

**THE EFFECTS OF PARENTAL SOCIO-ECONOMIC STATUS ON PUPILS'  
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN  
KIMININI SUB-COUNTY, TRANS NZOIA COUNTY, KENYA**

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A Research Project Submitted in Partial Fulfillment of the Requirements for the  
Award of Master of Education Degree in Sociology of Education, School of  
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**2019**

## DECLARATION

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

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## **DEDICATION**

This work is dedicated to my spouse Peter Kisache and my children David, Jonathan, Abigail, Kay, Lucy and Esther for their genuine support, love and understanding. My sister Jerusa for instilling in me the value of hard work and believing in my capability at an early age.

## **ACKNOWLEDGEMENT**

Thanks to the almighty God for giving me strength, determination and wisdom to undertake this project. My heartfelt sincerity and gratitude to my supervisors Professor Lucy Wairimu Kibera and Dr. Alice Masese for their encouragement, guidance, suggestions, comments and love that led to the completion of this project. I will forever be indebted to them. I thank my colleagues, Moses, Betty and Catherine for their participation and spirit of team work. I extend special thanks to all lecturers who taught me during the course of my work. Your efforts and expertise have given me fundamental skills in carrying out a research project to conclusion. Thanks to all respondents for providing required information. Thanks to all of you colleagues; I will be indebted forever.

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## ABSTRACT

The study sought to find out the relationship between parents' socio-economic status and their children's performance in Kiminini Sub-County, Kenya. The study adopted the descriptive research design. The target population comprised head teachers, class seven teachers of selected schools and standard seven pupils. The participating schools, teachers and pupils were randomly selected. Research tools mainly utilized gathered quantitative information and presented in frequencies and percentages. The findings showed that majority of head teachers 76.2% asserted that parents with high income levels were always interested in their children's school work. The findings concurred with results by teachers at 85.7% and pupils with 56.3%. The study results again revealed that most head teachers at 71.4% had the opinion that pupils from parents with low income had lower ambition compared to those from well-off families. These sentiments were similar to those of class teachers at 80.9% and pupils with 59.4% respectively. The study also revealed that, majority of head teachers' at 80.9%, class teachers 85.7% and pupils 61.6% asserted that parents from poor socio economic backgrounds struggled financially to care for the education needs of children. The findings further revealed that head teachers at 90.4% were of the opinion that educated parents were more concerned with education of children compared to uneducated parents. Class teachers too at 76.2% and pupils 53.1% agreed that educated parents compared to uneducated ones were more interested with their academic work. Further, results on parental involvement in pupils' academic work established that 66.6% of school heads, 61.9% class teachers and 50.0% learners agreed that parents' supervision of their children's work at school and home and their participation in school related activities had positive influence on children's performance. In conclusion, the study findings have established positive relationship between socio economic status of parents with respect to education, income as well as involvement in their children's education and their academic performance. The study has recommended provision of a feeding programme for schools that are in poverty stricken areas. Further, the County Government should assist poor parents to start income-generating activities to enable them provide for their children with basic needs. Finally, adult education should be encouraged so that parents are able to appreciate value of education for their children.

## **ABBREVIATIONS AND ACRONYMS**

BESE	:	Basic Education Statistics Booklet
FDSE	:	Free Day Secondary Education
FPE	:	Free Primary Education
GoK	:	Government of Kenya
KCPE	:	Kenya Certificate of Primary Education
KNBS	:	Kenya National Bureau of Statistics
MoE	:	Ministry of Education
PCR	:	Pupils Completion Rate
SID	:	Society for International Development
UN	:	United Nations
USA	:	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the Study**

Low income of parents has been associated with poor academic performance of the children. Indeed, there is evidence that one of the greatest threats to education and good academic performance is the parents' socio-economic status. In United States of America (USA), academic performance of pupils from the poor and wealthy backgrounds respectively is very distinct (Rowan, 2004). The U.S.A Department of Education (2001) established that socio-economic status had influence on third through fifth grade pupils academic performance. Pupils from poverty stricken homes scored below norms in all grades tested compared to those from wealthy backgrounds.

For instance, Kanel (2007) in a study on parental income and pupils' achievement in education in Nigeria found out in some cases parental income was unable to uphold the learning and individual life of the pupils in a community. Further, in a study by Harrison and Hara (2010), Eamon (2005) and Jeynes (2002) indicated that there is an open variation between low and high socio-economic status in academic performance of their children. The performance of children from each social economic status is quite distinct. Generally, children from the low income social economic status background are associated with poor academic performance.

Level of education attained by parents has also been found to be associated with academic performance of their children. To illustrate this, Nannyonjo (2007) in a study among Ugandan pupils established that children who did not attain secondary education had parents with lower education compared to children whose parents had higher

education. This is an indicator that high academic performance is better in families where parents have achieved some good education probably because more educated parents motivate and encourage their children to study harder.

Owen and Phillip (2013) found that parents with interest in school related matters had a favourable influence on their children's academic compared to parents who did not participate in their schoolwork. Further, Harrison (2010) and Hara (2010) observed that parents' and community's involvement had a positive impact on pupil learning achievements.

Government of Kenya (GoK) is geared to ensuring that education is achieved through provision of adequate budget to education. Ministry of Education (MoE) in the year 2018/2019 used 1,096.9 billion of the total National Budget of ksh. 2.5 trillion which accounts for 28.0% increase in expenditure by the Ministry of Education partly due to expansion of university education and continued funding of primary and secondary education since 2003 and 2008 respectively. In spite of this investment in education, pupil's completion rate (PCR) and upward mobility from primary to secondary level dropped from 81.9% in 2015 to 81.3% in 2016. It is estimated that a large number of children in Trans Nzoia who normally work on large scale maize farms in order to complement their parents' meager income for provision of basic needs have had their academic performance affected negatively. This scenario disadvantages girls' education in that parents prefer to send boys to school when faced with scarce resources. For instance, in 2017, 115,809 boys were enrolled in school against 23,909 girls (Trans Nzoia County, KNBS, 2017).

Kimini Sub-county is endowed with arable land which is favorable to farming but in the hands of a few land owners. Many land owners require labor almost all the year

round. Therefore, due to the parents' low academic and social economic status, most children are engaged by their parents or other farm owners on farming related activities instead of devoting time to academic activities. The poverty level of Trans Nzoia County was at 41.2% in 2014 (Kenya National Bureau of Statistics, 2013).

