

**INFLUENCE OF HOME BASED FACTORS ON PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS, SUBA WEST
DIVISION, MIGORI COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements for
the award of Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

To my dad, OdhiamboOdinya and mum, RusalinaAdhiambo, both who laid the foundation of my craving for knowledge.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education For All
IPE	International Institute of Peace Education
ILO	International Labour Organization
IPEC	International Programme of Elimination of Child
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
M.S.S	Mean Standards Score
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
SPSS	Statistical Package for the Social Sciences
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the influence of home-based factors on pupils' academic performance at KCPE in Suba – West Division, Migori County, Kenya. The study aimed at achieving the following specific objectives: to establish how domestic labour influences pupils academic performance at KCPE examination in Suba-West division, to explore the extent to which parental income affects pupils' academic performance at KCPE examination in Suba West division, to establish how parental educational level influences pupils academic performance at KCPE examination in Suba West division, and to identify to what extent does the gender of the child affects pupils academic performance at KCPE in Suba West division. The study used the descriptive survey design. The target population was 300 teachers including 45 headteachers of 45 public primary schools sitting KCPE examination, 600 class eight pupils and 100 parents. A total of 216 respondents were sampled for the study comprising 15 head teachers, 45 teachers, 36 parents and 120 pupils. Simple random sampling technique was used to sample the respondents for the study and piloting. Piloting was conducted in five schools in each zone. Such school were not therefore included in the study. Questionnaires which had structured, closed-ended and open-ended questions and interview schedule were used as instruments for data collection. Data was then analyzed by the use of descriptive statistics to generate frequencies and percentages. The findings of the study were that domestic labour, parental income, parental educational level and gender bias manifested in the home are important factors that influence the pupils' academic performance at KCPE examination. Based on these findings, the following recommendations were made: sensitizing parents on value of education of their children is necessary. Parent-school co-operation should be encouraged by school management and parents need to be urged to buy required support materials for better academic performance. The government needs to boost FPE allocation to also cater for KCPE enrolment fee since most parents are unable to pay such levies ion time due to irregular income and poverty. Finally, since this study was carried out in a rural division, there is need therefore to conduct similar study in an urban setting in other counties to find out if the same find.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a fundamental human right for all children. It is an effective weapon against disease, poverty and ignorance which are the major causes of restlessness throughout the world (UNESCO 2002). In most countries, the success of candidates is viewed from the performance in national examinations point of view as it determines the future socio-economic status of the candidate and the direction and future of a country (Bradley & Taylor, 2005).

Students' performance occurs when he makes a psychological investment in learning what school offers. Students take pride in both earning the formal indicators of success and understanding the material and internalizing it in their lives (Neuman, 2002). Different countries react differently to examination results.

In Japan students take school – developed: teacher – developed tests and other forms of student based work, at the end of lower secondary and upper secondary schools, both of which have an impact on the student's placement in the next level of education system (Fukuzawa et al, 2000). Admission into senior high school is extremely competitive, in addition to center exams entrance examination. The student's academic work, behavior and attitude,

and a record of participation in the community is also taken into consideration.

The National Japanese Examination, named Center Test, is a determining factor for placement in premier high schools. High school rankings correspond strongly to the relative wealth and privilege of the parents. Students with more privileged backgrounds in terms of parental occupations and income congregate at the high ranked schools while those from less privileged backgrounds attend lesser ranked schools. Such Elite High schools offer (Reiko, 2000), well prepared one-hour lecture style text based classroom. These schools have few discipline problems and students are high spirited and well behaved. Vocational High school often suffer low morale problems, disciplinary, truancy and delinquency (smoking, vandalism) problems are common. Most of these are located in the rural areas (Hood & London, 2000)

Few months to examinations there is rigorous cramming meant for excellence in examinations. High level of competitiveness (and stress) is often observed among students (and their mothers) during pre- high to high school years. In order to pass entrance examinations to the best institutions many students attend private after- school study session (juku / gokken), - (MEXT, 2011)

In Ghana, no entrance examination is required for admission to junior high school. The Ghanaian students take the Basic Education Certificate Examination (BECE) at the end of Junior High School, Form 3(ninth grade). Admission to senior secondary school is competitive and grading system is tough as there are limited chances in national public and private schools.

Past results from BECE in Ghana reveals that between 2001 to 2011 performance of pupils who sat for BECE dropped from 60.40% to 46.98% which is bad and needs to address. It is reported in the World Development journal 2000/2001 issue that the biggest problem of poverty lack of food unmotivated teachers and lack of educational resources are directly related to lack of knowledge (Ekow, 2013)

For decades public basic schools have been branded good for nothing institutions due to poor results of BECE. Their teachers are thus held responsible and blamed for the set back. Other stakeholders even hold the view of sacking teachers whose schools fail in the BECE (Davidson, 2014).

The national examinations organized by the National Examinations of Tanzania (NECTA) taken by every student in the country determines a student's educational future and are the most important moment in a student's educational career. Primary School Leaving Examination (PSLE) taken at primary school is rated in percentages and a student who scores 50% and above continues to secondary schools. The examination is quite competitive

as it is a yardstick for selection for admission to different categories of secondary schools. The poor 2012 national examination results have caused a lot of concern (Peti, 2013). This forced the President to institute a Commission of Enquiry into the poor 2012 O'level national examination results to help the government and other stakeholders to take decisive measures early so as to avert further problems in future.

Education outcomes in Kenya are mainly measured through Kenya National Examination Council organized national examinations which are competitive. Both Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) are measuring tool of learner's ability and a margin for selection and placement (MOEST, 2003). Educators are raising concerns over continued poor performance of public school students on national examinations since over 50% of those who sat KCPE in 2013 scored less than 200 marks out of possible 500. The trend is worrying and mind boggling (Ramani, 2012). The declining learning level is blamed on outdated curriculum mass enrollment occasioned by free primary education, understaffing and limited learning resources.

Teachers are under threat over exam results as irate parents display barbaric behaviour as they storm schools with guns and sticks to beat teachers over low KCPE performance (KNUT, 2011). In the same year police in Narok County confirm that Kalyet Primary School's headteacher, Geoffrey K. Sigei had committed suicide after the school results were cancelled by KNEC.

Educators, trainers and researchers have been interested in exploring variables contributing effectively to quality academic performance. In most rural areas the work burden of rural women force them to keep their children at home to help with care of younger siblings, help in the farm and perform other domestic chores (World Bank,2007).Mohamed et al (2008) indicated in their study of student performance in Nigeria that parental socio-economic status and network determine student's performance. Affluent parents provide their children with intellectually stimulating environment.

Study by Zahyah (2008) reported that parental level of education has an impact on the child learning process. The highly educated parents support and provide for their children's educational needs like study materials and facilities.Anyango and Abagi (2005) argued that gender disparities in education is major challenge in Kenya in education sector. Family size determines the level and quality of involvement and interaction in terms of warmth, nurturance and monitoring of children and general provision of basic education necessities.

Academic performance at KCPE in Suba West division was low compared to other divisions in the district as shown in table 1.1. This implies majority of candidates score below 250 marks. It was against this background that a critical examination on home based variables justifies this study to seek possible solutions for improved performance in future.

Table 1.1 Divisional Mean Scores from KCPE results analysis: 2009-2013

Division/Year	2009	2010	2011	2012	2013
Suba Central	240.500	252.953	254.106	246.414	253.740
Suba East	216.798	222.712	235.061	228.493	236.789
Suba West	211.000	218.058	212.424	227.924	221.283
Migori District	222.766	231.241	230.864	234.277	237.271
National	238.491	240.017	239.831	245.213	239.575

Source: *District Quality Assurance and Standards Office; Migori District*
2014.

1.2 Statement of the problem

The Government of Kenya has formulated policies to enhance participation in primary schools with a view to attaining EFA goals. These include increased funding through FPE to help the needy students participate in education. Does participation translate into good academic performance?

Lehman & Buys (2002), Ondara (2011) and Majiwa (2010) based their studies on enrolment, retention and completion without paying a lot attention to academic performance. It was on this premise that the researcher intends to carry out a research on home based factors influencing pupils academic performance at K.C.P.E in public primary schools in Suba West Division

1.3 Purpose of the study

The purpose of this study was to establish the extent to which home based factors influence academic performance of pupils at KCPE in Suba West division.

1.4 Objectives of the study

The study aimed at achieving the following objectives:-

- i) To examine how domestic labour influenced pupils academic performance at KCPE examination in Suba West Division.
- ii) To explore the extent to which parental income affects pupils academic performance at KCPE examination in Suba West Division.
- iii) To establish how parental educational level influences pupils academic performance at KCPE examination in Suba West Division.
- iv) To determine how family size affects pupils academic performance at KCPE examination in Suba West Division.
- v) To identify to the extent to which gender of the child affects pupils' academic performance at KCPE examination in Suba West Division.

1.5 Research questions

Research questions are educated guesses (Kombo&Orodho, 2004) about possible differences, relationships or causes of research problems. The study seeks to answer the following research questions:-

- i) To what extent does domestic labour affect pupils academic performance at KCPE examination in Suba West Division?

- ii) What is the relationship between parental income and pupils academic performance at KCPE examination in Suba West Division?
- iii) To what extent does parental educational level affects pupils academic performance at KCPE examination in Suba West Division?
- iv) How does family size influence pupils academic performance at KCPE examination in Suba West Division?
- v) To which extent does gender of the child affect pupils' academic performance at KCPE examination in Suba West Division?

1.6 Significance of the study

The study on the influence of home-based factors on the pupil's academic performance can be found to be useful to both educational stakeholders and policymakers in giving guidance to the government on necessary course of action to enhance academic performance. It may also enable the parent to understand the critical role they play for their children to perform better in school work. The findings may be useful feedback to curriculum designers in the kind of experiences in primary school needed to aid successful academic performance. Finally, the study may help the future researchers in identifying priority areas in which to carry more research in pupil's academic performance in primary schools.

1.7 Delimitation of the study

The study targeted pupils in rural public schools in Suba West division, Migori County. There were 600 standard eight who were selected for the study because

they sit for the KCPE by the end of the year and they have a longer experience in primary school life unlike the class one or two and have good mastery of the English language. The study largely focused on home based factors that interfere with academic performance at KCPE. The 15 headteachers in the study were those in session in the respective institutions at the time of the study. Teachers were 45 and 120 pupils too who were absent from school at the time of the study would not be involved in the sample. Only 36 parents who are literate and accessible would be part of the respondents.

