

**INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC PERFORMANCE OF
PRIMARY SCHOOL PUPILS IN ENGLISH LANGUAGE IN ALEGO-USONGA
SUB-COUNTY, SIAYA COUNTY, KENYA**

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A Research Project Submitted to the University of Nairobi in Partial Fulfillment of the Requirements for the Masters of Education Degree (M.Ed) in Measurement and Evaluation.

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DECLARATION

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

Sign.....

Date.....

ADOYO PAMELA ODUNGA

E/58/63221/2013

This research project has been submitted for registration with my approval as a University of Nairobi supervisor.

Sign.....

Date.....

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SUPERVISOR

DEDICATION

I am dedicating my work, contained in this research project to my son, Joseph A. Odhiambo.

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LIST OF ABBREVIATIONS

KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
MOE	-	Ministry of Education
US	-	United States
DEO	-	District Education Officer

ABSTRACT

The influence of home environment on academic performance of primary school Pupils in English language in Kenya have been in the Public domain for some time and it is of concern to education policy makers. This initiative aimed at improving performance in English and providing quality Education. The purpose of the research project therefore was to investigate the influence of home environment on English language performance in K.C.P.E in selected public primary schools in Alego– Usonga Sub-County, Siaya County. The specific objectives of the study were to: establish the influence of economic status of parents on performance in English language, determine the influence of the education level of parents on pupils' performance in English language and establish the influence of family size on performance in English language. The available related literature reviewed has revealed that there is influence of home environment on academic performance of primary school pupils in English language in Alego-Usongo Sub-County, Siaya County, Kenya. The conceptual framework adapted to guide the study showed that there are several conditions which need to be put in place to curb the situation. Descriptive survey research designed was used to investigate the influence of home environment on English language performance in selected public primary schools in Alego Usonga Sub-County Siaya County Kenya. The study population involved was one hundred and fifty pupils in class eight and forty English teachers. The study used stratified sampling technique to determine performing and non performing schools. The study further used lottery method of simple random sampling technique to select 10 schools, fifteen class eight pupils per school and four English teachers from each school. Questionnaires were used to collect data from the respondents. The instruments were validated by three independent experts in the school of Education at Nairobi University and their advised were used to construct the final instruments. The reliability was determined through a delayed test-retest technique where the researcher piloted the instrument to the respondents in the selected two schools that did not appear in the final study list of the sampled schools. The results of the first scores and the second scores were computed separately. Finally, the first scores were correlated with the second scores using the Pearson product moment of correlation coefficient. Questionnaires were Questionnaires were issued to the respondents by the researcher. Data collected were analyzed through SPSS. Data was presented inform of tables, pie-charts and verbatim reporting. The study findings might help in formulating policies geared towards involving government, curriculum developers and examination bodies in planning of educational strategies to reconsider the influence of home environment on academic performance for Kenyan Pupils, where further research on home environment was to be recommended by this study.

CHAPTER ONE

INTRODUCTION

1.1 Overview

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

1.2 Background of the study

English as a global language is increasingly becoming the medium of communication in education, business and entertainment in many different countries. According to Crystal (1997), 85% of all international organizations in the world use English as their official or working language. Graddol (2006), states that English has become the international currency of science and technology. He also claims that the improvement of national proficiency in English forms a key part of the educational strategy in most countries. The subject is key in education since all the other subjects, apart from Kiswahili, use English as the language of instruction. Therefore it is almost obvious that good performance in English language is a good pointer to good performance in the other subjects (Graddol, 2006). With the help of developing technology, English has been playing a major role in many sectors, including medicine, engineering, and education, thus, the selection of the subject for this study.

Home background influences academic and educational success of students and functioning of the teachers and students. Although the academic environment is key each child's individual home situation greatly impacts educational goals and achievement progress. From family funds to parental support, home factors can make the difference between a child's success or failure (Eccles et al., 1998). Poor parental care with gross deprivation of social and

economic needs of a child usually yield poor academic performance of a child. On the other hand, where a child suffers parental and mental deprivation and care due to divorce and death or absconding of one of the parents, the children's schooling may be affected as one of the parent alone may not be financially sound to pay school fees, purchase books, uniforms and also offer emotional comfort to the children, especially if they are many. The social misfit of a bastard may also have very far reaching effects on the child's performance in school, especially when the other pupils in keep on teasing him/her with it (Shittu, 2004).

Some homes have many activities that stimulate children's thinking, like computers, books, puzzles, and the like. Parents may be heavily interested in their children's cognitive development and spend time with them on learning. Other homes do not have these resources and adults in the environment may pay little attention to children's education (Eccles et al., 1998)

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

Bloom (1984), reports that what parents do at home account for learning development of children. It goes without saying that lack of encouragement, low quality of parent's language and lack of stimulating activity at home has reduced the home effectiveness as a learning environment. According to Bradley (1985), home environment is strongly related to cognitive

development. This holds true because Scarr and Weinberg (1983) examined test performance of black American children of educationally average parents. These children were adopted by educationally advantaged American white families. Researchers found that the adopted black American children scored as highly on IQ tests as did white children. They attributed this finding to the added home stimulation provided by the white homes. They speculated that if all black American children have environments such as those provided by the adoptive families; IQ scores would be higher than the scores under poor living situations. Johnson (1996) stated that poverty of parent has elastic effect on children's academic work as they lack enough resources and funds to sponsor their education, good school, housing facilities, good medical care and social welfare services.

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

A study carried out by Ezewu (2003) points out that people of high socio-economic background normally earn a higher income and value education more than those of low socio-economic background. This enables them to use their income on learning resource resulting to good student support, hence good performance. Socio-economic background is often measured as a combination of education, income and occupation (Ezewu, 2003). Due to their poverty levels, families with low socio-economic background may have inadequate or limited capital to buy learning resources and access to adequate information that can help promote and support students' performance (Hawkins, 1995).

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

In Siaya County comparatively, the performance in English language in Alego-Usonga Sub-County primary schools is wanting (County report, 2014). This is because it has been showing a downward trend in English performance for the last five years (2010-2014), as shown by the county report. This has prompted a study to examine the major factors influencing academic performance in the sub-county. This sub-county has 142 schools, out of which, 17 are town schools and 125 are rural schools. There are only 4 boarding schools. The total number of pupils in the schools currently is about 60,232, being served by 1,276 teachers (i.e.) the teacher-student ratio in the sub-county is 1:47 which is just slightly above the normal ratio which should be 1:30; which is the reason which has prompted this research to find out if the home environment (factors outside the school) could be the cause of poor performance in English.

There are various factors that influence English performance that need to be addressed. Some of these factors are home based, while others are school based. Home based factors include parental education level, the socio-economic status among others. School based factors include availability of school learning resources, qualification and determination of teachers among others (Ndaruhutse, 2008).

Many studies have been done on home environment and academic performance. However, some of these studies have lead to similar conclusions, but others have shown differences in their findings. They include; Douglas (1964), Fraser (1959), Pidgeon (1970), Kapila (1976), Osire (1983), Waweru (1982), Eshiwani (1993), Mutua (2002) among others. As a result of the complexity or differences in the above mentioned studies, there is need for further research in the area of the influence of home environment on academic performance of students. The study to be carried out in Alego-Usonga sub-county seeks to find out the effect of home environment on the performance in English language by students there. According to Kellagham (1977), home environment has more influence on academic performance than intelligence. Fraser (1959), argues that there are other factors that bring variations in academic performance other than student's ability.

1.3 Statement of the problem

In both developed and developing countries, home environment is a critical determinant of performance among pupils in primary schools. In most countries, the causes of students' poor performance include poverty, malnutrition, absenteeism, inadequately trained teachers and overcrowding classrooms. In Kenya, KCPE examination is done at the end of eight years of primary education. Over the years discrepancies have been observed in the performance of pupils in KCPE and especially in English (MOE, 2014).

Magoma (1999) asserts that English teachers have the task of moulding students so that they can express themselves effectively in both oral and written English. English teachers in Kenya therefore need to possess necessary academic and professional knowledge and experience in classroom management.

The continued poor performance of students in English language in national examinations in Kenya is therefore a likely indication that not all possible avenues of improvement have been explored (MOE, 2014). The relationship that exists between role played by home environment and English student performance in KCPE has not been established through an empirical study in Kenya. Among factors which influence for pupils' poor performance are; low motivation, home environment and poor coverage of the syllabus. To this end, the pertinent question which arises is; to what extent do these factors contribute to poor English performance among primary school pupils? This study seeks to determine the impact of home environment on English performance of pupils in public schools in Kenya in general, and in Alego-Usonga sub county, in particular and help to determine methods of intervention towards achieving high grades in the subject.

1.4 Purpose of the study

The purpose of this study is to investigate the influence of home environment on English language performance in KCPE in selected public primary schools in Alego-Usonga sub-county, Siaya County.

1.5 Objectives of the study

The following are the objectives of the study:

- i. To establish the influence of economic status of parents on performance in English Language.
- ii. To determine the influence of the education level of parents on pupils performance in English language.
- iii. To establish the influence of family size on performance in English language.

1.6 Research questions

- i. To what extent have the economic status of parents influenced performance in English Language?
- ii. How has the education level of parents influenced pupil's performance in English language?
- iii. How has the family size influenced pupil's performance in English language?

1.7 Significance of the study

The findings of this study will be used to create awareness to parents, learners and all the stakeholders in the education sector, by getting information on the basic home environment factors that influence the performance of learners in English language. Hence they shall become aware of their main roles towards better performance at KCPE.

The study will be beneficial to parents and other stakeholders since it will reveal the extent to which home environment can impact negatively on academic performance of learners. Consequently, the stakeholders will see the need to provide an enabling academic environment, both at home and in school.

The findings of this study will also yield data that will be useful for proper planning and decision making by education policy makers, such as county directors. Further, findings of the study are expected to be useful to all the stakeholders to know and understand the roles of parents at home that contribute to the learners' performance at school.

The study is expected to bring changes in the learners' home environment and also form part of educational data for future research on the influence of home environment on academic performance.

1.8 Limitations of the study

The study limited itself to only a few selected primary schools in Alego-Usonga Sub County. It was not possible to cover other regions because of financial and other logistical constraints. The study also limited itself to English language as a measure of academic performance, leaving out other subjects like mathematics.

Respondents who lacked knowledge on performance of English language in the region did intentionally ignore some questions in the questionnaires which may influence the results of the study.

1.9 Delimitations of the study

This study will be concerned with the participation of home based factors at public primary schools. The proposed study also confines itself to students and teachers who are some of the beneficiaries of the educational provisions in Kenya. Finally, the students and teachers to be included in the sample will be those in session in the respective institutions by the time of the study. Those absent or who completed examinations will not be included even though they may have valuable inputs.

1.10 Basic assumptions of the study

The study makes the following assumptions;

- i. That all the respondents will be cooperative and provide the required information.
- ii. That the learner-respondents are well conversant with their home environment, which is relatively steady (no nomads in Siaya) and that they shall exploit this knowledge in the questionnaire.
- iii. That teachers in government primary schools are well trained and dedicated to their work.

