

**EFFECTS OF ECONOMIC ACTIVITIES ON PUPILS' ACADEMIC
PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN
LARI DIVISION, KIAMBU COUNTY, KENYA**

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

BY

OJUODHI, PAMELA AWUOR

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION IN EDUCATIONAL FOUNDATIONS**

UNIVERSITY OF NAIROBI

AUGUST 2012

DECLARATION

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

Pamella

Ojuodhi Pamela Awuor

07/08/2012

Date

This Research Project has been submitted with my Approval as the University supervisor

Lucy Kibera 8/08/2012

Professor Lucy Kibera

Department of Educational foundations

School of Education

University of Nairobi

ACKNOWLEDGEMENT

Much gratitude to Amighty God for the perpetual guidance and strength He accorded me during the time of my study.

Special thanks go to Professor Lucy Kibera my supervisor for her encouragement, tips proper guidance, patience and tolerance that has made the study a success. Thanks to all the lecturers in the department of Educational Foundations for their support and understanding throughout the study period.

Much gratitude is extended to the education officers-Lari district. Thanks to all the twenty headteachers of the targeted schools in Lari division for allowing me to collect data from their schools, not forgetting the standard eight pupils for their cooperation. I wish to sincerely, thank the headteacher of Kamae primary school for extending maximum cooperation to me during the time of the study.

Thanks to my parents who have been a pillar of strength to me. They have always encouraged me to pursue education to the highest level.

Special thanks to my wonderful husband, Joseph, for his support and great understanding during the study period.

My sincere gratitude goes to my children Benard, Laurine, Ignatius and Christine, for their continuous encouragement.

DEDICATION

This work is dedicated to my beloved husband Mr. Joseph Kimani, my children Benard, Laurine, Ignatius, Tina and also my late father Ignatius and my mother Rael.

ABSTRACT

This study investigated effects of economic activities on pupils' academic performance of pupils at Kenya Certificate of Primary Education in Lari division. The study sought to achieve four objectives. These hoped to:

1. establish the effects of contextual factors such as economic factors, socio-cultural factors, parental level of education, attitude and support on academic performance of pupils at K.C.P.E. in Lari division
2. establish the effects of child labour such as herding, milking, working on the farm and transportation of farm produce, on academic performance of pupils at KCPE in Lari division
3. determine the influence of learner –characteristics such as age, gender, and family background on academic performance of pupils at KCPE in Lari Division
4. establish the effects of school related factors such as authoritarian teachers and hidden school charges, on academic performance of pupils at KCPE in Lari division.

The study adopted a survey design. The main instrument for collecting data was questionnaire. There were questionnaires for headteachers and standard eight pupils that had been targeted by the study. A pilot study was done prior to the actual study to test on the validity and reliability of the research instruments. Data was analyzed and tabulated using descriptive statistics generated from Statistical Package for Social Sciences (S.P.S.S). The study findings revealed that academic performance of pupils

in Lari division was adversely affected by contextual factors such as inadequate support by parents, low income, attitude of parents towards schooling, level of education of parents, initiation practices for boys before completing primary education and religious affiliation of parents. Pupils in Lari also participated in child labour, as well as working in their parents' farms and domestic related chores. These activities are deemed to contribute to poor academic performance. Learner characteristics such as truancy, absenteeism and indiscipline also cause poor academic performance among pupils. Besides, school-related factors such as insufficient learning resources, irregular disbursement of FPE funds, the impact of leadership offered by headteachers, school levies for study tours, examination charges and support staff and tuition fees were found to contribute towards poor academic performance.

On the basis of the findings, the study recommended review of the existing policies and laws on child labor with a view of eliminating child labor. In addition more comprehensive and regular country-wide survey on various factors that affect academic performance of children in other districts should be carried out.

LIST OF ABBREVIATIONS

- A.E.A.A** : Association for Education Assessment in Africa
- B.E.A** : Basic Education for All
- D.E.O** : District Education Officer
- E.F.A** : Education for All
- F.P.E** : Free Primary Education
- G.O.K** : Government of Kenya
- K.C.P.E** : Kenya Certificate of Primary Education
- K.C.S.E** : Kenya Certificate of Secondary Education
- KNEC** : Kenya National Examination Council
- M.O.E.S.T** : Ministry of Education Science and Technology
- M.S.S** : Mean Standard Scores
- N.A.R.C** : National Alliance Rainbow Coalition
- S.P.S.S** : Statistical Package for Social Sciences

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENT.....	iii
DEDICATION.....	iv
ABSTRACT	v
LIST OF ABBREVIATIONS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER ONE :INTRODUCTION.....	1
1.1 Background of the Study	1
1.1 Statement of the Problem.....	4
1.3 Objectives of the Study.....	5
1.4 Research Questions.....	6
1.5 Purpose of the Study.....	6
1.6 Significance of the Study.....	7
1.7 Scope of the study.....	7
1.8 Limitations of the study	8
1.9 Assumption of the study	8
1.9.2 Definitions of operational terms	8
1.9.3 Organization of the study	10
CHAPTER TWO : REVIEW OF RELATED LITERATURE	11
2.1 Contextual Factors.....	11
2.1.1 Economic activities and academic performance.....	11
2.1.2 Socio-cultural factors and academic performance	12
2.1.3 Parent’s educational level, attitude and their support to education	12
2.2.0 Child labour and academic Performance	13
2.3 Learner Characteristics	13
2.3.1 Age of the child and academic performance	13
2.3.2 Gender of the child and academic performance	14
2.3.3 Family background and academic performance	15
2.4 School related factors	15

2.4.1 Authoritarian teachers and academic performance.....	15
2.4.2 Hidden education charges and academic performance.....	15
2.5 The conceptual Framework	16
CHAPTER THREE : RESEARCH METHODOLOGY	18
3.1 Research design	18
3.2 Study site	18
3.3 Target population.....	19
3.4 Sampling procedure and sample size.....	19
3.5 Research Instruments.....	20
3.6 Validity and reliability of the research instruments.....	20
3.7 Data collecting procedures	20
3.8 Data analysis techniques.....	21
CHAPTER FOUR : DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.....	22
4.1 Introduction.....	22
4.2 Background Information.....	23
4.2.1 Pupils' age distribution.....	23
4.2.3 Pupils' response on how often they attend school.....	24
4.2.4 Head teachers' duration of service in their respective schools.....	25
4.2.5 K.C.P.E Performance of Schools that participated in the study	26
4.3 The Contextual factors on of pupils.....	26
4.3.2 Number of siblings of the targeted pupils.....	28
4.3.3 Pupils' engagement in non-academic activities.....	29
4.3.4 Parents' participation in the school activities attended by their children	30
4.4 The involvement of the pupils in child labour and academic performance in KCPE.....	32
4.4.1 Pupils' engagement in home-related activities in Lari	33
4.4.2 The time of pupils' engagement in home-related activities in Lari Division, Lari District	34
4.4.3 Work for payment among pupils in Lari	35
4.4.4 Gender disparity in delegation of household chores.....	36
The researcher also sought to find out from the pupils who did most of the household chores at home as shown on Figure 9.	36

4.4.5 The perception of pupils on effects of home related activities on academic performance.....	37
4.5 Learner characteristics and academic performance.....	39
4.6 The school-related factors and academic performance of pupils in KCPE.....	41
4.6.1 School-related factors and pupil performance.....	42
4.6.2 Dedication of teachers to their work.....	43
4.6.3 The impact of hidden education costs on the performance of pupils in KCPE..	44
4.6.4 Inspection of teachers records of work.....	45
4.6.5 Teachers' attitude towards their work.....	46
4.6.6 Actions taken by Headteachers in improving academic standards of their schools and pupils' suggestions on how their academic performance can be improved.	
CHAPTER FIVE : SUMMARY CONCLUSION AND RECOMMENDATIONS ...	52
5.1 Introduction.....	52
5.2 Summary of the study findings.....	52
5.3 Conclusion.....	55
5.4 Recommendations of the study.....	56
5.4.3 Recommendations for policy intervention.....	56
5.3.2 Recommendation for further studies.....	57
REFERENCE	58
APPENDIX A: LETTER TO THE HEAD TEACHERS.....	63
APPENDIX B : LETTER TO THE EDUCATION OFFICER.....	64
APPENDIX C: HEAD TEACHERS' QUESTIONNAIRE	65
APPENDIX D: QUESTIONNAIRE FOR STANDARD EIGHT PUPILS	69

LIST OF TABLES

Table 1(a) Mean standard Scores of KCPE results for Kiambu West district from 2004 to 2008	3
Table 2(b) Mean standard Scores of KCPE results for Lari district from 2009 to 2014	
Table 3: Pupils' response on parental level of education	27
Table 4: Pupils' response on the number of siblings who have gone to secondary school.....	28
Table 5: Head teachers rating of the parents' participation in the school activities....	30
Table 6: The influence of contextual factors on academic performance of pupils in KCPE	31
Table 7: Pupils' engagement in home-related activities in Lari	33
Table 9: The time of pupils' engagement in home-related activities in Lari.....	34
Table 10: The influence of learner characteristics on academic performance of pupils in KCPE	39

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

LIST OF FIGURES

Figure 1: Conceptual framework on the relationship between the independent and dependent variables	17
Figure 2: Pupils' age distribution	23
Figure 3: Distribution of pupils' by gender	24
Figure 4: Head teachers' duration of service in their respective schools	25
Figure 5: K.C.P.E Performance of schools that participated in the study	26
Figure 6: Pupils' response on whether they engage in any activities apart from school work	29
Figure 7: Pupils' response on whether they ever work for payment	35
Figure 8: Pupils' response on what they are given as payment.....	36
Figure 9: Pupils' response on who does most of the household chores at home	37
Figure 10: The effects of duties on academic performance of pupils.....	38
Figure 11: The effects of school-related factors on the performance of pupils in KCPE	42
Figure 12: Dedication of teachers to their work	44
Figure 13: The hidden education costs that children find difficulty paying.....	45
Figure 14: Inspection of teachers records of work	46
Figure 15: Teachers attitude towards their work	47

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is a human right (Constitution of Kenya, 2010). Atkinson (1987) stated that education is a major contributor to economic growth. It is the route to national development and individual upward social mobility. Sharma (1979) states that education as the most effective weapon in fighting ignorance, poverty, and diseases. Globally, countries are striving towards achieving the goal of providing education to its citizens (E.F.A) without any discrimination.

Education produces citizens who are able to compete in the global arena (World Bank, 2004). It is believed to be a prerequisite to equity, equality, and diversity. The major goal of the Ministry of Education in Kenya is to provide equitable and quality education at the primary and secondary levels. Educational outcomes in Kenya is mainly measured through national examinations which are very competitive at the end of the first eight year cycle, leading to Kenya Certificate of Primary Education (KCPE) as well as the second cycle, culminating with Kenya Certificate of Secondary Education (KCSE).

Although Kenya has adopted Basic Education for All (BEA) (Republic of Kenya, 1988) and offering free and Compulsory Primary education (FPE) (GOK, 2003) there are areas which have not taken full advantage of this. For instance, performance in national examinations is low for most students at the primary level of education, and particularly when considering that primary examination is a measure of learner's ability and a margin on which selection and placement to better secondary schools is

based. Eshiwani (1993) cited that the quality of education is seen in terms of the number of students passing national examinations. Lari division which is targeted by this study is inhabited by people who were squatters in the Kinale and Kamae forests. However, after the then president degazetted a portion of the forest land, they were resettled there (The Kenya gazette, 1988).

The main economic activity in Lari division is commercial agriculture. The inhabitants practice mixed farming; they sell their farm produce to the towns like Thika, Nairobi and Mombasa cities. The type of work done here includes ploughing, transporting the harvests from the farms to the road side by lorries, donkeys or bicycles, loading of farm products into and out of lorries, herding in the forests, milking, selling farm produce by the roadside and fetching fire wood from the forest for the provision of cooking energy.

The type of work done here is carried out by adults as well as school age children on farms for pay. Children also help their parents in their farms. When they work for payment, the work is paid on daily basis. This exposes children to handling money when they are still very young, and this lures them to money making at the expense of education. Their attention is divided between looking for money and attending school.

Some children sometimes absent themselves from school and engage in paid work. Some children have to milk before going to school, and after school some are engaged in household chores when either their parents are busy with economic activities or they are made to do various work in the farm such as harvesting kales or washing carrots. This deprives the children of valuable time and as a result, they do not take schooling and academic work seriously. Their parents do not motivate them to learn but subject them to money making activities while they are still minors.

Generally, the academic performances of pupils in Lari when compared to other divisions indicate that the mean standard score of Lari at KCPE has been at the bottom in relation to the neighbouring divisions of Kiambu County. Even after the establishment of Lari Division in 2009, the academic performance has not improved compared to other divisions as demonstrated by results of 2009, 2010 and 2011. In 2009, only five (5) candidates scored above 400 marks at KCPE, and in 2010, only 2 scored above 400, in 2009, 19 candidates scored less than 100 marks out of which 9 were boys while 10 were girls. In 2010, 19 candidates scored less than 100 marks. In 2010 only four candidates managed to join national secondary schools. The majority of pupils generally have scores below 250 marks for example in 2008, 1440 (81.9%) out of 1758 scored below 250 marks. In 2009, 1414(68.4%) candidates out of 2068 total candidates scored below 250. The standard mean scores of pupils at KCPE in Lari division relative to other divisions in former Kiambu West District and the latter Lari district are presented in Tables 1(a) and (b) (District Education Board Statistics)

Table 1(a) Mean standard Scores of KCPE results for Kiambu West district from 2004 to 2008

Division /Year	2004	2005	2006	2007	2008
Kikuyu (M.S.S)	261.56	255.93	252.98	256.1	257.72
Limuru (M.S.S)	245.49	238.25	229.14	231.22	242.76
Lari (M.S.S)	233.37	232.38	225.28	226.93	231.84

Key: M.S.S.=Mean Standard Scores

(Kiambu West District Education Board Statistics, 2004-2008)

Table 2(b) Mean standard Scores of KCPE results for Lari district from 2009 to 2011

Division /Year	2009	2010	2011
Gatamaiyu (M.S.S)	237.47	245.98	252.09
Lari (M.S.S)	228.25	232.26	232.74

Key: M.S.S= Mean Standard Scores

(Lari District Education Board Statistics, 2009-2011)

The mean standard scores presented in Table 1(a) indicated that the performance of Lari division though it has slightly improved is still below average. Such performance means that candidates do not get opportunity for admission in good secondary schools because entry to such schools is pegged at a score of three hundred marks and above, out of a score of five hundred at K.C.P.E.