Generally, low education levels of parents, low income and parents' lack of concern with academic work of their children has been associated with poor academic attainment. Such parents fail to inspire their children to high academic achievement. Perhaps, a combination of low education levels of parents and prevalence of poverty has low academic at the end of primary level of education of the targeted Sub-County and County as a whole. For example, the achievement of pupils in Kiminini Sub-County was below 50% of academic performance between year 2015 and 2017 at Kenya Certificate of Primary Education. Table 1.1 has presented these results.

**Table 1.1: Pupils' Performance at KCPE between 2015 to 2017 in Trans Nzoia County, by Sub-County**

<b>Sub-County</b>	<b>Kiminini</b>	<b>Tran Nzoia West</b>	<b>Endebess</b>
<b>Year</b>	<b>Mean Score</b>	<b>Mean score</b>	<b>Mean score</b>
2017	231.92	227.42	220.84
2016	245.89	237.11	230.42
2015	248.99	248.96	246.61

**Source: QSO's Office KCPE Analysis for 2015, 2016 and 2017**

Data in Table 1.1 show that KCPE results in Kiminini, Trans Nzoia have been below 50% marks out of a total of 500 marks expected at KCPE results. These findings seem to justify why the study was necessary.

## **1.2. Statement of the Study Problem**

The academic attainment of pupils in most schools in Kiminini, Trans Nzoia County has been consistently poor at KCPE as illustrated in Table 1.1. This is in spite of the fact that the Government has been providing learning materials to schools towards improvement of learning. This continuous low achievement has been a concern to education researchers and therefore, it was important to investigate the extent to which socio-economic status may have influenced academic performance. The performance of pupils at primary schools has definitely affected transition of pupils to secondary education and higher institutions of learning. Therefore, this study has examined the relationship between socio-economic status of parents as measured by education

attained by parents' type of occupation and the parents' involvement in school activities on their academic performance of their children.

### **1.3 Purpose of the Research**

The main goal of the research was to establish the effect of parental status in terms of occupation and education at end of primary level of education in Trans-Nzoia County.

### **1.4 The Specific Research Aims**

Specifically, the research sought to:

- (i) establish the influence parents' income has in terms of salaried employment or self-employment learners performance in primary schools' in Kiminini, Trans Nzoia County.
- (ii) assess the influence of level of education achieved by parents on their children's achievement at primary level of education in Kiminini, Sub-County Trans Nzoia, County.
- (iii) examine effects of level of engagement by parents' in school activities on learning achievement of their children.

### **1.5. Research Questions**

- (i) To what extent does a parent's income influence children's academic achievement in primary schools in Kiminini, Trans Nzoia, Kenya?
- (ii) What is the influence of parents' education on their children's academic performance in primary in Kiminini, Trans Nzoia, Kenya?
- (iii) To what extent does the involvement of a parent's in their children's school work and school activities affect children's academic achievements in primary schools in Kiminini, Trans Nzoia, Kenya?



## **1.6. Significance of study**

The study findings will be important to policy makers as well as it would provide an understanding on some of socio-economic related causes of poor academic performance of pupils in public primary schools. The policy makers may be able to formulate policies that can improve academic performance from the identified effects. Policies may also be tailored to dealing with socio-economic status of parents.

The study findings might be of importance to the heads of schools as they would be able to understand factors influencing the poor performance on schools hence they would be able to come up with strategies to minimize the poor performance in schools.

This study is also expected to be significant to educators and researchers since the results have provided general understanding on the relationship between the socio-economic status and pupils learning achievement. The results of the study have generated insights that may be utilized to formulate strategies towards improvement of academic performance in Kiminini by Ministry of Education and stakeholders in the education sector. Further, the study findings are likely to assist religious organizations and non-governmental organizations in identifying strategies that can offset the negative effects of socio-economic background on achievement in Kiminini Sub-County.

## **1.7. Delimitations of Study**

Dusick (2011) says delimitations refer to the objectives the researcher finds as desirable for study. The study only looked at the parents' input on achievement in Kiminini. The study therefore, should not be generalized to schools outside the targeted area. In addition, parents were not included in the study.

## **1.8. Limitations of study**

Limitations refer to the hick-ups along the course of the study that may make it difficult for the research to achieve the objectives (Mugenda and Mugenda, 2008).The researcher relied on the respondents to give credible information. It is however, very difficult to determine whether the respondent is truthful or not. Poor road transport was also another challenge.

## **1.9. Assumptions of Study**

It was generally believed that targeted subjects in the study would be willing to provide honest responses sought through questionnaires.

## **1.10. Definitions of significant terms**

**Academic Performance:** It refers to pupils' level of attainment at Kenya Certificate of Primary Education against highest set score 500 marks that ranges marks 0 and 500.

**Income:** In this study, income refers to the total monetary resource of a parent available for payment of goods, education of the children, housing, basic needs and other services.

**Level of Education:** In this study, level of education refers to highest attained grade or standard of education of the parent according to Kenya's system of education. The current system of education in Kenya has four levels which include; primary, secondary, college and university level.

**Parents' participation in school related activities.** Parental participation in education refers to parent-teacher-pupil interactions with school related academic and co-curricular activities.

**Poverty:** In this Study, poverty refers to pupils' socio-economic family background which may be capable or incapable of adequately providing enough basic needs to children in form of food, clothing, security, education and shelter.

**Socio-economic status:** This refers to the income earned by a parent, type of occupation and level of education. These variables are assumed to have effects on academic achievement of children.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter has looked at related literature on the influence of socio-economic status in terms of parents' income, occupation and level of education on academic performance of pupils at primary level of education. Further, literature on the effect of parent's involvement on their children's academic work was reviewed. Finally, a theoretical framework and a conceptual framework that have guided this study have been presented.

#### **2.2. Parental Income and Children's Academic Performance**

Ramey and Ramey (1994) established that resource poor families had children with low academic achievement. This may be attributed to the fact that such parents are unable to provide basic needs for example, food, habitable shelter, books and conducive home environment. There is evidence that these needs must be satisfied before the learner can sufficiently concentrate on school work.

