

**HOME BASED FACTORS INFLUENCING PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN SOUTH GUCHA SUB-
COUNTY, KISII COUNTY KENYA**

Evans Omari Akeri

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

University of Nairobi

2015

DECLARATION

This research project is my original work and has not been presented for a Degree in any other University.

Evans Omari Akeri

E55/83131/2012

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

Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Mercy Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my beloved wife Lennah, my beloved children Derrick, Kevin, Edinah, Willy and my beloved mother Mary Kemuto.

ACKNOWLEDGEMENT

First and foremost, I thank our almighty God for the gift of life and for his divine purpose in my life. His sufficient grace has seen me complete this work successfully. I sincerely express my indebtedness and deep sense of gratitude to my research supervisors, Dr. Ursulla Okoth and Dr. Mercy Mugambi for the untiring help, unstinted support and inspiring guidance throughout the study period.

I wish to extend my special appreciation to the Sub-county and County Directors of Education of Gucha South and Kisii respectively for the assistance and allowing me to conduct research in the area. I also to thank class teachers and the pupils for their participation and providing information during my research.

Finally, I appreciate my entire family for their love and support at every stage of this work. Their encouragement helped me complete my study.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgement.....	iv
List of tables.....	viii
List of figures.....	ix
List of abbreviation and acronyms.....	x
Abstract	xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study	8
1.4 Objectives of the study.....	8
1.5 Research questions	9
1.6 Significance of the study.....	9
1.7 Limitations of the study	10
1.8 Delimitations of the study.....	11
1.9 Assumption of the Study.....	11
1.10 Definition of significant terms	12
1.11 Organization of the Study.....	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introductions.....	14
2.2 Factors influencing academic performance.....	14
2.3 Parents level of income and academic performance	14
2.4 Parents level of education and performance	16
2.5 Child labor and academic performance	17

2.6 Family set up and academic performance	18
2.7 Summary of the literature reviewed	20
2.8 Theoretical framework	21
2.9 Conceptual framework of the study	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	23
3.2 Research design	23
3.3 Target Population.....	23
3.4 Sample size and sampling procedures	24
3.5 Research instruments.....	25
3.6 Validity of the instruments	26
3.7 Reliability of the instruments	26
3.8 Data collection procedures	27
3.9 Data analysis techniques	28

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction	29
4.2 Questionnaire return rate.	29
4.3 Demographic characteristics of the respondents	30
4.3.1 Gender of respondents	30
4.3.2: Academic qualification of teachers.	32
4.3.3 Experience of the teachers	33
4.3.4 Age of respondents	35
4.4 Influence of parents' level of income on pupil's academic performance and access to primary education.....	37
4.5 The Influence of parent's level of education on academic performance.....	48
4.6 The influence of child labor on performance in primary examinations	54
4.7 The contributions of family set up on school academic performance	57
4.8 Measures taken to enhance performance	59

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introductions..... 60
5.2 Summary of the study. 60
5.3 Findings of the Study 61
5.4 Conclusion 63
5.5 Recommendations..... 64
5.6 Suggestions for further studies..... 65

REFERENCES

APPENDICES

APPENDIX I: letter of Introduction 70
APPENDIX II: Questionnaire For Teachers 71
APPENDIX III: Pupil questionnaire..... 75
APPENDIX IV: Research permit..... 80
APPENDIX V: Authorization letter 81

LIST OF TABLES

Table 1.1 KCPE performances of South Gucha and its neighboring sub-counties in the last 5 years (Education County Office 2014)	6
Table 3.1 Target population and actual respondents	25
Table 4.1 Respondents return rate.....	30
Table 4.2 Distribution of teachers by professional qualification	33
Table 4.3 Teachers’ distribution by age	35
Table 4.4 Parents Financial Status.....	39
Table 4.5 Parents’/Guardians’ type of occupations	41
Table 4.6 Pupils’ response on being sent home to get money for teachers employed by parents.	43
Table 4.7 Teachers’ responses on families’ inability to pay for teachers employed by parents.	44
Table 4.8 Pupils fail because they don’t come to school to assist their parents in the farm. .	45
Table 4.9 Pupils absentee from school to look after young siblings	46
Table 4.10 Lack of examination money.....	47
Table 4.11 Replacement of lost books	47
Table 4.12 Tattered clothes.....	48
Table 4.13 Pupils’ response on their fathers’ level of education.....	49
Table 4.14 Pupils’ response on their mother’s level of education.....	50
Table 4.15 Parents / Guardians’ assistance on pupils’ home work	51
Table 4.16. Teachers’ response on pupils not performing well due to parents’ level of education.	52
Table 4.17 Reasons cited by class teachers on pupils performing poorly in examination due to their parent’s level of educations.	53
Table 4.18 Parents’ consultation with teachers on pupils’ progress.....	54
Table 4.19 Pupils’ academic performance in primary schools	56
Table 4.20 Number of absentees per week.	57
Table 4.21 Childrens’ parent	58
Table 4.22 Suggestions given by teachers on how to ensure high academic performance	59

LIST OF FIGURES

Figure 2.1 conceptual framework in the inter –relationship between variable. Adapted from (Mbwesa 2006).....	22
Figure 4.1 Teachers’ distribution by gender	31
Figure 4.2 Pupils distribution in terms of gender	32
Figure 4.3 Teachers’ distribution by their teaching experience.....	34
Figure 4.4 Distribution of pupils in terms of age.....	36
Figure 4.5 Numbers of siblings.....	38
Figure 4.6 Pupils opinion on the extent to which parent’s financial status influence failing in examinations	40
Figure 4.7 Teachers’ opinion on school levies that pupils pay.....	42
Figure 4.8 Pupils participation in house hold chores	55

LIST OF ABBREVIATION AND ACRONYMS

ASAL	Arid and Semi Arid lands
CRD	Centre for Research and Development
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
UPE	Universal Primary Education
UNICEF	United Nations International Children Education Funds

ABSTRACT

The study investigated the home based factors that influences pupils' academic performance in public primary schools in South Gucha Sub- County in Kisii County. The objectives of the study were to establish; the influence of family level of income, parents' level of education, to establish the extent to which child labor and family setup influences pupils' academic performance. The study used the descriptive survey design and purposive sampling techniques to select the schools and sampling techniques to select the schools and simple random sampling to select class teachers and pupils involved in the study. A total of 32 public primary schools were selected for the study. The researcher used 2 class teachers from each school making a total of 64 class teachers and also 20 pupils from each school making a total of 640 pupils. The researcher used two questionnaires for teachers and pupils. The test and re-test method was used to determine reliability of the instrument which gave a reliability of 0.89. Mugenda and Mugenda, (2003) asserts that a coefficient of 0.70 to 1 implies high degree of reliability of data. Data was analyzed assisted by SPSS to assist get the result. The results were presented in tables, frequencies, percentages and charts.

The findings of the study were that most parents are poor and unemployed and hence cannot meet other required school levies. It also found out that most of the parents have no formal education and thus can neither assist their children at home nor motivate them to work hard since they are ignorant of education. The researcher recommended that the MOE should give maximum protection to the children by enforcing the law on the child rights to protect them from child labor and other home based mistreatments that affect their performance. Based on the findings, the head teachers should sensitize the parents and the community on the benefits of education and the needs of educating their children. The school management committees should also create favorable learning environment in school for the pupils to maximize learning to compensate for the time lost due to home based factors. The suggestions for the study include need to conduct such study in other sub-counties and also to carry a similar study in private schools so as to scrutinize their performance. Finally a similar study should be conducted incorporating parents and SMC members since they are key stakeholders in education sector.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Primary education is the key foundation for socio-economic and political development (UNESCO 2005). If the quality of education is undermined, it implies the school may not offer children adequate knowledge, skills and altitude that a country requires in its citizens to guarantee the role of education in development (World Bank 2001).

The US center for marriage and family released a study in that shows broken family structures consistently lead to education difficulties for children, (Schultz, 2006). The report found that children from non- intact families have significantly high rates of difficulty with all children levels of education. Research indicates that children exposed to domestic violence are at an increased risk of being neglected. One of the impacts is that such children develop cognitive and attitudinal problems which affect the academic performance (Child Welfare Information Gateway 2009).

A study by Chimombo (2005) in Malawi on basic education in developing countries revealed that the necessity in children to engage in tasks that support household survival limits their academic performance. This is especially in the rural and urban squatter groups. 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 children who work and attend school may

be at a disadvantage because this constitutes educational inequality. Study has shown that children in Kenya are engaged in domestic chores often to the detriment of their education (Kadenyi and Kamuyu, 2006).

According to Kenya Institute of Public Research Household Analysis (2003) the high cost of education and household poverty levels often pushes the students to do menial jobs to supplement the meager family income. Bray (2001) argued that user fees in primary education are pervasive and a serious obstacle to academic performance for millions of children around the world.

According to Maicibi (2005) a good environment should be provided by the home if children in school must learn, if the administration must be successful and if the school must develop. Maani (2009) observes that students' success and passing in their examinations at school is closely related to their home backgrounds. Maku (2005) observes that home based factors such as the size of the household, income of parents, education level of parents and type and level of interaction between parents and children with regard to school work affect academic performance.

There are various factors that influence examination performance that need to be addressed. Some of these factors are home based while others are school based. Home based factors include; parental level of education, household duties and child labor, family background and stability, family level of income among others. School based

factors include; availability of school learning resources, qualification and determination of teachers (Ndaruhutse, 2008).

Ministry of education in of Kenya (2010) showed that parents with professional qualifications ensure that children remain in school. Education level of the household members is influential in determining the success in final examinations for pupils. Ersado (2005) talks of the widely accepted notion that parental education is the most consistence determinant of the child's education and employment decisions. Higher levels of parents' education are associated with parental encouragement to some extent. In a study of 5362 children drawn from every type of home in England and Walles, it was found that parental encouragement is important in determining the educability and high marks. (Douglas, 1964).

Household income is an important factor in determining access to education (Cardoso, 2007). Poor economic growth in Kenya has led to persistent poverty among Kenyan households. Majority of Kenyans live below the poverty line and are therefore unable to access basic services like food, shelter, health and education (Republic of Kenya, 2002). Although the government of Kenya has subsidized primary education with Ksh 1326 for each child per year, there are direct and indirect costs met by parents. This affects the performance of pupils in primary school particularly in rural areas. Majority of rural households depends on agricultural produce to obtain income to meet the costs of schools. Students are locked out if they cannot meet the direct and indirect costs of education (Mukudi, 2004). Household income is seen as a determiner of children and is

linked to a range of factors; when children start school, how often they attend, whether they perform well in their examination or fail. The argument was that payment of school fees tended to prevent a large proportion of the children from attending school (Center for Research and Development, 2004). However, Mukudi (2004) indicated that in spite of the government implementation of new policy of free primary education children still the academic results are not encouraging and hence the pupils do not perform very well in Kenya Certificate of Primary Education (KCPE). This is because of factors that are inherent to the home environment.

The 8.4.4 system of education in Kenya aims to provide students with knowledge and practical skills that would make them self-reliant and get employment (Baraza and Ngugi, 1988). This system of education has reinforced assessment procedures where students at all levels from primary to University are assessed to judge their achievement rates (Nyongesa, 2007). Their final achievement is evaluated through final examinations such as KCPE for Primary Education and KCSE for Secondary education and therefore, the students' academic performance is of paramount importance for it determines the students' future success. KCPE Examination is a basic and first national examinations which is the gateway to all other educational levels and examinations in the education sector. Indeed, it is very necessary to teach learners so as to make them successful members of the Society.

Though a lot of emphasis is placed on the efficient utilization of school input such as learning resources, the link between inputs and outputs of an educational system makes the equation complete (Blaug, 1970). Therefore there is an urgent need for educational

Managers in Kenya to focus in ways of producing qualified primary school graduates with higher grades so as to enable them progress in other levels of education or join the work force.