1.8 Limitations of the study

The respondents gave socially acceptable answers to avoid offending the researcher and others gave negative responses which did not allow generalization to the scope of the study. To minimize this researcher explained to the respondents that the research was meant for academic purposes only and that confidentiality was maintained. The respondent's attitude toward the topic would influence the responses especially when the respondent suspects oneself to be responsible for the poor performance. Poor record keeping procedures at the Area Education Officer's Office would hamper getting valuable data on KCPE performance.

1.9 Basic assumptions of the study

It was assumed that:-

- a) The examination was reliable and valid. Its reliability and validity were assumed to have been established prior to its administration. The respondents would give accurate information.
- b) The respondents; teachers, headteachers, parents and pupils were honest and competent enough in responding to the items in the questionnaire.

1.10 Definition of significant terms

The following terms would be significant in this study and were used as defined in the context of the study.

Attitude refers to overt way of thinking, behaving perceiving or responding to phenomenon that demonstrates feelings, and perceptions of the respondent to the phenomenon.

Class work refers to the activities, roles, tasks and duties that take place within the school in pursuit of the goals and objectives of the formal curriculum.

Competence refers to the ability to perform certain tasks effectively and efficiently in conjunction with the right and appropriate disposition and attitudes.

Culture refers to a people's way of life as expressed through their attitudes, beliefs, rituals and value system that are passed through from generation to generation.

Domestic labour refers to any work that is performed at home. In most cases it is manual and requires little (if any) formal curriculum related skills and knowledge.

Educational level refers to formal schooling level one has attained.

Family size refers to the total number of children in child's family.

Gender refers to the social stratification of people based on their biological sex: male or female.

Home-based factors refer to parental level of education, parental income, domestic labour, gender of the child and family size.

Parental Income refers to the amount of money a parent has.

Performance refers to overt behaviour that demonstrates ability and expertise in carrying out particular task expressed or measured in set ways like examination.

Resource dilution refers to parents having finite resources; time, energy, money and that these resources are diluted among children as sibling size increases.

Poverty refers to state of being poor, lacking basic needs like food, shelter, clothing, money.

Truancy refers to any intentional, unauthorized or illegal absence from compulsory education.

1.11 Organization of the study

The study is organized to five chapters. The first chapter highlights the background of the study and statement of the problem under study, purpose and objectives of the study, research hypothesis or question, significance of study, scope and limitations, basic assumptions of the study and definition of significant

terms of the study. The second chapter deals on the literature review. The related literature was reviewed under the sub-topics: Domestic labour, parental income, parental education level, family size and gender.

The third chapter covers methodology to be used. This was under research design, target population, sample size and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection and data analysis techniques.

The fourth chapter presents the data analysis, presentation and interpretation. Finally the fifth chapter focuses on the summary of the findings and recommendations that arose from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed the home-based socio-economic factors which hindered the KCPE candidates from high performance in Suba West division. These factors included parental educational level, gender of the child, parental income, family size and domestic labour.

2.2 Parental educational level and academic performance

Level of education influences parents knowledge, beliefs, values and goals about child rearing, therefore a variety of inherent parental behaviour are directly related to the children's school performance. Parents with higher education level motivate the intellectual potential within children that may lead them to perform better in school and in return strive for further education. This impact however differs by gender, as education of the father increases the expected level of school retention of boys' increases, and that of the mother enhances the educational attainment of girls. The mother's high educational level is significantly related to children's performance in school compared to children whose mothers are less educated.

The academic aspirations of school children are positively related to the standing of their parents. Children naturally tend, to imitate their parents hence aspire to be as highly educated as their parents. Children whose parents are well educated are

liable to accommodate new ideas, are more ambitious and join highly rated professions like medicines, law and engineering (Pamela, 2005).

2.3 Gender of the child and academic performance

Research on gender and education has focused on revealing underlying causes of gender disparities and factors that hinder attempts to reduce and eventually eliminate such disparities. Studies unearth key factors like socio- cultural and religious beliefs, poverty and learning environment (Republic of Kenya, 2007). According to Cheboi (2007), despite immense role education plays and significant progress that has been made towards providing education in Kenya, gender disparities in education are apparent in some regions at primary level. Most girls who lack older siblings who have excelled in education do not perform well because they lack role models in their families (Juma et al, 2011).

Gender based discrimination determines how boys and girls perform in examinations with most parents preferring to educate boy child thereby neglecting the girl child in Kenyan marginalized communities (Chege and Sifuna, 2006). As a consequence of socialization both boys and girls tend to acquire gender stereotyped roles, attitudes, values and norms which propagate the status quo (Republic of Kenya, 2007).

The gender disparities in academic performance are also evident. In the KCPE boys tend to perform better in mathematics and sciences. Though girls are regarded better in languages, boys normally emerge more superior than the girls

(Republic of Kenya, 2007). Among the Maasai community education is still low among girls who are still expected to marry early. Factors like initiation to womanhood force girls to stay out of school for quite some time. This therefore impacts negatively on the girl's education because they can not catch up with the rest leading to poor performance and subsequently drop out (Honey for life, 2004).

The implication of the above is that a small proportion of the girl population attain secondary education hence they lack good role models to emulate therefore they see no need to strive to excel in examinations like KCPE.

2.4 Parental income and academic performance

Learning is traditionally assumed to be driven by extrinsic motivation, that a person has external needs. Learning is not an end in itself but a means to some other end, that, that end is the hedonistic end of seeking pleasure and avoiding pain. Poverty of the parents has elastic effects on their children academic work as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and welfare services (Lance & Gordon , 2005) . Children of the affluent parents are more likely to succeed with their academic work and subsequently in life. Their home environment is intellectually stimulating and they develop high cognitive skills. Currently Kenya's economy is unable to absorb all the graduates from the universities, tertiary institutions leading to unemployment. The resultant effect is that the children are not inspired

to work hard and excel in KCPE. Poor parents send them to work in the farms for reasons of economic expediency, the consequent denial of education and low academic achievement setting in motion a mutually reinforcing vicious cycle through generations (ILO, 2006). This affects learners for they do not see the need for being serious at school because formal education does not guarantee employment and subsequent economic gains.

Children from poor families are more likely to be involved in commercial labour including commercial sex exploitation of children at the expense of academic excellence. Hidden education charges such as holiday tuition, tuition levies, activity fees, paying support staff, study tours force pupils to drop out of school, since poor parents are unable to pay (UNICEF, 2010). Dermie et al (2007) observes that lack of parental support contributes to children's poor academic performance. Issue of good nutrition, health and sanitation at home is key to help the child learn and excel in academics. Under-nourished learners do not fully concentrate in class work and they do not harbour intrinsic motivation in learning (UNICEF, 2010). Family sustenance levels are positively significant in influencing the children overall academic performance.

2.5 Domestic labour and academic performance

A World Bank Report (2010) shows that children are forced out of school to work to supplement the family income. They are simply taught manual tasks. By the time they are through with the tasks, they are too exhausted to do their home work and class work (Mutembei, The Standards, 2013). Domestic tasks furthermore

lead to lateness, absenteeism, poor concentration, poor motivation and dismal performance. Parents often force their children especially girls to stay at home to care for their younger siblings, or even share work with their parents. Prolonged absence from school and lack of interest in school cause failure in examinations. Missing school due to domestic labour causes additional difficulties for the learners seeking to respond to the demands of class work course (ILO, 2014).

2.6 Family size and academic performance

Everything and everybody that surround a person reflects in him. Family as the union of the closest people has the biggest impact on personality and life goals. Family background is therefore a primary factor which plays a significant role in achieving or not academic success (Gary, 2013). The relationship between the parents and the child is the strongest factor in providing a basis and further development of the child.

Ajila & Olutola, (2012) observes that family size is responsible for poor or successful academic performance. Family size implies the provision of basic learning resources prerequisite in academic performance. Families with big amount of domestic issues badly affect academic performance of the child. If the home is not intellectually stimulating, some students find it difficult to excel in academics. Children from larger families do worse than children from smaller families. The more children there are in the family the more the resource dilution. These inputs are not money alone, but other essential things like time, attention,

and so on. The level of attention and care a normal child receives in a home environment has impact in his cognitive development.

2.7 Summary of literature review

The reviewed literature revealed that many studies were done on home based factors influencing academic performance within and outside Kenya. Most studies done inside Kenya discussed those factors within and outside the school whereas those done in Kenya only discussed factors within the school or covering only a specific subject hence there is knowledge gap. For example Ajila and Olutola (2012) in their study of socio-economic factors influencing student's academic performance in Nigeria pointed out that low income of the parents was a major impediment to academic success and development on the part of the student.

Farooq, Chaudhry, Shafiq and Behanu (2011) in their study on factors affecting students quality of academic performance in Pakistan indicated that family characteristics like family size are significant predictors for students performance beside other school factors and student factors. Pamela (2005) in her study on the relationship between parental educational level and their children's education and their academic performance in public schools in Kenya discovered that parental educational level has an impact in the child's academic outcome.

Cheboi (2007) in his study on the influence of gender in student academic performance in pastoral communities on the Il-Chamus of Baringo District, Kenya discovered that girls are discriminated against and are subjected to painful and retrogressive practice of Female Genital Mutilation (FGM) thereby leading to

early pregnancies and marriages hence denying them the opportunity to realise their potential and capabilities as human beings. On its study on the effect of domestic child labour, ILO (2010) realised that domestic child labour sets in fatigue, hunger and low concentration thereby leading to low academic performance by pupils.

This study seeks to fill the gaps by finding out the home based factors influencing pupils' performance in public primary schools of Suba West division, Migori County.

2.8 Theoretical Framework

A theoretical framework (Kombo& Tromp, 2009) is a collection of inter-related ideas based on theories. It accounts for or explains phenomena.

This study was guided by the Systems Theory of Organization of curriculum study advanced by Bertalanffy in the 1950's. Systems theory emerged as part of the intellectual ferment following the World War II though its roots are much older. Systems theory postulates that schools are like other open systems which engage in various modes of interaction with the environment (Katz& Kahn, 1966).