According to McMillan and Westor (2002), socio economic status comprises three major variables. These include education, occupation and income. Literature on each of these variables and their effects on children's academic performance have been reviewed. Studies on Africa by Eamon (2005) Duke (2000) and Jeynes (2002) indicated that there was a notable distinct academic achievement gap between children of low and high income parents. Similar results were found by Bjorkman (2005) among children from Ugandan households with low income. Lack of adequate resources seem to lead to low academic scores among children. MbaiRee (2004) indeed, concurred with

Njeru and Orodho (2003) that poverty was a major constraint to effective participation of learners in education.

Parental income has also been found to impact on the achievement of pupils. The study by Saifi and Mehmood (2011) showed that income of a parent is an indicator of academic performance of their pupils. Study found that parents' education, income and facilities at home affect their children's academic achievement. Hassan, (2009) also found out that parents' income has effect on the achievement of their children. The findings of Lall (1967) are in agreement that parents' income has impact on children's attainments.

Hill et al. (2004) noted that low income also contributed to their children's failure to access college education. Further, Jordon's and Plank's findings of (2000) supported the fact that low academic performance in America was associated with adolescents from lower income families. Trusty (1999) established that children of parents from high income value learning. Such parents seem to give their children impetus for learning and academic achievement. Mogaka (2012) also found out that the levels of income are critical in determining pupils' achievement, thus high income families had children who performed better than children from poor families on account that they lacked basic needs like food and clothing among others.

From the foregoing studies it can be concluded that parents' income has impact on the achievement of pupils. Evans, (2004) found out that low income parent's environment does not support academic achievement. Apparently, low income parents report low educational expectations of their children compared to parents with high income. Kariga (2009) and Orodho (2013) established that academic achievement in Kiminini has continued to be undermined by parents' financial incomes. This may explain why

this study was focused on establishing the influence of parental socio- economic status on pupils' academic performance in public primary schools in Kiminini Sub-County.

### **2.3. Influence of Parents' Education on Pupils' Achievement**

Weber (2000) stated that educational level of parents has among other factors such as; financial capability, social prestige attached to them influences their children's academic achievement. Mutegi, (2005) suggested that demand for education is governed by education, income and family size. MbaiRee (2004) it is acknowledged that the parental education boosts children's desire to perform well in school. He found many children from educated homes have upheld education. Nngorosho (2010) found that many homes with educated parents had better performance among their children. Father's education has been found to have an effect on children's education performance.

Alisa (2010) further found out that parents' education had greater impact on learning of their children relative to other factors. The higher achievement of children whose parents were well educated was attributed to the fact that such parents encouraged and motivated children to work hard.

Another study by Nannyonjo (2007) found children of parents who had achieved education beyond primary had considerably better scores. Parents' education is therefore instrumental in ascertaining achievement of pupils. Usually, higher academic achievement is facilitated by educated parents through helping children, encouragement, allowing children ample time for studies as well as providing to them all the appropriate academic materials required for learning. Okumu (2008) found out that achievements were better for girls in towns compared to those from rural areas. This may explained by the fact that most schools in towns are provided with learning

materials and in addition, girls may not be involved in a lot of domestic work such as fetching water and firewood after school.

#### **2.4. Influence of Parents' Involvement on Pupil School Activities and Academic Performance**

Literature on relationship between parents' keenness with the school work of their children indicated that there was a positive influence. This kind of parental involvement seem to imply that parents have an understanding of the relationship between parenting skills and their children's achievements (Sacker et al 2002). Williams (2002) also found out that parents who had interest on their children's school work versus those who did not, had greater and positive influence on their children's academic attainment.

#### **2.5. Theoretical Framework**

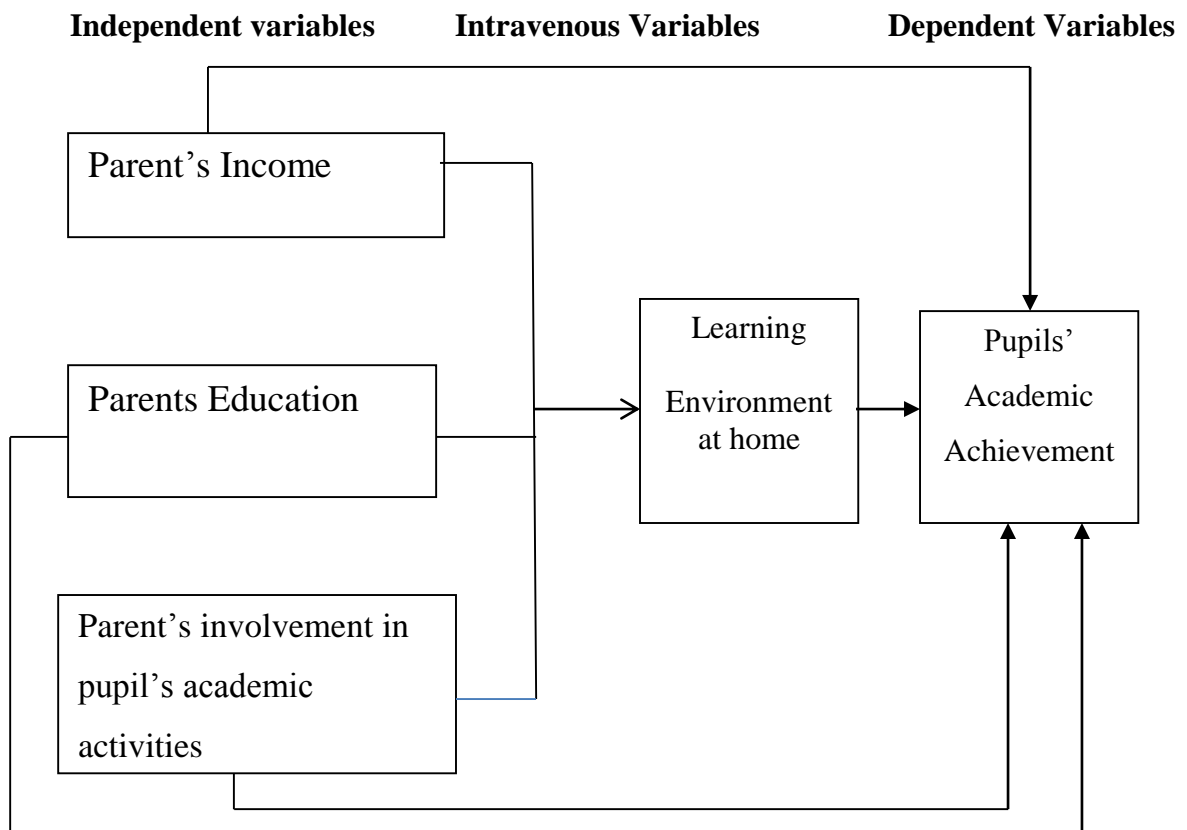
A theory is a system of ideas that attempts and interprets phenomenon or something (Oтите and Oгionwo, 2006). This study was guided by Karl Marx's conflict theory. Karl Marx (1867) in his book on capitalism argued that the few rich people controlled everyone in society due to their material resources and political power over the majority of the poor people. The available resources were not evenly distributed and therefore there was a constant struggle and conflict among members of the society. For instance, in Kiminini Sub-County the land owners who own large farms exploit the landless who work on their farms. This apparently makes it difficult for the landless to provide for their children with basic needs. Job opportunities are open to a few and therefore many children do not have access to education due to poverty and those who go to school perform poorly academically. In other words, children from wealthy, better educated and occupying well-paying jobs do better academically compared to children from parents of low-socio-economic backgrounds.