In some regions of Kenya performance in Kenya Certificate of Primary Education has been attributed to such factors; absenteeism of pupils from school, lack of facilities, lack of motivation, understaffing and lack of role models. In Magarini (Katana 2010) several factor have been attributed to the poor performance in KCPE. The factor include under staffing of teachers, teachers and pupils demotivation, poor time management, poor discipline standards, negative impact of the community and lack of adequate teaching and learning materials. However these factors differ depending on the region under study as well as school. There is therefore need to carry out study in every region to ascertain home based factors that affect KCPE performance in the region (Morumbwa, 2006). Fraser (1959) argues that there are other factors that bring variations in academic performance other than students' ability. In South Gucha Sub –County, most student do not attend to school all days and regularly and thus opting that there is need to find out the causes affiliated to home based issues that negatively affect their academic performance (Education news, 2009).

There is Tabaka Soapstone Carving in South Gucha Sub-County which has become a major economic activity in the area. Children have engaged in these activity to provide cheap labor and child labor hence there is no consistence in school attendance and thus affecting academic performance. The Sub-county also produces a lot of sugarcane which is the major agricultural crop in the area. Most of the sugarcane is taken to Sugar

factories in Trans Mara and Sony Sugar factories while some of it is locally processed to produce Jiggery. Most of the pupils are involved in the local production by providing cheap labor and hence do not attend school regularly (Education news 2009).

The KCPE performance in South Gucha Sub-county compared with its neighboring sub-counties in the last five years is indicated in table 1.1:

Table 1.1 KCPE performances of South Gucha and its neighboring sub-counties in the last 5 years (Education County Office 2014)

Year	2009	2010	2011	2012	2013
South Gucha sub county	240.30	234.68	236.65	243.26	240.38
Nyamache sub county	252.34	255.20	261.11	251.73	244.03
Sameta sub county	259.03	255.98	250.49	242.69	235.34

From the above data the mean standard scores for South Gucha Sub county in the last five years has always been below average (250 marks), while from the other neighboring sub Counties the mean has been above average in most years for example in Nyamache sub county the mean is above 250 marks for four years (2009- 2012) while in Sameta it was above average for three years (2009 – 2011).

There are approximately 3210 pupils in the 107 Public Primary Schools in South Gucha sub-county who sit for (KCPE) examination to mark the end of the eight year curriculum in primary school (Education sub-county statistics 2013). The results obtained by pupils

in this sub-county have variations regardless of the preparations administered within the schools. Sub-county Educational Statistics 2013 showed a below average performance for the five years from 2009 to 2013. Among other factors such as school based factors like staffing, school environment among others, there are various home ground issues that need to be determined that affect the student's performance.

1.2 Statement of the problem

The government of Kenya recognizes the strategic importance of the overall education of Kenyans within the context of poverty reduction and economic growth. Education can reduce social and economic inequality by reducing poverty, achieving desired economic growth, creating more employment and guarantee sustainable development for Kenyans now and in future (session paper 2004). In a bid to expand access and academic performance to primary education, the government of Kenya has eliminated school fees by introduction of FPE for the aims of maintaining performance rates (EMIS MOE 2007). The government is also trying to address and solve the issue of understaffing in our primary school by recruiting trained teachers every year to ensure that the curriculum is well covered and implemented.

The policy options above cannot assure or guarantee good academic performance as there exists many other variables other than fees and teaching staff that do influence performance (colcough 2003).

According to Kellgham (1977) home environment has more influence on academic performance than intelligence. Thus, it is true that home is origin of child, hence the origin of performance. In South Gucha sub-county, there is an increasing cases of child labor among children dropping out of school to provide cheap labor at Tabaka Soap stone mines and also provide cheap labor at jiggery (Education news 2009). Raja and burret 2004 stated that there is a serious absence of current literature examining the possible causes of poor academic performance in counties that have not achieved universal primary education (UPE). It is not in in order to assume that high public expenditure in education increases the performance of primary schools. This is clearly indicated in data (MOEST 2005) that reveals poor performance in some sub-counties including south Gucha Sub County even after the implementation of FPE program. According to Chiuri and Kiumi 2005, poor performance in national examinations and high rates of drop outs are evidence of internal inefficiency of an education system. Hence the researcher is interested to find the home based factors that influence pupils' academic performance in public primary schools in south Gucha Sub County.

1.3 Purpose of the study

The purpose of the study was to investigate the home based factors influencing academic performance in public primary school in South Gucha Sub County in Kisii county Kenya.

1.4 Objectives of the study

The following are objectives that guided the research:

- i. To establish the influence of family level of income on pupils' academic performance in primary education.
- ii. To determine how parents' level of education influences pupils' academic achievement.
- iii. To establish the extent to which child labor influences pupils' academic performance in primary school.
- iv. To establish extent to which family setup influences pupils academic performance in primary schools.

1.5 Research questions

The research was guided by the following questions:-

- i. How does the family level of income influence pupils' academic progress and access to primary education?
- ii. To what extent is the parents' level of education influencing the academic performance of pupils?
- iii. To what extent does child labor influence the academic performance of pupils' in Public primary schools?
- iv. To what extent do family setups influence academic performance in primary schools?

1.6 Significance of the study

The finding of the study provided information on various factors that affects academic performance of public primary schools. The information which can be useful to the

MOE, head teachers, teachers, teacher trainers and lay a foundation for the future researchers. The ministry of education may lay and provide proper policies that would necessitate academic performance in public schools. They will also lay policies that are child friendly and those that protect the children rights to guard them against home based factors which may affect their performance like child labor. They will also provide guidelines on curriculum delivery that which takes into consideration home based factors. The head teacher and teachers may use the information gathered to educate parents and communities on importance of education. This will bring change and development to the students' home background by stating facts that support learning for improved academic performance. The teacher trainers will benefit from the study as they will have a ground of training teacher on proper consideration to pupils as they come from different diverse homes. It is again hoped that the study findings will form part of educational data for future research on the home based factors in general.

1.7 Limitations of the study

The major limitation of study was that pupils were be relied on to provide information about their homes. Some pupils were not willing to give truthful and relevant information. Others were biased or ignorant of some aspects of their family background. To solve this problem the pupils were briefed on the need to give accurate information for the purpose of study. The research also relied heavily on KCPE results as a measure of academic performance without taking into consideration other variables such as discipline and other determining factors in examination performance.

1.8 Delimitations of the study

The study was limited to public primary schools in South Gucha sub- County hence private school were excluded an implication that the results obtained was only be a generalization to public primary schools yet education is offered both in private and public sectors of education. The focus of the study was carried only in South Gucha Sub-county and hence there are many sub-counties in the country. The study was restricted to teachers, standard seven and eight pupils respondents and was specifically to examine home based factors;-Family level of income, parents' level of education, child labor and family setup in relation to pupils' academic performance.

1.9 Assumption of the Study

In the course of the research the following assumptions were held:

- i. There are adequate provisions of physical facilities, learning and teaching materials in schools making it a favorable school environment for learning.
- ii. The views of pupils and teachers would adequately represent those that the researcher could acquire from the parents, guardians and pupils who joined secondary schools.
- iii. That home factors have influence on pupils' academic performance.
- iv. That the results of KCPE are a reliable and valid measure of pupils' academic performance.

1.10 Definition of significant terms

Child labor refers to the duties given or performed by the child whether with or without payment.

Family setup refers to the way the family is connected together, structured or organized.

Family level of income refers to how much money the family is able to raise.

Home based factors refer to conditions inherent to the home environment that either limits or affects the academic performance of student.

Influence refers to the effect that the home environment has on learning process of the pupils.

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

Pupils' academic performance. In this research performance refers to pupils' score.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one comprises of the introduction which includes background of the study, statement of the problem, purpose of the study, limitations of the study, delimitations, assumptions of the study, definition of the significant terms and organization of the study. The second chapter of the study includes the review of related literature which was organized into sub- themes organized into factors influencing academic performance which include; parents' level of income, parents' level of education, child labor and family setup. It also captures the theoretical and conceptual framework. The third chapter of the study presents the research methodology; it contains research design, the target population, sample size and

sampling techniques, the research instruments, the data collection procedures and data analysis techniques. Chapter four dwells on data analysis, interpretation and discussions of the findings and chapter five covers the summary, conclusion and the recommendations. Suggestions for future research are also be presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introductions

This chapter covers a review of literature related to the problem to be investigated. The chapter highlights factors influencing academic performance. It covers the home based factors influencing academic performance which include parents' level of income, parents level of education, child labor and family set up and structure. The independent variables in this study include home based factors influencing pupils' academic performance and the dependent variable in passing of examinations.

2.2 Factors influencing academic performance.

According to Abagi and Odipo (2007) the indicators of academic performance in education include good examination results, positive exhibition of knowledge, skills and attitudes. There are several factors that affect performance in primary schools such as poverty levels, parents' level of income, parents' level of education, household chores and child labor and family structure and stability.

2.3 Parents level of income and academic performance

The income level is usually determined by the type of occupation. Household income is an important factor in determining academic performance education .This follows since schooling attracts a range of costs both direct and hidden. It is seen as a determiner of children and is linked to a range of factors. When children start school, how often they attend, whether they have been temporarily withdrawn and how they eventually perform.

In United States, research show that students from poor families are twice as likely as there are more affluent counterparts to fail in examinations. This highlights the link between household income and how it interacts with performance in examinations. Cardoso (2007) while describing exclusions rather than failing paints poverty as the most common and contributory reason for student not to excel in examinations. Hunter and May (2003) call poverty “a plausible explanation of school disruption”. Low income is a function of poverty. The level of the family income is one of the most powerful influences on demand, retention and completion of education (Psacharopolus 1985). Parents especially the poor withdraw their children from school when faced with increased demand on household incomes.

There are studies that give evidence that parents occupation level relates to educational achievement of the child. A study conducted on 400 Aberdeen school children aged between 12.5 and 13.5 years old found that the father occupation to be significantly related to the child’s school success (Fraser 1959). The study revealed that children of parents of high income occupation are more advantaged over those of parents of low income occupations. Also according to Kemp (1955), the parent’s socio-economic status significantly correlates’ with the child’s school performance. There are also positive relationship between the parent’s occupational level and the child’s intelligence and academic performance (Eysenck& Cookson, 1970). Marjoribanks (1972) and Miller (1970), noted the performance of occupation as an index of socio-economic status which relatively influences child’s academic performance. Cullen (1969), found that parents occupation indirectly reflects their intellectual ability which is inherited by the child.

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

In a study conducted in 6 sub counties in Kenya that is Nairobi, Kajiado, Kiambu, Kilifi, Busia and Siaya. It was noted that patterns of failing or dropping in the KCPE means standards, closely followed variations in economic development of each study area site (Bali, 1970). The most developed sub counties had least failures and high percentage of progression to secondary for both sexes. Research also indicated that children from low social economic status households and communities develop academic skills more slowly compared to children from higher social economic status groups (Morgan, Farkas, Hillemier and Maczuga, (2009). Initial academic skills are correlated with the home environments where low literacy environments and chronic stress negatively affect a child's pre- academic skills and thus poor academic progress and hence failing in examinations.

2.4 Parents level of education and performance

According to UNICEF, (2004) children of educated parents are much more likely to go to school and the more schooling the parents have received the more probable it is that they would benefit their children. The report said that if educated girls became mothers they are likely to send their children to school there by passing on and multiplying benefits both for themselves and society in a positive integrated manner.

According to USAID, (1999-2004) in Guatemala, the statistics shows that 75% of rural indigenous women were illiterate and only one out of three rural indigenous children went to school. Fewer than two of every ten rural indigenous children who enter primary school complete sixth grade. The report further notes that increased community Participation in educational decision making process, promoting women leadership and parent participation in school committees led to increased retention and promotion from 51% to 66%.