- iv. That the public primary schools have adequate learning materials like text books and other facilities (i.e.) that if the home environment is improved, the performance of learners shall go up in the same proportion.
- v. That all schools keep complete progress records of learners' performance.

1.11 Definition of significant terms

Home: This is a place of residence or refuge and comfort. It is usually a place in which an individual or a family can rest and be able to store personal property.

Home environment: In this study, the term home environment refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. These factors may be physical like poverty or psychological conditions due to parenting or social circumstances like emptiness and living alone or wider cultural patterns of life related to the location (suburban environments, urban environments).

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

Parents: These refer to father and mother.

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

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

Performance: In this study, performance means a task or operation seen in terms of how successful it is done (i.e.) how well a person or a machine does a piece of work or an activity.

Academic performance: means the extent to which a student has achieved his/her academic goals. Academic achievement is commonly measured by examinations or continuous assessment. This can be in terms of individual papers like English language or in terms of the scores in a summative examination like KCPE or KCSE.

Influence: Means the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The home environment plays a vital role in the development of a child's personality. A child constantly interacts with the family and is invariably influenced by the entire environment that surrounds him/her. Children need a pleasing and interesting environment, characterized by human care, particularly by the mother, and at the same time, providing various experiences and stimulations, (Caldwell, 1967). Therefore, parents are the most potent force in shaping the overall personality of children. Home environment vary in many aspect, such as: parents' level of education, economic status, occupation status, religious background, attitudes, values, interests, parents' expectations of their children, and family size, among others. Children coming from different environment have their academic performance affected differently.

2.2 Effects of economic status of parents on performance in English

According to Bell (1986), a large part of a person's intelligence can be ascribed to accumulation of experience and knowledge. Development in childhood thus forms the basis of a child's later intelligence. Bell states that it is imperative that a child receives good and adequate food, be protected against illness, be intellectually stimulated and be well-adjusted at childhood. Good parenting, supported by strong economic home background could enhance strong academic performance of a child. This further enhances sound academic performance, where a child is properly counseled in choice of courses and vocation that matches his/her mental ability, interest and capability. A child who has juvenile delinquent behavior has poor performance and such a child is likely to drop out of school when he/she is still young because of parental deprivation of the essential needs.

According to Downie (1989), it would appear that quite apart from the fact that the impoverished child tends to be an under-achiever, it would seem that his poverty causes him to be even further behind in his schoolwork than his low intelligence would lead one to suppose. Downie (1989) also concludes that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with meagre wages is the sole causes of poverty. Such factors as poor food, little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn. This may rob him of a background and general knowledge which is accepted as self-evident by most schools (Downie, 1989).

A study carried out by Ezewu (2003) points out that people of stable economic background normally value education more than those of low economic background. Such people often use their income on learning resources, resulting in good student support, hence good performance. Economic background is often measured as a combination of education, income and occupation (Ezewu, 2003). Due to their poverty levels, families with low economic background may have inadequate or limited capital to buy learning resources and access to adequate information that can help promote and support students' performance (Hawkins, 1995).

Majoribank (1972) maintains that most of academic under achievers come from the lower economic backgrounds and that the psycho-social encouragement here contributes very little towards improving the intellect. The children of skilled parents perform better at school and are more likely to go on to higher education than the children of the unskilled and semi-skilled parents because the skill parents have higher ability of securing well paying jobs as opposed to semi-skilled which implies that they are able to meet their children's needs satisfactory. Skilled workers have higher aspiration for their children than unskilled workers (Banks Olive, 1976). When a child comes from a home where parents provide adequately for

needs of the child, the foundations are firmly laid by the time the child goes to school. However a child whose parents are financially handicapped may have stunted growth, both physically and morally, due to inadequate provision of food, stimulus materials and comfortable sleep (Downie, 1989).

Children from low economic status households and communities develop academic skills more slowly compared to children from higher economic status groups, as noted by Morgan, Farkas, Hillemeier and Maczuga (2009). Basic academic skills are correlated with the home environment, where low literacy environment and chronic stress negatively affect a child's pre-academic skills. Also the schools in low economic status communities are often under-resourced in terms of mentors, competitors and auxiliary services, thus, negatively affecting students' academic progress (Alkens and Barbarin, 2008).

In modern societies, schooling is an important influence on social mobility (movement from one status to another) whereby educational grades or overall examination marks are considered in gaining access to good secondary schools and later superior jobs and higher income that go with them. With this regard, people try to ensure the best possible education for their children, hoping that they would secure social and economic advantages in future. For example, in Britain, the sons of the upper class are likely to attend the handful of private schools which matter within the country. Also in the United States (US), children of different social classes often attend different schools; that is, children of upper class attend elite private schools; those of working class and lower classes attend inner-city public schools (Kohn 1963). At every level, there is competition among groups and individuals for grades and other tokens of educational success. Children of working and low class parents tend to be eased out of the system and into work related courses such as businesses, whereas children of the

middle and upper classes are far more likely to continue with their education up to colleges and universities (Irima, 2009).

A study conducted on 400 Aberdeen school children aged between 12.5 and 13.5 years old; found that occupations of parents significantly relate to the success of children in school (Frazer, 1959). The study revealed that children of parents of high income occupations are more advantaged over those of parents of low income occupations. Also according to Kemp (1955), the parents' economic status positively correlates with the performance of their children in school. There was also positive relationship between the parent's occupational level and a child's intelligence and academic performance (Eysenck & Cookson, 1970). Marjoribanks (1972) and Miller (1970) noted that the importance of occupation as an index for economic status greatly influences a child's academic performance. Cullen (1969) found out that parent's occupation indirectly reflects their intellectual ability which is inherited by the children.

Different from general expectation that, economic status of parents positively correlates with a child's academic performance, regardless of his or her intellectual level, other studies show that, economic background seems to have no effect upon the academic performance of primary school pupils (Kathuri, 1986 & Curry, 1962) a good provocation for the study to prove facts.

2.3 Effects of the education level of parents on pupils performance in English

Psacharopoulos and Wood (1985) have noted that in developing countries various studies have shown that pupils' scores are positively related to the number of years that their parents attended school. Although the relationship is usually weak, it makes it possible to understand the effect of "educogenic" families on the taste for schooling. These are families where older members are well schooled. Atkinson and Feathers (1966) observed that academic

achievements of children whose parents have attained high educational levels tend to be higher than those whose parents are not.

Educated parents in general are likely to find themselves comparatively in greater material support for the education of their children. Chakrabarti (1986) revealed that children whose parents were highly educated and are involved in their studies had better performances in both school examination and achievement tests than those whose parents were rich but less educated and not involved in their children daily activities and studies. Pelner et al., (1995) investigated interrelation among conditions of households' economic status, proximal environmental experiences and adaptation level of sample of 398 middle grades, among early adolescents from predominantly poor rural areas. The findings indicated that youth from families in which none of the parents had graduated from high school exhibited significantly low emotional and academic standards as compared with those whose parents had higher educational level.

According to Frazer (1959), a pupil's school progress is more closely related to his or her home environment, which includes the parent's educational level. Frazer (1959) further found out that, even when two children are of equal intelligence, the child with better educated parents reaches a higher standard in his/her schoolwork. This is because the educated parents are likely to help their children in their schoolwork and encourage them to do further reading so as to do well in school. Cullen (1969) pointed out that, the education of a parent can be an indication of positive educational progress of the child. However, Cullen states, "*The relationship between a parent and a child appears to be hereditary and environmental – Hereditary in that a child will tend to inherit the capability of parents often reflected by latter's educational attainment; environmental in that education influences economic position, parental familiarity with school system, their attitudes towards education and the amount of encouragement and help they give their child*" (p.61).

Cullen conducted her study as follows: - homes where both parents had gone to secondary school were given high rating, homes where one parent had gone to secondary school were given moderate rating and homes where none of the parents had gone beyond primary education were given a low rating. The findings showed that two thirds of the educationally high-achieving children came from homes where both (36%) or one (31%) of the parents had obtained a moderate or high level education. The study also showed that almost all under-achieving children (91%) came from homes where neither of the parents had obtained post primary education.

Orodho (2005) in his study on boys under achievement in English language in Kenyan secondary schools found out that a parent's education background plays a significant role in learning of English language. This was by analyzing test results from different categories of schools and parents' levels of education.

Smart (1992) found out that, in most homes today, it is apparent that parents' educational levels correlate positively with the academic performance of their children, this is because better educated parents are more likely to give their children practice in their school subjects at home, go to school to find out about their progress report, and assignment records and function as achievement models.

Wiklliams (1971) supported the observations on two categories of family backgrounds, the elite and traditional household, and found out that the family set up affects a child's degree of verbal behaviour, their instructional attitudes, and communication, which in turn affects the child's academic performance in several courses, mostly in languages.

Valencia and Renald (1991) observed that the level of parents' education is related to English test performance of children. From their study, they concluded that parents who are relatively higher in level of education tend to transmit to their children more culture of the academic

enthusiasm they acquired, than parents who are illiterate or semi-illiterate. The investigation further revealed that parents' positive values attached to education are a function of their educational achievement, courtesy of their vision and aspirations.

Bhatnagar and Sharma (1992) carried out a research to investigate the relationship between education of parents and academic achievement of their children in semirural setting. A total of 85 school- going children of Rajasthan city were related. The results revealed that the children whose parents attended school performed better in class work than the children whose parents did not attend school. This indicates that, parental education was positively related to the academic achievement of children. Likewise, Chakrabarti (1986) conducted a study with 100 boys, selected randomly from English medium schools in Pune, and found out that, the children whose parents were highly educated and involved in their studies had better performance in both school examinations and achievement tests than those whose parents were rich but less educated, and not involved in the children's' daily activities and studies.

Furthermore, in their study, Chatterji et al., (1972) showed that parents' educational level was directly related to the scholastic achievement of their children. Similarly, the study by Mathur and Hudal (1972) revealed a positive correlation between parents' educational level and academic achievement of the children. Krishnan (1977) conducted a study on 180 students from 6th to 9th studying in central school Tirupati. The sample was divided into 3 groups depending on their parent's education as high, middle and low groups. The results showed that parents' educational status had significant influence on the academic achievement of the children.

Another study conducted in Nigeria, on 370 boys and 112 girls showed that students of educated parents performed higher in class than those of uneducated parents (Amalaha, 1975). In another area of study, Cullen (1969) showed that almost half of the parents of high achieving children had no more than primary education which was regarded as the first level of education. This was in contrary to the general expectation that, parents' education level is positively related to the academic performance of children. These findings here indicate that parent's education and the academic performance of children are not always positively related. Hence, this shows that there are other factors that influence academic performance of children, such as encouragement and helping, where necessary (i.e.) other social factors.