1.1 Statement of the problem

In Lari division, the performance of pupils at KCPE has been below average in the past eight years, therefore this study investigated factors affecting academic performance at KCPE. The study focused on economic factors in which the children are engaged in terms of their labour involvement, and their effects on academic performance. However, since performance is not only influenced by economic factors, socio-cultural factors, parental education level, support and attitude, learner characteristics such as age, gender, family background, school related factor such as authoritarian teachers and hidden education charges, were included in the study.

1.3 Objectives of the study

The main objective of the study was to establish the effects of economic activities on academic performance of pupils at Kenya certificate of primary education in Lari division. Specifically the objective of the study was sought to:

1. establish the effects of contextual factors such as economic factors, socio-cultural factors, parental level of education, attitude and support on academic performance of pupils at K.C.P.E. in Lari division.
2. establish the effects of child labour such as herding, milking, working on the farm and transportation of farm produce, on academic performance of pupils at KCPE in Lari division.
3. determine the influence of learner –characteristics such as age, gender, and family background on academic performance of pupils at KCPE in Lari Division.
4. establish the effects of school related factors such as authoritarian teachers and hidden school charges, on academic performance of pupils at KCPE in Lari division.

1.4 Research questions

The main research question was:

What are the effects of economic activities on academic performance of pupils at Kenya Certificate of Education in Lari division? The specific research questions were:

1. What are the effects of contextual factors such as economic factors, socio-cultural factors, parental level of education, attitude and support on academic performance of pupils at KCPE in Lari division?
2. What are the effects of child labour such as herding, milking, working on the farm and transportation of farm produce on academic performance of pupils at KCPE in Lari division?
3. What are the influences of learner characteristics such as age gender, family background on academic performance of pupils at KCPE in Lari division?
4. What are the effects of school-related factors such as authoritarian teachers and hidden education charges, on the academic performance of pupils at K.C.P.E. in Lari division?

1.5 Purpose of the study

The main purpose of the study was to establish the extent to which economic activities affected the academic performance of pupils at KCPE in Lari division, since the performance has been consistently poor. The study uncovered factors affecting academic performance of pupils in Lari division. Examination is considered as the measure of pupils' academic performance (Orodho, 2004 p.11).

1.6 Significance of the study

This study sought to establish factors affecting academic performance at K.C.P.E. in Lari division. The findings of this study are likely to help head teachers, teachers, Ministry of Education and policy makers identify effects of economic activities on academic performance of pupils at K.C.P.E., so as to make decisions in developing strategies towards improvement of academic performance. The findings may help parents find ways of ensuring that their children are properly supported to enable them perform better. Finally these results are likely to produce valuable knowledge on factors affecting academic performance factors affecting academic performance at KCPE. These are likely to form a useful material for reference by all the stakeholders involved in education, thus would enabling them to take corrective measures towards improvement of the academic performance at KCPE in Lari division in future.

1.7 Scope of the study

The study targeted pupils in public day primary schools in Lari division, Kiambu County. The standard eight pupils were selected for the study because they sit for K.C.P.E. by the end of the year. The study largely focused on the economic activities performed by school pupils of standard eight because it was assumed that such activities would interfere studies and thus affect academic performance at K.C.P.E. The head teachers included in the study were those in session in the respective institutions by the time of study. Head teachers on leave did not participate in the study. Pupils too, who were absent from school were not included in the sample.

1.8 Limitations of the study

Limitations are the aspects of the study which the researcher knows that may adversely affect the results of the study, but over which the researcher has no direct control over (Orodho, 2004 p.16). The pupils may maybe never gave genuine responses as far as their school attendance was concerned. The pupils might have not been conversant with the recommended school entry age so entry age of pupils as a variable could not be well manipulated.

1.9 Assumption of the study

It was assumed that the sampled schools provided required data and that they represented the entire population. It was assumed that all respondents were cooperative and provided reliable responses. It was assumed that K.C.P.E. was an acceptable, reliable and accurate measure of academic performance. Another assumption was that all schools offered the same curriculum. It was also assumed that economic activities affected the academic performance of pupils at KCPE.

1.9.2 Definitions of operational terms

Academic performance: This refers to score which is below average, average or above average, measured through an examination at KCPE

Child labour: This refers to work such as herding, milking, harvesting crops, selling, doing the household chores, searching firewood which undermines the rights of the child of attending school, which affect the academic performance at KCPE.

School Factors: They are in-school activities such as authoritarian teachers, hidden education charges and forced repetition which affect academic performance at KCPE

in Lari division.

Contextual Factors: According to this study, contextual factors are the external forces like economic, socio-cultural factors and parental level of education and support, which affect the pupils and so contributing to low academic performance at KCPE in Lari division.

Learner characteristics: These are factors such as: age, gender, Family background which influence the behaviour of pupils affecting academic performance at KCPE in Lari division.

Family background

In this study family background refers to parents' level of education, income, occupation and attitudes towards education.

1.9.3 Organization of the study

The study was organised in five chapters, chapter one contained the background of the study, statement of the problem, the research objective, the research questions, purpose of the study, significance of the study, scope of the study, limitation of the study, assumptions of the study and definition of significant terms used in the study. Chapter two contains the literature review derived from the related studies that were carried out on factors which were associated with academic performance at K.C.P.E. At the end of the chapter, a conceptual framework depicting the relationships among the economic and other factors that affect academic performance of pupils at K.C.P.E. has been provided.

Chapter three contains the research methodology, which includes research design, study site, target population, sampling procedures and sample size, research instruments, validity and reliability of the study, data collection procedures and data analysis techniques. Chapter four comprises of data analysis, presentation, interpretation and discussion. Chapter five deals with summary of findings of the study, conclusion and recommendations for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains a review of literature on factors that were associated with academic performance at Kenya Certificate of Primary Education. The researcher focused on contextual factors, child labour, learner characteristics and school related factors

2.1 Contextual factors

2.1.1 Economic activities and academic performance

Duignan (1986) identified leadership and decision making, teacher behaviour, student behaviour, parental behaviour, parental support and involvement and socio-economic background of the student as some of the factors that influenced academic performance. Nkinyangi (1977) found out that socio-economic background of a child influenced performance. Kinyanjui (1979) as cited by Wamahiu(1995) found that limited income affected the performance of children. This finding was supported by Waweru (1982) who found out that environmental factor such as poverty, low wage, unemployment, large families and loss of family members led to poor performance.

Currently Kenya's economy is unable to absorb all the graduates from universities, tertiary institutions leading to unemployment. The result is that children are not inspired or encouraged to work hard in school. They resort to working in the agricultural sector for money. In Lari, both parents and children prefer working in the agricultural sector where there is cash. This affects the learners for they do not see the need for being serious in school, after all, after schooling there is no formal

employment. They can still get money through casual labour. Due to poverty some children are made to work in the family farms. Unfortunately the farms are not productive because the poor families cannot afford the current prices of farm inputs such as fertilizers that enhance farm yields.

2.1.2 Socio-cultural factors and academic performance

Gosore (2004) stated that there are some religious affiliations which influence retention rates of pupils in Gucha, Some religions deter children from attending school. The initiation practices in Gucha, puts a lot of pressure on the pupils to leave school and meet the traditional expectations Gisore (2004). In Lari ,boys are circumcised and after the initiation they become adults.

2.1.3 Parent's educational level, attitude and their support to education

Fagelarland and Saha (1983) found that parental cooperation and support enhance children's learning and overall achievement. Definitely, educated parents encourage and support their children to obtain good education. Tyler (1977) as cited by Ayoo (2002) found out that educated parents provide for their children. This enhances the children's academic achievement. Uneducated parents do not see the importance of education after all they never acquired education but they still do casual work and equally get money as educated ones. Such parents have negative attitudes towards education for they think it is a waste of money and thus invest elsewhere or kept their small earnings the bank. Nguru et al (1987) found a negative relationship between performance and the parental involvement. If parents are not concerned about the education of their children, performance is likely to be below average. Some parents depend on their children as a form of labour on their own farms; also allow the

children to work for other people for pay. Cantu (1975) studied the Mexican children and found that parent's educational attainment determined the children's level of attainment. Mortimore (1988) as quoted in Ndiritu (1999) found that parental involvement have a positive influence on the academic performance of learners.

2.2.0 Child labour and academic performance

Child labour is widespread in Kenya. Some 780,000 children in Kenya are in child labour and it is estimated that the figure could be higher now (KNEC 2007)

It is estimated that 60% of the work force in central province in tea and coffee plantations are children. African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) estimated that 3.5 million children aged between 6 and 14 was children and a significant majority was in agriculture ANPPCAN (1999).

According to Kiambu district strategic plan (2005-2010), due to poverty both boys and girls are engaged in labour such as tea and coffee picking. This interferes with their school time and time for studies at home.

2.3 Learner Characteristics

2.3.1 Age of the child and academic performance

According to Kenya National Examination Council (Oduor, 16th Aug 2011) stated that children admitted in standard one later than five years fail KCPE, though the recommended age entry is six years. Those who sit for KCPE later than fourteen years score below two hundred marks. Nairobi parents take their children to school early and as such most of them score above two hundred marks, followed by central while

western and coast are average. The KNEC Chief Executive Wasanga, urged parents to take their children to school early preferably between 3 and 4 years Jasho (Aug 2011). Kluve and Jochan (2005) studied the school entry age in Germany and its effect on education attainment but they reiterated that it is very controversial; some enter school late but perform well while some join early and do not perform well. They also found the case of repeating controversial because in some circumstances it does not help a child and vice versa.

2.3.2 Gender of the child and academic performance

The gender of a child can play a negative role on their academic performance, though Kenya is slowly responding to the Jomtien Declaration on education for all (world conference, 1990) which advocates to provision of universal primary education and to elimination of adult illiteracy. It also advocates to finding a more cost effective way of meeting the basic learning needs of various disadvantaged population.

Juma et al (2011) found out that 24% of the boys and 25.0% of the girls had one sibling, who had gone through primary education, while 16% of the boys and 10.0% of the girls had two brothers and sisters who had completed primary school education. Only 3.0% of the girls responded that they had six siblings who had completed primary school learning. 5, 58% of the boys and 61.5% of the girls responded that they had no sibling that had completed secondary level of education. This was the greatest percentage in this group of data. This implies that a small proportion of the population had attained secondary education; hence the pupils lack good role models to emulate. They, therefore, would not strive to excel in examinations. More boys (30%) than girls (19%) had one sibling completing secondary school.

2.3.3 Family background and academic performance

Shittu (2004) found out that poor parental care with gross deprivation of social economic needs can contribute towards poor performance. Such a situation may arise as a result of divorce, death, or separation. Parents as the first socializing agent affect the general performance of learners. Ndiritu (1999), found that the socio-economic background influenced academic performance and that children from poor families are more involved in labour. Some parents do not encourage their children to work hard in school and some families are headed by children. This is a situation which can not inspire the children to work hard in primary school. In some homes, it is an established tradition that the highest education attainment is primary education.

2.4 School related factors

2.4.1 Authoritarian teachers and academic performance

Lockheed (1991) found out that lack of motivation and professional commitment by teachers produces poor attendance and unprofessional attitudes towards students. This type of behaviour has been found to affect learner's performance negatively. A class six pupil takes his life after a teacher forces him to repeat (Mbatuk, 2012)

2.4.2 Hidden education charges and academic performance

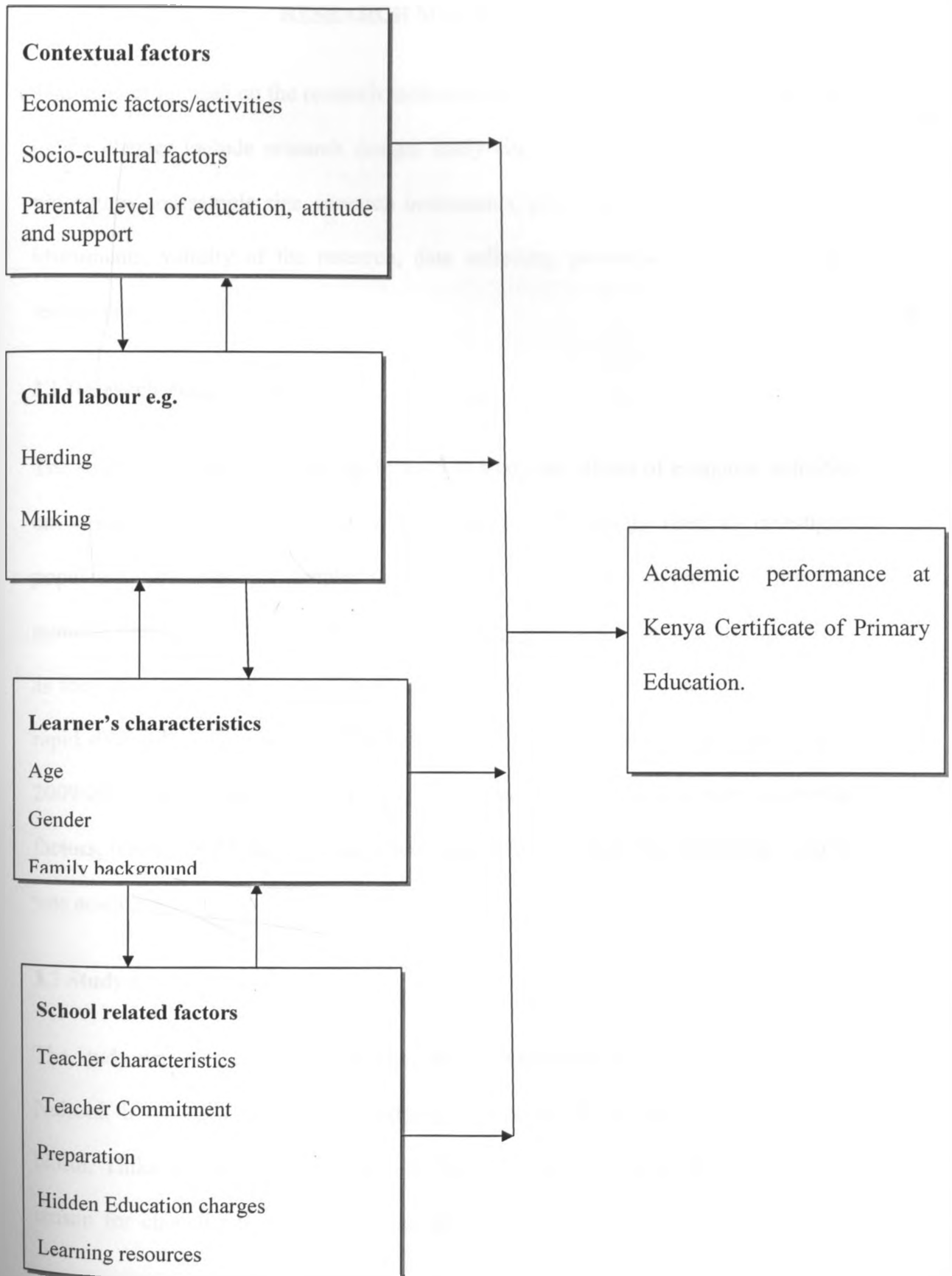
Kitungu (12th Jan.2012), the D.E.O, Lari district, gave out the Ministry of Education's directive which stated "that all schools should go for fifteen weeks in first term, fourteen weeks second term and nine weeks in third term. The week beginning 5th will be dedicated to examinations". This is meant to give teachers enough time to do remedial work with children. The directive further banned tuition during the holidays.