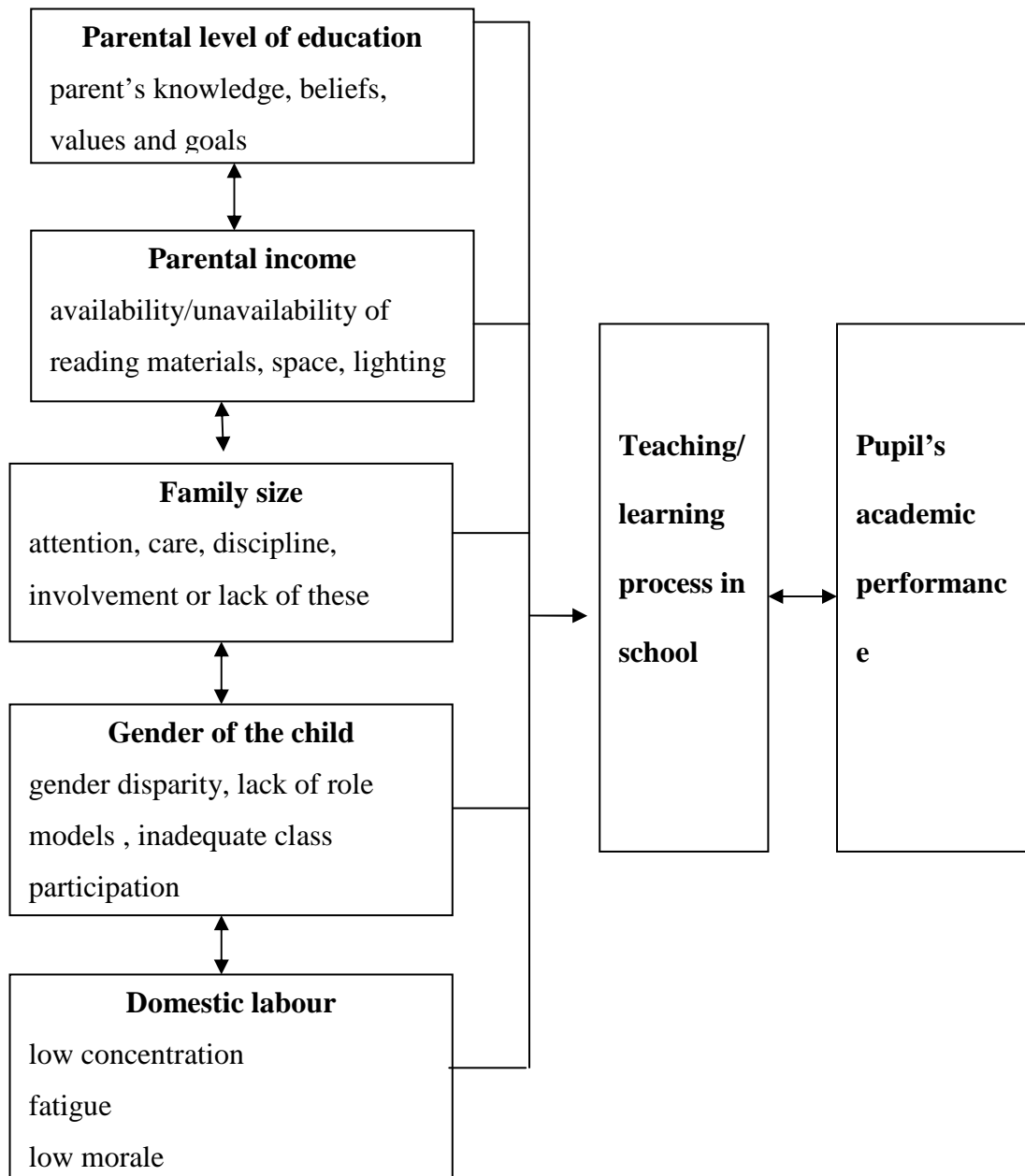
Systems theory emphasizes the considerations of the relationships between the schools and its environment as well as what goes on within. The underlying concept in the systems theory is the notion of emergence and interaction. The theory is suitable because home based factors as domestic labour, family size, parental level of education, parental income and gender of the child influence

pupil's academic performance in school. The interrelationships in any parts of the systems must be recognized and understood by all people involved. The theory also requires a shared vision so that all people in the system have an idea of what they are to accomplish.

The state of preparation and readiness family or home imparts in a student impacts on his psychological readiness to gain from what school offers (Nueuman, 2002). The extent to which home-based factors affect the student will reflect in his general academic performance. Therefore as a system what affects student at home affects him at school in terms of his academic performance.

2.9 Conceptual Framework

Fig 2.1 Conceptual Framework on the influence of home based factors in pupils academic performance at KCPE



The framework portraying pupils academic performance is conceptualized as an outcome of interrelated factors which originate from the family. The interactions between the factors is shown by the double headed arrows linking the five factors which affect the learner as he goes through the teaching learning process .

The single arrow emerging from the process box which connects all the five boxes leads these factors to the impact they have on the learner's academic performance.

The home environment has pertinent issues that should be discussed to help understand the child academic performance. Parental level of education relate to their knowledge, beliefs and goals. Those who are well educated make good choices for their children. The parental income level ensures availability of reading materials , enough space and lighting necessary for the learner to invest in his studies. The family size offers the child with attention, care, discipline and involvement of the parents in their work. Related to the same is the gender of the child. When gender bias is manifested in the home environment it may interferes with his learning processes. The involvement of the child in domestic labour denies him the opportunity to invest quality time in their work as they suffer fatigue low morale or low concentration. Intervening variables may include age of the child, parental involvement, school-home distance etc.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Research design has been defined as the process of creating an empirical test to support or refute knowledge claim. Kothari (2003) observes it as that which constitutes the blueprint for the collection, measurement and analysis of data. It is the scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003).

This study adopted the descriptive survey research design to investigate the influence of home based factors contributing to academic performance at KCPE in Suba West Division. The descriptive survey design was appropriate for this study as the researcher would only report the home based factors that influence the student academic performance without manipulating variables (Kothari 2004).

3.3 Target Population

Population refers to all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generate results in the research (Kombo&Tromp, 2006). For Mugenda and Mugenda (2003), population is taken

as a complete set of individual cases or objects with some common observable characteristics.

For this study, respondents need to be those people with ability and capacity to respond appropriately to the instrument items based on their comprehension and experiences (Kombo& Tromp, 2009). The target population comprised of 600 class eight pupils, 380 males and 220 females, 200 teachers, 170 males, 30 females including 45 headteachers of the 45 rural public primary schools in Suba West division sitting KCPE examinations. There were 100 parents, 80 males and 20 females. On average each school has 15 pupils in class eight. Total target population is 600.

3.4 Sample size and sampling procedure

Best and Kahn (2005) points out that sample is large enough to serve as an adequate representation of the population about which the researcher wants to generalize and small enough to select economically in terms of availability and expenses, both in time and money. Mugenda and Mugenda, (2003) observes that 10 % to 30% sample is reasonably enough to draw generalization about the target population.

Out of 45 primary schools, 15 schools were selected to participate in the study. There were 15 headteachers, 13 males and two females, four class eight teachers; two parents for each school were randomly selected representing 20%. In addition, 100 pupils, 75 males and 25 females representing 20% of the target

population were part of the sample population. Sample size was therefore 216 representing 21.6 % of the target population.

Table 3.1 Sample Frame

Category	Target Population	Male	Female	Sample Size	Male	Female
Headteachers	45	42	3	15	13	2
Teachers	255	165	90	45	30	15
Parents	100	80	20	36	25	11
Pupils	600	380	220	120	80	40
Total	1000	667	333	216	148	68

3.5 Research Instruments

The study adopted questionnaires and interview schedules (Best & Kahn, 2005) as tools for data collection for all the respondents. Questionnaires are less expensive, do not consume a lot of time in their administration and allow the respondents freedom to bring out their views and feelings independently, hence there is no room for interviewer bias (Kombo & Tromp, 2006).

The questionnaires had both closed – ended and open-ended questions. The closed-ended questions enabled collection of quantitative data for statistical analysis while open-ended questions elicited qualitative responses about the respondent’s views on the issue under study. The questionnaires were entitled

pupil's questionnaire, teacher's questionnaires and parent's questionnaire respectively and head teacher's interview schedule.

Each comprised two sections: A and B. Section A had items designed to collect respondent's biodata for example, gender, age among others. Sections B of the questionnaire gathered information on indicators of home based factors on learners academic performance . The headteacher's interview schedule was used to collect in-depth information concerning the learner.

3.6 Instrument validity

The validity of a test is a measure of how well a test measures what it is supposed to measure,(Kombo& Tromp, 2009). Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicator or content of a particular concept. Content validity was ensured by checking whether the items in the questionnaires and interview schedule reflect the research question. Mason and Bramble (2009) state that content validity of the research instrument can be enhanced through expert judgment. The researcher consulted the supervisors for expert opinion to assess the validity of the instrument.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda 2003). Reliability of the instruments enabled the researcher to estimate error and make

corrections if any. The larger the reliability the smaller the random error and conversely, the larger the error the smaller the reliability (Orodho, 2009).

To determine reliability a pilot study was carried out in two schools outside the sampled schools. Questionnaires and interview schedule were administered to the respondents after an interval of two weeks the same respondents were interviewed. After this the reliability of the questionnaire was determined. The computation of Pearson's Product Moment Correlation Co-efficient (r) between scores of the two tests x and y was employed by the formula

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

where

$\sum x$ = the sum of scores in the x test

$\sum y$ = the sum of scores in the y test

$\sum x^2$ = the sum of the squared score in the x test

$\sum y^2$ = the sum of the squared score in the y test

$\sum xy$ = the sum of the product of point x and y scores

N= the number of point x and y scores.

Source:<http://sci.tech-sci.stat.math/2006/0-02archive.net/archive/sci.slat.math/2006-02/msg00171.html>

According to Gay and Airasian (2009) a correlation co-efficient of a least 0.7 is considered high enough to judge the instrument as reliable for the study.