Conflict theory was found to be best suited to this study because in Kiminini Sub-County there exists differential financial resources and education levels of parents and these are known to influence academic outcomes of children. For example, parents from well-educated and rich families are able to advise their children on the importance of education, assist with school work and provide them with relevant educational materials compared to less educated and resource poor parents. Consequently, children from poor backgrounds on the whole do not perform academically as well as those from high socio-economic background. Conflict theory thus postulates that material resources have the greatest impact on educational outcomes. Conflict theory has also been used to interpret the results of this study.

## **2.6. Conceptual Framework**

A conceptual framework refers to the pictorial explanation of the relationship between variables of the study (Orodho, 2009). It diagrammatically illustrates the relationship between independent and dependent variables. Figure 2.1 has presented the conceptual framework guiding this study.





**Figure 2.1: Conceptual Framework**

The variables namely income and education level of parents. In addition, the effect of their concern on children's learning activities constituted a variable of investigation. Figure 2.1 has diagrammatically captured variables of investigation and their assumed relationships with academic achievement.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The chapter presents the research design, target population, sample size, sampling procedures, study setting, research instruments, data collection procedures and data analysis techniques. The chapter has also discussed ethical issues pertaining to the study.

#### **3.2. Research Design**

The study employed descriptive survey design. This method encompasses observation and description of the subject without interfering with it in any way (Mantzoukas, 2009). Descriptive survey design was deemed appropriate and adequate in explaining the state of affairs as it exists in a particular environment (Borg and Gall, 2007).

#### **3.3. Study Setting**

The study was conducted in one of the five Sub Counties that make up Trans Nzoia County. These include, Kiminini, Kwanza, Trans-Nzoia West, Saboti and Cherangany. The specific zone for this study is Kiminini. The area is 745.5 square kilometers and has a population of about 387,366 people (KNBS Census 2015). The Sub-County borders Kwanza, Saboti and Trans-Nzoia West Sub-Counties in the North, Uasin Gishu and Kakamega in the East, and Bungoma in the South. It has four educational zones namely Kiminini, Sikhendu, Waitaluk and Milimani. The major activity in this area is agricultural farming and animal husbandry.

### **3.4. Target Population**

Best and Khan 2006, asserts that target population refers to the entire group of population to which a survey data are used to make inference. This study targeted all the pupils (3400) in class seven, 68 class teachers and 68 head teachers in Kiminini (Trans Nzoia Education Office, 2015).

These pupils were involved in the study as respondents; they were suitable for this study because they were old enough to have information about their parents' socio-economic status. The pupils were also literate and able to respond to the written questionnaires. Class seven class teachers were involved in the study because they taught monitored pupils' attendance in school gave assignments and evaluated pupils. They were also familiar with their pupils in terms of their weaknesses, strengths and their general behavior. The head teachers took part in the study because they were in charge of all matters pertaining to the school and in addition they were agents of Ministry of Education (MoE) as curriculum implementers.

### **3.5. Sample Size and sampling procedures**

Sample is a group size from which research information is obtained (Hunt and Tyrell, 2001). According to Best and Khan (2006) the sample size is considered ideal if information gathered from it can make generalization possible. The study employed simple random sampling because it gave targeted schools and individuals equal chance for inclusion in the study. It employed rotary method. In each of the school selected, 10% of pupils from class 7 were randomly selected from each zone within Kiminini Sub-County. In addition, a 30% of teachers teaching class 7 pupils from selected schools were randomly selected. The head teachers of the sampled schools were

respondents. Mugenda and Mugenda (2008) stated that, a sample size between 10% and 30% is statistically significant for social study. The targeted population and the sampled participants are captured in Table 3.1.

**Table 3.1: Sample size by Educational Zones in Kiminini Sub-County**

**Respondents**

Zones	Head Teachers		Class Teachers		Pupils	
	Population	Sample	Population	Sample	Population	Sample
Kiminini	17	5	17	5	850	85
Sikhendu	19	6	19	6	950	95
Waitaluk	19	6	19	6	950	95
Milimani	13	4	13	4	650	65
Total	68	21	68	21	3400	340

Source: Trans Nzoia Education office (2015)

**3.6. Research Instruments**

This research employed questionnaires in the collection of data. Questionnaires are suitable tools for collecting data from large samples of respondents. They also take a short time to collect large quantity of information. They comprised teacher questionnaires, pupil questionnaires and head teacher questionnaires. The questionnaires were selected as research instruments because they are efficient, practical and they were suited to gathering data from a large sample (Salkind, 2009).

### **3.6.1. Validity and Pilot Testing of Research Instruments**

Validity refers how well a research instrument measures what is intended to be measured. The research instruments namely; class seven class teachers' questionnaire, the class seven pupils questionnaire and head teachers questionnaire were formulated by the researcher after this which they were piloted in order to find out if they would collect the intended information and for purposes of removing ambiguity in them where necessary. The schools used for the pilot study were five (5) from Kiminini Sub-County. These schools were not included in the larger study. The piloting of research tools made it possible for the researcher to scrutinize the data collection tools for the purposes of eliminating any inconsistency before deployment of the tools in the major study.