According to Bali (1984), the educational background of the family is related to the academic performance of a child. This was observed in the correlation between educational and occupational levels of the family and a child's performance in the CPE examination; English, Mathematics, and General paper. The overall correlation coefficients attained were 0.22, 0.09 and 0.13 respectively. The correlations were positive, though not high. Most of the studies, outlined here, show that there is a positive relationship between parent's educational level and the child's academic performance. There is also revealed study contrary to the given findings. This contradiction and complexity in these findings, has made it necessary for further research to determine the relationship between parents' education level and a child's academic performance.

2.4 Influence of family size on pupil's performance in English language

Children from large families are not likely to receive the same amount or same type of verbal stimulation from adults which children from smaller families obtain and consequently, children from large families tend to do less well academically. The reason could be that

children from large families are unlikely to take full advantage of educational opportunities provided due to inadequate family resources, hence resulted in backwardness in school.

Chatterji et al. (1972) made an attempt to study the effects of family size on academic achievement of children. The sample consisted of 230 students, both boys and girls reading in class VI and class VII, in eight Bengali schools in Calcutta. The students were divided into high, medium and low intellectual ability groups. Total marks obtained in the annual examination were taken as measure of achievement. The results showed that family size and the number of siblings were inversely related to the class room achievements of the children. Same trend was observed when Mathur and Hudal (1972) conducted a study to find the relationship between family size and academic achievement of children. The sample consisted of 100 school-going children, studying in class X in a high school in Amrutsar. The result revealed a negative correlation between the size of the family and academic achievement, which indicated that the bigger the family, the lower was the academic achievements of the children.

Similarly Cherians (1990) conducted a study on family size and academic achievements of children. The sample consisted of 369 boys and 652 girls in the age range of 13 to 17 years old in Transkei. The marks obtained by the pupils at the 7 standard external examinations conducted by the Department of Education of the Government of Transkei was taken. The results revealed a negative relationship between the sizes of the families where the children came from and the academic achievements of the children. Poonam and Balda (2001) revealed that family size was negatively correlated with IQ of children.

Muola (2010) argued that parents with small families will not only find it easy to provide for the physical needs of the children but also be in a good position to give them attention, encouragement, stimulation and support them with school work. Parents of large family are

always busy trying to look for basic needs for survival and thus could not be in a good position to give them attention, encouragement, stimulation and support them with school work.

One study has attempted to find the relationship between family size, and vocabulary, and block-design performance, among Black and White students separately (Steelman & Doby, 1983). The results of this study indicated that family size is inversely related to the vocabulary performance for both Black and White children. On the other hand, family size was not significantly related to block design performance for both Black and White children.

Roodin, Broughton and Vaught (1974) observed that the large- sized families, to some extent, related to the culture of poverty, and there is a relationship between family size and economic status. Therefore, the negative correlation found between family size and academic achievement would be expected. Also, the intellectual activity of a child is a function of the intellectual environment of the home. This intellectual environment is dependent on the ability level of all the members of the family who are older than the child. Therefore, when the number of children in the family increases, by comparison with the number of adults, the home environment will be less stimulating for intellectual development (Steelman & Doby, 1983). In other words, when the number of children in a family increases, the attention each child receives from the parents will be reduced (Steelman & Doby, 1983), even though this attention might in part be substituted, for the younger children, by attention from older siblings.

In a similar vein, there are some possible explanations for deficiency in language development in large families. Steelman and Doby (1983) mentioned that language learning requires interaction with other persons. In other words, the amount of stimulation that is provided by people, such as parents, affects the development of verbal abilities of children.

Therefore, in large families, the parental attention, or the amount of stimulation that is provided by the parents, will be reduced. Consequently, family size can affect the verbal ability of the children (Steelman & Doby, 1983).

Munroe and Munroe (2003) reported that family size correlates score performance among school children from western Kenya. Munroe attributed the variations from confluence model to social-cultural factors that may have affected the quality of intellectual environment of the children.

2.6 Summary of literature review

The reviewed literature on home environment has emphasized that families economic status determines the way children are brought up so as to conform to traditional standards of behavior, determined by their parents. Economic background of the family is an important predictor of the child's IQ, educational achievement and social class status.

Parent's level of education, to some extent determines the child's academic performance, but has to be supported by factors such as parent's interest and encouragement. This makes a child to acquire the required attitude towards academic performance. Parent's encouragement and involvement, leading to a child's academic achievement, has been emphasized by several studies. However, other studies have shown that there is no relationship between parental encouragement and child's academic performance.

Several studies have come into consensus that students' academic successes are greatly influenced by family size. Children from large families are unlikely to take full advantage of educational opportunities provided due to inadequate family resources. The literature also revealed that parents with small families will not only find it easy to provide for physical needs of their children, but also be in a good position to give them attention, encouragement, stimulation and support them in school.

2.7 Theoretical framework

Several theories have been developed to explain factors that could influence academic performance. In this study, two theories have been used to explain home environmental factors that influence pupils' academic performance. These are the 'resource framework' theory and the 'parental attachment' theory.

2.7.1 Resource framework theory

The resource framework theory was developed by Brooks – Gunn, Brown, Duncan and Moore (1995). The theory was used to explain how educational outcomes, such as academic performance, are influenced by an interaction of factors; such as material resources, human capital, social capital and cultural capital. Brooks – Gunn et al., (1995), explains a resource framework for studying the development of a child and of adolescent. This framework can be used to analyze the effects of poverty on a child's development and education. The resource framework can be viewed as unifying various overlapping theoretical arguments that have emerged to explain the relationship between poverty and educational outcomes.

Among the factors considered in the resource framework theory is the material resource which indicates that, poor children suffer academically because their parents, communities and schools, lack the financial resources that aid learning and achievement. On the human capital, the theory suggests that, poor children suffer academically because of the poor endowment and investment they receive from their parents (Mayer, 1997), or the poor human resource in the schools they attend. For the social capital, it is suggested that, impoverished parents and children lack supportive social relationships and networks within and outside the family, necessary to inspire children to achieve academic success. On the cultural capital, it is suggested that, children of historically disadvantaged groups suffer academically because

they lack the cultural environment at home that would allow them to connect in the classroom (Bourdieu, 1997).

The literature given here has focused both on the US settings and in the developing countries settings, several educational studies have focused on the socio-economic background of the families and its influence on the enrolment or attainment of desired academic levels of children. The resources emphasized are human resources and material resources (Buchmann & Hannum, 2001). The resource framework theory will guide this study to determine the home, economic, and social factors that influence academic performance of students.

2.7.2 Parental attachment theory

Parental attachment theory was proposed by Bowlby (1969) and advanced by Ainsworth (1978). They outlined parental attachment as the bond that gives a child a base and support, which in turn, promotes intellectual and social competence. It is an explanation of the bond that exists between a child and the primary caregiver, typically the mother (Bowlby, 1988). This bond is not only important for general well-being (Kreppner & Ullrich, 1998) but also functions as a template for all relationships across the lifespan of a child (waters, et al, 2000). The attachment between a child and the family will have an influence on his/her academic performance.

Several studies suggest that student achievement appears to be directly related to the time parents spend in the learning process with their child and / or the type of environmental activities that are at home, versus those that are at school ; and parental support for and encouragement in the learning process (Goldberg, Greenberger & Nagel, 1996; Shumow & Miller, 2001). This theory postulates that where the parents or guardians are closely attached to their children then, their test scores are likely to be better. Majority of the parent-child researches have emphasized the mother-child interaction, virtually neglecting the fathers'

behavior and potential impact on the child's early development. However, the role of the father in infant/child attachment has been identified by some researchers and good reports laid down that mothers and fathers appear to have "similarities in the type of bonds they have with their off springs" like (Volling et al., 2002; Lum & Phare, 2005) (p.222). Simply stated, fathers also appear to play a unique and important role in the emotional and behavioral development of children, a role worthy of further research.

This theory is relevant and will guide the study to be undertaken, as it indicates that family attachment factors (parental; encouragement, involvement, education background, occupation, financial soundness, and family size, learning facilities at home, and gender issues) influence a child's learning achievements, hence his/her academic performance.

2.8 Conceptual framework

Introduction:

Conceptual framework showing the influence of home environment on academic performance. The independent variables are: economic status of parents' educational background of parents, family size and school category. The dependent variable is the students' academic performances in English language. With proper conducive environment, the learner will have a high academic performance.

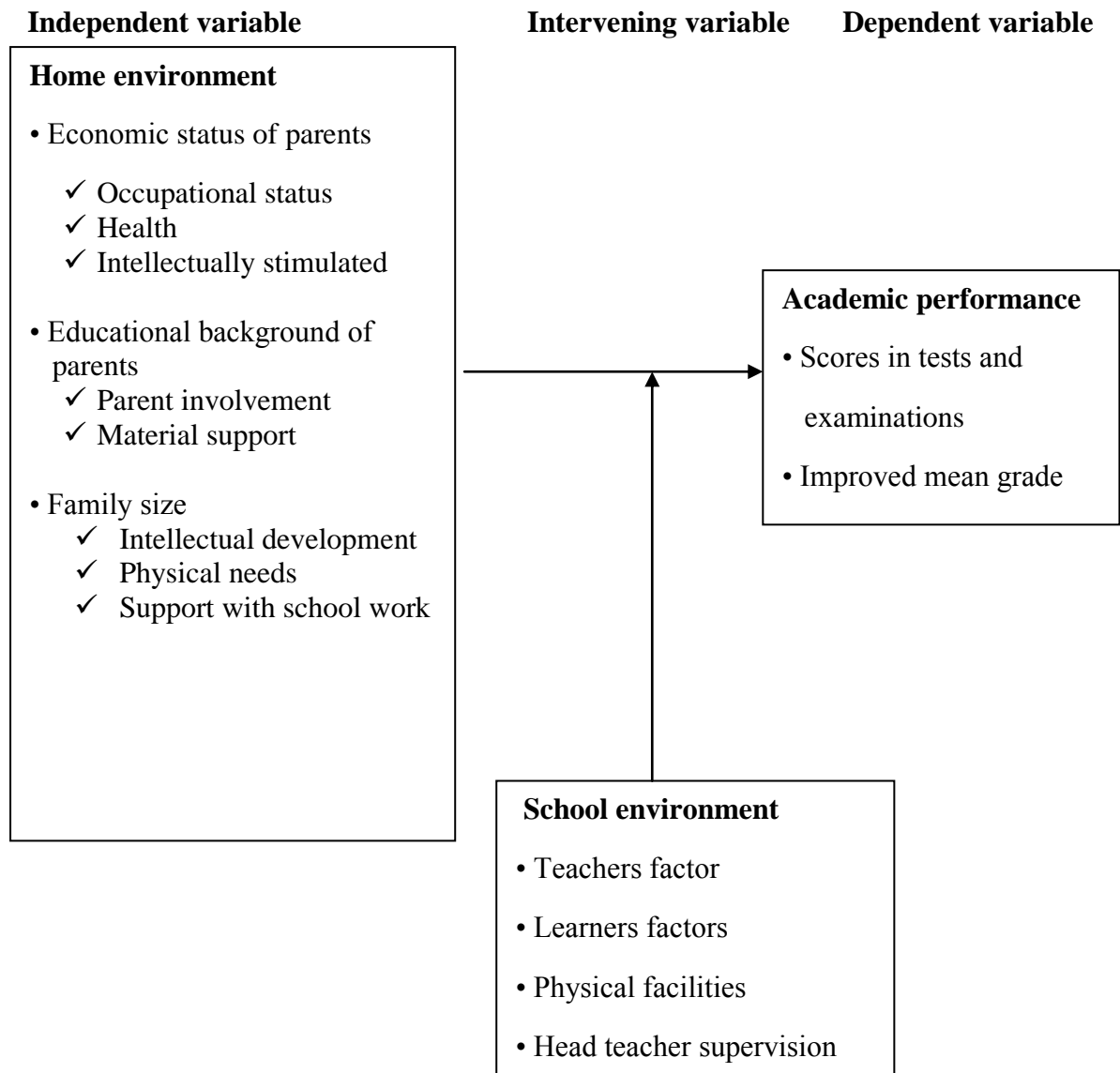


Figure 2.1: Conceptual framework showing the effect of home environment on academic performance

The study is based on the concept that parental involvement, occupation of parents, level of education of parents, presence of physical facilities, both at home and in school, are useful for academic performance. Family size, which is manageable, helps to improve academic performance in terms of scores in test and examinations, thus, giving improved mean grade. There are other variables which intervene to influence academic performance of a student. These are physical facilities in schools, and headteachers supervision.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis techniques that are used in this study.