2.5 Child labor and academic performance

UNICEF conducted a survey on household in 25 Sub-Saharan countries and found out that 31% of children aged between 5-14 years were engaged in a form of child labor. A large number of children estimated to be 75 million in the Sub Saharan Africa are out of school and about 165 million all over the world are working as child laborers (Elimu news 2010). Abagi and Odibo, (2007) observe that as poverty levels rises child labor has become crucial for family survival . Household chores often affect girls' opportunities to learn by taking away valuable time that they would spend on their education (UNICEF 2007).

According to UNICEF, (2004) Labor participation by persons below the age 15 is not only wide spread but also escalating at an acceptable rate. Mbiti, (2007) alludes that there are major reasons that lead to pupils' failure in academic performance. One of the reasons is the greater demand made on pupils by their families in connection with household duties. This consumes the time of the learners, can lead to absenteeism also truancy and

eventually all these impact on their education performance. Raja (1973), observed that poor families who cannot afford labor withdraw their children from school to work on their family farm or look after cattle. Nderitu, (1987), found out that children from poor families reach school late as most of the time is engaged in domestic chores. This was collaborated by Kiriikua, (2010) who argues that in Kenyan rural areas pupils are expected to some work after and before going to school.

As the government continues to deal with education concerns in some rural areas of the country, the introduction of the lucrative motor cycle business has to a great extent affected performance of boys in schools. Many boys are lured out of school to engage in business (republic of Kenya 2010). In South Gucha Sub- County, there are increasing cases of child labor among children dropping out of school to provide cheap labor at Tabaka soap stones mines and also provide cheap labor at jiggery, (Education news 2009). Girls miss school or time to do homework due to household chores (UNDP 2001). Many children in ASAL regions where majority of the parents are economically disadvantaged are lured out of school to engage in income generating activities. In South Gucha Sub County such children will be found working as house workers, brick makers, Bodaboda operators, tea pickers and jiggery making.

2.6 Family set up and academic performance

The home is a very important institution. In the home the child is provided with security or denied it. Here emotional needs are satisfied, denied or strived, waywardness corrected or neglected, the child is cherished with erective discipline or spoiled, standards are

learned and values slowly cherished or appreciated. The teacher soon knows what has happened at home. It is apparent that this informal agency of education which includes the church and the home in the absence of the parent is now failing to satisfy the increasing educating requirements of complex society and thus losing hold on the child (Aggarwal 1992).

According to Bavaro (2008), there are factors within pupils' families which influence their education. Bavaro further says that pupils living with both parents have high chance of passing their KCPE and graduation rates compared to pupils living in other family arrangements. Shittu (2004), found out that poor parental care with gross deprivation of social economic needs can contribute towards poor performance. Such a situation may arise as a result of divorce, death or separation. Domestic violence is a devastating social problem that impacts every segment of the population. (Jaffer 1990), indicates that children exposed to domestic violence are at an increased risk of being neglected. Children witnessing violence in their homes suffer serious cognitive, behavioral, emotional and developmental impairments which significantly alter their lives (Jaffe 1990).

In addition school aged children who have witnessed domestic violence are prone to poor academic performance, constant fighting with peers and rebellion against adult authority (National center on women and family law 1994). In Oregon 68% of Juvenile offenders in treatment programs had witnessed the abuse of their mother and /or were subjected to abuse themselves (Rhodes and parker, 1981). (Bowker, 1988), shows that 50- 70% of the

cases in which a parent abuses another parent, children are physically abused as well. He notes that some parents do not encourage their children to work hard in school and some families are headed by children. This is a situation which can not inspire the children to work hard in primary school. In some homes, it is an establishment that the highest attainment is primary education.

2.7 Summary of the literature reviewed

This chapter has reviewed literature on the home based factors influencing academic performance of pupils. These factors include: - parents level of income, parents level of education, child labor and family setup. Cardoso (2007) shows that household income is very important factor in determining the success of pupils in academics. Pupils from poor families cannot meet the indirect costs and hence they cannot perform well in examinations. Mbiti (2007) has highlighted how greater demand made on pupils to perform household duties and chores has led to the pupils in not performing well in the examinations. This consumes their time and hence leads to absenteeism and eventually they get low marks in KCPE. Pupils who live with both families have high chances of passing examinations and continuing to other levels than those who live in other family structures and arrangements (Bavaro 2008). Shittu (2004) also found out that poor parental care will deprive the pupil some social needs which may contribute to his/her failing in examination. It is also noted that parent's occupation indirectly affects their intellectual ability which is inherited by the child and thus making them either fail or pass in their examination Collen, (1969). Children from rich homes and with adequate learning facilities have advantage over those from poor homes with inadequate facilities.

However other findings have found that there is low or no positive relationship between learning facilities at home and the child's academic performance. There are also other factors that influence students' academic performance.

2.8 Theoretical framework

A theory helps to understand and explain social experience and also to determine ways in which to resolve the problems we encounter.

The study employed connectionism (E. Thorndike Theory). One of the first Americans to conduct experimental testing of the stimulus – response (or classical conditioning) idea was Edward Thorndike. At Harvard, Thorndike began his work with animals in course experimentation. Other experimenters and other behaviorist adopted as well (Omsten and Hunkins 1988). Thorndike defines learning as a result of associations forming between stimulus and responses. Such associations which include family associations become strengthened or weakened by the nature of frequency of the stimulus- response (S- R) pairings (Nzuvi 1999).

For effective teaching, learning and passing of exams to take place, there must be association of all the stakeholders like teachers, parents and the communities. The pupils should be given right kind of stimulus in school and at home to enable them pass their examinations. Teaching and learning materials must be adequate, school administration as a stimulus should make the curriculum and school climate conducive to learn and pass

the examination and parents should remove all the home based obstacles to make them pass their exams and the response for this will be good academic performance.

The researcher therefore used this theoretical frame work to determine the home based factors that lead to poor performance in public primary schools in South Gucha Sub – County.

2.9 Conceptual framework of the study

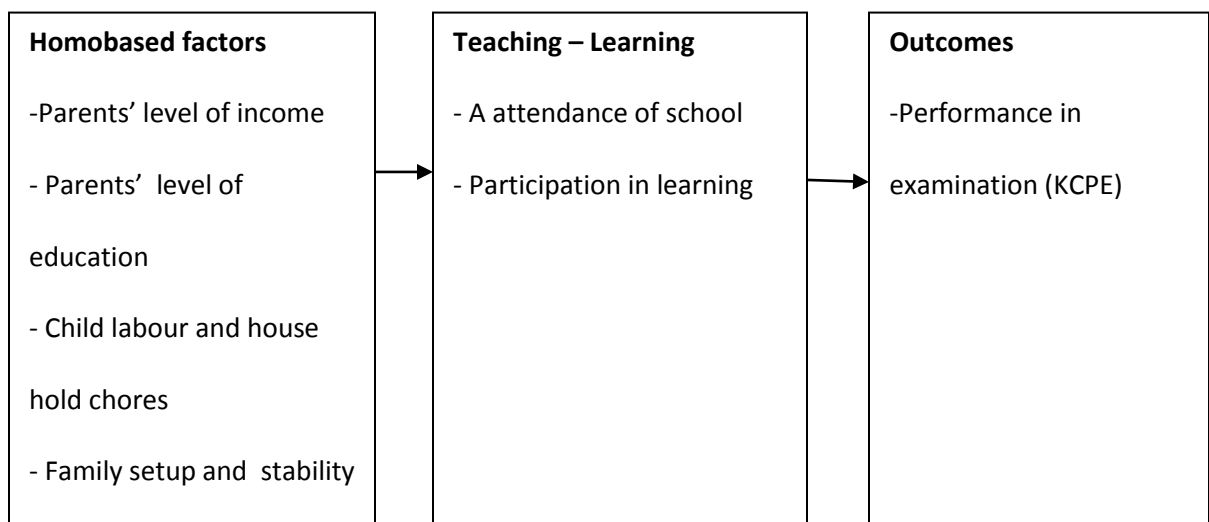


Figure 2.1 conceptual framework in the inter –relationship between variable.

Adapted from (Mbwesa 2006)

The independent variables represent the home based factors which influence the performance in school. These include house hold duties and child labor, family background and stability, parental level of education and poverty levels. The dependent variable will be the pupils' academic performance. With proper interactions of home based factors, proper attendance of pupils in school and good assessment system, the pupils will be expected to get good marks in KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses at various methodologies of research. It covers the research design, the target population, sample and sampling procedure, research instruments, validity and reliability of instruments, data collection and data analysis.

3.2 Research design

In this study, the researcher employed the descriptive survey design. According to Mugenda and Mugenda (2003), surveys can be defined as systematic descriptions of the facts and characteristics of a given population accurately and objectively. It can be extensive and cross-sectional, dealing with a relatively large number of cases at a particular time. It aids in the describing the nature of existing conditions determining existing relationship between a specific event influencing and affecting a present condition. The design is chosen on the rational that it can be carried out within a short frame of time as it is cross sectional, it maintains ethics and it doesn't manipulate behaviour. It is dynamic as it varies in complexity and scope and it is open to incorporating different data collection techniques.

3.3 Target Population

Target population is defined as the concentrated area of research from which the researcher wishes to obtain research data. There are 107 public primary school in South

Gucha Sub- County with 214 class seven and eight class teachers and 6480 pupils (South Gucha Sub- County education office 2015).

3.4 Sample size and sampling procedures

A sample is a small Portion of a target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statements made about the sample should also be true of the population (Orodho 2002). Purposive sampling method was used to select class seven and eight pupils from the target school. They were selected because they are well experienced in the school hence address issues addressed in the study. According to Mugenda and Mugenda (2003) a sample of 30% is appropriate in social science study. Therefore out of 107 public schools in the Sub –county, 32 schools were the sample selected and 64 class teachers participated. Simple random techniques were used to select the specific schools where respondents were sampled. In addition, the individual pupils in class seven and eight in the each of the selected school were sampled using stratified sampling technique to cater for gender differences and then simple random techniques to eliminate bias. This technique involved giving a number to every subject or member of the target population, placing it in a container and then picking at random (Mugenda & Mugenda, 2003). Since any pupil in class 7 and 8 had an equal chance of being selected in the sample. A sample percentage of 10% was used to choose the 648 pupils translating to 20 pupils in every school who participated in the study. Table 3.1 shows the target population and actual respondents.

Table 3.1 Target population and actual respondents

Respondents	Targets of respondents	Actual respondents
Teachers	214	64
Pupils	2140	640
TOTAL	2354	704

3.5 Research instruments

Research instruments are tools used to gather required data for the study. Kombo and Tromp in (2006) argued that the researcher requires methods that provide high accuracy, generalizability and explanatory power, with low cost, rapid and minimum management demands with administrative convenience. The researcher collected data from the respondents using two sets of questionnaires (one for teachers and the other for pupils). They contained both closed and open ended questions. The questionnaires are convenient for large numbers of population and provide the investigations with an easy accumulation data. The questionnaires give respondents freedom to express their views or opinion and also to give and make suggestions. The questionnaire is also anonymous. Anonymity helps to produce more Candid answers than is possible in an interview. In closed ended questions, the respondents were expected to select the item that best suits their situation from a given list of alternatives .While the open ended question gave the respondents complete freedom to respond through brief statement or explanation.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences which are based on the research results (Mugenda and Mugenda, 2003). In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The instrument was amended according to the experts' comments and recommendations before being administered for the validation of the instrument. The researcher consulted supervisors and experts in the field of study, who assessed the validity of study instruments. This led to adjustment and modification which increased the instrument validity.