### **3.6.2. Reliability of the Research Instruments**

This refers to the degree which a research procedure consistently gives results after repeated trials .Four ways of measuring reliability are:-consistence technique, test-retest split half method and equivalent form (Mugenda and Mugenda 2003). This study deployed test-retest technique.

### **3.7. Data Collection Procedures**

The initial consent to conduct interviews was obtained from University of Nairobi while research permit was granted by NACOSTI. Once it was granted, the head teachers of selected schools were formally contacted and Sub- County Education officers so that they could facilitate collection of information from schools during specified dates. The researcher administered the questionnaires in person.

### **3.7.1. Data Analysis Techniques**

The descriptive statistics method of data analysis was employed. Accordingly, descriptive data was computed characterizing social economic status of parents. Data analysis was done with the aid of Statistical Package for Social Sciences (SPSS Version 23).

### **3.8. Ethical considerations**

The researcher got authority from parents to administer questionnaires to selected pupils below the age of 18 years, age of consent since most of the participants were children, through the head teachers of selected schools. Once permission from parents was received, the researcher then went ahead with the research process. The respondents were further asked not to write names in the questionnaire for purposes of confidentiality. All participants in the study signed an informed consent form that assured them of anonymity and confidentiality.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1. Introduction

The chapter has presented results of data analysis together with their interpretations. Data analysis is based on the objectives of the study and the results have been presented in frequencies and percentages.

#### 4.2. Return Rate

All 21 head teachers and 21 class seven teachers sampled responded to the questionnaire while 320 out of 340 pupils sampled responded to the questionnaire. According to Salkind, (2009) a response rate of 70 to 80% is appropriate for a descriptive research. Table 4.1 shows the return rate of the respondents.

**Table 4.1. Response Return by the Respondents of the Study by Head Teachers, Teachers and Pupils**

<b>Respondents</b>	<b>Expected Responses</b>	<b>Actual Responses</b>	<b>%</b>
Head Teachers	21	21	100.0
Class teachers	21	21	100.0
Pupils	340	320	94.11
<b>Total</b>	<b>382</b>	<b>362</b>	<b>94.76</b>

Results in table 4.1 has indicated that 100 % of head teachers as well as class teachers responded to the questionnaire while over 90% of the pupils sampled participated in the study. The participation of the respondent in the study by gender is captured in table 4.2

**Table 4.2. Respondents by Gender**

<b>Respondents</b>	<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Head teachers	Male	11	52.38
	Female	10	41.62
Class Teachers	Male	12	57.14
	Female	09	42.86
Pupils	Male	154	48.12
	Female	166	51.88

The findings in Table 4.2 have revealed the majority of head teachers were males at (52.38%). This implies that the female head teachers in schools in the study had surpassed the one-third gender rule according to 2010 Kenya Constitution. The study further revealed that (57.14%) class teachers were males. As for the pupils, the results have indicated that girls were 166 or (51.88%) and therefore had outnumbered boys. This finding is encouraging since in most cases schools have more boys than girls. However, there is a need to investigate why less boys compared to girls are not in schools.

### **4.3. Teacher Professional Qualifications**

The researcher solicited information on teacher academic qualifications. The findings of teachers are presented in Table 4.3.



**Table 4.3. Teacher Qualifications**

Qualifications	Head Teachers		Teachers	
	Frequency	%	Frequency	%
Master's degree	2	09.5	1	04.9
Bachelor of Education	6	28.6	7	33.2
Diploma in Education	4	19.0	2	09.5
Primary Teacher Education Certificate	8	38.0	9	42.9
Approved Teacher Status	1	04.9	2	09.5
<b>Total</b>	<b>21</b>	<b>100.00</b>	<b>21</b>	<b>100.00</b>

Data in Table 4.3 have indicated that (38.0%) head teachers had a P1 qualification; the findings were also almost similar to those of teachers whose data also showed that (42.9%) of the class teachers had a P1 professional qualification. These findings have shown that the teachers were adequately qualified to teach at primary level of education. They had skills to implement FPE and cope with teaching tasks. The high number of teachers who had basic degree qualifications was probably due to the fact that Universities had opened opportunities for further learning in school based programs at affordable cost. Only 1 (4.9%) had a Master's degree. This was perhaps due to perception that such programs were quite expensive, time consuming and do not generally get rewarded by promotion to higher rank in the teaching profession.

### 4.3.1. Teachers Working Experience

Further, teachers were asked to indicate the number of years they had worked as teachers. The findings are summarized hereunder.

**Table 4.4 Working Experience of Head Teachers and Teachers**

Length of Service	Head Teachers		Teachers	
	Frequency	%	Frequency	%
1-5 yrs	3	14.3	3	14.3
5-10 yrs	3	14.3	5	21.4
10-15 yrs	7	33.3	5	21.4
Above 16 yrs	8	38.1	9	42.9
<b>Total</b>	<b>21</b>	<b>100</b>	<b>21</b>	<b>100</b>

Results in Table 4.4 have indicated that (38.1%) head teachers and (42.9%) teachers had worked for 16 years and above. Based on these findings it can be concluded that majority of the respondents had adequate work experience and were in position to provide useful insights for analysis on the influence of parents socio-economic levels in pupils' achievement in school. This also seems to suggest that teachers had experience to handle teaching tasks effectively.

### 4.3.2. Age of Head Teachers, Teachers and Pupils

The head teachers, class teachers and pupils were asked to indicate their age in years. The information they provided is summarized in Table 4.5

**Table 4.5. Ages of Teachers and Pupils**

Age respondents	Head teachers	Class Teachers	Pupils
	N (%)	N (%)	N (%)
Below 12	-	-	70 (21.9)
13-14	-	-	120 (37.5)
15-16	-	-	130 (40.6)
17-25	-	3 (14.2)	
26-35	2 (9.5)	4 (19.1)	
36-45	8 (38.1)	6 (28.6)	
Above 46	11 (52.4)	8 (38.1)	
Total	21 (100)	21 (100)	320 (100)

The results in Table 4.5 have shown that (40.6%) pupils were aged 15 and 16 years. The results showed majority pupils were mature and hence in position to explain how parental socio-economic levels influenced their learning outcome. The findings revealed that (52.4%) and (38.1%) of head of schools and class teachers respectively were aged 46 years and above.