3.2 Research Design

The researcher used descriptive survey design to investigate the influence of home environment on English language performance in selected public primary schools in Alego-Usonga sub-county, Siaya County. According to Koul (1993) descriptive survey is the only means through which opinions, attitude and suggestions for improvements on educational practices and instructions can be collected. Since the study involved a large number of respondents, the descriptive survey design was the most suitable. The dependent variable is performance in English language, whereas the independent variable is the home environment.

3.3 Target Population

The target population was composed of primary schools in Alego-Usonga sub-county, Siaya County. The sub-county has a total of thirty one primary schools, according to the DEOs' office record in the year 2014. The respondents included the class eight students from the selected primary schools in the sub-county and teachers. Ten primary schools were selected; five from the high performing schools and the other five from low performing schools. Performing schools will be taken to be those that had achieved a KCPE mean score of 50% and above in English in the year 2012, 2013 and 2014 KCPE.

3.4 Sample Size and Sampling Procedure

The researcher used a total of one hundred and ninety respondents in the study. Gayness (1987) suggests that for a population as the one in the study, a percentage of 10% representation is acceptable (190 out of 1154 is about 17%)

The samples were stratified into two categories of performing and non-performing schools. Performing schools were taken to be those that had achieved a KCPE mean score of 50% and above in the year 2012, 2013 and 2014 KCPE results, as per the Siaya County DEOs records of 2014. The sample also constituted 4 teachers and 15 class eight students from each school. In selecting teachers the researcher considered English teachers who had stayed in the schools for more than three years. Class eight pupils had been selected because they are the current KCPE candidates and their performance in the last three years was likely to indicate the way they shall perform in KCPE.

The Lottery method of simple random sampling was used in selecting, the 10 schools, 4 teachers per school, and the 15 class eight pupils per school. Under this method, all the elements of the population were numbered or named on separate slips of paper of identical size. These slips were then folded and mixed up in a container. A blindfold selection was then made from the number of slips required to constitute the desired size of sample. The selection of items thus depended on chance.

Table 3.1: Study Population Sample Frame

Nature of School Category	Sampling Frame	Sampled Schools	Sampling Method	Percentage
Performing Schools	19	5	Random	26%
Non Performing Schools	12	5	Random	42%
Totals	31	10		
Respondents	Sampled Respondents	Sampling Method	Total Population	Percentage
Teachers	40	Random	141	28%
Students	150	Random	981	15%
Totals	190		1153	17%

3.5 Research Instruments

In this study, questionnaires and document analysis, instruments, was used to collect the data required. Questionnaires can be administered to a large sample and are easy to administer and analyze. They can also collect a lot of information within a short period of time. In this study, questionnaires were suitable because of the high degree of scatterness of schools in the sub county under study, which did not favor the use of interview method because of lack of time, and also the expected respondents were literate pupils and teachers. The information needed could also be easily described in writing. The questionnaires were developed and piloted. The questions were both open-ended and closed-ended. The study used two types of questionnaires, that is, students' questionnaires and English teachers' questionnaires.

Document analysis would come in handy to synthesis the data of KCPE examination performance in region, for at least three years-from 2012 to 2014, so as to get the relationship between the home environmental factors and the examination performance. End term and mock results was also studied so as to get the trend of performance.

3.5.1 Questionnaires

3.5.1.1 Pupils' questionnaires

This was used to collect information on factors influencing academic performance of primary pupils in English language. The questionnaire was divided into four sections. Section A gathered information about the pupils background, section B collected information about the effects of economic status of parents on performance in English language. Section C collected information on effects of the education level of parents on pupils' performance in English language and section D contained information about influence of family size on pupils' performance in English language.

3.5.1.2 Teachers' questionnaires

The questionnaire collected information on performance of each pupil (respondent) in English language and some general information about the learners. The questionnaire was divided into two sections. Section A gathered information about the background of the English teachers and section B dealt with the effects of economic status of parents on performance in English language.

3.6 Instruments Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. The validity measures whether the results are true or not, that is, it is the extent to which an instrument measures what it is supposed to measure (Mugenda, 1999). It also based on how an instruments fulfills the function it is supposed to perform (Kerlinger, 2003). In

this case validity was aimed at gauging whether the subject matter was clear and relevant in generating meaningful data. Validity would determine whether the respondents perceive questions in questionnaire the way the researcher intended. In this study, the research instruments were presented to three different independent experts in the school of Education at University of Nairobi for their scrutiny, and making their comments. Their advice was then used to improve on the final copies of the instruments.

3.7 Instrument reliability

Orodho (2004) states reliability as the degree to which a measuring procedure gives similar results over a number of repeated trials. It also refers to a measure of extent to which a research instrument yields consistent results after repeated trials, Mugenda & Mugenda (2003). The reliability of the research instruments was tested in pilot study. This is a stage in development of questionnaire to assist the determination of the effectiveness of the instrument (Hardy & Bryman, 2009). The instruments were given to the respondents in the selected two schools that did not appear in the final study list of sampled schools. The reliability was determined through a delayed test –retest technique. The results for the first test and the second in the pilot study were computed separately. The first scores were correlated with the second scores.

Those not understood well were corrected so as to increase the reliability of the instruments. The reliability of the research instrument was also measure statistically, by calculating the coefficient of correlation between each operationalised home environmental factors (economic status of parents, educational level of parents and family size) and performance in English language of pupils. The coefficient of determination was also calculated to measure the degree of the influence of home environment on the performance of English language by primary school pupils.

The Pearson product moment correlation coefficient was used to calculate the results. The value of r was found to be greater than 0.5, thus, the instrument was found to be reliable. This was to test whether the instruments were reliable enough to go on with data collection. The reliability of the research instrument was also assessed by calculating the standard deviation of the responses under each objective. The purpose of piloting the research instruments was to improve on reliability.

3.8 Data Collection Procedures

The researcher obtained a permit from the ministry of education through the school of graduate studies; University of Nairobi and an introductory letter from the District Education Officer in Siaya County. The exercise involved administering questionnaires to students and teachers. The researcher personally visited the sampled schools, introduced herself to the head teachers and explain to them the purpose of the study. She advised on how the questionnaires should be completed independently by the teachers and the students. The researcher primarily relied on primary sources of data.

The questionnaires was administered to the respondents using the drop and pick technique of visiting the sampled schools to distribute the questionnaires then come to pick them from the head teacher later after agreed duration of time. Frankel & Walken(1993) observed that in school based surveys a high response rate can be obtained if the questionnaires are sent to person in authority to administer to the potential respondents rather than the respondents themselves. There was a need to make a reconnaissance trip to the selected schools prior to the commencement of the research study so as to familiarize herself with the geographical area and to make arrangements with the school head teachers on the appropriate time to carry out the study.

3.9 Data analysis Techniques

The data was analyzed using SPSS and Excel packages. Both quantitative and qualitative techniques were used to analyze the data. Qualitative analysis was conducted on the open-ended questions. After data had been collected and tabulated, correlation analysis was carried out pitching indicators of home environment (independent variables) and learners' academic performances, specifically, the performance in English language, (dependent variable), on the other hand.

In particular, a 5 figure Likert scale was used on the questions investigating the level of home environmental factors and those on the overall effect on learners' academic performance. The number of questions from both categories were expected to be equal. Pearson's Correlation Co-efficient was used to gauge the relationship between the two variables (multivariate correlation). From the data, the Coefficient of Determination (R) was also calculated so as to determine the extent to which the level of home environment influences academic performance, especially in English language at KCPE examinations.

A test was also conducted on(r) to ascertain if the relationship between home environmental factors and learners' performance in English language at KCPE examinations is real or it occurs by chance. The Likert scale was preferred because by using it, coding and analysis of the data collected could be easy since it has predetermined categories, it also gave the respondents a wide choice to select from and thus yielded more accurate data than other scales like the graphic rating scale and ranking scale, with only two choices; also, under the Likert scale, the assigned numerical values could easily be reversed if the statement was worded negatively, this kind of flexibility was not possible with the other scales(Donald&Pamela,2010). Content analysis was also done to describe the home environment the learners were exposed to.

3.10 Ethical Standards

The researcher ensured that prospective research participants were fully informed about the procedures and risks involved in the research and must gave their consent to participate.

Any information gathered was to be treated with utmost confidentiality and was not to be made available to any person who was not directly involved in the study.

The researcher honestly reported data results, method and procedures and publication, without fabrication or mispresenting data to deceive colleagues. The researcher also carefully and critically examined her own work and relevant past researches, so as to make reasonable decision on the kind of data to collect, data analysis and reporting methods, which lined with the research title and the study objectives.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the study to investigate the influence of home environment on English language performance in KCPE in selected public primary schools in Alego-Usonga sub-county, Siaya County. The research sought to answer these research questions; To what extent have the economic status of parents influenced performance in English Language, how has the education level of parents influenced pupil's performance in English language and how has the family size influenced pupil's performance in English language?. The study targeted 150 pupils and 40 teachers out of which 130 pupils, 40 teachers responded and returned their questionnaires contributing to the response rates of 100% for the pupils and 100% for teachers. These response rates were sufficient and representative and conform to Mugenda and Mugenda (1999) stipulation that a response rate of 70% and over is excellent. This response rate was due to extra efforts that were made via personal calls and visits to remind the respondents to fill-in and return the questionnaires. The chapter covers the demographic information, and the findings are based on the objectives.