D.E.Os were thus to ensure that the directive was effectively implemented in the Kenyan schools. Holiday tuition and other charges such as school uniform, tuition levies, paying support staff, study tours forces pupils to leave school, since poor parents are unable to pay.

2.5 The conceptual framework

A conceptual framework is a model presentation where a researcher conceptualizes or represents the relationship between variables in the study diagrammatically (Orodho, 2004). The factors that are assumed to affect pupil's academic performance in this study are diagrammatically illustrated in Figure 1. The factors include contextual factors such as economic activities, socio-cultural factors, parental level of education, attitude and support, children involvement in labour, learner characteristics such as age, gender, family background and school related factors such as authoritarian teachers and hidden education charges.

Figure 1 : Conceptual framework on the relationship between the independent and dependent variables



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focused on the research methodology used in this study. The components of the chapter include research design, study site, the target population, sampling procedures and sample size, research instruments, pilot study, reliability of research instruments, validity of the research, data collecting procedure, and data analysis techniques.

3.1 Research design

The study adopted a survey design method to study the effects of economic activities on academic performance. Survey design is a methodology used to investigate populations by selecting samples to analyse and discover occurrences. It provides numeric descriptions of some part of the population. It describes and explains events as they are. It is useful in describing characteristics of a large population. It enables rapid data collection and ability to understand a population from a part (Oso, Onen 2009:24). The independent variables in this study were child labour, contextual factors, learner characteristics and school related factors while the dependent variable was academic performance.

3.2 Study site

The study was carried out in Lari Division, in Kiambu County. It is 60km west of Nairobi. It covers an area of 441.1square kilometres. It borders Nyandarua to the North, Thika to the east, Rift valley to the west, (Kuria January-April 2012). The reason for choosing this study was because it is an agricultural area where people

spend most of their time on the farms. There is ready cash which is quite luring to the children. Academic performance of the majority of pupils at K.C.P.E. in this district has been below average for a number of years.

3.3 Target population.

According to Mugenda and Mugenda (1999: 9) a target population is a complete set of individuals, cases, or objects with some common observable characteristics. The study targeted 880 Standard Eight Pupils in twenty public schools and head teachers. The standard eight pupils were chosen to participate in the study since they have completed seven years of primary education; they are fairly literate to answer questions well. They also come from the area of study

3.4 Sampling procedure and sample size

A sample is the target (or accessible) population that has been procedurally selected to represent it (Onen, Oso, 2009). To get the sample, the researcher used the list of all the names of schools in the division, and then simple random sampling was used to select twenty out of thirty five schools to participate in the study. The names of the schools were got from the divisional office.

Once the schools were selected, the researcher obtained a list of all standard eight pupils from the class teachers, from which the list of boys and girls were drawn. The researcher used systematic sampling technique to select the Kth pupil, from the class register, five boys and five girls, giving a total of 200 respondents representing 22.6 % of the target population. Equal number of boys and girls were selected to guard against gender bias. All the head teachers of the selected schools participated in the study. Total sample consisted of two hundred pupils and twenty head teachers.

3.5 Research instruments

The main instrument for collecting data was a questionnaire. There were questionnaires for the head teachers and for the Standard eight pupils. Questionnaires had both closed and open ended questions (Oso and Onen, 2009). A questionnaire was suitable for collecting data for research because it is appropriate for collecting a lot of information over a short period of time.

3.6 Validity and reliability of the research instruments

There was need to ascertain the reliability of the instruments, which were used to collect data so that the research findings would be reliable. Grinnel (1993) states that reliability measures the degree of accuracy in the measurement an instrument provides. Reliability ensures that the instrument generates similar data when used by other researchers. He states that in order to remove any possible errors, the instruments should all be tested first before doing the actual research. For the researcher to ensure reliability in this study, a pilot study was done in two schools in Lari division before the actual study. The two schools were not included in the main study. The main purpose of the pilot study was to check on content validity, language, clarity of the instruments and the relevancy of the information needed by the researcher.

3.7 Data collecting procedures

The researcher first sought a permit from the Ministry of Education, to conduct a research on effects of economic activities on academic performance at K.C.P.E. in Lari Division. The researcher also sought permission from headteachers to collect data from the schools. The researcher had to give a brief explanation of the

importance of the study and assure the respondents of confidentiality. The respondents were given time to answer the questionnaires while the researcher was with the pupils in order to explain any areas which they did not understand.

3.8 Data analysis techniques

Information obtained through the questionnaires was analysed and tabulated using descriptive statistics. The results were presented in frequency tables showing the percentages, means and modes and graphs where applicable. For the statistical analysis, the researcher used Statistical Package for Social Sciences (S.P.S.S). The open ended questions were analysed thematically and the findings of the study were discussed in relations to the research questions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

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 effects of economic activities on academic performance of pupils at Kenya Certificate of Primary Education in Lari Division, Kiambu County, Kenya. The research sought to answer the following research questions; what are the effects of contextual factors such as economic factors, socio-cultural factors, parental level of education, attitude and support on academic performance of pupils at KCPE in Lari division? What are the effects of child labour such as herding, milking, working on the farm and transportation of farm produce on academic performance of pupils at KCPE in Lari division? What are the influences of learner characteristics such as age gender, family background on academic performance of pupils at KCPE in Lari division? What are the effects of school-related factors such as authoritarian teachers and hidden education charges, on the academic performance of pupils at KCPE in lari division?

The study targeted 200 pupils out of which 185 pupils responded. Moreover out of the 20 head teachers targeted 17 responded and returned their questionnaires, contributing to the response rates of 92.5% for pupils and 85% for the head teachers. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls

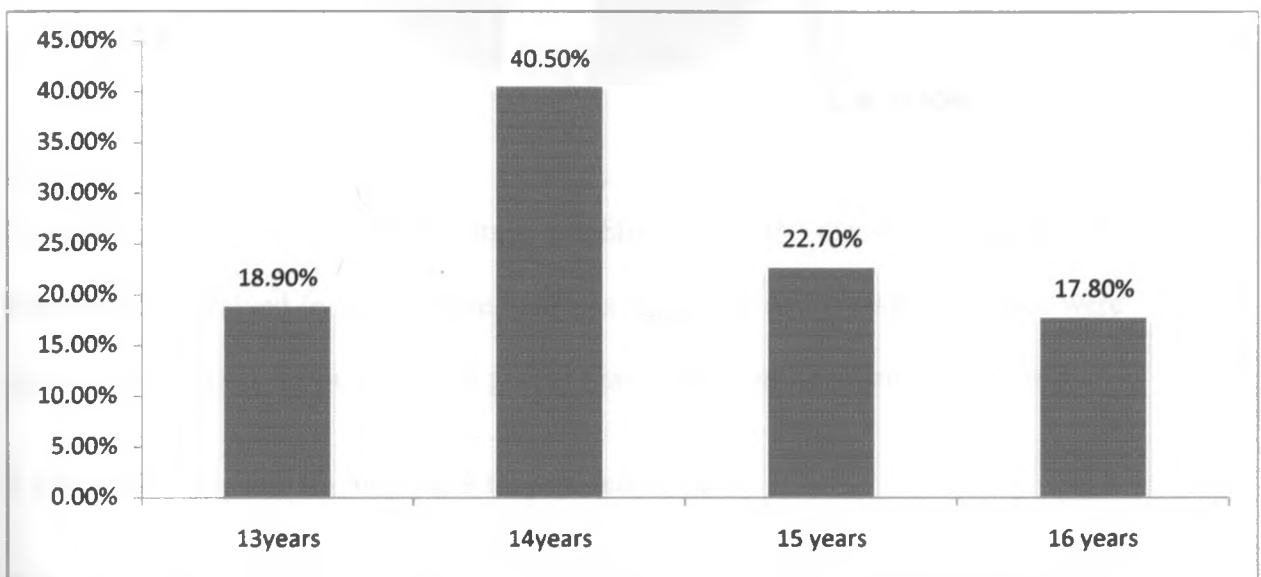
and visits to remind the respondent to fill-in and return the questionnaires. The chapter covers the demographic information, and the findings are based on the objectives.

4.2 Background information

4.2.1 Pupils' Age Distribution

The study also sought to establish the age distribution of the pupils as shown in Figure 2.

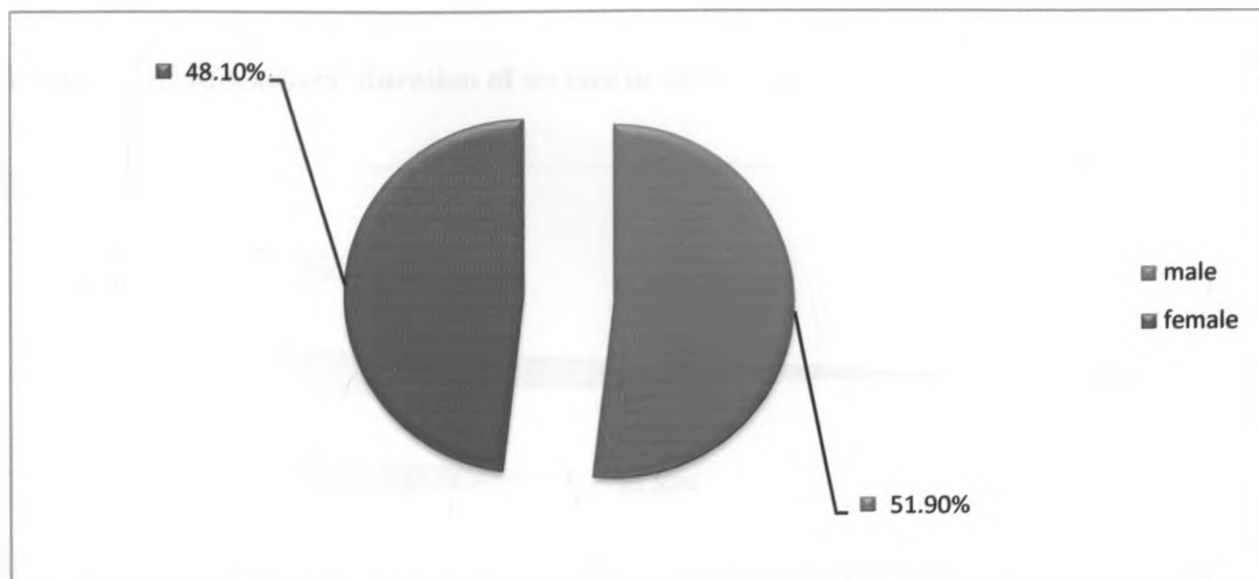
Figure 2: Pupils' age distribution



From the findings illustrated in figure 2, the most of the pupils (40.5%) were 14 years old, 22.7% were aged 15 years, 18.9% were aged 13 years old while 17.8% were aged 16 years old. This information shows that the pupils were old enough and knowledgeable and could give valid and reliable information on the effects of economic activities on academic performance of pupils at Kenya Certificate of Primary Education.

Figure 3: Distribution of Pupils' by gender

The study sought to establish the pupils' gender. The findings are as stipulated in Figure 3.



From the findings in figure 3, the study established that the majority of pupils who were mostly involved in labour were males as shown by 51.9%, while females were 48.1%. This depicts the presences of gender bias as far as child labour is concerned.

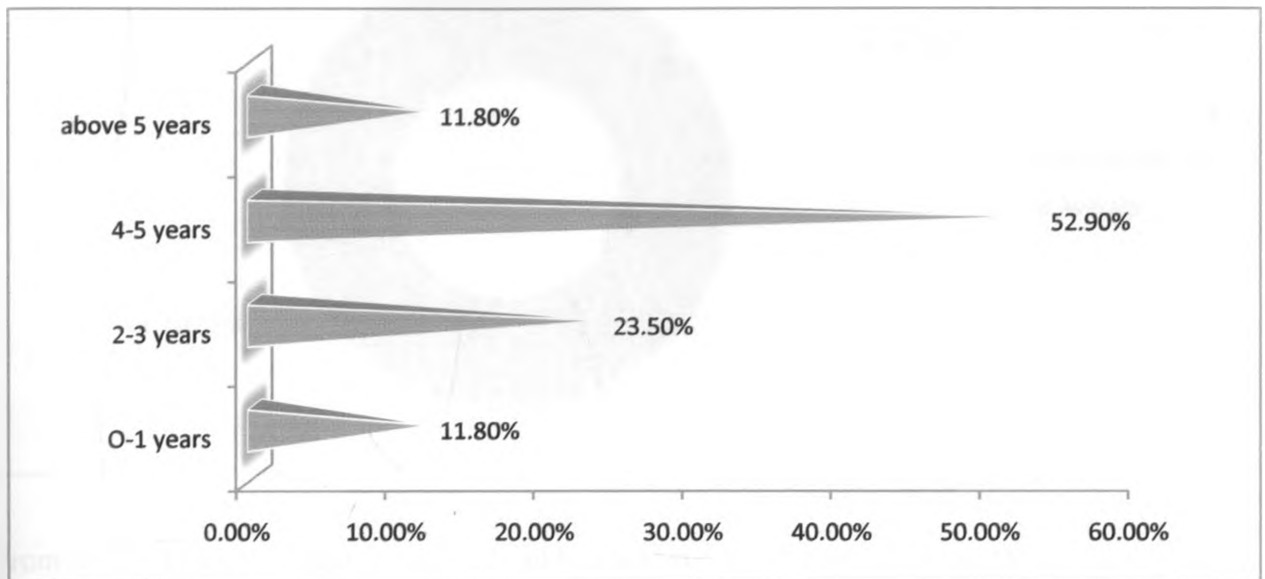
4.2.3 Pupils' response on how often they attend school

The pupils were required to indicate the frequency at which they attended school. From the findings, all the pupils (100%) posited that they attended school often. This depicts that students' participation in school was high. This further indicated that despite the high rate of pupils participation in school the quality of education offered in school could have been poor thus the poor performance. It also means that, could be the pupils were not genuine in their responses, because the headteachers cited absenteeism as a factor affecting academic performance.