3.8 Data collection procedures

A research permit was obtained from National Council for Science and Technology to conduct the research in the selected schools in the division. An introductory letter was prepared and sent to Migori County Director of Education and all Head teachers of the selected schools. An appointment with the parents was sought on the actual date to administer the questionnaires and interview schedules. The researcher visited the institutions in person, distribute the questionnaire and collect them immediately for final analysis

3.9 Data analysis techniques

Data analysis involves separation of data into constituent parts and examination of the data to distinguish its component parts in relating to the whole (Gray, 2004). Data collected from the field were coded and entered into the computer for the analysis using Statistical Package for Social Sciences (SPSS) computer software for windows program to enable analysis. Quantitative data were analyzed using descriptive statistical tools like frequencies and percentages. The findings were presented in pie charts, tables and bar graphs for interpretation. Qualitative data were organized into themes and patterns based on analysis of minutes and implication emanating from respondents information and documented on academic performance.

3.10 Ethical Considerations

The requisite approvals for conducting the research were sought before data collection (McMillan & Schumaker, 1993). Initial approval was obtained from the University of Nairobi, then a research permit sought from the National Council of Science and Technology (NCST). The researcher submitted copies of the permit to the County Commissioner and County Director of Education offices, Migori County. The researcher contacted the head teachers prior to the actual research.

Research respondents were asked to give their consent by reading and signing the consent form attached to this report as an appendix. Once the consent was granted, the purpose of the research was precisely explained to the respondents in clear and simple language. Respondents were also informed that they deserved respect, the right to choose not to answer any question or if they wished they could withdraw from the interview at any time without any form of victimisation. Furthermore, the identities of all respondents were kept anonymous and where name was requested if any, it was used purposely for making reference to the data collection process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The focus of this chapter is to report, analyze and discuss data findings collected for this study. The chapter is divided into parts. Part one presents information on the questionnaire return rate by respondents. Part two contains information on the demographic data of the respondents followed by interpretation of how home based factors influence pupils academic performance at KCPE. The data is reported, analyzed and presented using frequencies, tables, pie charts and bar graphs.

4.1.1 Questionnaire Return Rate

This study has a sample size of 190 respondents. The sample size comprised of 15 public primary school headteachers, 45 teachers, 30 parents and 100 pupils. The overall response rate was 180 which translate into 94.74% of the targeted sample. Table 4.1 presents Questionnaire Response rate.

Table 4.1: Questionnaire Response Rate

Category	Sample size (f)	Response (f)	Rate of Response
Headteachers	15	15	100
Teachers	45	45	100
Parents	36	30	83.3
Pupils	120	110	91.7
<hr/>			
Total	216	200	

As shown in Table 4.1, an average response rate of 93.8 was obtained which was deemed fit for the study. According to Babbie (2002), a response rate that is above 50% is appropriate to make conclusions.

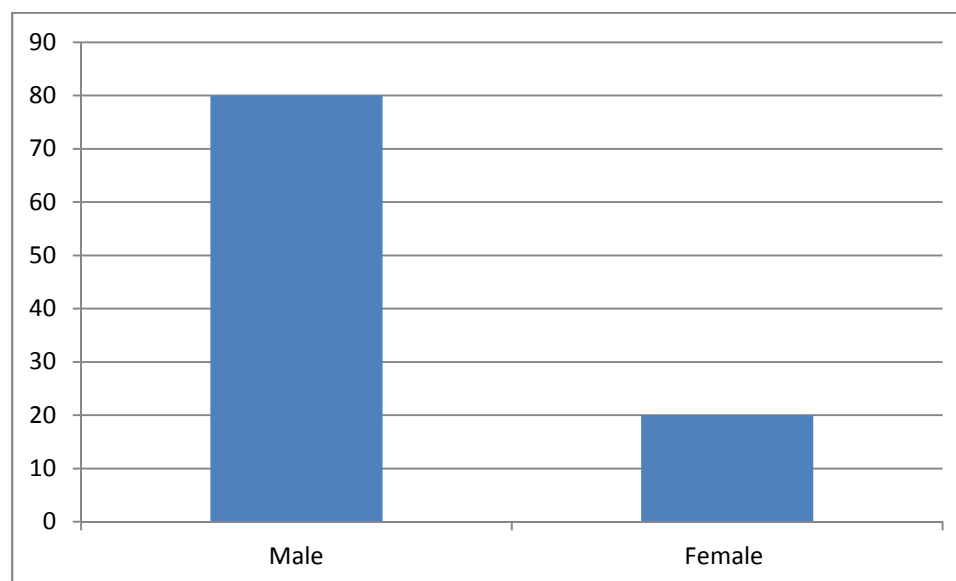
4.2 Head teachers and teachers characteristics

Under this section, the researcher tested on gender, age bracket, professional qualification, teaching experience and marital status of these respondents.

4.2.1. Gender representation

The head teachers and teachers were asked to indicate their gender. Gender refers to one's position as a male or female and its influence on academic performance at KCPE. This would help the researcher to assess if different genders have different view to home based factors influencing KCPE academic performance.

Figure 4.1: Distribution of Head Teachers and Teachers by Gender



Majority of head teachers and teacher, 48 out of 60 (80%) were male as compared to 12, 20% who were female. This shows gender disparity in Suba West is widespread where teaching profession is dominated by male teachers. These results are contrary to the earlier studies by Okumbe (1992) which revealed that the percentage of female teachers were higher than male in the teaching profession since women considered family related factors as the most important in deciding to leave or remain in the profession. The gender distribution was deemed appropriate to give information about home based factors on academic performance in the selected school

4.2.2 Age of head teachers

The head teachers and teachers were asked to indicate their age bracket. This would assist the researcher to establish if age contributes to clear understanding of factors contributing to KCPE academic performance. The data is presented in Table 4.2.

Table 4.2: Headteachers and Teachers Age Distribution

Age bracket	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 24 years	-	-	4	8.9
25- 30 years	-	-	12	26.7
31 – 35 years	1	6.7	10	22.2
36-40 years	6	40.0	14	31.1
Above 40 years	8	53.3	5	11.1
Total	15	100	45	100

Majority of the head teachers (53.3%) were 40 years and above and teachers (31.1%) were 36 – 40 years. Headteachers in the age brackets of 36-40 years were 40% while teachers in the age bracket of 25-30 years were 26.7% respectively. According to UNESCO (2004), the age of a teacher is important as it proves the general measure of amount of experience that one has in the profession assuming that the period given is the one spent by the teacher in syllabus content delivery.

This has an advantage to the learners because they are taught by experienced teachers which would result in good KCPE academic performance.

4.2.3 Head Teachers and Teachers Academic Qualification

Head teachers and teachers were asked to state their academic qualifications. This would enable the study to establish if headteachers and teachers had requisite academic qualification that could influence KCPE academic performance. The findings are presented in Table 4.3.

Table 4.3: Head Teachers and Teachers Academic Qualification

Level	Head teacher		Teacher	
	Frequency	Percent	Frequency	Percent
KCSE	10	66.7	32	71.1
Diploma	2	13.3	3	6.7
Degree (BED)	2	13.3	6	13.3
Masters (MED)	11	6.7	4	8.9
Total	15	100	45	100

Majority of the headteachers (66.7%) and teachers (71.1%) were Form Four graduates which in the basic entry point to the teaching career. Few had masters at 6.7% for headteachers and 8.9%, for teachers. This revealed the academic pursuit of the teachers is recognizable thereby enabling the pupils goal for KCPE academic performance.

4.2.4 Head teachers and Teachers Professional Qualification.

Head teachers and teachers were asked to state their professional qualifications. This would enable the study to establish if these respondents qualification could influence KCPE performance. The findings are presented in table 4.3.

Table 4.4: Head teachers and Teachers professional Qualification

Category	Frequency	Percent	Frequency	Percent
P1	5	33.3	15	33.3
Diploma	6	40.0	20	44.4
Degree (BED)	3	20.0	106	40.0
Masters (MED)	1	6.7	54	26.7
Total	15	100	45	100

Most of the head teachers and teachers were degree and diploma holders (40.0%) and (44.4%) respectively. P1 stood at 33.3% for both cases while Degree (BED) graduation stood at 20.0% and 40.0% respectively for teachers. Masters (MED) holders were 6.7% and 26.7% respectively. This finding indicates that all the head teachers and teachers were qualified to serve in their schools. This is in concordance with Mutai (2003) who states that for effective teaching process, teachers should undergo pre-service training.

4.2.5 Headteachers and teachers marital status

The researcher wanted to know the marital status of both headteachers and teachers. This would assist the researcher to determine the influence of teachers family stability on KCPE academic performance. The responses were presented in Table 4.5.

Table 4.5 Headteachers and Teachers Marital Status

Category	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Single	-	-	2	4.4
Married	13	86.7	40	89.0
Separated	-	-	1	2.2
Divorced	-	-	-	-
Widowed	2	13.3	2	4.4
Total	15	100	45	100

Majority of the headteachers (86.7%) and teachers 89.0% were married. Widowed and single stood at 4.4% in both cases with separated standing at 2.2%. According to Ajila and Olutola (2007) family stability contributes to higher productivity rates amongst working class. This means that most of the teachers contribute to higher academic programme at KCPE. Their marital status offer them the best opportunity to understand what home based challenges the learners undergo in their pursuit of academic performance