4.2 Demographic information

4.2.1 Distribution of participants by gender

The researcher enquired on the gender of the respondents and the findings are presented on the Table 4.1.

Table 4.1: Distribution of participants by gender

	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Male	26	64.7	100	66.7
Female	14	35.3	50	33.3
Total	40	100	150	100

The study sought to establish the teachers', and students' gender. From the findings, the study established that the majority of the English teachers were male as shown by 64.7%, while females were 35.3%. The study sought to establish the pupils' gender. From the findings, the study established that the majority of students were male as shown by 66.7% while female pupils were 33.3%.

4.2.2 Distribution of participants by age

Table 4.2: Distribution of respondents by age

Students	Frequency	Percentage
below 13 years	7	4.7
13 years	40	27
14 years	60	40
15 years	35	23
15 years and above	8	5.3
Total	150	100

About the age of the pupils, the study found that the majority of the students (40%) were 14 years, 27% were aged 13 years 23% were aged 15 years ,5.3% were aged 15 years and above while 4.7 % indicated that they below 13 years.

4.2.3 Academic qualifications for teachers and head teachers

The study also sought to establish the highest level of education of the teachers. According to the findings, 62.8 % were graduate with bachelor degree, 30% were diploma holders while only 7.2% had attained master’s level. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of education.

Table 4.3: Academic qualification for teachers

Teachers		
	Frequency	Percentage
Masters	4	7.2
Bachelor degree	24	62.8
Diploma	12	30
Total	40	100

4.2.4 Duration of teachers in service

The researcher enquired on the duration of the teachers while in service the findings are shown on Table 4.4.

Table 4.4: Duration serves as teachers

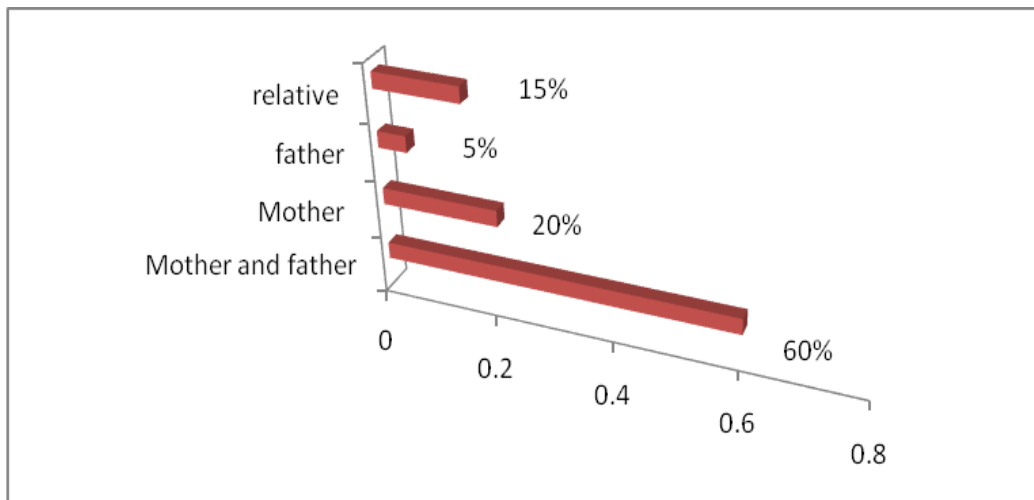
Teachers		
	Frequency	Percentage
1-5 years	12	30
6-10 years	20	50
11-15 years	4	10
16 and above years	4	10
Total	40	100

The teachers were asked to state the duration that they had been working as teachers. As shown on table 4.4, half of the teachers had been in service for 6-10 years, 30% had been teaching for 1-5 years, while 10% had been in service for 11-15 years and 10% above 16 years. This shows that majority of the teachers had enough experience in teaching and therefore were qualified to give credible information with regard to the influence of home environment on English language performance in KCPE.

4.2.5 The person you live with

Researcher enquired on the people the students under the study lived with, the findings were as presented on the figure 4.1.

Figure 4.1: The person you live with



According to the findings on figure 4.1, majority of the pupils' live with their mother and fathers as shown by 60%, 20% of the students live with their mothers, 15% live with their relatives while only 5% of the students live with their fathers. These findings illustrate that most of the students come from families with both parents.

4.2.6 Parents/guardian main occupation

Respondents indicated that their parents had different occupations ranging from being farmers, shopkeepers, fishermen, self-employed business men. Those who were employed by government comprised nurses, policemen and women teachers as well as guards.

4.2.7 Parents /guardian level of education

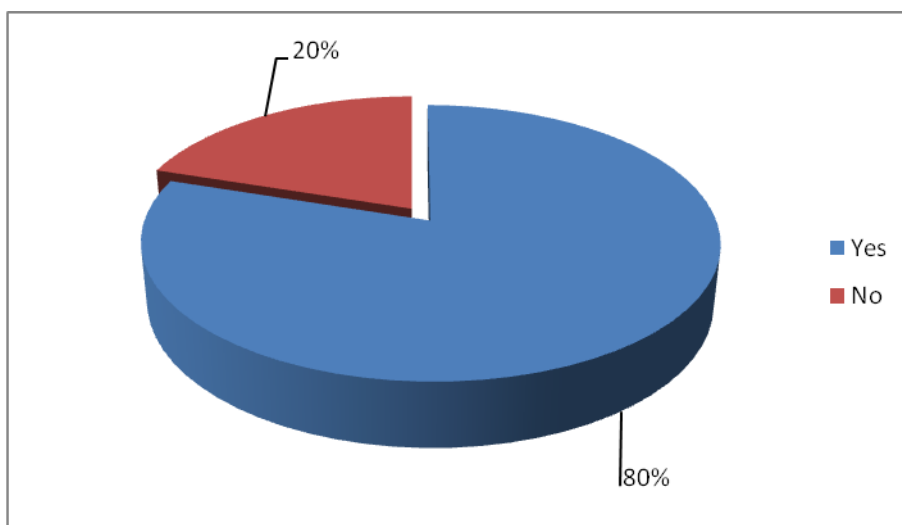
According to the respondents most of the parents /guardians had attained primary and secondary education, with just a few having attained tertiary and university education. This finding depicts that parents /guardians in the study had low levels of education. Orodho (2005) in his study on boys under achievement in English language in Kenyan secondary schools found out that a parent's education background plays a significant role in learning of

English language. This was found out by analyzing test results from different categories of schools and parents' levels of education.

4.2.8 Parents /guardians other sources of income

Researcher enquired on the sources of income for the parents and guardians and the responses are presented on figure 4.2.

Figure 4.2: Parents /guardians other sources of income

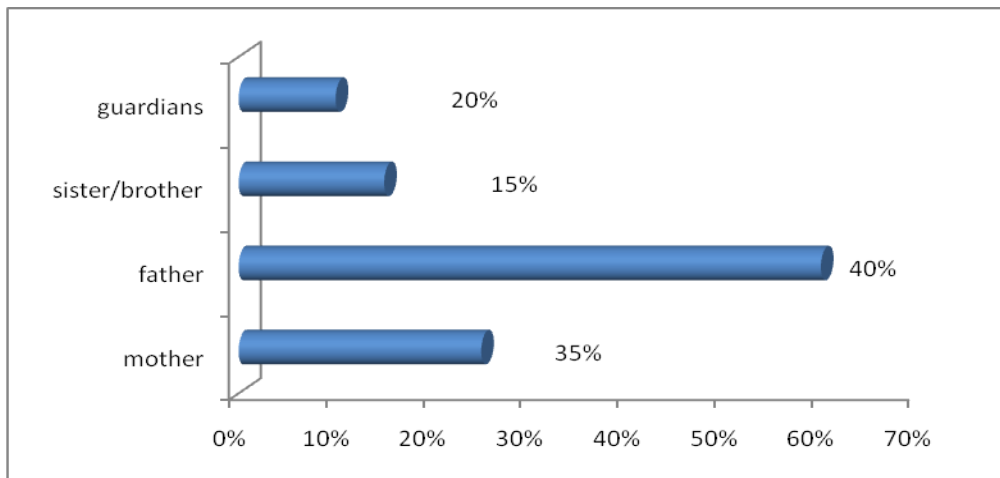


According to the findings majority of the pupils' parents/ guardians had other sources of income apart from sources indicated by pupils, this was represented by 80%, only 20% of the parents and guardians had no other sources of income. Among sources stated included; dairy farming, poultry farming, small scale farming, bee keeping and small groceries and kiosks.

4.2.9 The parents/guardian who pays school fees

Students were requested to indicate who pays their schools fees and the findings are as presented on the figure 4.3.

Figure 4.3: The parents/guardian who pays school fees



According to the responses on figure 4.3; majority of the students have their fees paid by fathers as shown by 40%, 35% have their fees paid by their mothers, 15% of the pupils fees was being paid by sister/brothers with 20% of the fees payment being done by guardians. This shows the economic status of the parents under this study was low.

4.3 Effects of economic status of parents on performance in English

The researcher enquired on whether economic status of parents influence general performance of pupils in English in primary schools, the findings are presented on the Table 4.5.

Table 4.5: Effects of economic status of parents on pupils' performance in English

	Students	
	Frequency	Percentage
Yes	135	90
No	15	10
Total	150	100

According to the findings, majority of the pupils attested that economic status of parents influence general performance of pupils in English in primary schools as shown by 90 % while only 10% were for the contrary opinion. This finding depicts that parent economic status affects English performance in primary schools. The findings are in line with a study by Kemp (1955), the parents' economic status positively correlates with the performance of their children in school.

4.3.1 Level of agreement on statements the influence of economic status of parents on performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County

Table 4.6: Level of agreement statements on the influence of economic status of parents on performance of pupils in English

Statements	Mean	Std. Deviation
How often do you miss English lessons because of school levies?	3.5	1.41781
How often do your parent/guardian organize for you tuition in English language?	3.2	1.28185
How many of the following learning recourses do you have at home?(story books, dictionary, English course book, Composition guide book, writing materials)	2.3	1.13276
Are you comfortable with the means you use to go to school?	2.1	1.11390
Do you have enough lighting system at home?	2.0	1.03848
Do you feel that your parent/guardian have provided you with everything you need to do well in your academics, especially in English?	1.9	1.06752
Are you provided with your own bed and blankets, sheets and a mosquito net?	1.8	1.01286
Are you provided with enough uniforms and bag to carry your books?	1.7	.90749
Are you always given enough food at home	1.5	1.04638

The pupils were asked to rate various statements on the influence of economic status of parents on performance of pupils in English in public primary schools. From the study findings; how often do students miss English lessons because of school levies, how often parent/guardian organize for tuition for a pupil in English language and how many of the following learning recourses do you have at home? (Story books, dictionary, English course book, Composition guide book, writing materials have greatest effect on performance of pupils in English in public primary as shown by mean scores 3.5, 3.2 and 2.3, respectively.