4.2.4 Head teachers' duration of service in their respective schools

The study also sought to establish the number of years that the head teachers had served in their capacity in their respective schools. The findings are as stipulated in figure 4.

Figure 4: Head teachers' duration of service in their respective schools



According to the findings, the majority (52.9%) of the head teachers had served for 4-5 years, 23.5% for 2-3 years while 11.8% had been in their respective schools as head teachers for either over 5 years or 0-1 years. This illustrates that majority of the head teachers were well experienced in school management owing to their many years of experience and thus the data they gave was of high quality. It further posits that they had wide experience on the relationship between the economic activities of the pupils and their performance in KCPE. Despite the experience they have, the performance has been quite low, may be the headteachers needed refresher courses or reshuffling to other schools.

4.2.5 K.C.P.E Performance of Schools that Participated in the Study

The head teachers were required to state the performance of K.C.P.E in their respective schools. The findings are as stipulated in figure 5.

Figure 5: K.C.P.E Performance of Schools that Participated in the Study



From the findings, the majority of the head teachers (64.70%) posited that their KCPE performance in their schools was average while 35.3% of the head teachers indicated that their schools KCPE performance was below average. This finding indicates that some headteachers were not genuine in their responses. If 64.70% were performing averagely then the result would have been average and not below average. Quite a good number of pupils could be scoring two hundred and fifty and above.

4.3 The Contextual factors on of pupils

The first objective of the study was to establish the effects of contextual factors such as economic factors, socio-cultural factors, parental level of education, attitude and support on academic performance of pupils at KCPE. To gather data on these factors,

the pupils were further required by the study to indicate the level of education of their fathers and mothers. The findings are as stipulated in table 3.

Table 3: Pupils' response on parental level of education

	Fathers' education		Mothers' education	
	Frequency	Percent	Frequency	Percent
Primary	74	40.0	74	40.0
Secondary	84	45.4	91	49.2
College	13	7.0	20	10.8
University	7	3.8	0	0
No formal Education	7	3.8	0	0
Total	185	100.0	185	100.0

From the findings, most of the pupils (45.4%) posited that their fathers had secondary education while 40% indicated that their fathers had primary education. On the other hand, 49.2% of the pupils indicated that their mothers had secondary education while 40% indicated that their mothers had primary education. In addition the research established that there were more mothers who had secondary education than fathers. This illustrates that parents' level of education influences the pupils' performance in school.

The study findings indicate that parents' level of education influences the pupils' performance in school. If a parent is not educated, he or she may not be knowledgeable of dynamics in education sector which directly affect the performance of their children. A parent who is not educated may not be in a good position offer appropriate advice or to assist their children in their studies. The study findings are in tandem with argument by Fagelarland and Saha(1983) Cantu (1975) and Mortimore (1988) as quoted in Ndiritu (1999) who posit that level of education enhances

children's learning and overall achievement thus educated parents encourage and support their children to obtain good education. Similar stand was taken by Tyler (1977) as cited by Ayoo (2002) who found out that unlike uneducated parents who do not attach much value in education, educated parents enhances the children's academic achievement.

4.3.2 Number of siblings of the targeted pupils

The pupils were required to indicate the number of brothers and sister that had gone to secondary school in their families. The findings are as stipulated in table 4.

Table 4: Pupils' response on the number of siblings who have gone to secondary school

No. of siblings with secondary education	Brothers		Sister	
	Frequency	Percent	Frequency	Percent
0-3	164	88.6	178	96.2
4-6	21	11.4	7	3.8
Total	185	100.0	185	100.0

From the findings, the majority of the pupils (88.6%) posited that they had 1-3 brothers in secondary schools while 11.4% had 4-6 brothers in secondary schools. On the other hand the majority of the pupils (96.2%) posited that they had 1-3 sisters in secondary schools while 3.8% had 4-6 brothers in secondary schools.

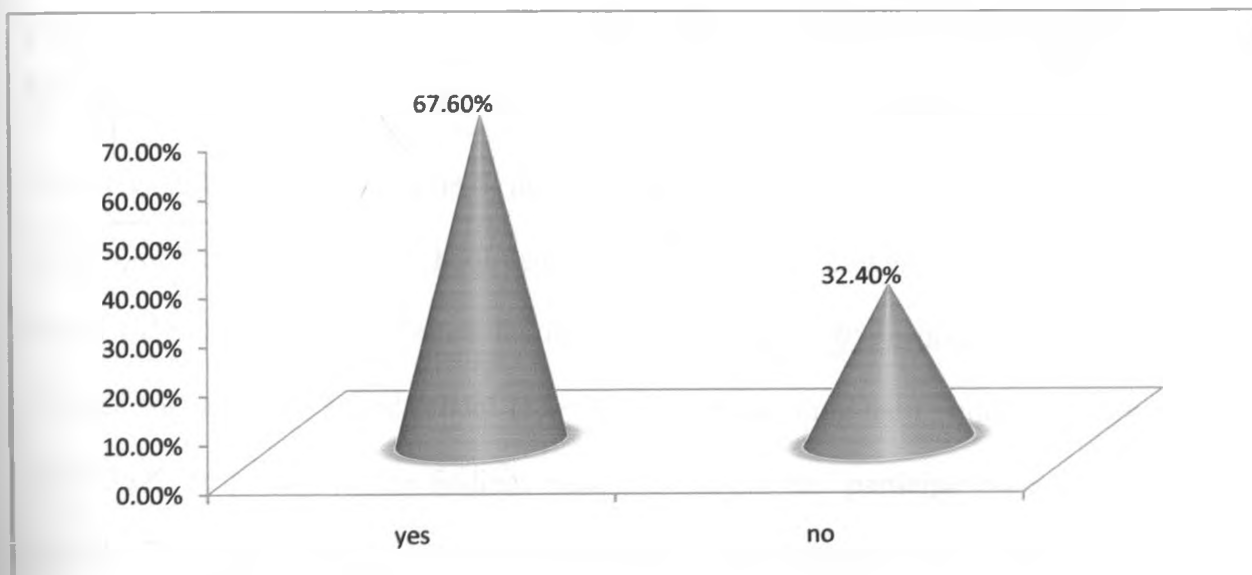
The study findings reveal that pupils from large families with many dependents and families in which other siblings fewer number of brothers and sisters who had some secondary school education compared to those with fewer siblings. It can be posited that even when they attended secondary education their results are likely to be poor because of the inability of parents to provide for their children which contributed to

dismal performance of their children in school. According to Shittu (2004), poor parental care with gross deprivation of social economic needs can contribute towards poor performance. Besides, Ndiritu (1999) argued that the socio-economic background influenced academic performance and this situation which cannot inspire the children to work hard in primary school.

4.3.3 Pupils' engagement in non-academic activities

The study also sought to establish whether the pupils engaged in any activities apart from school work. The findings are as stipulated in Figure 6.

Figure 6: Pupils' response on whether they engage in any activities apart from school work



According to the findings, the majority of the pupils (67.5%) engaged in other works apart from school work. The engagement of children in other activities apart from school work may have great consequences on academic performance if there are no checks and balances in place. A student who participates in tedious or much work at home may spend little time on school work leading to poor performance. The work at home should just enough to allow students time to read and do assignments.

4.3.4 Parents' participation in the school activities attended by their children

The study sought to establish whether parents' participated in the school activities of the schools where their children were receiving education. The responses were rated on a five point Likert scale where: 1-very good 2 - good 3-fair 4-poor. The mean and standard deviations were generated from SPSS and are as illustrated in table 5.

Table 5: Head teachers rating of the parents' participation in the school activities

Statements on parents participation in school activities	Mean	Std. Deviation
Discussing academic performance of their children	1.3529	.70189
Paying levies for their children	1.7059	.68599
Attending functions in school	1.8235	.63593
Checking their children's work	1.3629	.49259
Disciplining their children for failing to attend school	1.4118	.50730

From the study findings in Table 5, the responses by the head teachers' showed that parents' participation in the school activities was as follows; attending functions in school (M=1.8235); paying levies for their children (M=1.7059); disciplining their children for failing to attend school (M=1.4118) and checking their children's work (M=1.3629) respectively. The findings indicated that parents' participation in school activities is poor, this possibly affect pupils' academic performance at K.C.P.E.

Effects of the contextual factors on academic performance of pupils at KCPE

The study further sought to establish the effects of the following contextual factors on academic performance of pupils at KCPE. The responses were rated on a five point Likert scale where: 1-Strongly Disagree 2 - Disagree 3- Neutral 4- Agree and 5- Strongly Agree. The findings in terms of mean and standard deviations are as

illustrated in table 6.

Table 6: The influence of contextual factors on academic performance of pupils in KCPE

Statements on contextual factors	Head teachers		Pupils	
	Mean	Std dev	Mean	Std dev
Attitude of parents towards schooling	4.0000	.50000	2.4162	1.38891
Inadequate support by parents	4.2941	.46967	2.3676	1.09595
Low income (poverty)	4.1000	1.22474	1.9459	1.17829
Initiation practices of girls before completing education	2.5882	.87026	2.2162	1.12131
Initiation practices for boys before completing primary education	3.5294	.87447	4.0378	0.07654
Level of education of father	3.8824	1.57648	3.8054	5.94312
Level of education of mother	3.7647	1.52190	2.8757	1.18904
Religious affiliation of parents	3.0588	1.08804	2.9135	1.17634

The study findings in table 6 indicate that majority of the head teachers agreed that the most significant contextual factors that affect academic performance of pupils at KCPE included; inadequate support by parents (M=4.2941); low income (poverty) (M=4.1000); and attitude of parents towards schooling (M=4.0000) respectively. In addition, the majority of the head teachers moderately agreed that the most significant contextual factors academic performance of pupils at KCPE were; level of education of father (M=3.8824); level of education of mother (M=3.7647); initiation practices for boys before completing primary education (M=3.5294) and religious affiliation of parents (M=3.0588) respectively.

Further the research established that majority of the pupils agreed that the most significant contextual factors academic performance of pupils at KCPE included; initiation practices for boys before completing primary education as shown by a mean of (M=4.0378). Other contextual factors academic performance of pupils at KCPE included; level of education of father (M=3.8054); religious affiliation of parents (M=2.9135) and level of education of mother (M=2.8757).

The study finding revealed that lack of parents' participation in the school activities is associated with to poor academic performance of their children. The study findings indicate that parents hardly engaged in attending functions in schools, paying levies for their children, disciplining their children for failing to attend school and checking their children's work which impacts negatively on student performance. The contextual factors that affected academic performance were inadequate support by parents, low income, attitude of parents towards schooling, level of education of parents, initiation practices for boys before completing primary education and religious affiliation of parents. The study findings on negative impact of lack of parental involvement in school activities is supported by Nguru *et al* (1987) who found a negative relationship between performance and the parental involvement. If parents are not concerned about the education of their children, performance is likely to be below average.

4.4 The involvement of the pupils in child labour and academic performance in KCPE

The second objective of the study was to establish the involvement of the pupils in child labour such as herding, milking, working on the farm and transportation of farm produce on academic performance of pupils in KCPE.

4.4.1 Pupils' engagement in home-related activities in Lari

The study sought to establish pupils' engagement in various home-related activities in Lari. The responses were rated on a five point Likert scale where: 1-Strongly Disagree 2 -Very often 3- Often 5- Not at all. The mean and standard deviations were generated from SPSS and are as illustrated in Table 7.

Table 7: Pupils' engagement in home-related activities in Lari

Types of home-related activities	Mean	Std. Deviation
Harvesting kales/potatoes/carrots	4.0622	.74722
Milking	4.1676	.72158
Herding	4.0568	.73149
Transporting harvested crops	4.0703	.69347
Planting	4.2811	.68914
Weeding	4.0081	.59086
Doing household chores	4.3676	.73353
Helping parents in selling	3.9514	.73928
Looking after young children	4.2378	.69445
Fetching firewood	4.2108	4.25184
Taking goods to the market	4.1730	.72406

The study results in table 7 indicate that majority of pupils are involved in various home-related activities such as doing household chores (M=4.3676), planting (M=4.2811), looking after young children (M=4.2378), fetching firewood (M=4.2108), taking goods to the market (M=4.1730), milking (M=4.1676). Other activities include transporting harvested crops (M=2.0703), herding (M=4.0568), harvesting kales/potatoes/carrots (M=4.0622), weeding (M=4.0081) and helping parents in selling (M=3.9514). This depicts that the most significant forms of child labour that negatively affected the performance in KCPE were household chores,

planting, looking after young children, fetching firewood and taking goods to the market respectively.

4.4.2 The time of pupils' engagement in home-related activities in Lari Division, Lari District

The study sought to establish the time of pupils' engagement in home-related activities in Lari. The responses were rated on a five point Likert scale where: 1-Very ofte 2 -Often 3- Not at all. The mean and standard deviations were generated from SPSS and are as illustrated in Table 8.

Table 8: The time of pupils' engagement in home-related activities in Lari division.