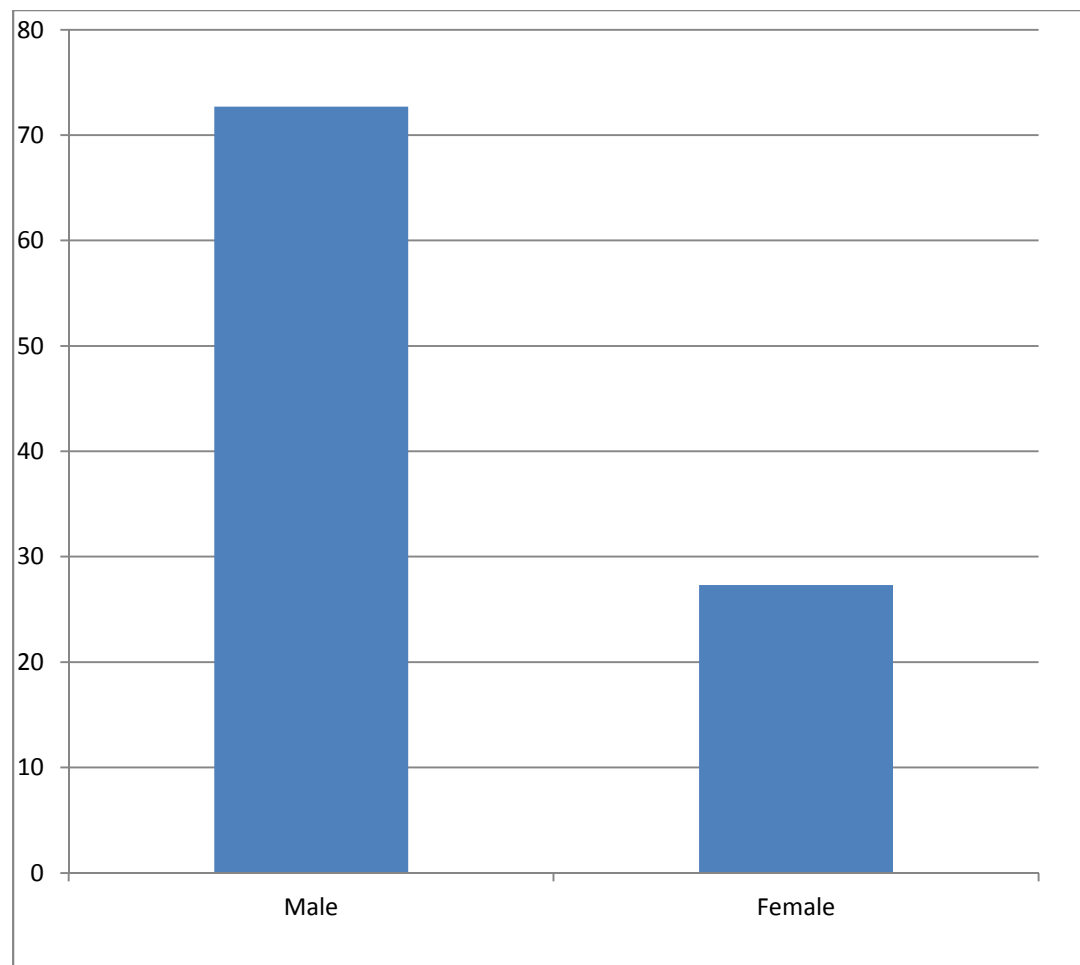
4.3 Pupils and Parents Characteristics

Under this section, the researcher tested age bracket, family size in both cases and marital status and occupation of parents.

4.3.1 Gender of the pupils

The learners were required to indicate their gender. The information on gender is presented in figure 4.2.

Figure 4.2 Gender of the pupils



Gender distribution shows that males form the majority (72.7%) and females competing with boys and performing well in KCPE in Suba West division.

Gender inequality means that domestic work is assumed to be a woman's or a girl's role and it is therefore seen as real work (ILO,2011).Culture and traditions around domestic service see the practice of child domestic work as normal and indeed, beneficial for girls who will one day become mothers and wives (Bass, 2004). Conflict and natural disasters, HIV/AIDS, and economic globalization are some factors that are forcing more poverty-stricken young women and girls into work far from their homes.

4.3.2 Age of pupils

The learners were asked to indicate their age. It was then tabulated as in Table 4.6.

Table 4.6 Age of pupils

<u>Age bracket</u>	<u>Frequency</u>	<u>Percent</u>
10-12 years	-	-
13 – 15 years	65	59.1
16-18 years	25	22.7
Above 18 years	20	18.2
Total	110	100.0

Majority (59.1%) of the learners were aged 13-15 years. Age bracket 16-18 years 22.7% and above 18 were 18.2%. This is a critical moment in child development

process. They understand the interplay between homes based factors and academic performance. Therefore the information they gave was appropriate.

Employers often seek out children and adolescents in particular because they are cheaper to hire than adults, are more malleable and cost less to support. Moreover, child domestic workers are hard to reach, not only because they work behind closed doors of their employers but also the society sees the practice as normal. These children are isolated and discriminated against, when the employer's children go to school, the child domestic worker cannot. Obinna (2007), treats child domestic labour as a waste of human talent and potential.

4.3.3 Number of siblings in pupil's families

The pupils were required to indicate the number of siblings (Family size) as presented in the table 5.8.

Table 4.7 Number of siblings in pupils' family

Category	Frequency	Percent
0-3 siblings	10	9.1
4-6 siblings	25	22.7
7-9 siblings	35	31.8
Above 10 siblings	40	36.4
Total	110	100

Data from the table revealed that majority of the pupils 36.4% were from big families with above 10 siblings. Those at 4 – 6 siblings and 7-9 siblings were equally large at 22.7% and 31.8% respectively. Due to resource dilution the pupils lack basic necessities like adequate space, instructional materials, adequate nutrition and good health which are vital for high academic performance at KCPE.

4.3.4 Parentage of pupils

The learners were asked to show their parentage and the information was captured as shown in table 4.8.

Table 4.8 Parentage of pupils

<u>Category</u>	<u>Frequency</u>	<u>Percent</u>
Both parents alive	10	9.1
Partial orphans	25	22.7
<u>Total orphans</u>	<u>75</u>	<u>68.2</u>
<u>Total</u>	<u>110</u>	<u>100</u>

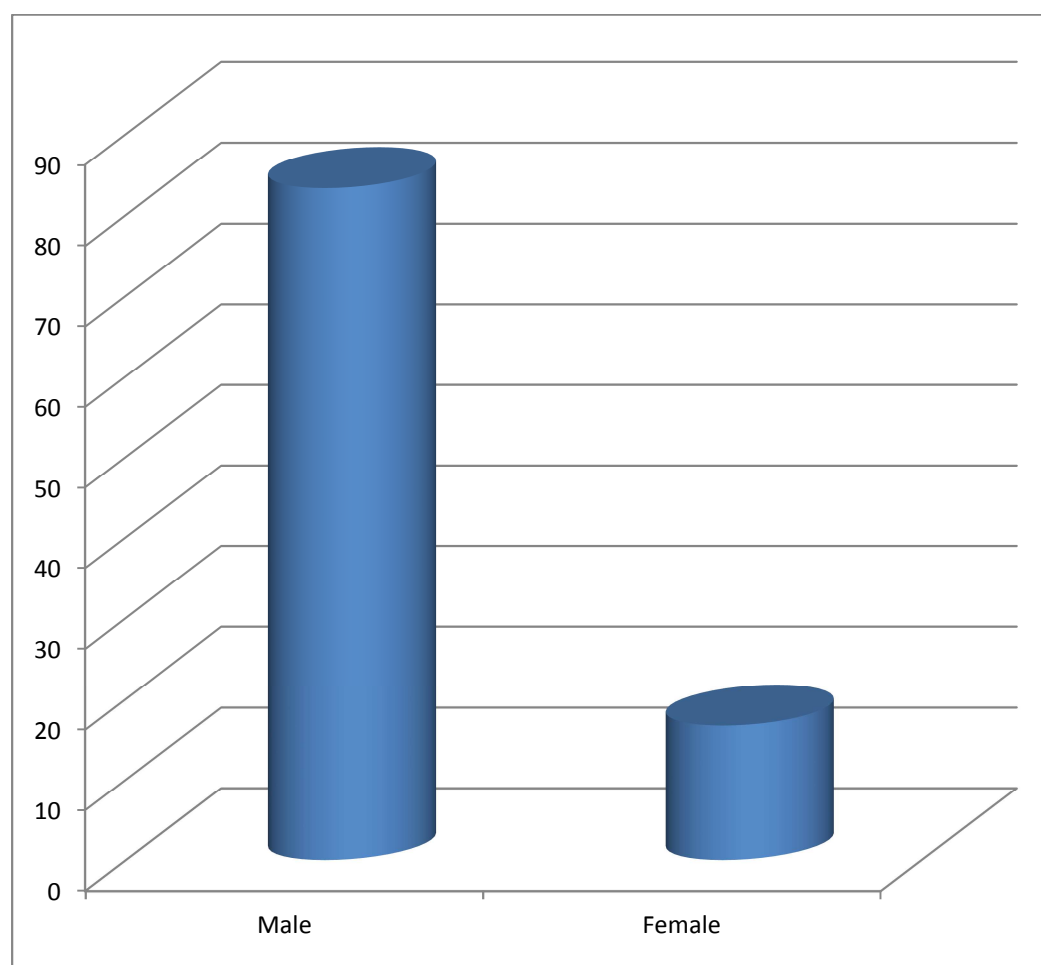
Majority of the pupils (68.2%) were total orphans while partial orphans were (22.7%) which means they lacked close family members to inspire them (Ajila and Olutola 2007). Parentage is significant as it brings in the pattern and level of involvement which impact on academic excellence of the child. Orphaned children often suffer psychological and social challenges which go along way to interfere with their academic work. More over majority stay with old, poor grand

parents due to HIV/AIDS pandemic. This impacted negatively on their academic performance at KCPE in Suba West Division.

4.3.5 Gender of the parents

The parents were required to provide information on their gender as presented on figure 4.3

Figure 4.3: Gender of the parents



Data on gender revealed that males were at 83.3% while females were at 16.7% of the interviews. This distribution is biased to the girl child who sees no role model at home hence lack no one to emulate, they post dismal academic performance at KCPE since these interview were deemed literate.

4.3.6 Age of the parents

The respondents were asked to indicate their age as presented on table 4.9.

Table 4.9: Age of the Parents

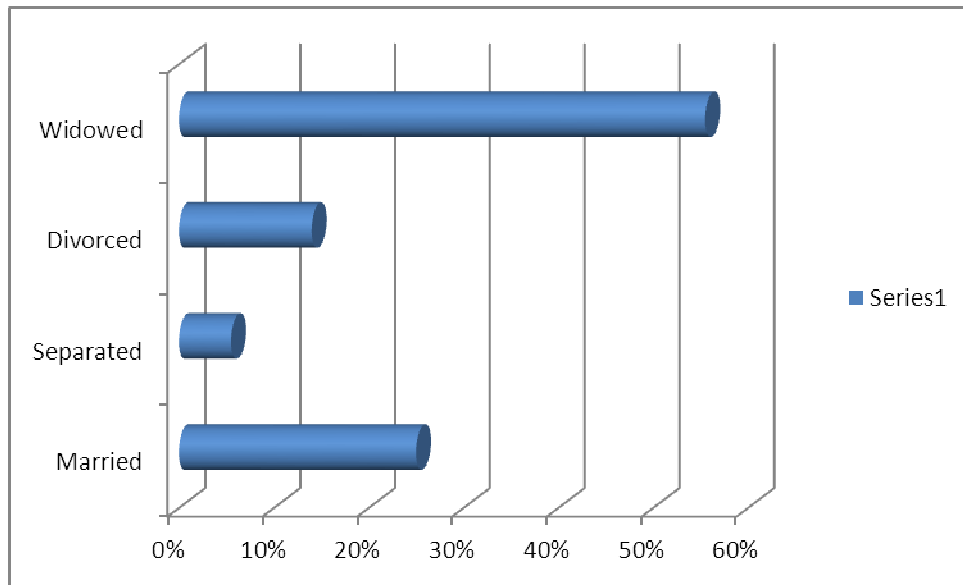
<u>Category</u>	<u>Frequency</u>	<u>Percent</u>
Below 24 years	2	6.7
25 – 30 years	4	13.3
31 – 35 years	6	20.0
36-40 years	8	26.7
Above 40 years	10	33.3
Total	30	100

Majority of the parents 33.3% were above 40 years old and 6.7% were below 24 years. The older parents have indepth understanding meaning they could greatly inspire their children to perform superbly at KCPE. The younger parents may still be raw to understand the relationship between academic performance and home-based factors.