The aspects on whether students are always given enough food at home, provision of enough uniforms and bag to carry books and provision with their own bed and blankets, sheets and a mosquito net were rated with less effect on English performance, as shown by mean scores 1.5, 1.7 and 1.8 respectively. These finding concur with Wiklliams (1971) who supported the observations on two categories of family backgrounds, the elite and traditional household, and found out that the family set up affects a pupils degree of verbal behavior, their instructional attitudes, and communication, which in turn affects the pupils academic performance in several courses, mostly in languages.

4.4 Level of agreement statements on the Effects of the education level of parents on pupils' performance in English

Table 4.7: Effects of the education level of parents on pupils' performance in English

Statement on the education level of parents on pupils' performance in English	Mean	Std. Deviation
How often does your parent/guardian speak to you in English?	2.6	1.03848
How often does your parent/guardian help you in your English assignments at home?	2.5	1.00703
How frequent does your parent/guardian consult with your English teacher about your performance or visit the school to know how you are doing?	2.2	1.17156
How frequent do your parent/guardian buy newspapers and magazines?	2.0	1.22074
How often does your parent/guardian talk to you about your academic performance, especially in English?	2.0	.97659
Does your parent/guardian check your books when you go back home to see what you were taught or ask you what you were taught?	1.9	1.05533
How often does your parent/guardian talk to you about how he used to perform in school, as a way of encouraging you to do well?	1.9	1.08176
Do you think that your parents and other relatives at home have assisted you to improve in English?	1.8	1.14925
Does you parent encourage you to listen to English programs over the radio or TV?	1.7	1.18851
Apart from your parents, are there other brothers, sisters, cousins and other relatives who passed well in KCPE and whom you would like to perform like them or do better than them?	1.3	.82367

According to the findings pupils strongly agreed on the statement of how often their parent/guardian speak to them in English, how often does their parent/guardian help them in their English assignments at home and how frequent their parent/guardian consult with their English teacher about their performance or visit the school to know how they are doing to have greatest effect on their performance in English as shown in the above analysis by mean scores 2.6, 2.5 and 2.2 respectively. On the other hand, other questions on whether pupils have siblings who did well in KCPE, who passed well in KCPE and whom they would like to perform like or do better than them, on whether parent encourage you to listen to English programs over the radio or TV and on whether they think that your parents and other relatives at home have assisted you to improve in English have least effect on their English performance as shown by 1.3, 1.7 and 1.8 respectively. This finding concurs with Chakrabarti (1986) who revealed that children whose parents were highly educated and are involved in their studies had better performances in both school examination and achievement tests than those whose parents were rich but less educated and not involved in their children daily activities and studies.

4.5 Influence of family size on pupil's performance in English language

Table 4.8: Influence of family size on pupil's performance in English language

Statement on the Influence of family size on pupil's performance in English language	Mean	Std. Deviation
Are you often unable to learn in school well because you think that you will miss some things at home like food, water, clean clothes, bicycle, etc, because your brothers or sisters might have finished them, especially, last lesson to lunch and evening?	3.7	1.42251
How many siblings are there in your family?	3.3	1.01325
Do you experience any interruption while studying English at home?	3.0	1.19147
Is the reading room big enough to accommodate all of you?	2.6	1.15028
Are your parents/guardian able to assist all of you in doing your class assignments at home?	2.5	1.31686
Are you able to find your books and other things easily when you want to study at home or leave for school, or they are mixed up with other things'	2.5	1.18950
How many of you share reading materials, especially for English?	2.4	.94558
Do you feel proud of your family size, when you consider how helpful it is to your academics?	1.9	3.18095
Do you compete with your brothers and sisters in academic performance?	1.6	.96933
Is your study room and bedroom always clean?	1.5	.87582

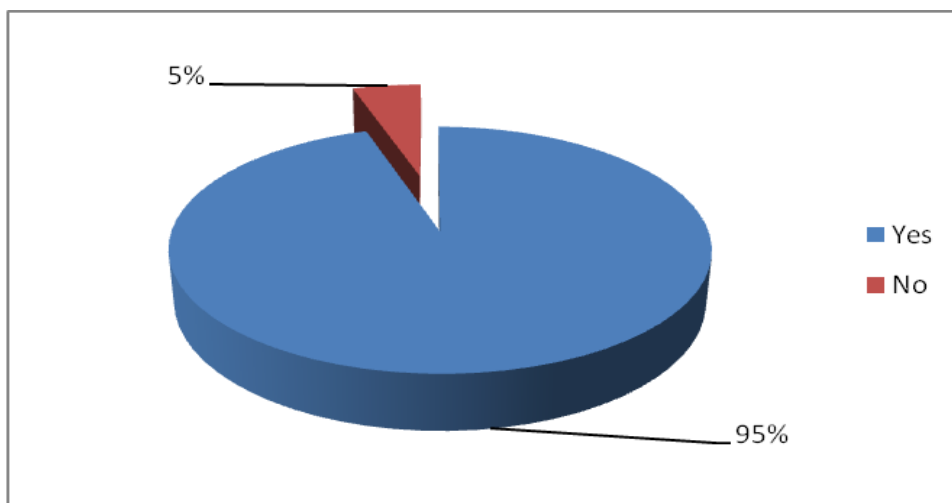
According to the findings on the Influence of family size on pupil's performance in English language students strongly agreed that; they are often unable to learn in school well because they think that they will miss some things at home like food, water, clean clothes, bicycle, etc, because their brothers or sisters might have finished them, especially, last lesson to lunch and evening, on how many siblings are there in their families and whether they experience any interruption while studying English at home have greater effect to their English

performance as shown by mean scores 3.7, 3.3 and 3.0, respectively. On the other hand they disagreed that the performance is affected when their study rooms and bedrooms always are clean, whether they compete with their brothers and sisters in academic performance and whether they felt proud of their family size, when they consider how helpful it is to their academics as shown by mean scores 1.5, 1.6 and 1.9, respectively.

4.6 Effects of economic status of parents on performance in English

The study enquired from the teachers whether they think the economic status of parents influence general performance of pupils in English the findings are presented on the Figure 4.4.

Figure 4.4: Effects of economic status of parents on performance in English



According to the findings, majority of the teachers attested that the economic status of parents influence general performance of pupils in English (95%) while only 5% had contrary opinion that economic status of parents does not influence general performance of pupils in English. This finding depicts that economic status of parents influence general performance of pupils in English, the reasons given included that poor parents cannot provide pupils with relevant English reading materials such as text books, novels and even journals.

4.6.1 Response of teachers on economic status of parent and pupils performance in English

The researcher enquired from the teachers, the influence of economic status of parents on performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County, the : **key** of 1-5; where 1= strongly agree and 5= strongly disagree

Table 4.9: Response of teachers on economic status of parent and pupils performance in English

Effects of economic status of parents on performance in English	Mean	Std. Deviation
What is the percentage change in the performance in grammar examination, taking first term class six and first term class eight?(25% and above- 5, (25% to 20%- 4, 20% to15%- 3, 15% to10%- 2, below 10%-1)	5.0	.00000
How often does the learner participate in activities which might lead to improvement in written / spoken English, such as debate and drama or music?	4.8	.37796
What is the percentage change in the performance in composition, taking first term class six and first term class eight? (25% and above- 5, (25% to 20%- 4 , 20% to15%- 3, 15% to10%- 2, below 10%-1)	4.7	.48795
What is the ability of the learner to read English articles in class?	4.7	.48795
How frequent does the learner consult with the teachers, ask for clarifications in class or do extra work, aimed at improving in English	4.7	.48795
Does the learner complete his/her English home work in time?	4.7	.48795
What is the level of attentiveness in class, does the learner always doze in class?	4.4	.78680
Is the learner always neat and exudes self-confidence, which indicates being well fed, clothed and taken care of at home?	4.2	.40890
Does the learner become worried when he/she performs poorly in examinations, especially in English?(an indication of fear of reprisals at home)	3.0	.85670
Does the parent or guardian respond promptly when called to school to discuss the performance of the Learner, especially in English	3.4	.86001

According to the findings on the influence of economic status of parents on performance of pupils in English in public primary schools, teachers strongly agreed that the percentage change in the performance in grammar examination, taking first term class six and first term class eight (25% and above- 5, (25% to 20%- 4, 20% to15%- 3, 15% to10%- 2, below 10%- 1) was(20-15)%, and quite often learner participate in activities which might lead to improvement in written / spoken English, such as debate and drama or music as shown by mean scores 5.0 and 4.8 concurrently. Teachers agreed that the percentage change in the performance in composition, taking first term class six and first term class eight (25% and above- 5, (25% to 20%- 4 , 20% to15%- 3, 15% to10%- 2, below 10%-1 was (20% to 15%), the ability of the learner to read English articles in class, the frequent of the learner to consult with the teachers, ask for clarifications in class or do extra work, aimed at improving in English, the learner complete his/her English home work in time as shown by mean 4.7 concurrently.

There was strong disagreement on the teachers that learner become worried when he/she performs poorly in examinations, especially in English (an indication of fear of reprisals at home) and the parent/guardian respond promptly when called to school to discuss the performance of the learner, especially in English as shown by mean scores 3.0 and 3.4 consecutively. The study concurs with the Downie (1989) study that concluded that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with meager wages is the sole causes of poverty.

4.7 Inferential Statistics

Pearson's product moment correlation analysis (multivariate correlation) investigating the level of home environmental factors and those on the overall effect on learners academic performance was done Pearson's Correlation Co-efficient was used to gauge the relationship between the two variables (multivariate correlation). The Coefficient of Determination (R)

was calculated so as to determine the extent to which the level of home environment influences academic performance, especially in English language at KCPE.

4.7.1 Correlation Analysis

The data presented on economic status of parents, education level of parents, and influence of family size on performance in English language were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table below indicates the correlation matrix between the factors economic status of parents, education level of parents, and influence of family size on performance in English language and the influence of home environment on English language performance in KCPE in selected public primary schools.

According to the table, there is a positive relationship between academic performance of English in KCPE and economic status of parents, education level of parents, and influence of family size 0.894, 0.493, 0.661, respectively. The positive relationship indicates that there is a correlation between the factors and the academic performance in English in KCPE with economic status of parents, having the highest value and family size having the lowest correlation value. This notwithstanding, all the factors had a significant p-value ($p < 0.05$) at 95% confidence level. The significance values for relationship between academic performance in English in KCPE and economic status of parents, education level of parents, and influence of family size were 0.018, 0.031, and 0.024, respectively. This implies that economic status of parents was the most significant factor, followed by education level of parents then family size being the least significant.