3.7 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results to data after repeated trial (Mugenda and Mugenda 2003). To determine reliability of the instrument the test retest method was used in this study. This method involved administering the same instrument twice to the group of subjects with a time lapse between the first and the second test about two weeks. Reliability was calculated using Pearson's product moment co efficient(r).

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

$$\sqrt{(N \sum x^2 - (\sum x)^2) (N \sum y^2 - (\sum y)^2)}$$

Where $\sum x$ = Sum of scores in x distribution,

$\sum y$ = Sum of scores in y distribution

$\sum y^2$ = Sum of squared scores in y distribution

$\sum x^2$ = Sum of squared scores in x distribution

$\sum xy$ = Sum of products of paired x and y score

N = number of paired x and y score

r = Coefficient of reliability (Best and Khan (2006))

A Coefficient of 0.7 to 1 would be deemed appropriate for this study as recommended by Mugenda and Mugenda (2003).

3.8 Data collection procedures

The researcher seek clearance from the department of Educational Planning and Administration of the University of Nairobi then seek permit from the department of National Commission for Science Technology and Innovation then reported to the sub – county commissioner and sub – county director of education in South Gucha sub – county. The researcher administered the instrument through drop and pick method whereby the researcher delivered the instruments to the respondents in person and explained the instruments and assured them of their confidentiality of their responses.

3.9 Data analysis techniques

Data analysis refers to the interpretation of collected raw data into useful information (Kombo and Tromp, 2006). Data collected was edited and then analyzed both qualitatively and quantitatively.

Qualitatively data analysis considered inferences that were made from opinion of the respondents. Qualitative data was analyzed by organizing it into categories on the basis of the themes concepts and similar features.

Quantitative data was analyzed and tabulated using descriptive statistics including frequency tables and percentages. Statistical package for social science (SPSS) assisted in analyzing and presentation of data in tables.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study on home based factors influencing pupils' academic performance in public primary schools in South Gucha sub County in Kisii County. The researcher used class seven and class eight class teachers and class seven and eight pupils to collect the required data for the study. The collected data was coded and fed into the computer and analyzed using sciences SPSS program. Response rate of the teachers and pupils is shown and given.

Demographic characteristics of the teacher and pupils who participate in the study is also shown. The gender of the teacher and pupils, the qualifications and experience of the teachers and also the age of the teachers and pupils who participated is analyzed.

4.2 Questionnaire return rate.

It is the proportion of the questionnaires that are returned to the researcher from the sample that participated in the survey. All the teachers returned their questionnaires making a return rate of 100%. Out of 640 pupils, 634 returned the questionnaires constituting 99.06%. The average return rate is 99.53%. Table 4.1 shows the return rate of the respondents.

Table 4.1 Respondents return rate

Respondents	sample size	response	return rate (%)
Teachers	64	64	100
Pupils	640	634	99.06
Total	704	698	99.53

This implies that the return rate was good for all the targeted respondents. According to Edwards, Roberts, Clarke, Diguisseffi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80% and above is absolutely satisfactory, while 60% - 80% return rate is quite satisfactory and a rate below 60% is barely acceptable.

4.3 Demographic characteristics of the respondents

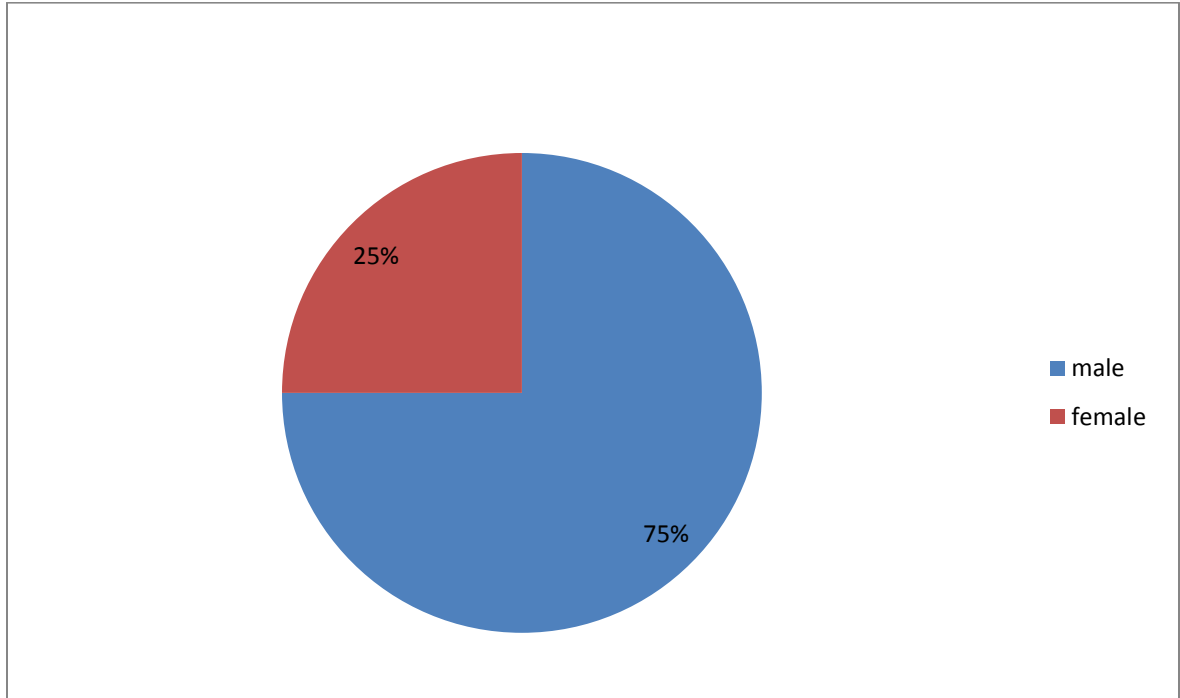
This section presents the background information of the respondents. The section was based on gender of respondents, qualifications of the teachers, their experience and the respondents' ages.

4.3.1 Gender of respondents

This sub section presents the gender of the respondents. Specifically the gender of teachers and pupils was addressed. Gender of the respondents was important to relate how the gender parity issues are addressed in the sub county.

Distribution of teachers by their gender was analyzed. This was important to the study so as to see how they cater for the unique needs of either gender. Figure 4.1 presents the information on the gender of teachers.

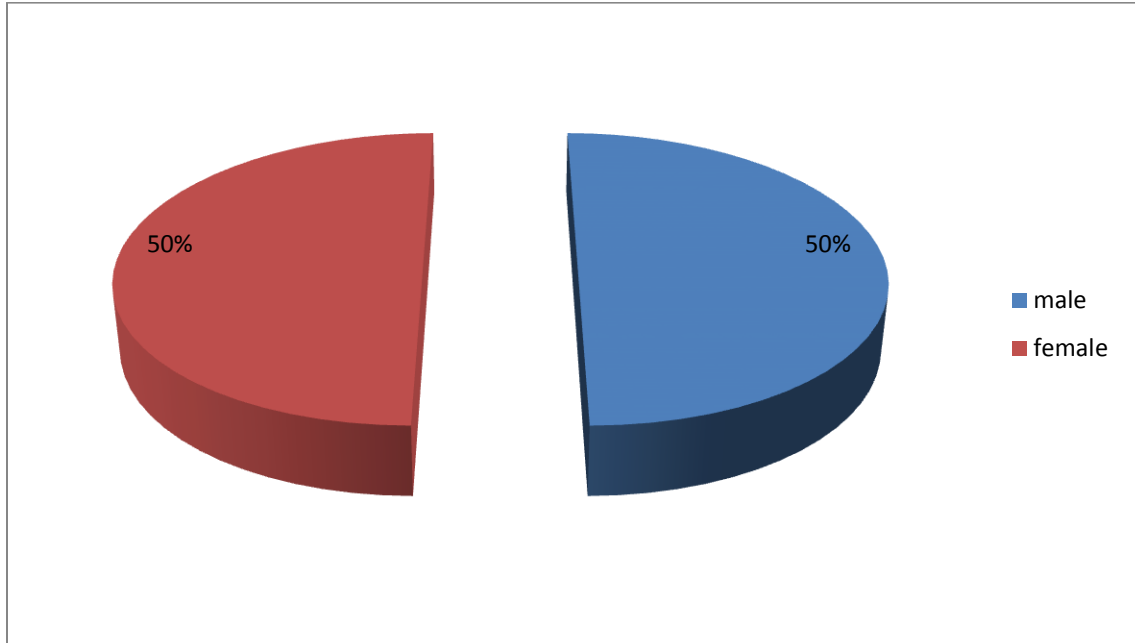
Figure 4.1 Teachers' distribution by gender



The majority of the teachers were male teachers 48 (75%) to that of the female 16 (25%) indicating an unfair distribution of the teachers in terms of gender. This indicates that male teachers are more to female teachers in the Sub- County. This concurs with the Koech report (1999) which revealed that gender disparity continued to persist in Kenya. This indicates that gender parity is still a mirage in the Sub- County.

The pupils were asked to state their gender so as to determine the distribution of students in schools within the sub county. Their ages is as indicated in figure 4.2

Figure 4.2 Pupils distribution in terms of gender



There was gender balance in terms of pupils indicating that the community supported both boys and girls equally to access educational opportunities. A clear indication that gender parity is practiced in the sub- County in line with the MDGS.

4.3.2: Academic qualification of teachers

This sub section presents the teachers' highest academic level. This information was important to relate teachers' highest academic qualification, teaching practice and pupils' performance. Higher levels of education for the teachers could imply that teachers are well knowledgeable on the best teaching methodologies and thus would apply them in teaching practices and also improve teacher / pupil interactions.

It was important to determine the professional qualification of teachers to determine how best they handle the pupils in the issues of preparation and content delivery for effective academic performance. Their responses are as in table 4.2

Table 4.2 Distribution of teachers by professional qualification

Teachers qualification	Frequency	%
Pi teacher	13	40.63
Approved teacher	7	21.87
Diploma teacher	5	15.63
Bachelor of education	7	21.87
Total	32	100

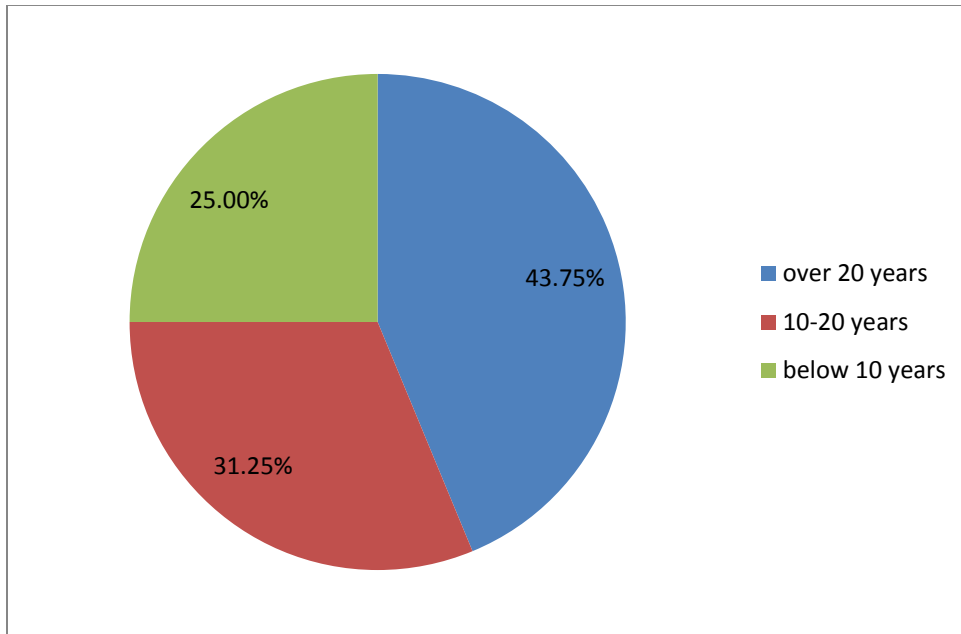
The findings indicate that classes are headed by teachers with knowledge and skill which are instrumental in the management and teaching in the schools for good academic performance.