#### **4.4. Parent's Social Economic Status and Pupils' Academic Achievement.**

This section has discussed the results on objective one which was concerned with parents' income in terms of salaried and self-employment.

#### 4.4.1. Pupils' Response on Sources of Parents' Finances

Research investigated the source of income of parents' from pupils. Table 4.6 has summarized pupils' responses about their parent's source of income.

**Table 4.6. Pupils' Response on Parents' Source of Income**

Source of Income	Salaried Employment	Self- Employment
Salaried Employment	120	37.5
Self –Employment	200	62.5
<b>Total</b>	<b>320</b>	<b>100.00</b>

The findings in Table 4.6 indicate that 62.5% of the pupils asserted that their parents' source of income was from self-employment. The findings, therefore, imply that most parents with children of targeted schools were self-employed as compared to their salaried counterparts. This seems to suggest that most parents did not have a guaranteed income at the end of the month. Self-employment is unforeseeable as a source of adequate income for the majority of petty traders.

#### 4.4.2. Anticipated School Mean Score by Head Teachers, Teachers and Pupils at KCPE

The study sought to establish from teachers and pupils what their expectations were about their mean score for the next term examination. The findings to this questionnaire are depicted in Table 4.7.

**Table 4.7. Responses by Head Teachers, Class Teachers and Pupils on Expected Academic Scores at the End of the Academic Year**

<b>Respondents</b>		<b>Frequency</b>	<b>%</b>
Head Teachers	Below 100	3	14.3
	101-200	5	23.80
	201-300	13	61.90
	Above 301	0	0.00
Teachers	Below 100	4	19.0
	101-200	6	28.6
	201-300	11	52.4
	Above 301	0	0.00
Pupils	Below 100	20	6.3
	101-200	90	28.1
	201-300	200	62.5
	Above 301	10	3.1

The results have indicated in Table 4.7 showed 61.9% head teachers, 52.4% teachers and 62.5% of pupils expected mean score of the primary schools under study to range between 201 and 300 respectively. The findings have suggested that the mean score of the target schools would be average.

The study further asked pupils to indicate their total marks they attained out of 500 in the previous term. Results are shown in Table 4.8.

**Table 4.8. Total Marks attained by students out of 500 in Previous Term**

<b>Respondents</b>		<b>Frequency</b>	<b>%</b>
Pupils	Below 100	72	22.5
	101-200	98	30.6
	201-300	103	32.2
	Above 301	47	14.7

The results in Table 4.8 revealed majority pupils 32.2% indicated that their marks for the previous term ranged between 201-300 marks. The marks attained indicate that about one third (32.2%) of the pupils' academic performance was average. This means that nearly seventy percent of pupils would not qualify to join good secondary schools.

#### **4.4.3. Effects of Parental Social Economic Background on Provision of Educational Materials to Children.**

Teachers and pupils were asked to provide information on whether parents from high income social economic backgrounds were concerned about education of their children. The findings are summarized in Table 4.9.

**Table 4.9: Teachers' and Pupils' Responses on Effects of Parents' Concern on Children's Education**

Respondents	Concern on Children Education				Total
	Always N (%)	Sometimes N (%)	Rarely n (%)	Never N (%)	
Head teachers	16 (76.2)	3 (14.3)	1 (4.8)	1 (4.8)	21 (100)
Teachers	18 (85.7)	2 (9.5)	1 (4.8)	0 (0)	21 (100)
Pupils	180 (56.3)	120 (37.5)	12 (3.8)	8 (2.45)	320 (100)

The results in Table 4.9 have revealed that head teachers with (76.2%) asserted that parents who are well off were always concerned with their kid's education. The findings concurred with those of teachers at (85.7%) and pupils with (56.3%) respectively. From the findings, it has been opined that well off parents are more concerned with education of their children. These results concur with those of Ramey and Ramey (1994).

#### **4.4.4. Effects of Parents' Socio-economic Backgrounds on Provision of Learning Materials to their Children**

The study tapped information from teachers and pupils on whether parents from poor socio-economic backgrounds struggled to provide to their children with learning materials. Table 4.10 has presented the results

**Table 4.10. Capability of Parents from Poor Socio-economic Backgrounds to Provide Learning Materials to their Children**

<b>Provision of Learning Materials to Children</b>					
	Always	Sometimes	Rarely	Never	
	N	N	N	N	
Respondents	(%)	(%)	(%)	(%)	Total
Head teachers	17 (80.9)	2 (9.5)	1 (4.8)	1 (4.8)	21 (100)
Teachers	18 (85.7)	2 (9.5)	1 (4.8)	0 (0)	21 (100)
Pupils	197 (61.6)	103 (32.2)	12 (3.7)	8 (2.5)	320 (100)

The researcher tapped information on capability of parents from poor socio-economic background to provide learning materials to their children from teachers as well as pupils. The responses of school heads and pupils revealed that majority head teachers (80.9%), class teachers at (85.7%) and pupils with (61.6%) were in agreement that parents who were economically disadvantaged struggled financially for their children's learning needs. It was therefore suggested that parents who were from poor socio-economic background struggled to provide their children with learning needs in schools. The results were in agreement with those by Hill (2004) who noted that low income parents contributed to their children's failure to access college education. Further, Jordon and Plank (2000) supported the fact that low academic performance in America was associated with adolescents from lower income families. According to a



study by Mogaka (2012), Keumbu Division Kisii County, income is critical in determining pupils' academic achievement. He found out low income pupils scored lower compared to pupils from families whose parents were educated as well as having finances to provide their children with basic needs.

On basis of the foregoing findings, it can be concluded that lack of adequate income can affect the learning achievement of their children especially if the earnings cannot enable the parents to provide the basic necessities to their school going children.