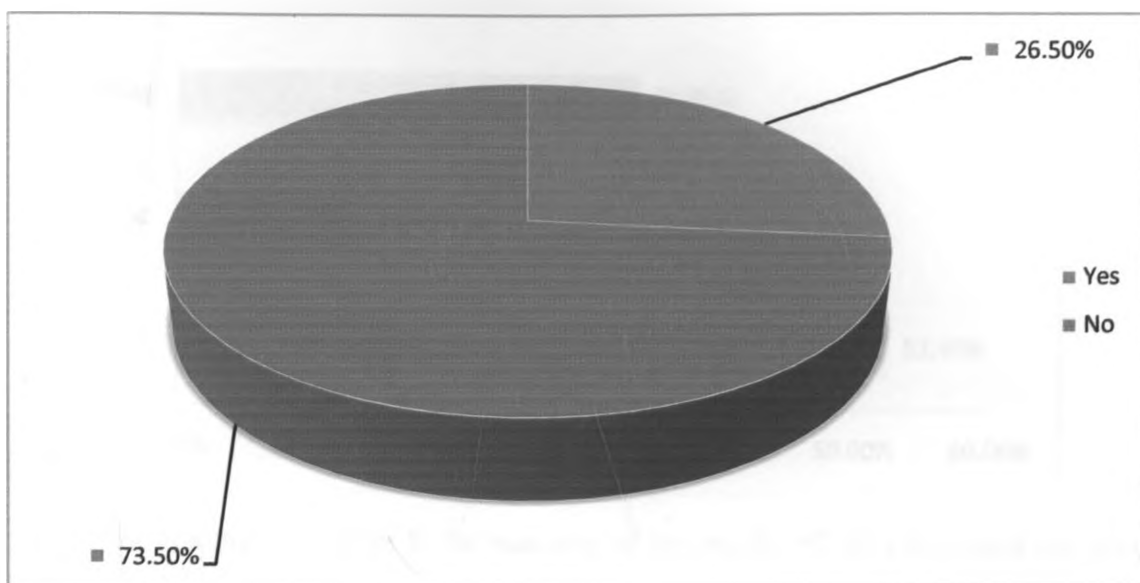
Pupils' engagement in home-related activities	Mean	Std. Deviation
Before going to school in the morning	4.2946	.78780
After school	4.2243	.69525
Saturdays	4.4459	.67510
Sundays	3.8351	.64950
When absent from school	4.2757	.83452

The study findings reveal that pupils are always involved in home-related activities. The respondents indicated that home-related activities are performed on Saturdays (M=4.4459), before going to school in the morning (M=4.2946), when absent from school (M=4.2757), after school (M=4.2243) and on Sundays (M=3.8351). This illustrates that the free time that the pupils have that should be occupied with school work is overtaken by home-related activities denying the pupils quality time in their studies.

4.4.3 Work for Payment among Pupils in Lari

The study further sought to establish whether pupils ever work for payment as shown in Figure 7.

Figure 7: Pupils' response on whether they ever work for payment



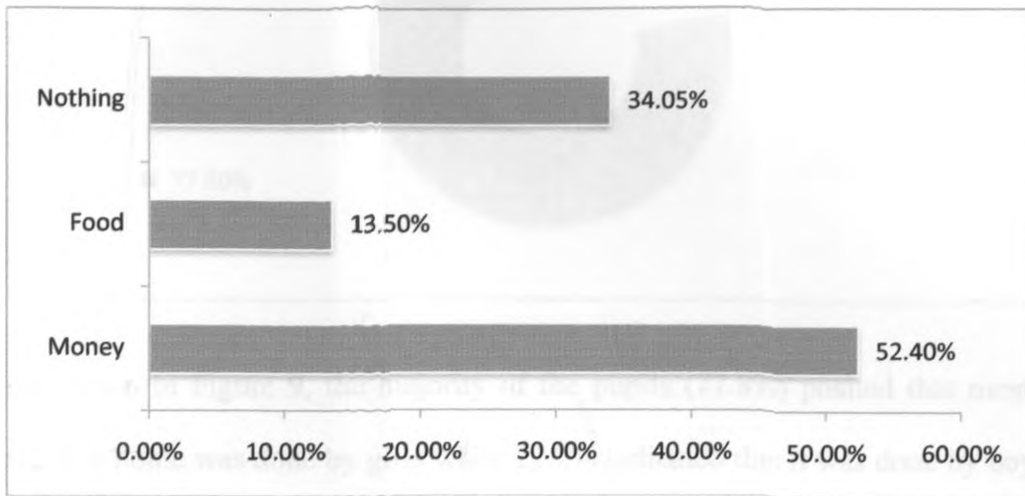
The analysis shows that the majority of pupils (73.5%), pupils never worked for payment. This illustrates that majority of the pupils were not yet directly involved in income generating activities, however they were involved in home related activities that affected their learning process.

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

Pupils' response on what they are given as payment

The study further sought to explore nature of payments that the pupils received after working.

Figure 8: Pupils' response on what they are given as payment

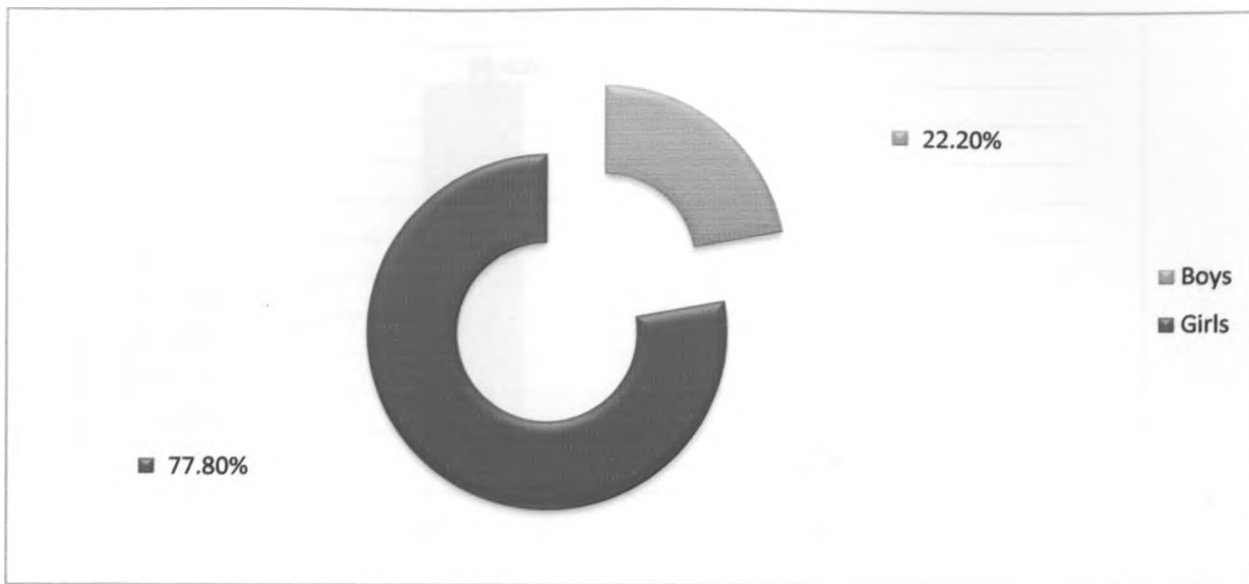


From the findings in Figure 8, the majority of the pupils (52.4%) indicated that they were paid with money while 34.05% indicated that they were never paid. This illustrates that a greater percentage of children in Lari who were involved in working, did so for payment and some are not paid at all. Thus the research shows that pupils were exposed to child labour as a means of raising money for the family economic stability as captured in figure 8.

4.4.4 Gender disparity in delegation of household chores

The researcher also sought to find out from the pupils who did most of the household chores at home as shown on Figure 9.

Figure 9: Pupils' response on who does most of the household chores at home

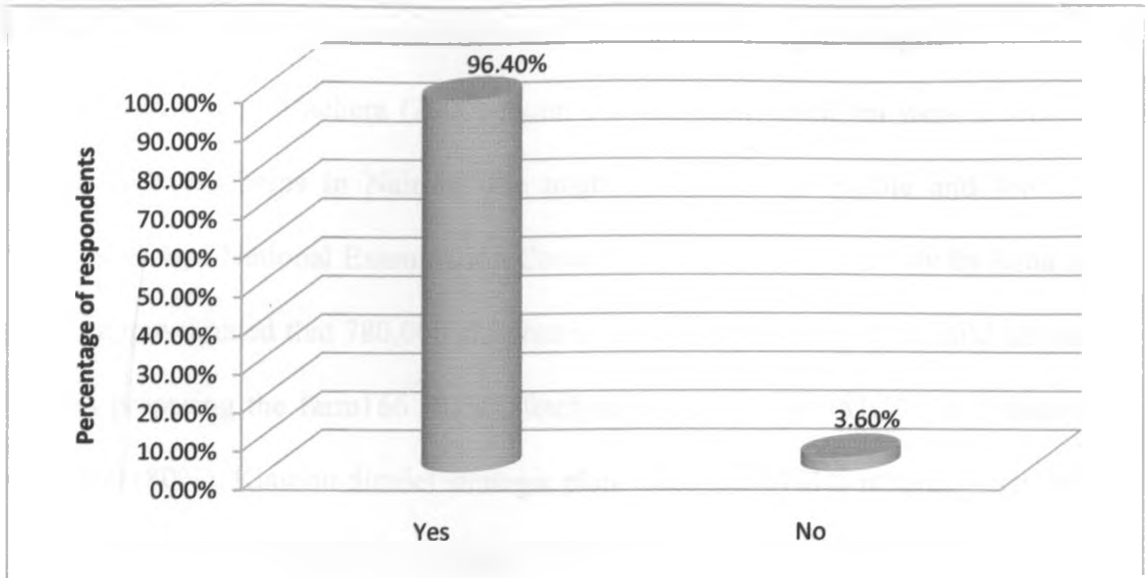


As shown in Figure 9, the majority of the pupils (77.8%) posited that most of the work at home was done by girls while 22.2% indicated that it was done by boys. This depicts that home related activities were mainly done by the girls despite the families having boys, thus the girls were denied enough time to do their studies as compared to boys.

4.4.5 The perception of pupils on effects of home related activities on academic performance

The study sought to establish whether the duties pupils' performed at home affected their school performance as shown on figure 10.

Figure 10: The effects of duties on academic performance of pupils



According to the findings, the majority of the pupils (96.4%) indicated that the duties that they performed at home affected their performance while 3.6% posited that the duties that they performed at home affected their school performance. The study revealed that majority of pupils are involved in various home-related activities such as doing household chores, planting, looking after young children, fetching firewood, taking goods to the market, milking, transporting harvested crops, herding, harvesting kales/potatoes/carrots, weeding, and helping parents in selling. Pupils are always involved in home-related activities. Most of the work at home was done by girls while boys work in the farm. A greater percentage of children in Lari work for payment and some are not paid at all. This is a clear indication of child labour and breach of human right to just treatment. The majority of the pupils indicated that the home related duties that they by pupils affected their performance.

The study has registered child labour as a major hindrance to good performance of pupils in Lari. Previous studies have also cited child labour as a major factor in poor performance of pupils. For instance, African Network for the Prevention and

Protection against Child Abuse and Neglect (ANPPCAN, 1999) estimated that 3.5 million children aged between 6 and 14 were children engaged in agriculture related activities. In Kenya Machera (2000) found out that many children were involved in labour as house helps in Nairobi, the majority worked in middle and low class families (Kenya National Examination Council (KNEC, 2007). A study by juma at al (2011) approximated that 780,000 children in Kenya were involved in child labour as follows preparing the farm 166 (83%), fetching firewood 163 (81.5%) and domestic work 160 (80%). Kiambu district strategic plan (2005-2010) also recorded that due to poverty both boys and girls were engaged in labour as tea and coffee pickers.

4.5 Learner characteristics and academic performance

The third objective of the study was to explore the influence of learner characteristics such as age gender, family background on academic performance of pupils at KCPE. To achieve the above objective the respondents were requested to indicate the extent to which they believed that factors highlighted in Table influence on academic performance of pupils in KCPE. The analysis is illustrated in table 9.

Table 9: The influence of learner characteristics on academic performance of pupils in KCPE

	Head teachers		Pupils	
	Mean	Std dev	Mean	Std dev
Being a male child	3.2941	0.98518	2.7568	1.42580
Being a female child	3.4118	1.00367	2.5892	1.28701
Absenteeism	4.0000	1.00000	3.0378	3.94027
Truancy	4.1765	.95101	2.4595	1.22905

Entry age of pupils above seven years	3.2941	1.57181	2.2486	1.17159
Entry age of pupils below six years	2.9412	1.47778	2.5027	1.31515
Indiscipline among pupils	4.0000	0.79057	2.5514	1.25923

From the study findings in table 9 it appears that the majority of head teacher agreed that truancy (M=4.1765), absenteeism (M= 4.0000) and indiscipline among pupils (M=4.0000) were factors that influenced academic performance of pupils at KCPE. The head teachers, however, expressed moderated agreement on the influence of gender (being a male child M=3.2941 and being a female child M=3.4118), and entry age of pupils (entry age of pupils above seven years M=3.2941, entry age of pupils below six years M=2.9412).

Majority of the students moderately agreed that poor academic performance of pupils at KCPE was due to absenteeism (M=3.0378), gender (being a male child, M=2.7568, and being a female child, M=2.5892) and indiscipline among pupils (2.5514). However, majority of the pupils disagreed that poor academic performance of pupils at KCPE resulted from truancy (M=2.4595), indiscipline among pupils (2.5514) and entry age of students (entry age of pupils above seven years, M=2.2486, and entry age of pupils below six years, M=2.5027).

The study recorded a difference in perception regarding the impact of learner characteristics on academic performance of pupils at KCPE. While majority head teachers strongly viewed truancy, absenteeism and indiscipline as factors that impacted mostly on academic performance of pupils in KCPE, pupils expressed moderate view on the impact of these factors on their performance. The variation in

opinion is attributed to the methods of instilling discipline in schools whereby pupils do not understand the gravity of adverse effect of habits such as truancy, absenteeism and indiscipline on their performance.

The study established that majority of the respondents were not certain about the impact of entry age of students on student performance. This comes in the wake of government attempts to encourage enrolment of pupils at an earlier age. According to The Kenya National Examination Council (2011), children admitted in standard one later than six years fail KCPE. Those who sit for KCPE later than fourteen years score below two hundred marks. A similar study carried out in Germany by Kluge and Jochan (2005) reported that school entry age affect education attainment. The study findings therefore indicate that entry age of pupils has not been a priority in Lari and its advocacy is not effective.