4.3.3 Experience of the teachers

This sub section contains teachers' teaching experience. The data was significant in comparing the teachers' experience, teaching practice as well as the pupils' academic performance. At the same time, high experience of teachers' could be a reflection of proper handling of pupils and thus proper teaching practices.

It was noted that it is important to determine the teachers' working experience so as to be in a position to understand the trend of academic performance in south Gucha sub County. Figure 4.3 shows the teachers' period of teaching since they graduated.

Figure 4.3 Teachers' distribution by their teaching experience



From figure 4.3, 47.75% of the teachers had taught for over 20 years, 31.25% had taught for 10-20 years and 25% were below 10 years in the teaching experience. The results show that majority of the teachers had sufficient experience and could therefore positively contribute to the academic excellence of the pupils in the primary program.

From the statistical summary above, all the teachers were trained and qualified. These findings are an indication that majority of class teachers had minimum academic qualification to handle classes. From these findings it is clear that teachers are more experienced in their work and thus high expectations of good performances as supported

by Bandura (1997), who indicated that higher expectations were created by successful experience, whereas in contrast the low expectations were created by failure experience.

4.3.4 Age of respondents

This sub section contains the respondents' age bracket. Teachers' age will help to compare the performance of teachers and also relate with their promotions. It will go hand in hand with their experience in planning and coordinating of personnel (pupils) and resources. It will also show the ages of teachers which is a great determinant of pupils/teachers interactions. Young and energetic teachers are more likely to teach with vigor for good academic performance. It will also indicate whether over age or underage in pupils affect their performance.

Teachers were asked to indicate their distribution in terms of age and their responses are elaborated in table 4.3.

Table 4.3 Teachers' distribution by age

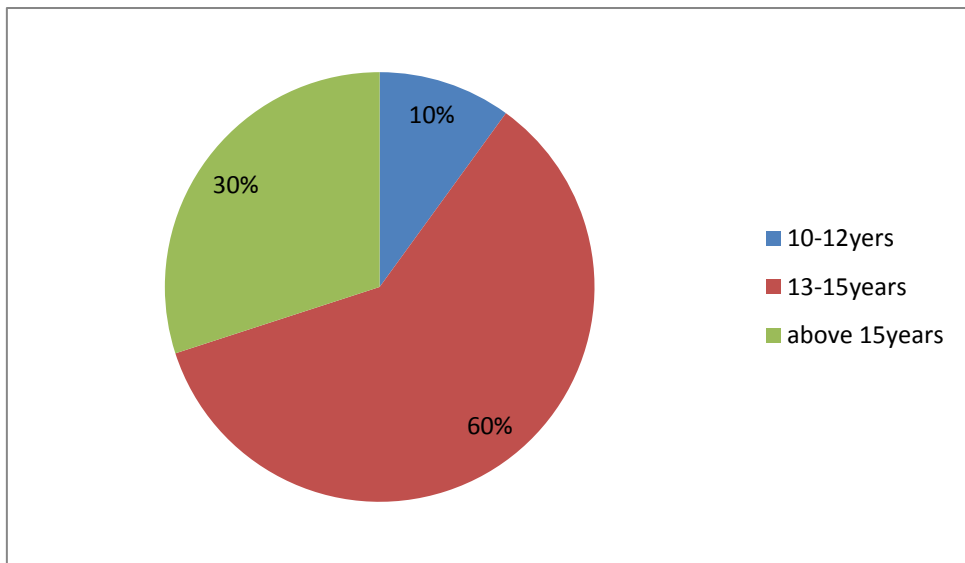
Teacher's Age	Frequency	%
Over 41 years	16	25
36-40 years	27	42.18
31-35 years	21	32.82
Total	64	100

The majority of teachers were between 36-40 years indicating that data was obtained from the right group of teachers who were aware of the causes of poor performance and would

guide and counsel the pupils for good academic performance. The finding shows that most of the class teachers are young teachers (36-40years). Their age is instrumental to the primary program because they are able to work long with pupils, fresh with current teaching methodologies and others skills of handling pupils. If their knowledge and skills are combined with the right rewards, the pupils can perform well in their examinations and eventually join good schools and meet their objectives.

The pupil's age distribution was important to the study in that the researcher was able to identify the ages at which students score low marks from. Their responses is as figure 4.4

Figure 4.4 Distribution of pupils in terms of age.



Most of the pupils 384 (60%) were between the age of 13-15 implying that they were within the standard age apart from a few who were slightly above the standard age and could influence their academic performance. According to Kenya National Examination Council (Oduor, 16th Aug. 2011) stated that children admitted on standard one later than five years fail KCPE, though the recommended age entry is six years. Those who sit for

KCPE later than fourteen years score below two hundred marks. These findings agree with UNESCO (2008) which stated that over-age children are more likely to repeat grades and eventually drop out.

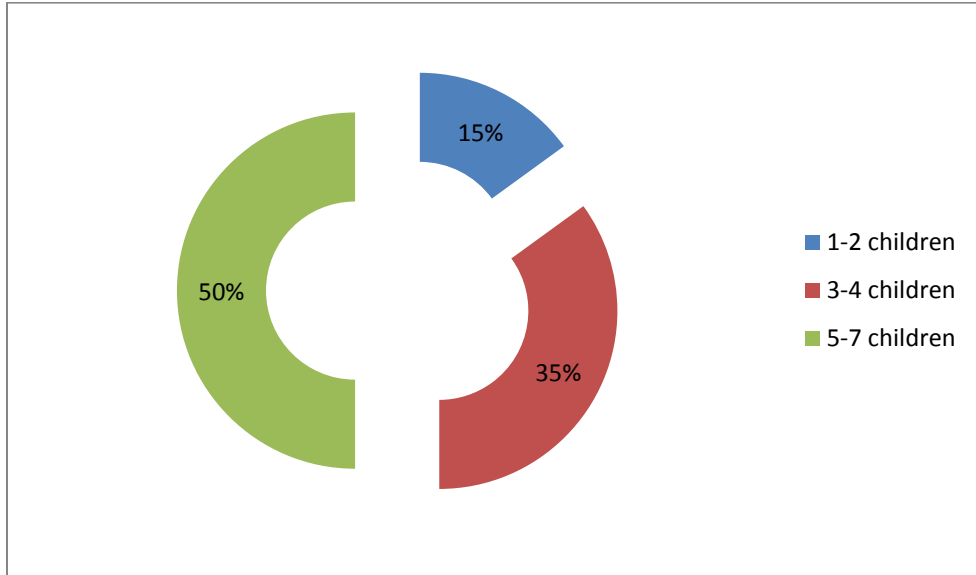
Home based factors on academic performance in public primary school.

The data captured focused on the family level of income, parental level of education, child labor and family setup in relation to the academic performance.

4.4 Influence of parents' level of income on pupil's academic performance and access to primary education

From the finding of the study it was clear that public primary schools in South Gucha sub- County were experiencing low academic performance. This was seen by the high rates of failing in examinations which prompted the researcher to find out the poverty levels of parents which influenced failing in the sub-county. To achieve these pupils were requested to indicate the number of siblings in their family, parents' financial status, parents' occupation and the extent to which parental status influences their academic performance. Figure 4.5 indicates the number of siblings in their families.

Figure 4.5 Numbers of siblings



The pupils were required to indicate the number of brothers and sister they had. This was important since schools entail monitory costs such as uniforms and learning materials and depending on the number of children that parents have. Majority of them 320 (50%) ranged from 5-7 children per every house hold indicating that most of the children who attended public primary school come from poor family backgrounds. The data revealed that family size may have an effect on the number of pupils participating in primary education and completing it. According to Amayo (1997), large family size categorizes in too low participation among students in education and hence poor performance.

The pupils were asked to indicate the level at which they placed their parents' financial status in forms of weather they are able to provide for the basic needs. Financial status which was used to measure poverty level was categorized into very rich, rich, average, poor and very poor. Table 4.4 indicates the financial status of parents.

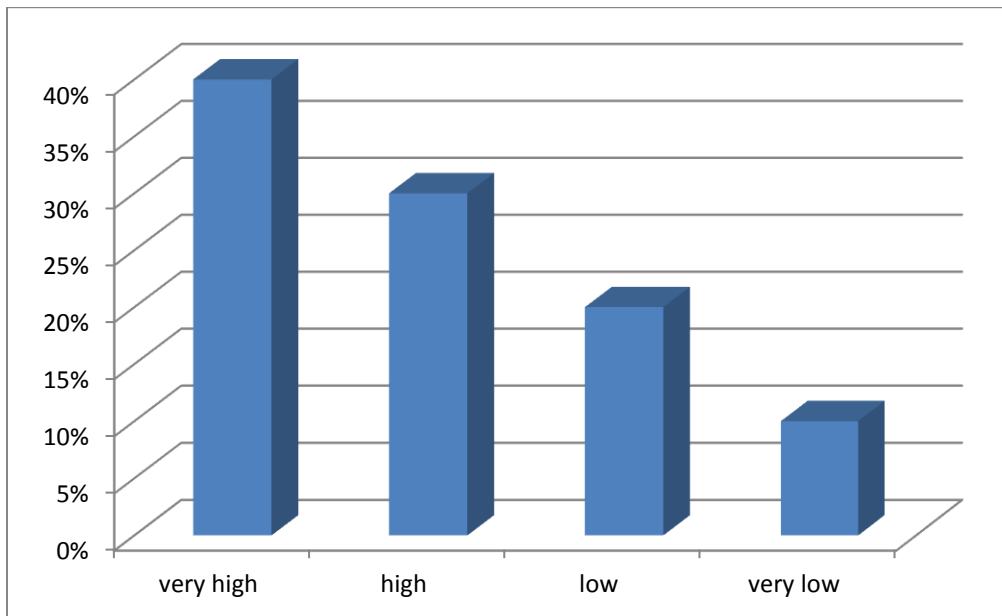
Table 4.4 Parents Financial Status

Financial level	frequency	percentage (%)
Very rich	32	5
Rich	96	15
Average	256	40
Poor	192	30
Very poor	64	10
Total	640	100

The result indicated that most of the pupils' parents 40% are considered average financially while 30% of the pupils come from poor households and are not able to maintain their children in school and thus they miss classes and hence drop in their examinations.

The researcher also sought to know pupils opinion on the extent to which parents' financial status influenced their academic failure. The findings were as indicated in figure 4.6.