4.3.7 Marital status of parents

Parents were required to show their marital status as presented as a pie chart in figure 4.4

Figure 4.4 Marital statuses of parents



Majority of parents 55.5% were widowed; separated were 5.5% , married were 25% and divorced 14% respectively. This means most of the families were unstable. Unstable family can not support high academic performance (Ajila&Olutola, 2007). The social warfare that separated divorced and widowed parents experience normally project in low performance of their children. More over the marital status also spells out the understanding of the educational needs of their children. Therefore the KCPE performance in Suba West could be dismal as a result of this factor. This coupled with large family size (Table 4.7) lead to less impressive performance at KCPE in Suba West division.

4.3.8 Academic Qualification of parents

Respondents were required to indicate their academic qualification as presented on table 4.11.

Table 4.10: Academic Qualification of Parents

Qualification	Frequency	Percentage
Primary (KCPE)	20	66.7
Secondary (KCSE)	6	20.0
Diploma	4	13.3
Degree	-	-
Total	30	100

Majority of the parents 66.7% were KCPE graduates, 20% KCSE holders and Diploma 13.3%. Low academic qualification of the parents works negatively on the offspring's academic achievement level. Such parents dislike their children outsmarting them in matters academics. The parent's education shapes child's school outcomes (Daris& Kean, 2005).mothers educational level is positively related to her child's academic aspiration but the father's academic level help to determine son's academic success and occupational choices.

4.4. Responses provided by respondents on the key issues raised on the research questions.

The researcher constructed data collection instruments which would assist him get the relevant information on the issues of interest for this study and information from the respondents were presented in tables and figures.

4.4.1 To examine how domestic labour influences pupils' academic performance at KCPE examination in Suba West Division.

The researcher wanted to know the effect of domestic performance. The pupils were asked to indicate what tasks they are involved in at home. They listed them as presented on table 4.12.

Table 4.11: Domestic Tasks carried out by Pupils at Home

Type of work at Home	Frequency	Percent
Herding	14	12.2
Shamba work	56	48.7
Household chores	45	39.1
Total	115	100.0

Majority of the pupils 48.7% (56) irrespective of gender, citedshamba work as the main domestic task they do at home. Herding 12.2% (14) and household chores 39.1% (45) had these respective proportions.

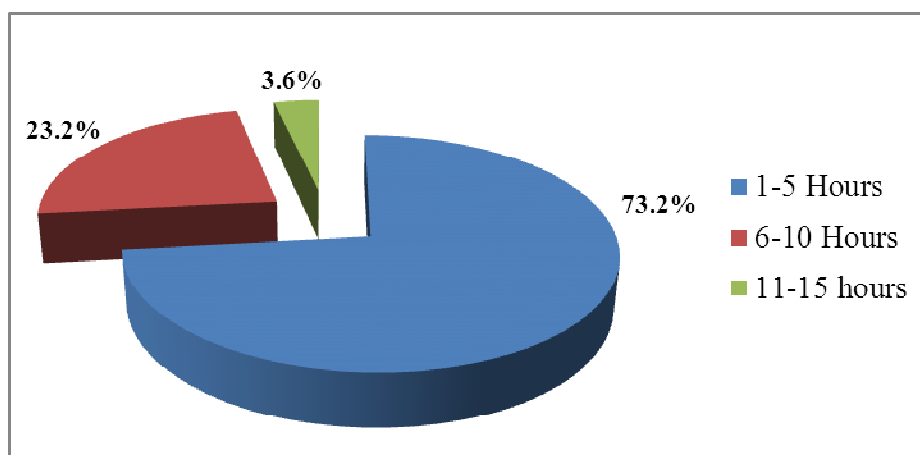
The researcher required the headteachers and teachers to highlight the domestic activities that pupils are involved in while they are at home. Their views are presented on table 4.13.

Table 4.12: Domestic Tasks cited by Headteachers and Teachers

Type of work at home	Frequency	Percent
Herding	9	16.1
Shamba work	20	35.7
Trade / business	5	8.9
Household chores	22	39.3
Total	56	100.0

The researcher further asked the pupils to indicate how much time per week they are left with to study at home after completing the tasks. Their response is presented in figure 4.5.

Figure 4.5: Pupils Study Hours at Home per Week



Majority of the pupils 73.2% (82) had 1- 5 hours of study per week, 6-10 hours was represented by 23.2% (26), and 11-15 hours 3.6% (6).

From the two tables 4.12 and 4.13 it can be clearly seen that numerous domestic tasks consume much of the pupils' study time. This in turn affects their performance because prolonged involvement gives them fatigue, low concentration and diminished aspiration.

The Laws under the Employment Act, 2007 Section 56 prohibits employing a child below 13 year. Part vii of Employment Act provides for protection of children from worst forms of child labour. Domestic work and agricultural and service sectors have no legal minimum working age

4.4.2: To explore the extent to which parental income affects pupils' academic performance at KCPE examination in Suba West Division.

The researcher wanted to know what influence parental income has on KCPE performance. He asked the pupils to indicate the occupation of their parents as graphically presented on table 4.14

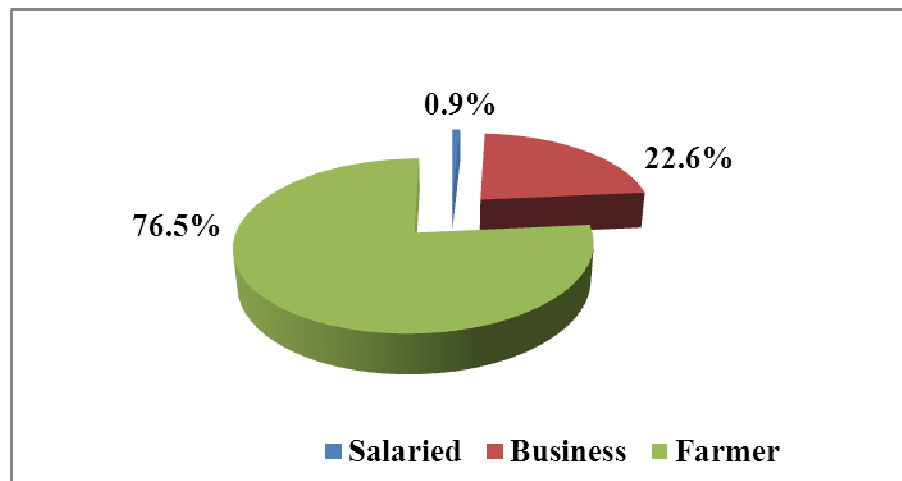
Table 4.13: Occupation of Fathers cited by pupils

<u>Occupation of the Father</u>	<u>Frequency</u>	<u>Percent</u>
Salaried	8	7.7
Business	16	15.4
Farmer	76	73.1
Pensioner	4	3.8

Majority of the pupils 73.1% (76), showed that their fathers were farmers (peasants), while business 15.4% (16), salaried 7.7% (8) and pensioners 3.8% (4). Some pupils gave multiple occupations therefore total exceeds the sample number of 110 of pupils; thus it is not given.

The pupils also indicated their mothers' occupation as presented on figure 4.6.

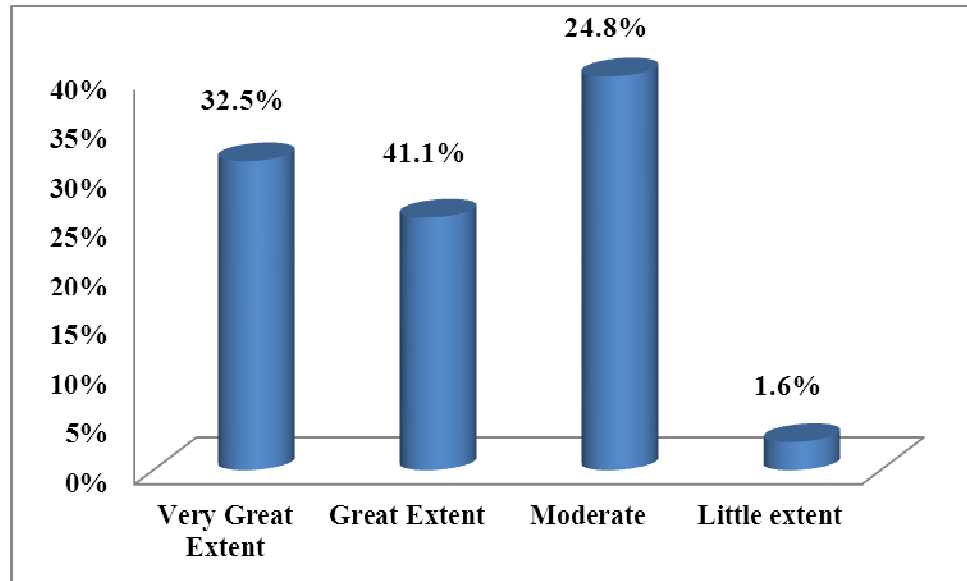
Figure 4.6: Occupation of Mothers as cited by Pupils



The study found out only 0.9% (1) of the mothers were salaried in their respective occupation while 22.6% (26) were in business and the remaining 76.5% (88) were farmers.