The fact that majority of the head teachers and the pupils in Lari were not very sure of the impact of gender difference on the performance of pupils in KCPE is an indication that the role of gender in performance is yet to be prioritized in the region. Previous studies indicate that gender of a child can play a negative role on their academic performance. For instance, Juma *et al* (2011) found out that a small proportion of girls attain secondary education due to lack good role models to emulate. They therefore would not strive to excel in examinations.

4.6 The school-related factors and academic performance of pupils at KCPE

The fourth objective of the study was to find out the effects of school-related factors such as authoritarian teachers and hidden education charges, on the academic performance of pupils at KCPE.

4.6.1 School-related factors and pupil performance

The respondents were requested to indicate the extent to which school-related factors illustrated in table below influence on the academic performance of pupils at KCPE as shown in table 10.

Table 10: The effects of school-related factors on the performance of pupils in KCPE

Statements on school-related factors	Head teachers		Pupils	
	Mean	Std dev	Mean	Std dev
Teachers expectation of tutoring fees	2.2235	1.23669	2.3162	1.30832
Irregular disbursement of FPE funds	4.0000	1.32288	4.1081	1.48952
Lack of commitment by teachers	2.5882	0.93934	3.5324	1.20101
Unfriendly teachers	2.0588	1.39062	3.9568	1.26760
Insufficient preparation by the teachers	2.1765	0.80896	2.1054	1.03995
School levies such as tours, examination charges and support staff, tuition	2.7059	1.21268	3.0865	1.05968
Leadership offered by head teachers	3.1176	0.92752	4.1432	9.33776
Insufficient learning resources	4.0000	1.62019	4.3784	1.30116

The study findings in table show that majority of head teachers agreed that academic

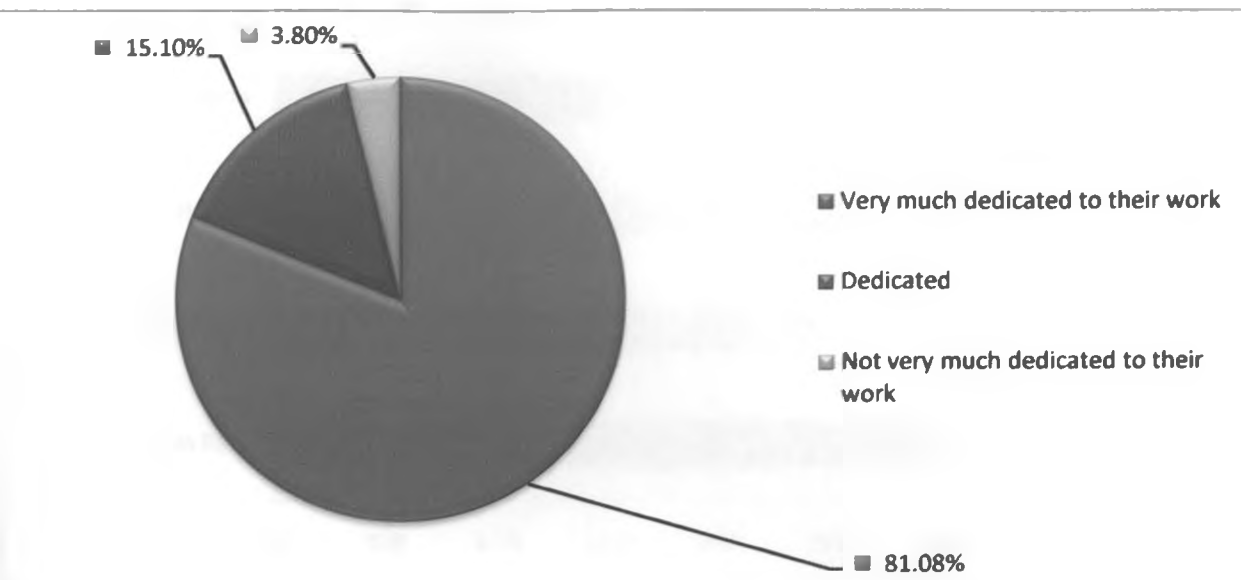
performance of pupils in KCPE is affected by insufficient learning resources (M=4.0000), and irregular disbursement of FPE funds (M=4.0000). The study recorded a moderate agreement of head teachers on the impact of leadership offered by head teachers (M=3.1176), school levies such as tours, examination charges and support staff, tuition (M=2.7059) and lack of commitment by teachers (M=2.5882) on performance of pupils. Nevertheless, majority of head teachers disagreed on the impact of expectation of tutoring fees (M=2.2235), insufficient preparation by the teachers (M=2.1765) and unfriendliness of teachers (M=2.0588) on performance of pupils.

Majority of the pupils agreed that insufficient learning resources (M=4.3784), leadership offered by head teachers (M=4.1432), irregular disbursement of FPE funds (M=4.1081), lack of commitment by teachers (M=3.5324) and unfriendliness of teachers (M=3.9568) influences their performance. There was a moderate agreement by pupils on the impact of school levies such as tours, examination charges and support staff, tuition on performance as indicated by a mean of 3.0865. Majority of the pupils indicated that, teacher's expectation of tutoring fees and insufficient preparation by the teachers did not affect their performance as indicated by means of 2.3162 and 2.1054.

4.6.2 Dedication of teachers to their work

The pupils were requested to describe how dedicated their teachers were to their work as shown in figure 12.

Figure 11: Dedication of teachers to their work

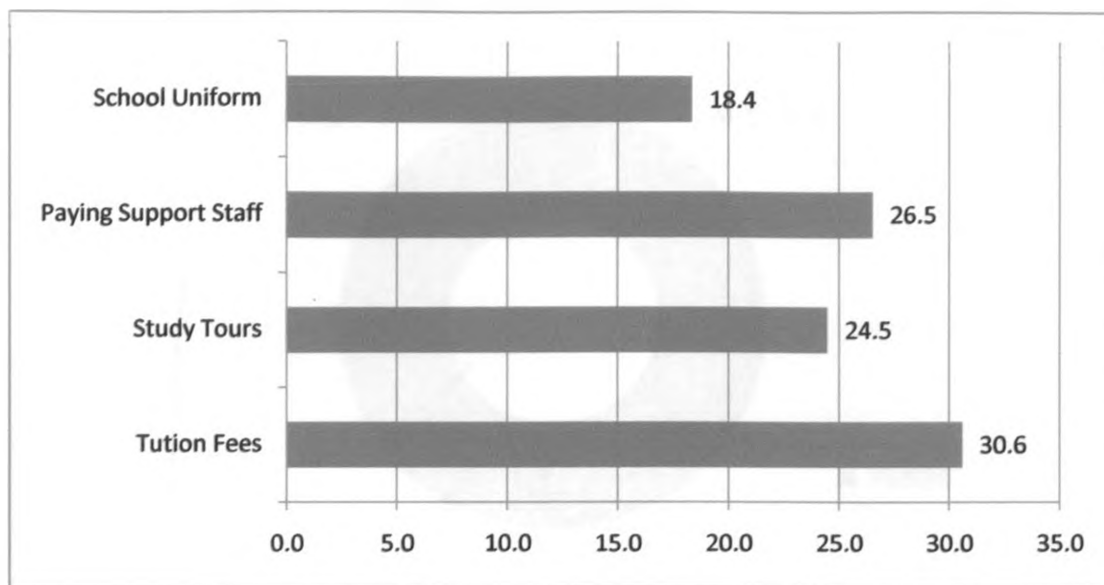


From the findings shown in figure below, the majority of the pupils (81.08%) described their teachers as very much dedicated in their work while 15.1% described their teachers as dedicated. May be the teachers are dedicated to their work but the pupils lack interest in school or they lack basic needs, so their concentration is low.

4.6.3 The impact of hidden education costs on the performance of pupils in KCPE

The researcher inquired from the head teachers on the hidden education costs that children found difficulty to pay. The findings are as shown in figure 13.

Figure 12: The hidden education costs that children find difficulty paying

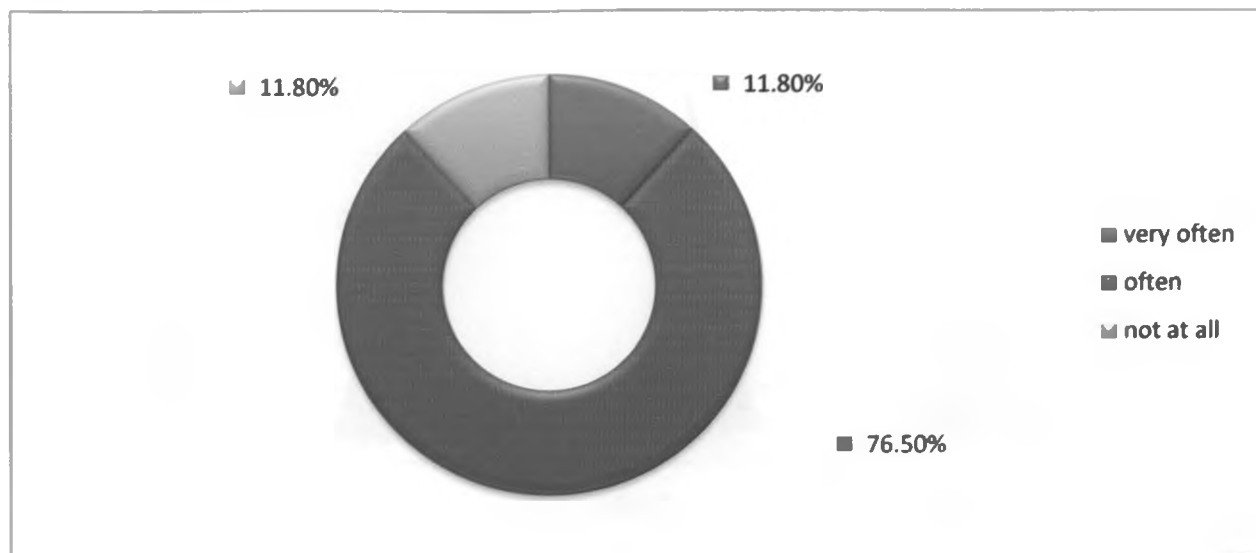


From the findings, the majority of the head teachers (30.6%) posited that pupils had difficulties paying for tuition fees, 26.5% found it difficult paying for money to pay support staff, 24.5% had difficulties paying for study tours while 18.4% had difficulties getting school uniform. This forces pupils to stay at home at times and miss classes.

4.6.4 Inspection of teachers records of work

The researcher sought to establish the frequency at which teachers availed their work for checking by the head teachers. The findings are as shown in figure 14.

Figure 13: Inspection of teachers records of work

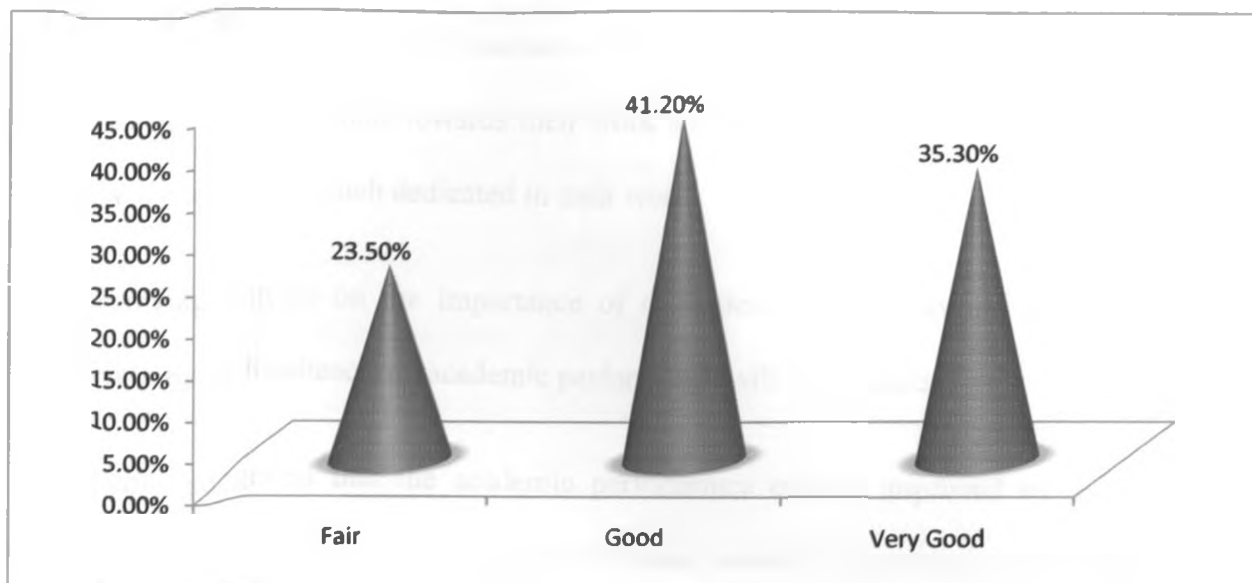


According to the findings as shown in Figure 14, the majority of head teachers (76.5%) indicated that teachers often availed their work for checking while 11.8% posited that teachers either availed their work for checking very often or not at all. This may mean that after preparation of the documents required of a teacher, could be the content delivery is never adequate.

4.6.5 Teachers' attitude towards their work

The head teachers were asked to state the attitude of the teachers towards their work as shown in figure 15.

Figure 14: Teachers attitude towards their work



The response tabulated in figure 15 show that most of the head teachers (41.2%) indicated the teachers' attitude towards their work as good while 35.3% described it as very good.

The study findings indicate that in academic performance of pupils at KCPE is affected by insufficient learning resources, irregular disbursement of FPE funds, the impact of leadership offered by head teachers, school levies such as tours, examination charges and support staff, and tuition fee. The majority of the head teachers said that pupils had difficulties paying for tuition fees, money to pay support staff and paying for study tours. In Kenya, District Education Officers (DEOs) are directed to ensure that all school programmes are implemented within the recommended time- frame to avoid spending on extra tuition. However, Lari division is not exclusive from the hidden charges which some parents cannot afford to meet such as school uniform, tuition levies, paying support staff and frequent study tours organised by teachers. This ends up with negative impact on performance of pupils who cannot afford to pay for the extra tuitions.