Figure 4.6 Pupils opinion on the extent to which parent’s financial status influence failing in examinations



The parents’ level of income would highly be determined by their type of occupation thus researcher sought to identify their occupations and requested pupils to indicate their parents/ guardians type of occupations so as to assess the level of their parents’ income which is a great factor that influences failure in examinations. This concurs with Cullen (1969), who found out that parents occupation indirectly reflects their intellectual ability which is inherited by the child. The results are shown in table 4.5

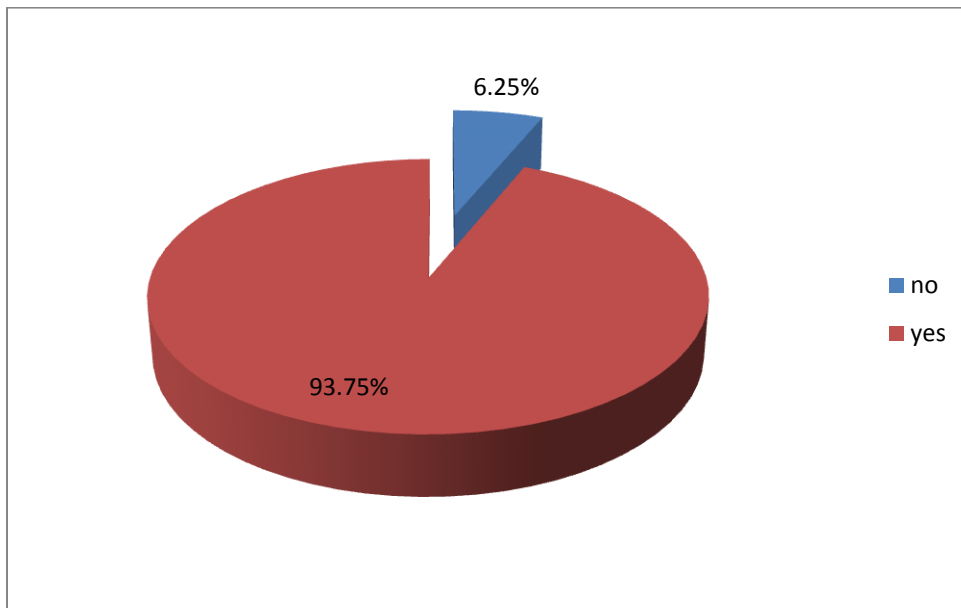
Table 4.5 Parents'/Guardians' type of occupations

Response	Frequency	%
Subsistence farming	379	59.22
Casual labors	162	25.31
White collar Jobs	32	5
Business	67	10.47
Total	640	100

From table 4.5 it is evident that 59.22% of the pupils indicated that their parents were subsistence farmers, 25.31% were casual labors, 10.47% own business while 5% have white collar jobs. The findings are consistent with Cardoso 2007 who argued that poverty is the most common and contributing reason for pupils to fail in examinations. A home within working parents is pursued as a social economically advantaged home, therefore pupils from these home are more likely to enroll, remain and work hard in school and then pass their examinations than pupils from disadvantaged homes. From the above information a large numbers of parents have no enough income to ensure proper provision of monies required by their children. This was further proven by the questionnaire on how often children are sent home to collect items required by the school.

The first objective examined the influence of the parental level of income which is determined by the occupation of parents which influences academic performance. The researcher sought to know whether children pay other levies and their findings are as shown in figure 4.7

Figure 4.7 Teachers' opinion on school levies that pupils pay



Teachers were asked to indicate whether there were other levies that pupils paid. Majority of the teachers 60 (93.75%) reported that indeed there were other levies paid by pupils in schools. These levies included examination fees, monies to pay teachers employed by parents and activity fees. This suggested that although the government is providing free primary education the funding may be insufficient to cater for all the expenses in schools.

The researcher sought to identify if it led to pupils being sent home to get money to pay teachers' employed by parents. The finding is as shown in table 4.6.

Table 4.6 Pupils' response on being sent home to get money for teachers employed by parents.

Response	Frequency	%
Rarely	162	25.31
Often	379	59.23
Quite often	99	15.47
Total	640	100

Table 4.6 shows that most of the pupils 59.23% indicated that they were often sent home to get money to pay teachers employed by parents/ guardians. The findings ascertain Hunter and May (2003) who called poverty a “plausible explanation of school disruption”. Poor payment and inadequate resources are barriers to academic performance in schools.

The researcher sought to know from the teacher the families' ability to pay teachers employed by parents. They were to rate them using strongly agree, agree, disagree and strongly disagree. Their findings were recorded in table 4.7.

Table 4.7 Teachers' responses on families' inability to pay for teachers employed by parents.

Responses	Frequency	%
Strongly agree	11	17.19
Agree	40	62.5
Disagree	8	12.5
Strongly disagree	5	7.81
Total	64	100

From table 4.7, 17.91% of the teachers strongly agreed, 62.5 % agreed, 12.5 % disagreed, while 7.8% strongly disagreed on families' inability to pay teachers employed by parents. The findings indicated that poverty hinder participation of pupils in primary schools education. Poverty makes pupils to stay away from school and finally poor academic performance. This concurs with Achoka (2007) who indicated that poverty is the main cause of poor academic performance.

The researcher sought to know from teachers the reason for pupils absenting from school and they cited them as follows; assisting parents in farms, looking after young siblings, lack of examination money, replacement of lost books and having tattered clothes.

They were asked to give their views on the above stated reasons and their findings were indicated in table 4.8.

Table 4.8 Pupils fail because they don't come to school to assist their parents in the farm.

Reponses	Frequency	%
Strongly agree	13	20.31
Agree	35	54.69
Disagree	11	17.19
Strongly disagree	5	7.81
Total	64	100

Most of the teachers 54.69% agreed with the fact that pupil's absentee themselves from school to assist their parents in the farms. These findings are supported by Raju (1973) who observed that poor families who cannot afford labor withdraw their children from school to work on the family farm or look after young siblings. The researcher asked the teachers to indicate whether the pupils absentee from school to look after their young siblings. The results were as shown in table 4.9

Table 4.9 Pupils absentee from school to look after young siblings

Reponses	Frequency	%
Strongly agree	11	17.19
Agree	29	45.31
Disagree	16	45.31
Strongly disagree	8	12.5
Total	64	100

Most of the teachers 45.31% agreed that indeed pupils absentee from school to look after their young siblings. These finding were supported by Abagi and Odipo (2007) who observed that as poverty rises child labor has become crucial for family survival.

The researcher further asked the teachers to respond to various household reasons that cause pupils to remain home. They were to indicate either quite often or never to the reasons. The responses per reason were recorded as follows lack of examination money, replacement of lost books and tatted clothes. The researcher sought to identify if the pupils were sent home to collect examination money. The teachers' responses were tabulated in Table 4.10.

Table 4.10 Lack of examination money

Reponses	Frequency	%
Quite often	16	25
Often	48	75
Total	64	100

From table 4.10, 75% of teachers indicated that pupils are often sent home to collect examination money. These findings concur with coombs and Cooley (1968) who said that social economic background more than any other factors contribute and influence academic performance. Books are usually provided in school and their misplacement or loss can hinder effective learning. The researcher asked the teachers to respond if the pupils are sent home to replace lost text books.

Table 4.11 Replacement of lost books

Reponses	Frequency	%
Quite often	16	25
Often	43	67.19
Never	5	7.81
Total	64	100

From table 4.11, most teachers (67.19%) indicated that pupils are often sent home to replace lost school text book thus no consistence in class attendance and hence they fail in their examinations.

School uniform is recommended to be decent. At times pupils come to school in tatters hence the researcher asked the teachers to indicate if the pupils are sent home because of tattered clothes.

Table 4.12 Tattered clothes

Reponses	Frequency	%
Often	53	82.81
Never	11	17.19
Total	64	100

Table 4.12 shows that majority of the teachers 82.81% often sent pupils home due to wearing tattered clothes. Being sent home lowers pupil's morale in their studies, often miss lessons and eventually perform poorly in their examinations.

4.5 The Influence of parent's level of education on academic performance

Parents play an important role as model to their childrens' lives, this triggered the researcher to investigate how parents' level of education influence pupils' academic performance in public primary schools (objective 2 of the study). The researcher asked

the pupils to indicate their parents' level of education and their responses are tabulated in table 4.13

Table 4.13 Pupils' response on their fathers' level of education

Reponses	Frequency	%
Never went to school	64	10
Primary	288	45
Secondary	171	26.72
Collage	81	12.65
University	27	4.22
No response	9	1.41
Total	640	100

Table 4.13 indicates that most of the pupils 45% stated that their fathers were primary school leavers. The findings are in line with Al-Samarai and Peasgood (1998) who argued that primary education of the head or spouse does increase the chances of the pupil's school academic excellence.

The researcher also requested the pupils to indicate their mothers' level of education. The findings are as in table 4.14

Table 4.14 Pupils' response on their mother's level of education

Reponses	Frequency	%
Never went to school	144	22.5
Primary	320	50
Secondary	117	18.28
College	18	2.81
University	9	1.41
No response	32	5
Total	640	100

Table 4.14 shows that half of the pupils 50% indicated that their mothers were primary school leavers. The finding are in line with the argument of Hunters and May (2003) that the parents level of education is associated with increased access to education, attendance rates and high or good academic performance.

Looking at table 4.13 and 4.14 we realize that the majority of the parents' relationship between the pupils' academic performance of the primary education and the education level of their mothers have had a little or no education and may not be able to help pupils' to perform well in their examination and complete primary education.

This is because children tend to imitate their parents especially mothers and so aspire to be highly educated as their parents.

Pupils do not only need academic support in school but also at home, therefore, it is important they are assisted on areas they are weak in when doing their home work. The researcher sought to identify if the parents/guardians assist their children to do their homework. The findings are tabulated in table 4.15.

Table 4.15 Parents / Guardians’ assistance on pupils’ home work

Reponses	Frequency	%
Agree	171	26.72
Disagree	469	73.28
Total	640	100

The majority of the pupils 73.28% indicated that their parents/guardians did not assist them with their home work. The findings are supported by Pryor and Ampiah (2003) who argued that uneducated parents cannot provide support or often do not appreciate the benefits of schooling. This concurs with the Ministry of Education (2002) report which showed that parents with professional qualifications ensure that children remain in school, assist their children with their homework and thus they perform well. Parents with low level of education have negative attitudes towards education because they do not see immediate benefits. Again they are not in a position to help their children in areas

of academic difficult which makes them to perform poorly in their examinations. Further the researcher asked the teachers to respond to the fact that pupils are out of school due to their parents' level of education the findings were tabulated as in table 4.16.

Table 4.16. Teachers' response on pupils not performing well due to parents' level of education.

Reponses	Frequency	%
Agree	48	75
Disagree	16	25
Total	64	100

From table 4.16 the majority of teachers 75% felt that parents' level of education contributed to pupils not performing well in their academic. The finding are consistent with Ersado (2005) who pointed out that parents' education is the most consistent determinant of the child's education. The researcher requested the teachers to explain why they thought that pupils failing in examinations were attributed to their parents' level of education. The findings are tabulated in table 4.17.

Table 4.17 Reasons cited by class teachers on pupils performing poorly in examination due to their parent’s level of educations.

Reponses	Frequency	%
Family poverty level	18	28.13
Negative attitude	11	17.19
Ignorance on importance education	35	54.68
Total	64	100

The majority of the class teachers 54.68% indicated that pupils performed poorly in examinations due to parents’ ignorance on the importance of education to their children. These findings are supported by Ezewu (1983), who said those parents with higher education level and prestigious occupations encouraged schooling more than low leveled parent and of low economic status. This is because parents with higher education and higher economic status tend to show more on their children and appoint part time teachers for them, but parents with low level of education are not always able to teach their children and unable to afford part time teachers.

Despite that parents’ level of education affected the pupils performance in schools, the researcher sought to know if they made follow up on their childrens’ progress in schools.

Table 4.18 Parents' consultation with teachers on pupils' progress

Reponses	Frequency	%
Often	8	12.5
Sometimes	48	75
Never	8	12.5
Total	64	100

Table 4.18 shows that 75% of the teachers indicated that parents sometimes consult about their children progress while 12.5% never go to school for consultation.

4.6 The influence of child labor on performance in primary examinations

Parents with low levels of education were found to engage their children in household chores which compromised their academic performance. The pupils were asked to indicate whether they participated in household chores at home or any work for pay. This aimed at establishing whether household chores and child labor affect their performance in examinations in primary schools in south Gucha Sub- County. The result is as in figure 4.8.

