45% of the respondents reported that a reading room is vital in improving performance, 25% reported home library , 15.8% reading

tables while 14.2% reported that lighting was important. This implies that home facilities play a big role in promoting studies by pupils.

**4.3: Effect of poor performance on school and wider community**

**Table 4.9 Effect of poor performance on school and wider community**

Effects of poor performance	Frequency	Percent
Wasted teaching and learning hours	40	11.7
low esteem	70	20.0
wasted finances	139	39.2
mistrust between parents, teachers and pupils	101	29.2
Total	350	100.0

Source: Author (2012)

A wide range of effects of poor performance on school and wider community were identified by pupils. Over 39.2% of the respondents stated that wasted finances was the main effect of poor performance. 29.2% indicated mistrust between parents, teachers and pupils, 20% indicated low esteem with 11.7% of the respondents stating wasted teaching and learning hours. This implies that the effects of poor performance were varied and are likely to lead to poor self-esteem which inhibits students from performing positive relations and causes some to lower standards of work.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents summary of the study, the major findings, conclusions and recommendations with respect to the main findings of the study.

#### **5.1 Summary of the study**

The purpose of the study was to investigate the impact of home environment on KCPE performance in public primary schools in Chuka Division, Tharaka Nithi County. Four objectives were formulated to guide this study. The design of this study was descriptive survey design conducted among pupils in primary schools in Chuka division. Three hundred and fifty (350) pupils filled in the questionnaire. The questionnaire was the major research instrument and was supplemented by observation schedule. Statistical Package for Social Science Software programme was used to analyse quantitative data.

#### **5.2 Summary of the major findings**

Most pupils performed poorly due to drunkenness among parents and relatives, noisy environment and long distances between home and school.

Most of the parents were not actively involved in school activities and this impacted negatively on performance of pupils. With regard to the source of income, majority of the respondents did not have a reliable source of income because they were unemployed. Availability of a home library was cited as the most important home facility that helps in improving the performance of students. Other facilities mentioned included reading tables and rooms.

### **5.3 Conclusions**

Home background influence academic and educational outcome of students and functioning of the teachers and students. There are several explanation for this and one of the major reason is that lack of stimulating activity at home has reduced the home effectiveness as a learning environment. Although the relationship is usually weak, it makes it possible to understand the effects of home setting on pupil's academic achievement. This is because different learning environment is created from different socio-economics classes that affect the child's academic achievement.

### **5.4 Recommendations**

The study makes the following recommendations;

The findings in this study revealed that noisy home environment, lack of reading space, long distances from and to school adversely affected pupils' performance. It was also observed that pupils wasted much time going home, for lunch while some walked bare footed and were shabbily dressed. The study recommends the parents should be compelled by the government to be actively involved in the lives of their children, especially their academics through the provision of proper academic tools and items which will enhance the pupils' performance. This will boost the children morale and can increase their level of concentration especially under circumstances where the children are expected to undertake assignments from home.

It has been observed that the occupation of parents influence pupils' academic performance. The study recommends the parents to be actively involved in their children's schooling – and look out for any conflict between their occupation and the

attention they need to give to their children's academics. The parents should create time to look at their children's homework, identify the pupils' weaker areas and liaise with teachers to find possible remedies that will enhance the pupils performance.

The study revealed that most children are not provided with important home facilities like a home library and a reading room since such facilities contributes significantly towards the overall grade attained by the pupils. It is therefore recommended that the government of Kenya should provide adequate learning resources at schools to the children to eliminate unnecessary disturbances during the leaning process. In this context, parents are encouraged to monitor dressing and cleanliness of their children by buying them shoes and ensuring that they are not shabbily dressed for school. Hygiene is important element in for effectual learning.

### **5.5 Suggestions for further research**

- 1) The study was conducted in primary schools in Chuka division in Tharaka Nithi County. Therefore the findings and recommendations may not be generalized. A similar study should be carried-out in other district in order to investigate, whether it yields similar findings.
- 2) Further study should be done on the effects of family type on education outcome. This is because it has been found that a family social status influences a child's academic performance. This allegations needs to be confirmed through a dedicated investigative study.

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## APPENDIX 1: PUPILS QUESTIONNAIRE

### Instructions

Please complete each section accordingly to the instruction given. Do not write your name or name of your school to ensure confidentiality.

Place a (✓) in the bracket in front of the most appropriate responses and where explanation is required use the space provided.

### SECTION A

1. What is your gender?

Male ( ) Female ( )

2. What is your age?

15 years ( ) 14 years ( ) 12years ( ) Above 15 ( )

3. What is your parent source of income?

Employed ( ) Unemployed ( ) Self employed ( )

4. What is the level of your parent education?

Graduate ( ) Secondary school ( ) Never went to school ( ) primary ( )

5. What is your family size?

1-3 ( ) 3-5 ( ) 5 and above ( )

### SECTION B

6. Below are some home related factors that are likely to influence poor performance

Please tick the ones that implies to you. Consider alternatives given below.

i) The environment is noisy ( )

ii) Relative came home drunk ( )

iii) Long distance between home and school ( )

- iv) Lack of lighting ( )
- v) Any other please specify .....

7. Is your parent/guardian involved in school activities?

Yes ( )      No ( )

8. If the answer to question 6 above is yes state how or level of involvement.

Consider alternatives given below

- i) Active member of Parents teachers Association ( )
- ii) Often come to school ( )
- iii) Monitors school development ( )
- iv) Any other please state.....

9. Which one of the following facilities are available at home and helps you to improve your performance

- i) Home library ( )
- ii) Reading room ( )
- iii) Reading tables /chairs ( )
- iv) Light ( )
- v) Any other please specify .....

10. (a) Is everything provided for you at home?

Yes ( )      No ( )

(b) If yes please state

- i) Books ( )
- ii) Pocket money ( )
- iii) Shoes ( )

- iv) Sports uniform ( )
- v) School uniform ( )
- vi) Pens ( )
- vii) Any other please state .....

11. What do you think is the effect and long term impact of poor academic performance in school?

- i) Wasted teaching and learning hours ( )
- ii) Low esteem ( )
- iii) Wasted finances/ may lead to poverty ( )
- iv) Mistrust between parents, teachers and pupils ( )
- v) Any other please state.....

**APPENDIX 2: OBSERVATION SCHEDULE**

The researcher made the following observations on home related factors that are likely to influence – academic performance.

ITEM	CONDITION			
Description	Best	Good	Modest	Poor
Shoes				
Grooming				
Academic performance				
Feeding programme				
Class attendance				

UNIVERSITY OF NAIROBI  
LIBRARY

## APPENDIX 3: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref:

NCST/RCD/14/012/1226

Date:

6<sup>th</sup> September 2012

Lucy Mukwanjeru Murungi  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The impact of home environment on KCPE performance in public primary schools in Chuka Division, Meru South District*," I am pleased to inform you that you have been authorized to undertake research in Meru South District for a period ending 30<sup>th</sup> November, 2012.

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

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

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The District Commissioner  
The District Education Officer  
Meru South District.