The study revealed that teachers updated their records of work in order to track performance in their respective subjects. Most of the head teachers indicated the teachers have good attitude towards their work and majority of the pupils described their teachers as very much dedicated in their work.

in sensitizing parents on the importance of education. If these actions are taken uniformly by all headteachers, academic performance will be enhanced.

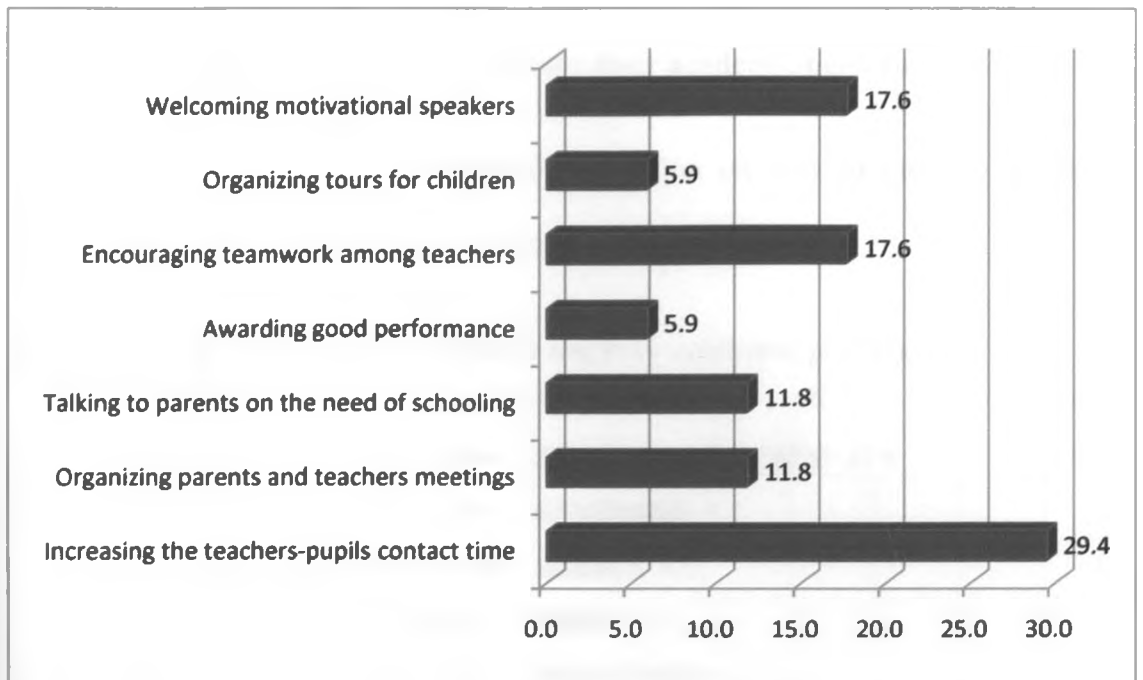
The pupils suggested that the academic performance can be improved by being disciplined, working harder, government providing learning resources, cooperating with the teachers and the parents, teachers not missing classes, avoiding absenteeism in school, having less work and peace at home to study, more dedication from teachers, having more relevant books, sponsoring needy students, reshuffling the current headteachers and having more teachers in the school. These are crucial issues that should be addressed by the relevant authorities as they affect the academic performance of pupils at Kenya Certificate of Education.

4.7 Measures taken to Enhance Academic Performance

4.7.1 Actions taken by the headteacher to ensure academic performance

The head teachers were asked to state the actions they take to ensure academic performance and their responses are as shown in figure 16.

Figure 16: Actions taken by the headteachers to improve academic performance



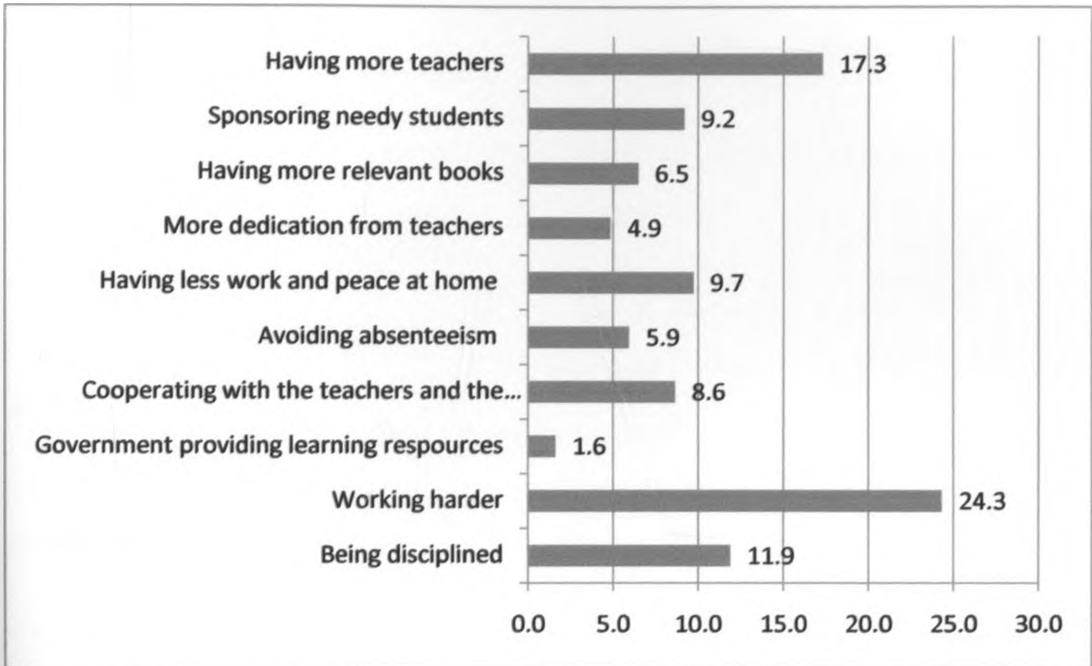
According to the responses in the figure16, 29.4% of the headteachers said they were increasing the teachers-pupils contact time, those who said they were welcoming motivational speakers and encouraging teamwork among teachers were represented by a 17.6% each. Further, those who were talking to parents on the need of schooling and organizing parents and teachers meetings were 11.8% each while those organizing tours for children and awarding good performance were shown by 5.9% each. This study also found that the actions taken by the head teacher to ensure academic performance include increasing the teachers-pupils contact time 29.4%, organizing parents and teachers meetings to discuss ways of improving academic standards were 11.8%, talking to parents on the need of schooling, awarding good performance, regular meetings with teachers to discuss issues like discipline and payment of levies, sensitizing stakeholders on the importance of being positive on the childrens education, encouraging teamwork among teachers, organizing tours for children, welcoming motivational speakers and involving provincial administration

and other stakeholders in sensitizing parents on the importance of education.

4.7.2 Pupils suggestion on how to improve their academic performance

The study sought to gather the pupils' suggestion on how to improve academic performance and the responses are as shown in figure 17.

Figure 17: Pupils suggestion on how to improve academic performance



From the study findings, 24.3% of the pupils suggested that the academic performance can be improved by working harder, 17.3% said that more teachers should be brought to schools, 11.9% said it was by being disciplined, 9.7% said by having less work and peace at home, 9.2% suggested that needy students should be sponsored, 8.6% said it was by cooperating with the teachers and the parents, 6.5% said it was by having more relevant books, 5.9% said it was by avoiding absenteeism, 4.9% said it was by having more dedication from teachers while a measly 1.6% said it was by government providing learning resources. This shows that there can be improved performance if the pupils worked harder, if there were more teachers,

pupils were disciplined, there was less work and peace at home, the government sponsored needy students, if there was cooperating between the teachers and the parents, if there were more relevant books and the pupils avoided absenteeism.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusion and recommendations. The chapter is based on the study objectives which were to establish the effects of contextual factors, child labour learner characteristics and school related factors on academic performance of pupils in Lari division.

5.2 Summary of the study findings

The contextual factors that affect academic performance are inadequate support by parents, low income, attitude of parents towards schooling, level of education of parents, initiation practices for boys before completing primary education and religious affiliation of parents. The study established that parents' level of education influences the pupils' performance in school. If a parent is not educated, he or she may not be knowledgeable of dynamics in education sector which directly affect the performance of their children. A parent who is not educated may not be in a good position offer appropriate advice or to assist their children in their studies. The inability of parents to provide for their children also contributes to dismal performance of their children in school. The study finding revealed that lack of parents' participation in the school activities contributes to poor performance of their children.

In regard to the effects of child labour on academic performance of pupils in KCPE the study established that majority of pupils in Lari are involved in various home-

related activities such as doing household chores, planting, looking after young children, fetching firewood, taking goods to the market, milking, transporting harvested crops, herding, harvesting kales/potatoes/carrots, weeding, and helping parents in selling. Pupils are always involved in home-related activities. Most of the work at home was done by girls while boys work in the farm. A greater percentage of children in Lari work for payment and some are not paid at all. This is a clear indication of child labour and breach of human right to just treatment. The majority of the pupils indicated that the duties that they performed at home affected their performance.

The study finding on the influence of learner characteristics on academic performance of pupils in KCPE indicated that majority of the head teachers strongly view truancy, absenteeism and indiscipline as factors that impact negatively on academic performance of pupils. However, pupils expressed moderate view on the impact of these factors on their performance. The variation in opinion is attributed to the methods of instilling discipline in schools whereby pupils do not understand the gravity of adverse effect of habits such as truancy, absenteeism and indiscipline on their performance. The study established that majority of the respondents were not certain about the impact of entry age of students on student performance. The entry age of pupils has not been a priority in Lari and its advocacy is not effective. The fact that majority of the head teachers and the pupils in Lari were not very sure of the impact of gender difference on the performance of pupils in KCPE is an indication that the role of gender in performance is yet to be prioritized in the region.

In respect to the effects of school-related factors on the performance of pupils in KCPE, the study established that academic performance of pupils in KCPE is affected

by insufficient learning resources, irregular disbursement of FPE funds, the impact of leadership offered by head teachers, school levies such as tours, examination charges and support staff, and tuition fee. The study revealed that teachers in Lari update their records of work in order to track performance in their respective subjects, the teachers' have good attitude towards their work and are very much dedicated in their work. According to the responses given by headteachers and pupils about the attitude of teachers in Lari, the poor performance is not a fault with the teachers, but the blame is on money for tours, which is highly recommended by the Ministry of Education and money for examinations which is mandatory pupils.

The study also found that the actions taken by the head teacher to ensure academic performance include increasing the teachers-pupils contact time, organizing parents and teachers meetings to discuss ways of improving academic standards, talking to parents on the need of schooling, awarding good performance, regular meetings with teachers to discuss issues like discipline and payment of levies, sensitizing stakeholders on the importance of being positive on the children's education, encouraging teamwork among teachers, organizing tours for children, welcoming motivational speakers and involving provincial administration and other stakeholders in sensitizing parents on the importance of education. The pupils suggested that the academic performance can be improved by being disciplined, working harder, government providing learning resources, cooperating with the teachers and the parents, teachers not missing classes, avoiding absenteeism in school, having less work and peace at home to study, more dedication from teachers, having more relevant books, sponsoring needy students, reshuffling the current headteachers and having more teachers in the school.

5.3 Conclusion

The study concludes that academic performance of pupils is adversely affected by contextual factors such as inadequate support by parents, low income, attitude of parents towards schooling, level of education of parents, initiation practices for boys before completing primary education and religious affiliation of parents. It is important for all stakeholders in education to consider the above factors in strategic management of education.

The study concludes that if a parent is unable to provide both emotional and financial children are negatively affected to the extent that their performance in school becomes dismal. Participation of parents in school exposes them to deeper knowledge of pupils needs. Parents become aware of challenges faced by students and are able to consult with teachers on the best approaches to solution.

On the effects of child labour on performance of pupils, the study concludes that pupils who participate in child labour cannot perform well in school. All stakeholders in education must step in to eliminate all forms of child labour so that students may have opportunities to gain education. The causes of poor performance include too much involvement in household chores, planting, looking after young children, fetching firewood, taking goods to the market, milking, transporting harvested crops, herding, harvesting farm produce, weeding, and helping parents in selling.

Learner characteristics such as truancy, absenteeism and indiscipline are associated with poor academic performance among pupils. However, pupils are not aware of the gravity of such acts on their performances. This is a wake-up call to educational

stakeholders to make students realize the importance of such deeds. Besides, the study concludes that not all teachers are in the forefront in emphasizing the role of school entry age and gender on performance pupils.

The study found school related factors as a major hindrance to academic performance in terms of insufficient learning resources, irregular disbursement of FPE funds, the impact of leadership offered by head teachers, school levies such as tours, examination charges and support staff and tuition fee. Though the Government of Kenya had instituted measures to ease the financial burden on Kenyan pupils, most parents are still faced with heavy financial obligations toward their children's education.

5.4 Recommendations of the study

This sub-section presents recommendations for policy intervention and recommendations for further studies.

5.4.3 Recommendations for policy intervention

The study recommends review of the existing policies and laws on child labor with a view to effective elimination of child labor. A continuous monitoring and evaluation of laws protecting children against forced labor is necessary because there is societal change in the ways children are involved in forced labor. Some children are driven into labor by their own parents in the disguise of performing household chores or working in their own farms. All these children need legal protection.

The study also recommends a more comprehensive and regular country-wide survey on various factors that affect performance of children. This is significant inn

identification of the socio-economic changes that take place in the society and their impact performance of pupils. The survey will form a basis of strategic planning among delivery agencies in education sector.

The government, particularly the ministries of finance and education should install strict measures to ensure effective expenditure of educational fund. In order to accomplish the vision of providing free basic education to all Kenyan children, there government should come up with stringent financial rules to guide disbursement of funds and evaluation of target goals or projects.