Figure 4.8 Pupils participation in house hold chores

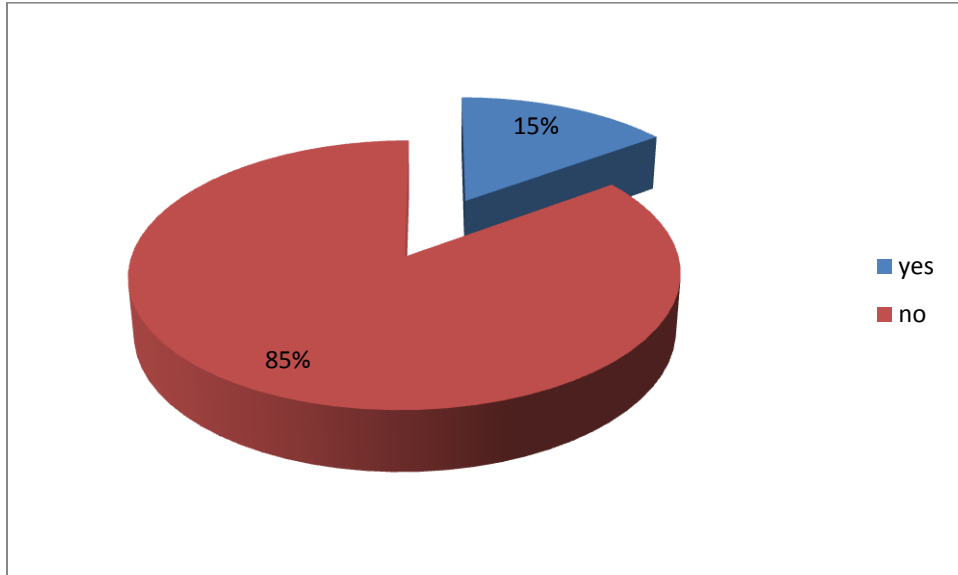


Figure 4.8 indicated that 544 (85%) of the pupils are engaged in house hold chores. The study sought to establish how the household chores affect their studies. The pupils indicated that the household chores affect their studies by making them absent from school 308 (48.13%), making them not to concentrate when doing private studies at home 192 (30%) and making them have no time to do private studies at home 140 (21.87%). Abagi and Odipo (2007) observed that as poverty levels rises child labor becomes crucial for family survival. Household chores often affect pupil's opportunities to learn by taking away valuable time that they could spend on their education (UNICEF 2007).When asked to give information on pupils' academic performance in the schools the class teachers gave responses in the table 4.19.

Table 4.19 Pupils' academic performance in primary schools

Class teachers		
Performance	Frequency	%
Excellent	3	4.69
Good	5	7.81
Average	21	32.81
Below average	24	37.5
Poor	11	17.19
Total	64	100

From table 4.19 most of the schools perform averagely and below averagely at 32.81% and 37.5% respectively. Overall, therefore the academic performance in the South Gucha sub County is below average. These study result mimics UNDP (2001) and Glennerster (2011) who established that the performance of pupils Kenya Certificate of primary Education (KCPE) has been below average. Poverty level in the sub County has forced many children to drop in their academic performance and because of many cases of absenteeism; the performance in national examination is below average.

4.7 The contributions of family set up on school academic performance

Objective 4 was to investigate the contribution of family set up, structure and stability on school academic performance. The teachers were requested to give information on the causes of absenteeism in the institutions. 40 teachers representing 62.5% said that lack of strong family values was a contributing factor. In south Gucha sub- county 52.81% are children raised by single parent while 15.63% by other people than their own parents were the most affected by absenteeism. This made the researcher to investigate the number of absentees per week and result is indicated in table 4.20.

Table 4.20 Number of absentees per week.

Absentees	Frequency	%
1-2	20	31.25
3-4	35	54.69
5-7	9	14.06
Total	64	100

The information in table 4.20 shows that absenteeism is experienced in all classes with 3-4 being the highest number of absentees at 54.69%. According to Chiuri and Kiumi (2005), absenteeism affects examinations. Thus the cases of absenteeism point to poor performance in education in south Gucha sub-county.

The pupils were asked to indicate the type of parent they live with; this would show the type of families in which those who fell in their academic performance came from. Their responses were recorded in table 4.21.

Table 4.21 Childrens' parent

Parents	Frequency	%
Mother	270	42.8
Father	68	10.63
Both	202	31.56
Guardian	100	15.63
Total	640	100

From table 4.21, 42.18% of the pupils live with mothers only, 10% live with fathers only, 31.5% live with both parent while 15.63% live with relatives. This is clear indication of lack of proper support from both parents and this would make pupils easily to perform poorly in their academics.

4.8 Measures taken to enhance performance

The researcher sought to know from the teachers what should be done to ensure good academic performance and the findings summarized as in table 4.22 below:-

Table 4.22 Suggestions given by teachers on how to ensure high academic performance

Strategy of good performance	frequency	percentage (%)
Welcoming motivational speakers	12	18.75
Bench marking	4	6.25
Encouraging team work	8	12.5
Awarding good performance	4	6.25
Sensitizing parents on education needs	16	25
Organizing parents and teachers meeting	20	31.25
Totals	64	100

According to responses in table 4.22, 16 of the teachers (25%) said there was need to talk to parents on need of school, 12 of teachers (18.75%) suggested in welcoming motivational speakers, those who said they were encouraging team work among teachers were 8 (12.5%), organizing parent and teachers meetings were 20 representing (31.25%) while awarding good performance and bench marking was represented by 4 teachers representing 6.25%.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY.

5.1 Introductions

This chapter provides summary, conclusions, recommendations for further study

5.2 Summary of the study

The main purpose of this study was to assess home based factors influencing academic performance of pupils in public primary schools in South Gucha Sub-County, Kisii county Kenya. The study was guided by four objectives that focused on the influence of family's level of income, parents' level of education, child labor and family set up on academic performance in education. The study used the E. Thorndike theory which uses the idea of classical conditioning. He defines learning as a result of association forming between stimulus and responses. For proper and effective learning in schools and passing of examinations, there must be proper association and coordination of all stake holders.

The study employed descriptive survey design. The target population for this study included 107 public primary schools in South Gucha Sub County with 214 class seven and eight class teachers, in which 64 class teachers and 640 pupils were selected giving a total of 704 respondents. Purposive sampling was used to select class seven and eight pupils from the target population. A sample of 30% was appropriate in the social sciences study (Mugenda and Mugenda 2003). A questionnaire was used in data collection. The instruments were amended to the experts' comments and recommendations by the supervisors and experts in the field of study who assessed the validity of the instrument.

The test –retest technique was used which gave a value of 0.89 for teachers. The researcher personally administered the questionnaire to the teachers and pupils in the selected schools. Data collected from the respondents was both quantitative and qualitative in nature. Descriptive statistics such as percentages, means and frequencies were used to report data. The results of data analysis were reported in summary form using frequency tables, bar graphs and pie charts. Qualitative data analysis for open ended questions was done using content analysis. Content analysis describes the form or content of written or spoken materials. Ideas were grouped into themes. The frequencies of different descriptions were generated by categorizing and coding pieces of data and grouping them into themes.

5.3 Findings of the Study

Since the government is providing funds to FPE, employing of teachers and providing funds for teaching and learning materials and for infrastructure, pupils need to perform well in their examinations but the opposite is in South Gucha. The study tried to investigate as to why performance is still low despite the government efforts in funding the education sector. Data was collected through questionnaires where the return rate was 100% for teachers and 99.06% for pupils.

Findings revealed that the Majority of parents 59.22% were subsistence farmers and were not able to raise school levies causing children to be sent home regularly to collect the money, wearing tattered clothes and money to pay teachers employed by parents that

eventually lead to chronic absenteeism and missing of classes and lessons and thus poor academic performance.

The study also found out that most of the students view their parents' financial status as average while others come from poor household. Pupils from low income earning households report high cases of absenteeism and falling of examinations.

The study established that due to poverty, 85% of pupils engaged in household chores such as doing farm work, cooking, fetching water and firewood. These household chores affect their studies as they make them absent from school and lower their concentration and thus poor result in their academics. The study also found that majority of pupils in South Gucha are raised by single parents (52.81%). Those children who stay with single parents or are orphans and brought up by guardians are the most affected by absenteeism and hence perform poorly in their examinations.

It was also established that few parents in South Gucha sub-county (18.28%) with pupils have secondary education while the rest have no formal education at 22.5%, primary education at 50% and tertiary education at 2.81%. The higher the number of parents with no formal education, the higher the chances of the pupils failing in their examinations and this is triggered by increased absenteeism. Most of the schools perform averagely and below average. Most of the schools in South Gucha perform poorly. This is an indication that there are other factors apart from school factors that bring about, low academic performance in primary schools in South Gucha Sub- County.

5.4 Conclusion

From the findings it is clear that majority of the parents are not employed and hence they engage in subsistence farming to ensure that they sustain their children in schools and also to get money to pay for the required school levies.

The education levels of the parents have really affected the academic performance of pupils in South Gucha Sub County. Most parents have no formal education and hence they neither assist their children at home nor encourage them to work hard to pass their exams. If parents are highly learned and working, their children will be motivated to work harder too as they imitate their parents.

Child labor and household chores affect academic performance because pupils are forced to be out of school to attend to house hold chores for survival. The poor performance in South Gucha Sub- County is attributed to high poverty levels of the household hence minimizing the chances of students attending schools and lastly misses classes and obtains low grades.

The family set up and structures has been known to be one of the factors that influence academic performance in our public schools because children from single parents households are mainly poor hence making them unable to pay school levies. These factors are barriers to the academic performance in public schools. It is therefore necessary to address these challenges so that this noble ideas of providing education for

all retains its intended purpose which is to ensure good performance and also ensure holistic development of human resources

5.5 Recommendations

Based on the findings of the study, the following recommendations were made:-

1. The government to enforce the act of childrens' rights so that it protects them from issues of child labor and other home based mistreatments that may hinder them from performing well in their academics.
2. The Quality Assurance and Standards officers to enforce close supervision and inspection of primary school in order to ensure that pupils are taught right content and the syllabus covered well and special attention given so that all pupils can improve in their performance.
3. Head teachers and teachers to conduct guidance and counseling sessions so that they can guide, encourage and motivate the pupils to work hard and teach them their rights so that they can know what to do in case they are violated.
4. The head teachers should conduct frequent meetings with the parents to sensitize them on the need to provide quality education to their children. He should also invite motivational speakers to address the issue of ignorance to the parents.
5. School management committee should consider creating good learning environment for the children to maximize their time in school so that they can compensate the time lost when at home because of the home based factors.

5.6 Suggestions for further studies

Based on the findings of the study, the researcher suggested the following studies to be carried in order to complement this study:-

1. A similar study to be conducted in other sub- counties so as to establish prevailing conceptions in those parts with a view of comparing with this study.
2. A similar study should be come in private primary schools given that private schools were on the increase and therefore performance in these schools should be scrutinized.
3. A similar study should be conducted incorporating parents, SMC members since they are also keys stakeholders and determinants in school's academic performance.

REFERENCES

- Abagi, J.O. (2007) *Status of education in Kenya: indicators for planning and policy formation* Nairobi, institute of policy Analysis and Research.
- Aggarwal J.C. (1992) *Development and Planning of Modern Education (8th Edition)* New Delthi: Vikas Publishing House.
- Achoka, I. (2007). *Access to basic education in Kenya: Inherent concerns. Educational research and review 2(10).275-284. Retrieved November 14,2008 from <http://www.academic/journals.org/ERR>.*
- Amalaha, B.M. (1975), *Academic achievement motivation of Ibo firthformars*, Dissertation Abstract International, 36(1), 123-A.
- Bali ,S.K. (1997). *A comparative study of antecedents of gender specific school wastage rates in Kenya*. Nairobi, academy & science Publishers; Kenya.
- Baravo , B.(ed), (2008). *California drop out. Research project policy brief, No. 15. California*. University of California.
- Best ,J.W, and Khan, J.V.(1993), *Research in Education* ,New Delhi; Prentice – Hall of India Private limited.
- Bory W.A. Gall M.D. (1989). *Educational Research: An Introduction Fifth Edition*, New York: Long Man Press.
- Bray, M.(2001). *Government and households financing of education: finding appropriate balances. A paper presented to the international conference of economics of education.(May 16th -19th)at Beijing University; Beijing*.
- Blooms, B.S (1984),*The search for the method of group instruction as effective as one toone tutoring* .Edu.Leadership,41(8):4-17.
- Bruneforth, M. (2006) *Characteristics of children whom drop out of school and comments on the drop-out population compared to the population out of schoolchildren*. Background paper for the EFA Global Monitoring Report 2007.
- Cardoso, A.R. &Verner, D. (2007).*School dropout and push out factors in Brazil. The role of earlier parenthood, child labor and poverty, IZA Discussion paper No. 2515*.