The researcher wanted to know the effect of the parental occupation on the KCPE academic performance. The respondents were asked to fill the five-point Likert Scale as presented on figure 4.7

Figure 4.7: Effect of Parental income on Academic Work



The study revealed that out of 115 pupils that were interviewed, 32.5% (37) said that the income of their parents, which can be attributed to the occupations of the same parents, affected their academic performance at a very great extent. The remaining 41.1% (47) had their academic performance affected at a great extent while 24.8% (29) and 1.6% (2) had their academic performance affected at a moderate and little extent respectively by the occupation of their parents. These results are subsequently reflected in the KCPE examination performance

According to GOK (2008), about 56% of Kenyans live below poverty line. As cited in the Literature review low level of income of parents negatively impact on children's effective academic participation and performance.

Parental occupational status spells out the level of income which is positively related to their children's academic success and their adulthood occupational

status (Huston & McLoyd, 2000). The effects of socio- economic stress (financial strain, unemployment) are strong predictors to child's academic outcomes. Lack of enough resources to sponsor their education and good school, good housing facilities and medical care and welfare services (Lance & Gordon, 2005) impact negatively on their academic performance.

4.4.3 To establish how parental educational level influences pupils' academic performance at KCPE in Suba West Division

Influences pupils' academic performance at KCPE examination in Suba West Division.

The researcher sought to find out the influence of parental educational level on the academic performance of their pupils. The respondents gave the information on their mothers as presented on table 4.14.

Table 4.14: Education level of mothers

Education level	Frequency	Percent
Primary	60	75
Secondary	20	25
Total	80	100

From the study majority of the mothers 75% (80) were primary school graduates with only 25(20) having gained secondary education. The respondents also gave the level of education of the fathers as presented on table 4.15.

Table 4.16: Education Level of Fathers

Education Level	Frequency	Percent
Primary	70	60.9
Secondary	15	13.0
Tertiary	5	4.3
University	1	0.9

Majority of the fathers 60.9% (70) had primary education, secondary 13.0% (15), tertiary 4.3% (5) and University 0.9% (1).

The numerical values for both mothers and fathers are not provided because the orphans did not respond to this question. However, the researcher was interested in seeking the effect of parental level of education on their children's academic work from teachers. This was then presented on table 4.17.

Table 4.17: Teachers Response on effect of Parental Educational Level on Academic Performance

Level of influence	Frequency	Percent
Extremely much	15	26.8
Very much	24	42.8
Much	7	12.6
Very little	6	10.7
No influence	4	7.1
Total	56	100.0

Many teachers 42.8% (24) argued that parental educated level had very much influence on the performance of the children. Others pointed out that the influence was extremely much 28.3% (15), much 13.2% (7), very little 11.3% (6) and 7.5% (4) had no influence.

Parental educational level is vital predictor of children educational outcome. Johnson et al (2003) found that mother's educational level and father's occupational status were positively related to their children's adulthood occupational status. Ojuondo (2005) concurs and argues that children naturally tend to imitate their parents and aspire to be as highly educated as their parents.

4.4.4 To determine how family size affects pupils' academic performance at KCPE examination in Suba West Division.

The researcher was interested in investigating the extent to which family size, as the number of children in a family, influence academic performance. The respondents information was presented in table 4.18.

Table 4:17: Family size

<u>Family size</u>	<u>Frequency</u>	<u>Percent</u>
1 – 4 children	31	27.9
5 – 8 children	16	14.4
9 – 12 children	56	50.5
13 – 16 children	8	7.2

Majority of the families in Suba West Division 50.5% (56) are of size 9-12 while the least proportion 7.2% (8) is made up of large formation of 13 – 16 children.

The researcher inquired from the teachers and headteachers the effect of family size on academics performance as presented on table 4.19.

Table 4.18: Response of Teachers on Effect of Family size on Academic Performance

Level of influence	Frequency	Percent
Extremely much	18	32.1
Very much	22	39.3
Much	8	14.3
Very little	6	10.7
No influence	2	3.6
Total	56	100.0

Many teachers 39.3% (22) argued that it affects. The remaining proportion stated as follows; 32.1% (8), extremely much, 14.3% (8) much, 10.7% (6) very little and 3.6% (2) no influence also agreed in this order.

Family structural variables such as parental level of education and income affect the level of actual interactions within the family and concomitantly, the child's behavior. It is established with broader learning models (Palmer 2010) that parental level of involvement and child's academic success are interrelated. Family size (Olotula&Ajila, 2012) determines the level and quality of

involvement and interaction in terms of levels of warmth, nurturance and monitoring and general provision of basic necessities

4.4.5 To identify to which extent gender of the child affects pupils' academic performance at KCPE examination in Suba West Division.

The researcher wanted to know the effect of gender of the child on academic performance. The researcher asked the pupils to highlight the reasons for parental gender bias (preference). Their reasons were presented on table 4.20

Table 4.19: Reasons for Gender Preference cited by Pupils

<u>Reasons for Gender Preference</u>	<u>Frequency</u>	<u>Percent</u>
Boys perform better than girls	45	39.1
Parents are of notion that girls will get married and get supported by husbands	47	40.9
Girl child education is expensive	7	6.1
To have many educated ladies	16	13.9
Total	115	100.0

Pupils 39.1% (45) cited that parents prefer to educate boys since they perform better in schools than girls. Some parents also prefer to educate boys since girls would be married and get support from their husbands at 40.9% (47). Girl child is perceived expensive by parents supported by 6.1% (7) of the pupils. The

remaining 13.9% (16) argued that some parents prefer educating girls to reach gender balance in the community.

The effect of the gender bias on academic performance from teachers is presented on table 4.20.

Table 4.20: Teachers Response on Effects of Gender of the child on Academic Performance

Extent of effect	Frequency	Percent
Extremely much	19	33.9
Very much	23	41.1
Much	5	8.9
Very little	8	14.3
No influence	1	1.8
Total	56	100

Pupils have their academic performance affected by their gender. A proportion of 41.1% (23) of teachers and headteachers cited that pupils have their academic performance very much affected by their gender. The remaining proportion stated as follows: 33.9% (19) extremely much, 8.9% (5) much, 14.3% (8) very little and 1.8% (1) no influence.

Gender disparities may be created or perpetuated by policy, ethnicity, region, religion or age (UNICEF 2012). In some tribes, girls who receive formal education may be viewed as breaking traditional tribal norms and rejecting tribal life style Lesorogol et al (2008) observed that in the Samburu people educated women are said to be” worldly “ a definition which is associated with

connotations like disrespectful, arrogant, or even promiscuous. When denied access to formal education, girls may grow up illiterate and without tools to gain economic resources needed to invest in education

Many Muslims families prefer their daughters to be taught by female teachers only (Ibrahim et al, 2008) where none or few exist their daughter can not access formal education. The gender differences have implication for girls' future careers. There is concern over shortage of women in engineering and technical fields (Zembar et al, 2011)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter presents the summary of the study, findings, conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of this study was to establish the influence of home-based factors on pupils' academic performance at KCPE in public primary schools in Suba West Division, Migori County. The study aimed at achieving the following specific objectives to examine how domestic labour influence pupils academic performance at KCPE examination in Suba West division, to explore the extent to which parental income affects pupils academic performance at KCPE examination in Suba West Division, to establish how parental educational level influences pupils academic performance at KCPE examination in Suba West Division to determine how family size affects pupils academic performance at KCPE examination in Suba West Division, and to identify to what extent gender of the child affects pupil's academic performance at KCPE examination in Suba West Division.

The theoretical framework of the study was based on systems theory of organization advanced by Bertalanffy in the 1950s. Descriptive survey research design was used in this study. The target population was 300 teachers including

headteachers in public primary schools, 100 parents and 600 class eight pupils in Suba West Division. The sampled population was 15 head teachers, 45 teachers, 36 parents and 120 pupils. Simple random sampling technique was used to sample the respondents for the study. Questionnaires and interview schedules were used for data collection. Validation of research instruments was done through the application of content validity procedures while reliability of the instruments was done through a co-relation co-efficient computed by use of the persons' product product Moment Correlation Co-Efficient (r). Data was then analyzed by the use of descriptive statistics and presented as tables, pie-charts and bar graphs using statistics package for social scenario (SPSS) software version 22.

The study found out that most pupils were from low income parental backgrounds with severe lack of basic educational facilities like text books, proper lighting and adequate spacing for studies. Moreover their average families were bloated creating congestion in their homes and dilution of resources. The pupils were discovered to be participating in both paid and un-paid domestic labour both at home and school making them weary and demoralized in academics. The study further realized that most parents were of low academic background thereby fail to involved in their children's higher academic pursuit. This was shown as it was rated below average. The gender of the child was realized to work against girls mostly in their desire to excel in KCPE examination.

5.3. Conclusion

The following conclusions were drawn from the findings;

Domestic chores have an effect on pupil's academic performance. This is because pupil's studies are more interfered with by domestic chores both at home and in school. Hence the pupils fail to attend school and class regularly and miss out on their studies.

Pupils' performance is also affected by the family size. Large families make it harder for the parents to provide the basic needs. This can lead to low performance due to lack of basic requirements and parental quality involvement in their work.

The parental level of income has a great impact on the academic performance on pupils. It is evident that the family income level determines pupils' academic performance.

The parental education level has a bearing on the pupils' academic performance. This is because the less educated parents do not inspire and motivate their children to excel in their education.

Similarly gender of the child has a great impact on the academic performance. It is evident that gender preference and discrimination work against the girls. Therefore girls' academic performance is usually low as compared to that of the boys.

5.4 Recommendations

From previous research findings and from this present study, several recommendations are made for consideration by the government, teachers, parents and pupils.

- i.** There is need to improve on the family economic income for easier provision of basic needs for pupils to enable them concentrate on their class work. This will make parents to pay for their children's school levies in time. The government should provide adequate FPE funding to also include KCPE enrolment fee in a bid to retain them in school for a better and improved academic performance.
- ii.** There is need to sensitize parents on the importance of girl child education and generally on the value of gender equity.
- iii.** Parents and the society at large should be encouraged to put in force child protection practices so as to eliminate all forms of child domestic labour which deny children time to achieve their potential as human beings.
- iv.** The government needs to enhance sensitization on family planning education as a way of controlling family size which becomes a constraint when one has more children than the family income can sustain impact negatively on child's education.
- v.** Finally the government should value and institute adult literacy classes to equip the less knowledge educated parents with knowledge to enable them appreciate benefits of education of their children.