5.3.2 Recommendation for further studies

The study recommends further research on the effectiveness of Kenyan educational policies in improving performance in basic education. The study will compliment this study by analyzing the role of legal instruments in ensuring that pupils perform well. Further studies should be done on the effect of socio-cultural factors, child labour and leadership styles adopted in the schools on academic performance of pupils

REFERENCE

- ANPPCAN. (1999). *worst forms of child labour*. Retrieved 2012, from <http://www.globalmarch.org/worstformsreport/world/kenya>.
- Atkinson, G.B.J. (1987). *The Economics of education*. London: Hodder and Stoughton Educational Research.
- Ayoo, S. (2002). *Factors affecting student's performance in Kenya Certificate of Secondary Examination in public Secondary Schools in Maseno Division*. Unpublished M.Ed Project, University of Nairobi.
- Cantu I.S. (1975). *The effects of family characteristics, parental influence, language spoken, school experience, level of Educational Attainment of Mexican Students*.
- Daily Nation. (May 4th 2009). Duignan, R. (1986). Research on effective schooling: some implications for school improvement. *Journal of Educational Administration Vol.xxiv No 1 , xxiv*.
- Education, M. O. (2004-2010). *Lari district education day statistics*.
- Eshiwani, G. (1982). Education and development in Western Province of Kenya. A Paper Presented at the Leaders Conference Organised by the Chamber of Commerce. Nairobi.
- Eshiwani, G. (1993). The education and national development: the challenges of 1990s,. Nairobi: Kenyatta University Bureau of Ed Research.

- Fagerland, I. and Saha, F. (1983). *Education and national development: A comparative perspective*. Oxford: Pergamon Press.
- Government of Kenya. (2003). *Free primary education*. Nairobi: Government Printer.
- Grinnel MRJR. (1993). *Social work reaserch in education* (4th ed.). Illinois: F.E Peacock Publishers Inc.
- Jasho, A. (2011). *Association for the assesment in Afarica(AEAA)29th conference*. Nairobi.
- Juma,S. (2o11). *Gender factors in performance of pupils in Kenya certificate of primary education examination in Kenya:a case study of Kombewa division,Kisumu district*. <http://www.interestjournals.org/ER>.
- Kenya national examination council. (2007). *Approximately 780,000 children are in labour*. Nairobi.
- Kenya national examination council. (16th Aug2011). Nairobi.
- Kiambu district strategic plan. (2005-2010). *Implementation of the national population policy for sustainable development:public national coordinating agencyfor populationand development ministry of planning and national development*. Nairobi.
- Kiambu West education board statistics. (2004-2011). Nairobi.
- Kitungu, S. (2012). *New term dates*. Lari District Education Office.
- Kuria, D. (January-April 2012). *Kanyoni news: The newsletter of Kijabe environment volunteers,KENVO* , p.7.

Lari district education board statistics. (2008-2011). Nairobi.

Lockheed, M. (1991). *Improving primary education in developing countries.*
Washington D.C: Oxford University Press.

Machera, M. (2000). *Child labour among househelps in Nairobi city: middle and low class estates.* Nairobi: Center for Gender studies.

Mbatuk, V (Jan. 2012). A class six takes his life after a teacher forces him to repeat.
The Standard, 9

Mugenda, O and Mugenda, A. (1999). *Research methods quantitative and qualitative approaches.* Nairobi: ACTS Press.

Mwove, D. (2009). *Gender disparity in secondary schools in Kibwezi division.*
Nairobi: University of Nairobi.

Ndiritu, A.W. (1999). *A study of factors which influence performance in KCSE in selected secondary schools in Nairobi and Central Province in Kenya.*
University of Nairobi.

Nguru et al. (1987). *Analysis of factors which influence the achievement of primary education objectives.* Kenyatta University. Unpublished Research Report.

Nkinyangi, J. (1977). *Social-economic determination of repetition and early childhood withdrawal, and their implications on education planning in Kenya.*
University of Nairobi.

Oduor, A. (2011). *Parents blamed for poor K.C.P.E performance.* Nairobi: Standard Media Group.

Oso, W.Y and Onen,D. (2009). *A general guide to writing research proposal and report: A handbook of begining researchers*. Nairobi: Jomo Kenyatta Foundation.

Republic of Kenya. (2003). *National plan on education for all 2003-2005, MOEST for commitment to expanding opportunities for quality education for all*. Nairobi: Government Printer.

Republic of Kenya. (1991). *Report on the Commission of Inquiry into the System of Education in Kenya. TIQET (Koech Report)*. Nairobi: Government Printer.

Republic of Kenya. (1988). *Report on the presidential working Party for the decade and beyond*. Nairobi: Government Printer.

Sharma, M. (1979). *Ed. vital for peace and progress*. Daily Nation.

Sheifelbein and Simmons. (1981). *The determining effectiveness among primary school teachers* . Nairobi: Kennyatta University Press.

Siringi,S. (2011, December 29th). Poorly funded institutions continue to lag behind private ones in national primary examination ranking. *Daily Nation* .

The constitution of Kenya. (2010). Nairobi: government printer.

The Kenya gazette. (1988). Nairobi: Government printer.

Tyler, W. (1977). *The sociology of educational inequality*. London: Methuen.

Wamahiu, G. (1995). *Issues in educational research in Africa*. Nairobi: East African Publishers.

World Bank. (1990). *Policy paper on primary education*. Washington D.C.

World Bank Report. (2003). *International capital and economic development world development indicators*. Washington D.C: Oxford University Press.

World conference on education for all Jomtien. (March 5-9 1990). Meeting basic learning needs. Thailand: UNESCO.

World Education Forum. (2000). *EFA: Meeting our collective commitment*. UNESCO. Dakar: UNESCO.

APPENDIX A

LETTER TO THE HEAD TEACHERS

UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P. O BOX 92
KIKUYU.

THE HEAD TEACHER
----- PRIMARY SCHOOL.

Dear Head teacher,

**RE: STUDY ON THE EFFECTS OF ECONOMIC ACTIVITIES ON
ACADEMIC PERFORMANCE OF PUPILS AT KENYA CERTIFICATE
OF PRIMARY EDUCATION IN LARI DIVISION.**

I am a postgraduate student at the University of Nairobi pursuing a Masters Degree in Educational Foundations. I am conducting a research on effects of economic activities on academic performance in Lari Division. I am hereby seeking your permission to visit your school and administer questionnaires to the head teacher and ten class eight pupils. The findings will help the government and all other stakeholders in education in taking the necessary corrective measures to improving performance in the division. The researcher gives an assurance that data collected shall be treated with utmost confidentiality and therefore the names of the respondents should not be indicated in the questionnaire.

Thank you.

Yours faithfully

Ojuodhi Pamela Awuor

APPENDIX B

LETTER TO THE EDUCATION OFFICER

UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P. O BOX 92
KIKUYU.

THE EDUCATION OFFICER

Dear Sir,

**RE: STUDY ON THE EFFECTS OF ECONOMIC ACTIVITIES ON
ACADEMIC PERFORMANCE AT KENYACERTIFICATE OF
PRIMARY EDUCATION IN LARI DIVISION.**

I am a postgraduate student at the University of Nairobi pursuing a Masters Degree in Educational Foundations.

I am conducting a study on the effects of economic activities on academic performance at K.C.P.E in Lari Division. I am hereby seeking your permission to visit the sampled schools in the Division to attach them to head teachers, and pupils from the selected schools. My research is scheduled to run from April to June 2012.

The questionnaires are designed for this research only. The data collected shall be treated with utmost confidentiality by the researcher. The respondents shall not be required to give their identities on the questionnaires.

Thank you.

Yours faithfully,

Ojuodhi Pamela Awuor.

APPENDIX C

HEAD TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to enable the researcher obtain information about the effects of economic activities on academic performance at Kenya Certificate of Primary Education in Lari Division. You are therefore kindly requested to fill all the questions. Your response will be of utmost importance to this study. The researcher guarantees maximum confidentiality. Do not write your name or the name of the school anywhere on the questionnaire. Tick and fill in gaps where necessary. The information you'll provide will help improve the academic performance in the division.

SECTION A

1. For how long have you been a head teacher in this school?(put a tick appropriately)

O-1years 2-3years 4-5years above5years

2. What is your opinion about the performance of K.C.P.E in this school?

Very Good

Good

Average

Below Average

3. If good, list the reasons behind such academic performance

A

B

C

D

4. If below average, list reasons behind such academic performance

A.....

B.....

C.....

D.....

5. What are the hidden education costs that children find difficulty in paying in this particular school?(Tick) all the appropriate columns.

School uniform

Paying support staff

Study tours

Tuition fees

Others specify

6. How often do teachers avail their work for checking?

Very often

Often

Not at All

7. What is the attitude of the teachers towards their work?

Very Good

Good

Fair

Poor

SECTION B,

8. The factors stated below possibly affect the academic performance of pupils (Tick)

all the appropriate columns

	Strongly Agree	Agree	Strongly Disagree	Disagree	Not Applicable
Attitude of parents towards schooling					
Inadequate support by parents					
Low income (poverty)					
Initiation practices of girls before completing education					
Initiation practices for boys before completing primary education					
Portions of land prematurely given to children by parents for commercial purposes					
Level of education of father					
Level of education of mother					
Religious affiliation of parents					
Household chores					
Children's involvement in economic activities					
Child-headed families					
Early exposure to money making enterprises					
Being a male child					
Being a female child					
Absenteeism					
Truancy					
Entry age of pupils above seven years					
Entry age of pupils below six years					
Indiscipline among pupils					
Teachers expectation of tutoring fees					
Irregular disbursement of FPE funds					
Lack of commitment by teachers					

	Strongly Agree	Agree	Strongly Disagree	Disagree	Not Applicable
Unfriendly teachers					
Insufficient preparation by the teachers					
School levies such as tours, examination charges and support staff, tuition					
Leadership offered by head teachers					
Insufficient learning resources					

9. How would you rate the parents' participation in the following school activities?

PTA Meetings	Very Good	Good	Fair	Poor
Discussing academic performance of their children				
Paying levies for their children				
Attending functions in school				
Checking their children's work				
Disciplining their children for failing to attend school				

10. What action are you taking to ensure that academic standard is improved in this school?.....

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX D

QUESTIONNAIRE FOR STANDARD EIGHT PUPILS

The purpose of this questionnaire is to study the effects of economic activities on academic performance at Kenya Certificate of Primary Education in Lari division. You are required to give your answer for the questions. You should be truthful and to the best of your knowledge. Nobody will be shown your answers. Do not write your name or name of your school anywhere on the questionnaire. Tick and fill in gaps where necessary.

Section A

1. Indicate your age in years

Below 13 13years 14years

15 years 16 years Above 17years

2. Gender (Tick appropriately)

Male Female

3. How often do you attend school?

Daily Not regularly during examination time

4. What is the level of education of your father?

Primary Secondary College University

No formal Education

5. What is the level of education of your mother?

Primary Secondary College University

No formal Education

6. If you are not the eldest child, how many of your brothers and sisters have gone to secondary school?

Brothers Sisters

7. What is the occupation of your parents? (E.g. teacher, doctor, farmer, business person)

.....

8. Do you engage in any activities apart from school work? Yes No

9. How often do children in Lari engage in the following home-related activities (Tick the appropriate Column)

Activity	Very often	Often	Not at all
Harvesting kales/potatoes/carrots			
Milking			
Herding			
Transporting harvested crops			
Planting			
Weeding			
Doing all household chores			
Helping parents in selling			
Looking after young children			
Fetching firewood			
Taking goods to the market			

Others (specify).....

10. How often do you perform the above named home-related activities?

	Very often	Often	Not at all
Before going to school in the morning			
After school			
Saturdays			
Sundays			
When absent from school			

11. Do you ever work for payment Yes No

12. If yes what are you given as payment? Money Food Nothing

13. How can you describe the teachers? Tick only one

Very much dedicated to their work

Dedicated

Not very much dedicated to their work

Not dedicated to their work

14. Who does most of the household chores at home?

Boys

Girls

15. Do you think duties that you when perform you are not in school affect your performance in school?

Yes No

16. If yes, how can this problem be solved?

.....
.....

17. What would you like to do after standard eight level of education?

Proceed to secondary school level

Work in my parent's farm

Get married

Start business

SECTION B

18. The factors stated below possibly affect the academic performance of pupils,

kindly (tick) all the appropriate columns

	Strongly Agree	Agree	Strongly Disagree	disagree	Not applicable
Attitude of parents towards schooling					
Low family income (poverty)					
Initiation practices of girls before completing education					
Initiation practices for boys before completing Primary Education					
Lack of proper parental support					
Level of education of father					
Level of education of mother					
Religious affiliation of parents					
Household chores					
Children's involvement in economic activities					
Child-headed families					
Early exposure to money making enterprises					
Being a male child					
Being a female child					
Absenteeism					
Truancy					
Entry age of pupils above seven years					
Entry age of pupils below six years					
Indiscipline among pupils					
Teachers expectation of tutoring fees					
Irregular disbursement of FPE funds					
Lack of commitment by teachers					
Unfriendly teachers					
Insufficient preparation by the teachers					
School levies such as tours,					

	Strongly Agree	Agree	Strongly Disagree	disagree	Not applicable
examination charges and support staff					
Leadership offered by head teachers					
Insufficient learning resources					

19. Suggest how your academic performance can be improved.....

THANK YOU FOR YOUR COOPERATION



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/882

4th July 2012

Date:

Pamela Awuor Ojuodhi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of economic activities on academic performance of pupils at Kenya Certificate of Primary Education in Lari Division, Kiambu County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st August, 2012**.

You are advised to report to **the District Commissioners and the District Education Officers, Kiambu County** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

- The District Commissioners
- The District Education Officers
- The Kiambu County.

MINISTRY OF EDUCATION



Telephone: Lari (office)
Email: deolari@yahoo.com
Fax:

DISTRICT EDUCATION OFFICE
LARI
P.O BOX 235 - 00221
MATATHIA

While replying please quote
LAR/GE/8/60

22ND JUNE 2012.

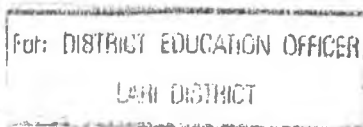
ALL HEADTEACHERS LARI DIVISION PRIMARY SCHOOLS

RE: AUTHORITY TO COLLECT DATA

This is to kindly inform you that Ajuodhi Pamela Awour who is a Masters Student, University of Nairobi, registration number E56/61327/2010 has been authorized to collect data from Lari Division primary schools. This is in pursuance of her Masters project entitled "Effects of Economic Activities on Academic Performance at KCPE in Lari Division."

Any assistance accorded to her will be highly appreciated.
Thanks in advance.

A handwritten signature in black ink, appearing to read 'A. Ntabo'.



A.NTABO

**FOR: DISTRICT EDUCATION OFFICER
LARI.**