- Center for research and development (2004). *Monitoring of the primary education and establishing the unit costs of primary education in Kenya*. Nairobi.
- Chimombo, J.P.G. (2005). *Issues in basic educations in developing countries: an exploitation of policy options for improved delivery*. Journal of International co-operation in education. Vol8.
- Cullen, K. (1969), *School and family: Social factors in educational attainment* :Dublin; Gill and Macmillan.
- Douglas J.W. B. (1964). *The Home and the School*, London: Mac gibbon and Kee.
- Ersado, L.(2005). *Child labor and schooling decisions in urban and rural areas: comparative evidence from Nepal, peru and . Zimbabwe*, Washington D.C USA .World bank.
- Eysenck, H.J. and Cookson, D. (1970). *Personality in Primary school children; family background the British Journal. of Educational Psychology* 40,117-131.
- Fraser ,ED.(1959). *Home environment and school* ,London ,University of London Press.
- Gay, H.L. (1981), *Educational Research: Competences for Analysis and Application* London: Charles E. Merrill.
- Hunter, N.& May, J. (2003). *Poverty Shocks and school disruptions Episodes Among adolescents in South Africa*. CSDS Working paper No. 35.
- Jaffe, P., Willsons, S. & Wolfe, D. (1990). *Children of battered women*. Newbury Parks, CA. sage publications.
- Kandenyi, M.M & Kamunyu, M.E. (2006). *Challenges facing women in tertiary institutions: a case of Eldoret Municipality*. The educator.
- Kemp. L.C.D. (1955), *Environmental and other characteristics determining attainment in primary schools*. The British Journal of educational Psychology 25,67-77.
- KIPPRA (2004). *Education and child labour*. Policy brief No. 7 October.
- Kombo D.K. Tromp, D.A. (2006). *Proposal and thesis writing: An Introduction-* Nairobi.
- Maani, B.F.(2009). *Factors affecting academic performance* . Unpublished dissertation, Makerere University, Kampala, Uganda.

- Macibi, N.A (2005). *Pertinent issues in management: Human Resource and Moyo educational management*. Net Media Publishers Ltd.
- Markjoribanks, K. (1979)-*Families and their Learning environments: an empirical analysis* London. Routledge and Kegan Paul.
- Morubwa .J. (2006).*Factors Influencing Performance in Kenya Certificate of Primary Education in Nyamira Division, Nyamira District*. University of Nairobi (education press).
- Mbwesa J.K. (2006). *Introduction to Management Research: A Students Handbook*. Nairobi Jomo Kenyatta Foundation .
- Milles G. W. (1970), *Factors in school Achievement and Social class* *Journal of Educational Psychology*, 63, 103-109.
- Moyi, P. (2011). *Child labor and school attendance in Kenya*. Educational Research and reviews vol 6.
- Mugenda, O. M. Mugenda, A.G.(2003)*Research methods ,Quantitative and Qualitative approaches* ,Nairobi ;Kenya ;ATS Press.
- Mukudi, E. (2004). *Education for all: A framework for addressing the persisting illusion for Kenyan context*: international journal of educational development.
- Namunga, N.W. (2005). *Effects of FPE on pupils participation in primary schools In Bumula Division, Bungoma District*.Unpublished M.E.D thesis. University of Nairobi.
- Ndarahutse,S. (2008) *Grade repetition in schools in sub-saharan Africa ;An evidence based for change* ,Berkshire CfBT Education trust .
- Orodho A.J and Kombo D.K (2002), *Research Methods. Qualitative Approaches African Centre of Technology Studies*, Nairobi, Kenya.
- Psacharopoulos, G and Patrinos, H.A (2002). *Returns to Investment in Education. Further update, the World Bank Policy Research Working Paper*. Vol 2881.
- Raja , K.J, and Burret, N.(2004) . *User fees in primary education*. Washington DC; Human development network
- Republic of Kenya, (2005), *sessional paper no.1, 2005* Nairobi: Government printers.

Schultz, T.W (2006), *Education and Economic growth, social forces influencing American Education, society for the study of Education Chiago National*, University of Chicago.

UNESCO (2000) *World education forum education for all*, Dakar ,Paris; UNESCO.

UNICEF(2004).*The state of the world's children 2004. For every child, health, education, equality, protection*. Advanced humanity.

UNICEF(2007). *The state of the world's children*. New York: UNICEF.

WORLDBANK (2001).*Attacking poverty. The international bank for reconstruction and development*. World Bank development report.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
Department of Education
Administration and planning,
P.O Box 30197,
Nairobi.

The head teacher
School.....

Dear Sir/Madam,

RE: RESEARCH STUDY

I am Mr. Evans Omari Akeri, a Masters student in the Department of Educational Administration and Planning at the University of Nairobi. The topic of research is **home based factors influencing students' academic performance of public primary schools in South Gucha Sub-county in Kisii County.**

Your school has been selected to participate in this study. Information given is for academic purposes only and your identity shall be treated with uttermost confidentiality.

Thank you for your co-operation.

Evans OmariAkeri

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed for the purpose of studying academic performance of public primary schools in South Gucha sub-county. Do not sign your names. All the information provided will be treated with utmost confidentiality and is only meant for this research. Fill in by putting a tick (✓) in appropriate box or by writing the answer in the spaces provided.

SECTION A: Background Information

1. What is your gender? Male () female ()

2. What is your age bracket?

a. Over 41 years () b. 31-35 years () c. 36-40 years () d. 25-30 years ()

e. below 25 years ()

3. For how long have you been teaching? a) Below 10 years () b) 10-20 years () c)

Over 20 years ()

4. What are your academic qualifications?

5. What has been the K.C.P.E M.S.S for the school for the following years?

2009 _____ 2010 _____

2011 _____ 2012 _____ 2013 _____

SECTION B: Family Level of Income

6. Are there any other school levies that pupils pay: Yes () No ()

7. How often are the pupils sent home for the following reasons in your school?

Reasons (3) quite often (2) often (1) never

i. Lack of exam money ()

ii. To replace a lost book ()

iii. Having tattered clothes ()

8. To what extent would you agree or disagree to the following as reasons for poor performance.

4 Strongly agree, 3 Agree, 2 Disagree, 1 strongly disagree.

	Statements	4	3	2	1
a)	most parents are not able to pay for teachers employed by parents				
b)	pupils drop out of school to assist parents in farms				
c)	pupils drop out to look after young siblings				

SECTION C: Parents Level of Education

9. Does the level of education of parents influence completion rates in your class? a)

Yes () b) No ()

10. How would you rate the following regards to academic performance of this school;

Rate them as follows; Key: 3=Often, 2=Sometime, 1= Never

	Statements	3	2	1
a)	parents’ level of education contribute to pupils passing of exams			
b)	parents consult you regularly about their children’s progress			
c)	low levels of parents’ income contribute to pupils’ failing in exams.			

SECTION D: Child Labour

11. Do you consider absenteeism as a major problem in your school?

a) Yes () b) No()

12. If yes, how many pupils on average are usually absent per week?

a) 1-2 () b) 3-4 () c) 5-7 ()

SECTION E: Family Set up and Structure

13. From your observations, what families do most pupils who absent themselves from school come from?(you can tick more than one)

- | | | | |
|---------------------------|-----|--------------------------|-----|
| a) Single parent families | () | d) Child headed families | () |
| b) With both parents | () | e) Children's home | () |
| c) Orphaned | () | f) headed by a Guardian | () |

14. What recommendation would you make to increase the pupils' academic performance in this school?

.....

Thank you for you co-operation.

APPENDIX III

PUPIL QUESTIONNAIRE

This questionnaire is designed for the purpose of studying academic performance in public primary schools in South Gucha sub-county. Do not sign your names. All the information provided will be treated with utmost confidentiality and is only meant for this research.

SECTION A: Background Information

1. What is your gender: a) Male () b) Female ()
2. How old are you?
 - a) Less than 10 years () b) 10-12 years () c) 13-15 years ()
 - d) Above 15 ()

SECTION B: Family Level of Income

3. In your own opinion, how can you rate your family's financial background?

Very rich () rich () poor () very poor ()

4. Who pays your school levies and other school requirements?

- a) Both parents () b) Mother only () c) father only ()
- e) guardian/relative () e) children's home () f) other well wishers ()

5. How promptly do your parents/ guardian provide textbooks, uniforms and other items/materials required by the school administration?

- a)Never () b) Once in a while () c) Often ()

6. What is your parents/guardian occupation? Tick appropriately

Type of employment	Father	Mother	Guardian
a) White collar job			
b) Subsistence farmer			
c) Casual labourer			
d) Business			

7. How would you agree/disagree that your parents /guardian level of income has influenced your academic performance in school?

a) Strongly Agree () b) Agree () c) Disagree () d) Strongly disagree ()

SECTION C: Parents Level of Education

8. What is the highest level of education of your parents/guardian? Tick against the level of education attained?

	Never went to school	Primary education	Secondary education	Tertiary College	University
a) Father					
b) Mother					
c) Guardian					

9. Do your parents assist you to do your homework at home?

Yes () No ()

SECTION D: Child Labour

10. What type of work do you do at home?

a) Cooking () b) Child caring () c) Fetching water ()

d) Fetching firewood () e) others.....

11. How much time do you spend on the above work?

a) An Hour Everyday () b) Two hours daily () c) more than two hours ()

12. a) Do you think the household duties you do influence your academic performance in school?

a) Yes () b) No ()

b) Explain your answer above.....

SECTION E: Family Set up Structure

13. How many are you in your family?
14. Have you been absent from school?
15. Whom do you live with now? a) Both parents () b) Mother only () c) father only () d) guardian/relative () e) children's home ()
16. Does your current family structure influence your performance in school?
- a) Yes () b) No ()
- b) If yes above, in what ways?
-

Thank you for your corporation

APPENDIX IV
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. EVANS OMARI AKERI
of UNIVERSITY OF NAIROBI, 0-10301
KISII, has been permitted to conduct
research in Kisii County

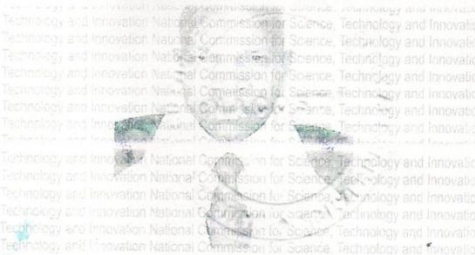
on the topic: HOME BASED FACTORS
INFLUENCING PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN SOUTH GUCHA
SUB-COUNTY, KISII COUNTY KENYA.

for the period ending:
31st December, 2015



Applicant's
Signature

Permit No : NACOSTI/P/15/6882/6326
Date Of Issue : 9th June, 2015
Fee Received :Ksh. 1000




Full Director General
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



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5257

CONDITIONS: see back page

APPENDIX V
AUTHORIZATION LETTER



**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:
9th June, 2015

NACOSTI/P/15/6882/6326

Evans Omari Akeri
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 pupils’ academic performance in public primary schools In South Gucha Sub-County, Kisii County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending **31st December, 2015.**

You are advised to report to the **County Commissioner and the County Director of Education, Kisii 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~~
SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.