5.5 Recommendations for further research

Based on the study findings the researcher suggests that studies be done in the following areas:

- a. A similar study to be carried out in other sub counties to establish whether the findings of this study apply to other areas. This will enable generalizations of the results of this study.
- b. The same research could be conducted at the secondary school level using the same instruments to compare if these findings have an impact on the KCSE performance.
- c. Future research should be done on the effect of learner characteristics like age, attitude, aptitude which may influence his/her academic performance at KCPE.
- d. Further research on head teachers' administrative styles could be conducted to find out if it has impact on the pupils' academic performance at KCPE.
- e. A research on the school based factors could be carried out to discover their effect on the learners' academic performance.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration & Planning

P.O Box 92,

Kikuyu

Dear Respondent,

RE: DATA COLLECTION.

I am a student at the University of Nairobi. I am currently pursuing a Masters Degree in Education in Curriculum Studies course. I am conducting a study on the “Influence of Home-Based Factors on Pupils Academic Performance at KCPE in Suba West Division Migori County”.

Your school has been selected to be part of the above study. Two teachers in your school, class eight pupils and two literate parents will be required to kindly assist in filling the questionnaire. An interview schedule will also be administered to you as the headteacher of the school.

Thank you for your co-operation

Yours Faithfully,

Odhiambo J. Obuya.

Thank you for your participation

APPENDIX B

TEACHERS' QUESTIONNAIRE

This questionnaire is for the purpose of research only. Please answer all the questions in the questionnaire as honestly as possible and to the best for your knowledge. DO NOT WRITE YOUR NAME ANYWHERE.

PART A

1. Indicate your gender (tick one)

Male { ☐ } Female { ☐ }

2. Indicate your age bracket (tick one)

Over 40 years { ☐ } 36-39 yrs { ☐ } 31-35yrs { ☐ } 25-30yrs { ☐ }

under 24yrs { ☐ }

3. Indicate your marital status

Single { ☐ } Married { ☐ } Separated { ☐ } Divorced { ☐ } Widowed { ☐ }

4. What is your highest academic qualification

KCSE { ☐ } Diploma { ☐ } Degree { ☐ } Masters { ☐ } Others { ☐ }
specify } _____

5. What is your highest professional qualification

P1 { ☐ } Diploma { ☐ } Degree { ☐ } Masters { ☐ } Others { specify } { ☐ }

6. Indicate your professional experience in years

1-5 yrs { ☐ } 6-10 yrs { ☐ } 11-15 yrs { ☐ } 16-20 yrs { ☐ } 21 and
over { ☐ }

PART B

The following statements reflect observations made about the behaviors and tendencies of pupils in the public schools in your community. Using a five-point scale, indicate the extent to which they occur in your school.

1. Using the scale given, indicate how often the following happen in your school.

Very frequently occurs (VFO). Frequently occurs (FO) Occasionally occurs (OO) Rarely occurs (RO) never occurs (NO)

	VFO	FO	OO	RO	NO
i) Most pupils engage in domestic labor					
ii) More pupils are from less educated families					
iii) Most pupils come from big families					
iv) More girls than boys perform poorly					
v) More pupils are from low income parental background					

2. The following statements express generally accepted opinions about pupils and education. Using the five-point scale given, respond to the statements as honestly as possible.

Strongly agreed (SA), Agree (A), Undecided (U), Disagree (D), Strongly disagree (SD)

	SA	A	U	D	SD
i) Domestic work is most appropriate for pupils					
ii) Higher education is expensive for poor parents					
iii) Big families cannot cater for the needs of their children					
iv) It is better to educate boys than girls					
v) Uneducated parents don't invest in educating their children					

3. What in your opinion should be done to improve academic performance in your school?

Thank you for your participation

APPENDIX C

PUPIL'S QUESTIONNAIRE

This questionnaire is for the purpose of research only. Please answer all the questions as honestly as possible and to the best of your knowledge.

DO NOT WRITE YOUR NAME ANYWHERE.

PART A

1. Indicate your gender (Tick one) Male { ☐ } Female { ☐ }
2. What is your age in years? (Tick one) 10-12yrs { ☐ }, 13-15yrs { ☐ }
16-18yrs { ☐ } 18 yrs and above { ☐ }
3. How many brothers and sisters do you have? Write the number in the brackets.

Sisters { } Brothers { }
4. a) Do you have both parents? Yes { ☐ } No { ☐ }

b) If NO indicate the parent available. Mother { ☐ } Father { ☐ } None { ☐ }
5. What is the highest level of your parents' education

Mother Primary { ☐ } Secondary { ☐ } Tertiary { ☐ } University { ☐ }

Father Primary { ☐ } Secondary { ☐ } Tertiary { ☐ } University { ☐ }
5. Indicate the occupation of your parents

Mother Salaried { ☐ } Business { ☐ } Farmer { ☐ } Pensioner { ☐ }

Father Salaried { ☐ } Business { ☐ } Farmer { ☐ } Pensioner { ☐ }
6. Do you do any type of work at home? Please tick as appropriate

Herding { } shamba work { } Household chores { } Others {
specify } _____

7. How much time do you spend on homework and studying at home

(Indicate in hours per day) _____

PART B

Using the choices give, complete the following statements. u can choose as many answers as you think right by ticking in front of your choices.

1. What are some of the reasons that keep pupils out of class

Performing domestic chores { } Lack of school levies { } Many
children to be educated by parents { } Uneducated parents see no
need in education { } Girls do not need education { }

2. How far in your education do you think you will go?

Primary – standard 8 { } Technical institution { } Secondary-Form
four { } University { }
Others { Specify }

3. a) Parents in your community prefer educating _____ Boy{ } Girl { }

b) Explain reason for their choice in (a)

4. Suggest ways of improving your academic performance.

Thank you for your participation

APPENDIX D

PARENTS' QUESTIONNAIRE

This questionnaire is for the purpose of research only. Please answer all the questions as honestly as possible and to the best of your knowledge.

DO NOT WRITE YOUR NAME ANYWHERE.

PART A

1. Indicate your gender (Tick one) Male { ☐ } Female { ☐ }
2. Indicate your age bracket. (Tick one). Over 40 yrs { ☐ } 36-40yrs { ☐ }
31-35yrs { ☐ } 25-30 yrs { ☐ } Under 24 yrs { ☐ }
3. What is your marital status? (Tick one). Single { ☐ } Married { ☐ }
Separated { ☐ } Divorced { ☐ } Widowed { ☐ }.
4. Indicate the age bracket of your children, their age and number

	Age	Number	Male	female
Below 5 years				
6-10 yrs				
11-15 yrs				
16-20 yrs				
Over 20 yrs				

5. What is your highest academic qualification (Tick one)

Primary-standard 8 { } Form iv (KCSE) { } Diploma { } Degree {

} Others {specify }_____

6. What is your occupation? (Tick one) Salaried { } Business { }

Farming { } Pensioned { } Others {specify }

PART B

This section consists of structured questions which require opinion. Please respond as honestly as possible.

1. a) Do you think domestic labor affects the childrens' academic performance in your area?
YES { } NO { }
b) If YES in what ways? _____
2. (a) As a parent if you have two equally endowed children (boy and girl), who would you like to proceed with education? Boy { } Girl { }
b) Please state you reason for the choice (a) above _____
3. a) Does family size interfere with education of children in your area? YES { } NO { }
b) Briefly explain _____
4. a) Does low income prevent parents form educating their children?
YES { } NO { }
b) If YES, briefly explain _____
5. a) Does education level of parents affect child's academic performance in School? YES { } NO { }
b) If YES briefly explain _____
6. What do you think should be done to improve academic performance in your area?

Thank you for your participation

APPENDIX E

INTERVIEW SCHEDULE FOR THE HEADTEACHER

Please answer all of the questions appropriately. DO NOT WRITE YOUR NAME TO ENSURE CONFIDENTIALITY.

1. Indicate your gender. Male { } Female { }
2. Indicate your age bracket Over 40 yrs { } 36-40yrs { } 31-35yrs { }
25-30 yrs { } Under 24 yrs { }
3. What is your marital status? Single { } Married { } Separated { }
Divorced { } Widowed { }
4. What is your highest academic qualification? Form iv { } Diploma { }
Degree { } Masters { }
5. Indicate your professional qualification. P1 { } Diploma { }
Degree { } Masters { }
6. What is your professional experience in years? 1-5yrs { } 6-10 yrs { }
11-15 yrs { } 16-20 yrs { } 25 and above { }
7. What is the average of candidates' family sizes? _____
8. a) Are there educated and employed people In the school community
besides teachers? YES { } NO { }
b) If YES briefly explain their impact on the candidates academic
performance _____
9. a) What are the common tasks the pupils are assigned in the school out of
class? _____

b) Does answer in (a) affect their performance? _____

10. What are the common tasks that boys and girls are assigned to perform out of school in the community?

Boy: _____, _____, _____, _____

Girl: _____, _____, _____, _____

b) What is the effects of (a) on the learners' academic performance? _____

11. Below is a five-point scale on the home based factors effects on the learner's academic performance. Indicate by (tick) how they influence the learner's academic performance.

	Extremely much	Very much	Much	Very little	No influence
Parental education level					
Family size					
Domestic labour					
Gender of the child					
Parental income					

12. What in your opinion needs to be done to improve pupils' academic performance at KCPE in this division? _____

Thank you for your participation

APPENDIX F

CONFIDENTIALITY AND CONSENT FORM

I am going to ask you some personal questions. Your answers are absolutely confidential. Your name will not be written on this form, and never be used in connection with any of the information you submit. You do not have to answer any question that you feel not to and you may end this interview any time you so wish. However, your honest answers to these questionnaires will help us understand the depth of the effects of home based factors on academic performance to pupils; and will use the information granted to seek possible solutions to these issues. I would greatly appreciate your help in responding to these questionnaires. The interview will take you about 45 minutes to answer.

Would you be willing to participate?

Date and signature of researcher-

Date and signature of

respondent_____

APPENDIX H

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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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:

1st October, 2014

NACOSTI/P/14/9826/3412

Jackson Obuya Odhiambo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of home based factors on pupils performance at Kenya Certificate of Primary Education in public primary schools in Suba West Division, Migori County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Migori 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.


DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Migori County.

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

MAP OF SUBA WEST DIVISION