#### **4.5. Effect of Parents level of Education on their children's Academic Achievement**

The Second objective sought to examine the effect of Parents' Level of Education on their Children's Academic Achievement

Information provided by pupils on the extent to which parents from different socio-economic classes of their families in terms of educational level influenced their children's education is summarized in Table 4.11

**Table 4.11. Parents' Level of Education as Reported by their Children**

<b>Parents Level of Education</b>	<b>Frequency</b>	<b>%</b>
Primary	47	14.7
Secondary	103	32.2
College	98	30.6
University	72	22.5

Data depicted in Table 4.11 has indicated that majority pupils (32.2%) have parents with secondary level of education. The rest of parents (30.6%) and (22.5%) respectively had college and university education respectively. Apparently educated parents

encouraged their children to work hard unlike uneducated parents. This is an implication that parental education has an effect on their children's education.

#### **4.5.1. Relationship between parents' level of Education and concern of their children's Education**

The study sought to get information from head teachers, teachers and pupils about level of educated parents' concern with their kid's education relative to uneducated parents.

The responses by teachers and pupils are summarized in Table 4.12

**Table 4.12. Teachers' and Pupils' Responses on educated Parents' Concern with their children's Education versus less educated Parents**

Respondents	Concern with Children's Education				Total
	Always	Sometimes	Rarely	Never	
	N (%)	N (%)	N (%)	N (%)	
Head teachers	19 (90.4)	1 (4.75)	1 (4.8)	1 (4.8)	21 (100)
Teachers	16 (76.2)	3 (14.3)	2 (4.8)	0 (0)	21 (100)
Pupils	170 (53.1)	130 (40.6)	11 (3.4)	9 (2.9)	320 (100)

The data in Table 4.12 have pointed out that most head teachers (90.4%) were of the opinion that educated parents were more concerned with the education of their children compared to uneducated ones. The findings from both class teachers with (76.2%) and pupils (53.1%) were also in agreement with their head teachers on the same issue. It can therefore, be concluded that educated parents were more concerned with their children's education than uneducated parents. These findings are similar to those of

Mutegi (2005) who stated that demand for education is governed by parents' socio-economic status. MbaiRee (2004) also acknowledged that parental income and parental education boost children desire to perform well in school. He found many children from educated homes have upheld education. In a study by Nngorosho (2010), found many homes with educated parents had children who performed academically better.

#### 4.5.2. Parents Level of Education and Provision of Conducive Learning

##### Environment

The study gathered views from head teachers, teachers and pupils on whether educated parents provided their children with a more conducive learning environment at their homes compared to parents with lower education. The results are depicted in Table 4.13.

**Table 4.13: Teachers and Pupils Views on Provision of Conducive earning**

##### Environment by Educated Parents Versus Uneducated Ones

Respondents	Provision of Conducive Learning environment				Total
	Always	Sometimes	Rarely	Never	
	N (%)	N (%)	N (%)	N (%)	
Head teachers	15 (71.4)	4 (19.0)	1 (4.8)	1 (4.8)	21 (100)
Teachers	17 (80.9)	3 (14.3)	1 (4.8)	0 (0)	21 (100)
Pupils	190 (59.4)	110 (34.4)	11 (3.4)	9 (2.8)	320 (100)

The summary findings in Table 4.13 have indicated that head teachers with (71.4%) asserted that educated parents provided better and conducive learning environment to their children. These results are supported by those of class teachers with (80.9%) and pupils with (59.4%). Alisa (2010) established that children of educated parents had higher scores at post school level compared to children of uneducated parents. Further, she found out that educated parents had positive effect on education of girls. The encouragement from educated parents also motivated children to work harder in order to meet their parents' expectations.

#### **4.5.3. Teachers and Pupils View on Academic Performance of Children whose Parents are educated and Communicated in Official Languages to their Children Versus Uneducated Parents**

The study tapped data from teachers and pupils on the extent to which use of official languages by parents affected pupils' academic achievement. Language is often associated with socio-economic status. The information is captured in Table 4.14.

**Table 4.14. Teachers' and Pupils' Views on the Relationship of use of Official Languages by parents on their Children's Academic Performance**

Respondents	Communication in Official languages				Total
	Always	Sometimes	Rarely	Never	
	N (%)	N (%)	N (%)	N (%)	
Head teachers	15 (71.4)	4 (19.0)	1 (4.8)	1 (4.8)	21 (100)
Teachers	15 (71.4)	5 (23.8)	1 (4.8)	0 (0)	21 (100)
Pupils	198 (61.8)	102 (31.8)	8 (2.5)	12 (3.9)	320 (100)

The data in Table 4.14 has shown that majority of head teachers at (71.4%) asserted that children whose parents were highly educated were able to communicate in official languages, English and Kiswahili better than those whose parents had low education level. The findings from teachers (71.4%) and pupils (61.8%) were in agreement with those of the head teachers.

Further qualitative data obtained from open ended questions revealed that parents with higher education levels paid a closer attention to their children's academic work through assisting them with assignments, provision of learning material, payments of examination fees and provision a conducive learning environment. Okumu (2008) suggested high academic achievement was higher among girls in towns than in reserve areas. Therefore, it was clear that the academic achievement of children is to a very large extent determined by education of parents.

#### **4.6. Parents' Involvement in Pupils' Academic work and Learning Outcomes**

The study gathered data from teachers and pupils on whether parents' supervision of their children's academic work affected their academics positively. The summary of the results are summarized in Table 4.15.

**Table 4.15. Teachers and Pupils Responses on Effects of Parents' Involvement with Children's Academic work and Academic Achievement.**

<b>Parents Supervision and Academic Performance</b>				
	Always	Sometimes	Rarely	Never
	N	N	N	N
Respondents	(%)	(%)	(%)	(%)
Head teachers	14 (66.6)	4 (19.0)	2 (9.5)	1 (4.9)
Teachers	13 (61.9)	5 (23.8)	2 (5.3)	0 (0)
Pupils	160 (50)	140 (43.8)	13 (4.1)	7 (2.1)

The findings in Table 4.15 indicated head teachers (66.6%), class teachers (61.9%) and pupils (50.0%) opined that parental supervision involvement of pupils' progress at school and home positively influenced pupils' academic performance. Therefore, pupils whose parents monitored their progress both in school and at home were more likely to perform better in their school work. The findings obtained qualitative data both from open ended questions revealed relationship of parents and teachers was good. Parents who participated in the school meetings were able to monitor their children's educational progress in the study schools. Parents also engaged in educational activities such as class work and homework. This finding concurred with those of Williams (2002) who established that children are keen with their education if parents are involved in their academic activities.