Table 4.10: Correlation Matrix

	English performance in KCPE	Economic status	Education level of parents	Family size
English performance in KCPE (r) (p) Sig. (2 tailed)	1.000			
Economic status (r) (p) (2 tailed)	0.894 0.018	1.000		
Education level of parents(r) (p) (2tailed)	0.493 0.031	0.316 0.047	1.000	
Family size (r) (p) Sig. (2 tailed)	0.661 0.024	0.163 0.019	0.216 0.047	1.000

4.7.2 Regression Analysis

In addition, the researcher conducted a multiple regression analysis so as to test relationship among variables home environment factors (independents) on the English performance in KCPE. The researcher applied the statistical package for social sciences (SPSS V 20.0) to code, enter and compute the measurements of the multiple regressions for the study.

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (English performance in KCPE) that is explained by all independent variables (economic status of parents, education level of parents, and influence of family size on performance in English language).

4.7.3 Model Summary

All independent variables that were studied, explain only 84.5% of the academic performance in KCPE as represented by the R^2 . This therefore means that other factors not studied in this research contribute 15.5% of the academic performance in KCPE. Therefore, further research should be conducted to investigate the other factors (15.5%) that affect English performance in Alego-Usonga sub-county, Siaya County Kenya.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.919	0.845	0.789	0.6273

Source: Research, 2015

4.7.4 ANOVA Results

The significance value is 0.0179 which is less than 0.05 thus the model is statistically significance in predicting how economic status of parents, education level of parents, and influence of family size on performance in English language in Alego-Usonga sub-county, Siaya county (Kenya). The F critical at 5% level of significance was 3.23. Since F calculated is greater than the F critical (value = 9.475), this shows that the overall model was significant.

Table 4.12: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.534	2	1.267	9.475	.0179 ^a
	Residual	9.307	40	2.327		
	Total	3.465	42			

4.7.5 Coefficient of Determination

Multiple regression analysis was conducted as to determine the relationship between English performance in KCPE and all the variables. As per the SPSS generated, the equation

($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \epsilon$) becomes:

$$Y = 1.147 + 0.752X_1 + 0.487X_2 + \dots$$

According to the regression equation established, taking all factors into account (economic status of parents, education level of parents, and influence of family size on performance in English language) constant at zero, academic performance in English in KCPE would be 1.147. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in economic status will lead to a 0.752 increase in English performance in KCPE; a unit increase in education level of parent will lead to a 0.487 increase in English performance in KCPE, a unit increase in family size will lead to a 0.545 increase in English performance in KCPE. This infers that economic status of parents contribute most to the English performance in KCPE followed by education level of parents. At 5% level of significance and 95% level of confidence, economic status had a 0.0192 level of significance, educational level showed a 0.0269 level of significance, family size showed a 0.0251 level of significance. Hence the most significant home environmental factor is economic status of parent.

Table 4.13: Coefficient of determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.147	1.2235		1.615	0.367
	Economic status	0.752	0.1032	0.152	4.223	.0192
	Educational level of parent	0.487	0.3425	0.054	3.724	.0269
	Family size	0.545	0.2178	0.116	3.936	.0251

After performing multivariate correlation the key aspect output generated by MANOVA are presented on the following tables 4.12 and 4.13.

Table 4.14: Levene's Test of Equality of Error Variances

Levene's Test of Equality of Error Variances ^a				
	F	df1	df2	Sig.
What is the percentage change in the performance in grammar examination, taking first term class six and first term class eight?(25% and above- 5, (25% to 20%- 4, 20% to15%- 3, 15% to10%- 2, below 10%-1)	8.615	5	7	.07
How often does the learner participate in activities which might lead to improvement in written / spoken English, such as debate and drama or music?	11.236	5	7	.05
What is the percentage change in the performance in composition, taking first term class six and first term class eight? (25% and above- 5, (25% to 20%- 4 , 20% to15%- 3, 15% to10%- 2, below 10%-1)	2.375	5	7	.145
What is the ability of the learner to read English articles in class	.	5	7	.
How frequent does the learner consult with the teachers, ask for clarifications in class or do extra work, aimed at improving in English	2.877	5	7	.100
Does the learner complete his/her English home work in time	4.344	5	7	.061
What is the level of attentiveness in class, does the learner always doze in class?	8.615	5	7	.07
Is the learner always neat and exudes self confidence, which indicates being well fed, clothed and taken care of at home	8.615	5	7	.07
Does the learner become worried when he/she performs poorly in examinations, especially in English?(an indication of fear of reprisals at home	8.615	5	7	.07
Does the parent/guardian respond promptly when called to school to discuss the performance of the learner, especially in English?	8.615	5	7	.07
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + q1 + q2 + q3 + q1 * q2 + q1 * q3 + q2 * q3 + q1 * q2 * q3				

From the findings presented on the table 4.10 the levene's test of equality of error variances in sig Column value was less than .05 this was indication that no assumption of equality of any variable was violated.

Table 4.15: Multivariate Tests^a

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter
Intercept	Pillai's Trace	.998	176.908 ^b	6.000	2.000	.006	.998	1061.447
	Wilks' Lambda	.002	176.908 ^b	6.000	2.000	.006	.998	1061.447
	Hotelling's Trace	530.724	176.908 ^b	6.000	2.000	.006	.998	1061.447
	Roy's Largest Root	530.724	176.908 ^b	6.000	2.000	.006	.998	1061.447
q1	Pillai's Trace	.500	.333 ^b	6.000	2.000	.875	.500	2.000
	Wilks' Lambda	.500	.333 ^b	6.000	2.000	.875	.500	2.000
	Hotelling's Trace	1.000	.333 ^b	6.000	2.000	.875	.500	2.000
	Roy's Largest Root	1.000	.333 ^b	6.000	2.000	.875	.500	2.000
q2	Pillai's Trace	1.513	1.551	12.000	6.000	.306	.756	18.617
	Wilks' Lambda	.007	3.726 ^b	12.000	4.000	.107	.918	44.715
	Hotelling's Trace	70.300	5.858	12.000	2.000	.155	.972	70.300
	Roy's Largest Root	69.187	34.593 ^c	6.000	3.000	.007	.986	207.560
q3	Pillai's Trace	.929	4.333 ^b	6.000	2.000	.199	.929	26.000
	Wilks' Lambda	.071	4.333 ^b	6.000	2.000	.199	.929	26.000
	Hotelling's Trace	13.000	4.333 ^b	6.000	2.000	.199	.929	26.000
	Roy's Largest Root	13.000	4.333 ^b	6.000	2.000	.199	.929	26.000
q1 * q2	Pillai's Trace	.000	. ^b	.000	.000	.	.	.
	Wilks' Lambda	.005	. ^b	.000	4.500	.	.	.
	Hotelling's Trace	.000	. ^b	.000	2.000	.	.	.
	Roy's Largest Root	.000	.000 ^b	6.000	1.000	1.000	.000	.000
q1 * q3	Pillai's Trace	.000	. ^b	.000	.000	.	.	.
	Wilks' Lambda	.005	. ^b	.000	4.500	.	.	.
	Hotelling's Trace	.000	. ^b	.000	2.000	.	.	.
	Roy's Largest Root	.000	.000 ^b	6.000	1.000	1.000	.000	.000
q1 * q3	Pillai's Trace	.000	. ^b	.000	.000	.	.	.
	Wilks' Lambda	.005	. ^b	.000	4.500	.	.	.
	Hotelling's Trace	.000	. ^b	.000	2.000	.	.	.
	Roy's Largest Root	.000	.000 ^b	6.000	1.000	1.000	.000	.000
q1 * q2 * q3	Pillai's Trace	.000	. ^b	.000	.000	.	.	.
	Wilks' Lambda	.005	. ^b	.000	4.500	.	.	.
	Hotelling's Trace	.000	. ^b	.000	2.000	.	.	.
	Roy's Largest Root	.000	.000 ^b	6.000	1.000	1.000	.000	.000

Design: Intercept + q1 + q2 + q3 + q1 * q2 + q1 * q3 + q2 * q3 + q1 * q2 * q3_a

Exact statistic_b

The set of multivariate test was used to test significance, which indicated that there were statistically differences among the groups of liner combination. The study adopted wilks' lambda to make conclusions since from the test the sample size was big enough and N values were not unequal's recommended by tabachnick and fidell (1996).

Result presentation

Multivariate analysis of variance was performed to investigating the level of home environmental factors and those on the overall effect on learner's academic performance. There were three independent variable each with 10 elements. Preliminary tests was conducted to check for normality, multivariate outliers, homogeneity and multicollinerity with no serious assumptions violated.

There was statistically significance effect on learner's academic performance on combined dependent variables $F(6, 2) = 0.333$ $p = .875$ wilks' lambda = .50 with partial eta squared = 0.5. This therefore indicated that level of home environment influences academic performance, especially in English language at KCPE. Correlation coefficient of 0.894 on economic status of parents, 0.493 on educational level of parents and 0.661 on family size; on performance in English language by pupils, together with a coefficient of determination of 0.752, are vivid indicators of validity of the research instrument. The highest standard deviations on questions on economic status of parents, education level of parents, and family size, were; 1.41781, 1.22074, 3.18095, respectively. The low standard deviations are good measures of reliability of the instrument used.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.2 Summary of Findings

The study found that the majority of the students (40%) were 14 years of age , 27% were aged 13 years 23% were aged 15 years ,5.3% were aged 15 years and above while 4.7 % indicated that they were below 13 years of age. According to the findings, 62.8 % were graduate with bachelor degree, 30% were diploma holders while only 7.2% had attained master's level. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of education. Half of the teachers had been in service for 6-10 years, 30% had been teaching for 1-5 years, while 10% had been in service for 11-15 years and above 16 years consecutively.

This shows that majority of the teachers had enough experience in teaching to give credible information with regard to the influence of home environment on English language performance in KCPE. Majority of the students' lives with their mother and fathers as shown by 60%, 20% of the students lived with their mothers, 15% lived with their relatives while only 5% of the students lived with their fathers. These findings illustrate that most of the students come from families with both parents. Most of parents /guardians had attained primary and secondary education, with just a few having attained tertiary and university education. This finding depicts that parents /guardians in the study had low levels of education. Majority of the student's parents/ guardians has other sources of the income as

indicated by students this was represented by 80% only 20% of the parents and guardians had no other sources of income. Among sources stated included dairy farming, poultry farming, small scale farming, bee keeping and small groceries and kiosks.

Majority of the students had their fees paid by their fathers as shown by 40%, 35% had their fees paid by their fathers, 15% of the pupils fees was being paid by sister/brothers with 20% of the fees payment being done by guardians. This shows the economic status of the parents under this study was low. Pupils attested that economic status of parents influence general performance of pupils in English in primary schools as shown on by 90 % while only 10% were for the contrary opinion. This finding depicts that parent economic status affects English performance in primary schools. From the study findings; how often do pupils Miss English lessons because of school levies, how often parent/guardian organize for their tuition in English language and how many of the following learning recourses do they have at home? (Story books, dictionary, English course book, Composition guide book, writing materials had the greatest effect on performance of pupils in English in public primary as shown by mean scores 3.5, 3.2 and 2.3, respectively.

The aspects on whether students were always given enough food at home, provision of enough uniforms and bag to carry your books and provision with their own bed and blankets, sheets and a mosquito net was rated with less effect to English performance as shown by mean scores 1.5, 1.7 and 1.8, respectively. Student strongly agreed on the statement that often does their parent/guardian speak to them in English, how often does their parent/guardian help them in their English assignments at home and how frequent does their parent/guardian consult with their English teacher about their performance or visit the school to know how they were doing had greatest effect on pupils' performance in English as shown by mean scores 2.6, 2.5 and 2.2 respectively. On the other hand, Apart from their parents, were their

brothers, sisters, cousins and other relatives who had passed well in KCPE and whom they would like to perform like or do better than them, on whether parent encourage them to listen to English programs over the radio or TV and on whether they think that their parents and other relatives at home have assisted them to improve in English had least effect on their English performance as shown by 1.3, 1.7 and 1.8, respectively.

students strongly agreed that; they are often unable to learn in school well because they think that they will miss some things at home like food, water, clean clothes, bicycle, etc, because their brothers or sisters might have finished them, especially, last lesson to lunch and evening, How many siblings are there in their family and whether they experience any interruption while studying English at home had greater effect to their English performance as by mean scores 3.7, 3.3 and 3.0, respectively. On the other hand they disagreed that the performance was affected when their study rooms and bedrooms were always clean, whether they compete with their brothers and sisters in academic performance and whether they feel proud of their family size, when they consider how helpful it is to their academics as shown by mean scores 1.5, 1.6 and 1.9, respectively.

5.3 Conclusions

Majority of the student's parents/ guardians has other sources of the income. Among sources stated included dairy farming, poultry farming, small scale farming, bee keeping and small groceries and kiosks. Most of the students come from families with both parents. student strongly agreed on the statement that how often does their parent/guardian speak to them in English, how often does their parent/guardian help them in their English assignments at home and how frequent does their parent/guardian consult with their English teacher about their performance or visit the school to know how they were doing had greatest effect on pupils' performance in English.

Students strongly agreed that; they are often unable to learn in school well because they think that they will miss some things at home like food, water, clean clothes, bicycle, etc, because their brothers or sisters might have finished them, especially, last lesson to lunch and evening, How many siblings are there in their family and whether they experience any interruption while studying English at home had greater effect to their English performance.

Pupils disagreed that the performance is affected when their study rooms and bedrooms were always clean, whether they compete with their brothers and sisters in academic performance and whether they feel proud of their family size, when they consider how helpful it is to their academic. There was statistically significance effect on learner's academic performance on combined dependent variables $F(6, 2) = 0.333$ $p = .875$ wilks' lambda = .50 with partial eta squared = 0.5. this therefore indicated that level of home environment influences academic performance, especially in English language at KCPE.

5.4 Recommendations

- i. The study recommends that teachers should serve as bridge between pupils and home environmental on the variation in academic performance and how to organize to see that every student is carried along no matter his or her environmental factors are.
- ii. The study recommends that government, curriculum planners and examination bodies in policy making and in planning educational strategies to reconsider the influence of home environment on academic performance for Kenyan pupils.
- iii. Since the study has revealed that economic status of parents affect the performance of pupils in English, the government should make available necessary learning material e.g. text books, novels so as to bridge the gap
- iv. Illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools.

- v. Parents should endeavor to encourage their children to read and do their home work at home rather than spending their time on things that will not benefit them academically

5.5 Suggestions for Further Studies

Since this study explored the Influence of home environment on academic performance of primary school pupils in English language in Alego-Usonga sub-county, Siaya County (Kenya)

- i. Similar study should be done in other sub counties in Kenya for comparison purposes and to allow for generalization of findings on the Influence of home environment on academic performance of primary school pupils in English language in Kenya and the whole world

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi
Department of Educational
Psychology (M&Ev)
P.O. Box 30197, Nairobi.

The Head teacher

.....primary school

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a post graduate student pursuing a master's degree in Education in Measurement and Evaluation at the University of Nairobi. I am conducting a research on “influence of home environment on English language performance in selected public primary schools in Alego-Usonga sub-county, Siaya County.”

Kindly allow me to conduct this research in your school. Thank you for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours Faithfully,

Adoyo Pamela Odunga

Appendix II: Research Authorization



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education

Telephone:

Fax:

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
P.O. BOX 564
SIAYA

When replying please quote

Ref: SCA/10/VOL I (31)

Date: Monday, May 04, 2015.

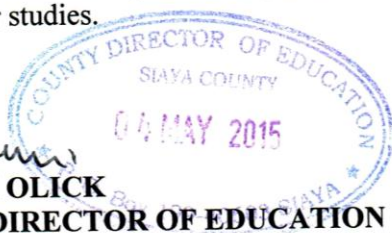
TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – PAMELA ADOYO ODUNGA
(E58/63221/2013)

The above named who is a student at Nairobi University has been granted authority by to do a research in Siaya County. The title of the research is *“Influence of Home Environment on Academic Performance of Primary School Pupils in English Language in Alego-Usonga Sub-County, Siaya County.”*

By a copy of the letter you are requested to accord her the necessary assistance to enable her complete her studies.


NERREAH OLICK
COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY



Appendix II: Pupils Questionnaire

The purpose of this questionnaire is to collect data on the influence of home environment on English language performance in selected public primary schools in Alego-Usonga sub-county, Siaya County. The researcher assures you that the information gathered will be treated with utmost confidentiality and for academic purposes only. Please tick (X) where appropriate or fill in the required information.

School.....class.....

Section A: Background information

1. Gender:

a) Girl

b) Boy

2. Please indicate your age

a) Below 13 years

b) 13years

c) 14years

d) 15years

e) Above 15 years

3. Whom do you live with?

a) Mother and father

b) Mother

c) Father

d) Relative

e) Other, specify.....

4. What is your parent's/guardian main occupation?

a) Mother/guardian.....

b) Father/guardian

(Indicate eg. Farmer , business, nurse, teacher, police officer etc)

5. What is your Parent's/guardian's highest level of education? Put a tick (√) against the one applicable to you.

a) Mother.....

b) Father.....

c) Guardian.....

(Primary, Secondary, Never went to school, College, University etc).

6. Do your parents / guardian have any other source of income?

No

Yes

If yes, state the source

7. Who pays your school fees /bill?

d) Mother

e) Father

f) Sister/brother

g) Guardian

Section B: Effects of economic status of parents on performance in English

1. Do you think the economic status of parents influence general performance of pupils in English in primary schools?

Yes [] No []

If Yes, please explain.....

2. The table below shows the influence of economic status of parents on performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County, tick according to your level of agreement. Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

	1	2	3	4	5
Are you always given enough food at home?					
How many of the following learning recourses do you have at home?(story books, dictionary, English course book, Composition guide book, writing materials)					
Do you have enough lighting system at home?					
How often do your parent/guardian organize for you tuition in English language?					
How often do you miss English lessons because of school levies?					
Are you provided with enough uniforms and bag to carry your books?					
Are you provided with your own bed and blankets, sheets and a mosquito net?					
Are you comfortable with the means you use to go to school?					
Do you feel that your parent/guardian have provided you with everything you need to do well in your academics, especially in English?					

Does your parent/guardian always give all your siblings fare or any contribution needed for school trips, especially academic trips?					
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Section C: Effects of the education level of parents on pupils’ performance in English

- The table below shows the influence of education level of parents on performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County, tick according to your level of agreement. Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

	1	2	3	4	5
How often does your parent/guardian speak to you in English?					
How often does your parent/guardian help you in your English assignments at home?					
How frequent does your parent/guardian consult with your English teacher about your performance or visit the school to know how you are doing?					
How frequent do your parent/guardian buy newspapers and magazines?					
How often does your parent/guardian talk to you about your academic performance, especially in English?					
How often does your parent/guardian talk to you about how he used to perform in school, as a way of encouraging you to do well?					
Does you parent encourage you to listen to English programs over the radio or TV?					
Apart from your parents, are there other brothers, sisters, cousins and other relatives who passed well in KCPE and whom you would like to perform like them or do better than them?					
Does your parent/guardian check your books when you go back home to see what you were taught or ask you what you were taught?					

Do you think that your parents and other relatives at home have assisted you to improve in English?					
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Section D: Influence of family size on pupil’s performance in English language

1. The table below shows influence of family size on performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County, tick according to your level of agreement. Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

	1	2	3	4	5
How many siblings are there in your family?					
Do you experience any interruption while studying English at home?					
Is the reading room big enough to accommodate all of you?					
How many of you share reading materials, especially for English?					
Are your parents/guardian able to assist all of you in doing your class assignments at home?					
Do you compete with your brothers and sisters in academic performance?					
Are you able to find your books and other things easily when you want to study at home or leave for school, or they are mixed up with other siblings’					
Are you often unable to learn in school well because you think that you will miss some things at home like food, water, clean clothes, bicycle, etc, because your brothers or sisters might have finished them, especially, last lesson to lunch and evening?					
Is your study room and bedroom always clean?					
Do you feel proud of your family size, when you consider how helpful it is to your academics?					

Appendix III: Teachers' Questionnaire

The purpose of this questionnaire is to collect data on the influence of home environment on English language performance in selected public primary schools in Alego-Usonga sub-county, Siaya County. The researcher assures you that the information gathered will be treated with utmost confidentiality and for academic purposes only. Please tick (X) where appropriate or fill in the required information.

Section A: Background information

1. What is your gender?

Male []

Female []

2. Level of education

Masters [] Bachelors []

Degree [] B. Ed []

Diploma [] Others (Specify).....

3. For how long have you been teaching in this school?

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 and above []

Section B: Effects of economic status of parents on performance in English

4. Do you think the economic status of parents influence general performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County?

Yes []

No []

If Yes, please explain.....

5. The table below shows the influence of economic status of parents on performance of pupils in English in public primary schools in Alego-Usonga sub-county, Siaya County, tick according to your level of agreement. Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

	1	2	3	4	5
What is the percentage change in the performance in grammar examination, taking first term class six and first term class eight?(25% and above- 5, (25% to 20%- 4, 20% to15%- 3, 15% to10%- 2, below 10%-1)					
How often does the learner participate in activities which might lead to improvement in written / spoken English, such as debate and drama or music?					
What is the percentage change in the performance in composition, taking first term class six and first term class eight? (25% and above- 5, (25% to 20%- 4 , 20% to15%- 3, 15% to10%- 2, below 10%-1)					
What is the ability of the learner to read English articles in class?					
How frequent does the learner consult with the teachers, ask					

for clarifications in class or do extra work, aimed at improving in English?					
Does the learner complete his/her English home work in time?					
What is the level of attentiveness in class, does the learner always doze in class?					
Is the learner always neat and exudes self confidence, which indicates being well fed, clothed and taken care of at home?					
Does the learner become worried when he/she performs poorly in examinations, especially in English?(an indication of fear of reprisals at home)					
Does the parent/guardian respond promptly when called to school to discuss the performance of the learner, especially in English?					