**4.6.1. The Relationship between Learners Academic Attainment and Parental Attitudes on Learning.**

The study sought information from teachers and pupils about parents’ attitude towards education of their children and whether it affected pupils’ education positively. The results are presented in Table 4.16.

**Table 4.16: Teachers’ and Pupils’ perceptions on Parents’ attitudes and their effect on Academic Achievement.**

Respondents	Parents Attitude on Pupils Achievement				Total
	Always	Sometimes	Rarely	Never	
	N (%)	N (%)	N (%)	N (%)	
Head teachers	10 (47.6)	9 (42.9)	1 (4.8)	1 (4.8)	21 (100)
Teachers	13 (61.9)	7 (33.3)	1 (4.8)	0 (0)	21 (100)
Pupils	155 (48.8)	145 (45.3)	14 (4.4)	6 (1.9)	320 (100)

Data in Table 4.16 has indicated that head teachers at (47.6%), teachers (61.9%) and pupils (48.4%) agreed that parents’ attitude towards education had positive results on children’s performance in schools. The results, therefore, have shown that parents with positive attitude towards educational attainment of their children result in better achievement relative to children of parents with less favorable attitudes. Owen and Phillip (2013) found parents who had participated positively in their children’s school

work, had positive influence in children’s academic performance as compared to parents who did not participate. The findings seem to suggest the importance of parents’ involvement in academic achievement of their children (Harrison, 2010 and Hara, 2010). Findings obtained from qualitative through open-ended questions revealed that parents who were role models to their children and provided learning materials to their children and also assigned various activities to their children at home such as fetching water, digging, feeding-animals among other domestic task produced better performing students in academic work. These activities were said to be beneficial to the learners as it enabled them to acquire life skills and other competencies.

#### **4.6.2. Parental Guidance and children’s Academic Attainment**

The researcher tapped information from teachers as well as pupils on whether parental guidance on education matters influenced their children’s school work. The results are depicted in Table 4.17.

**Table 4.17. Responses of Teachers and Pupils on the Effects of Parental guidance on Children’s Academic Performance**

<b>Parental guidance on academic Performance</b>				
	Always	Sometimes	Rarely	Never
Respondents	N (%)	N (%)	N (%)	N (%)
Head teachers	15 (71.4)	4 (19.0)	1 (4.8)	1 (4.8)
Teachers	15 (71.4)	5 (23.8)	1 (4.8)	0 (0)
Pupils	198 (61.8)	102 (31.8)	8 (2.5)	12 (3.9)



The summary results in Table 4.17 have indicated that head teachers (71.4%), teachers (71.4%) and pupils (61.8%) asserted that parents who guided their children positively in education matters influenced pupils' academic performance positively. In terms of making sure that they finish their homework and also appending their signature as a sign that they are following their children's academic work. Therefore, it is argued that parental guidance in matters of education influenced pupils' academic performance positively. Nannyonjo (2007), in a study in Uganda established that pupils whose parents did not go to secondary were lowly motivated in academic achievement of their children compared to parents whose education was beyond primary. High education level of parents was an indicator of high academic performance of their children.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

The chapter has presented the summary of results and conclusions based on the basis findings according to research objectives. It has also given recommendations areas for further research.

#### 5.2. Summary

The first objective of the study examined the influence of parents' income, employment, self-employment on children's learning outcomes. The findings asserted that head teachers (76.2%) asserted that parents with high income were always concerned with children's education. The results concurred with those of teachers and pupils at (85.7%) and (56.3%) respectively. The study results seem to suggest parents in regular employment were more concerned with learning of their children's education. The findings revealed that most head teachers at (71.4%) were of the opinion that pupils from parents with low income had low ambition compared to those from well-off families. These sentiments were similar to those of class teachers at (80.9%) and pupils (59.4%) respectively. On basis of these findings, it can be inferred that pupils from poor family backgrounds have low self-esteem as compared to those from well-off families. Results further revealed majority head teachers (80.9%) class teachers (85.7%) and pupils (61.6%) asserted that parents from poor socio-economic backgrounds struggled financially to care for children's educational needs. It is therefore, evident that parents from poor background struggle to meet school requirements for their children both in material and motivational forms.

The second objective was to establish the influence of parents' education on children's achievement in school. The findings asserted that head teachers (90.4%) had opinion that educated parents showed concern with children's education compared to uneducated parents. The findings from both teachers (76.2%) and pupils (53.1%) agreed with head teachers results on the issue. It can therefore, be asserted that educated parents were more concerned with children's education compared to less educated parents. It was also found that majority of head teachers (71.4%) asserted that parents with higher education provided better conducive learning environment to children at home compared with children from parents with low education. In addition class teachers (80.9%) and pupils (59.4%) supported the opinions of head teachers on the same issue. The study findings have also showed that head teachers (71.4%) felt that educated parents communicated with their children using official language more often compared to less educated parents. The class teacher stood at (71.4%) and pupils (61.8%) supported the results of the head teachers.

The third objective investigated the effects parental involvement on children's achievement in primary. The study findings have revealed that (66.6%) of head teachers, (61.9%) teachers and (50.0%) pupils had opinion that parents' supervision of their children's progress of school work influenced their academic performance positively. Therefore, pupils whose parents supervised their children's schoolwork were more likely to do better in the academic work. The findings also established that (47.6%) head teachers, (61.9%) teachers and (48.4%) pupils agreed that parents' attitude towards education, influenced children's academic achievement. Further, the results indicated most head teachers with (71.4%) and teachers at (71.4%) agreed that

parents who guided their children in education matters influenced their academic performance positively.

### **5.3. Conclusions**

On basis of the study findings on the relationship between parents' social economic status in terms of occupation, education attained and interest in children's academic work, a number of conclusions have been made.

The first one is that education attained by a parent appeared as most critical factor in influencing learning achievement of the child. Further, better educated parents provided better conducive learning environment including use of official medium of instruction more often compared to less educated parents. All these factors influence academic performance positively. The second most powerful factor that seemed to have a positive effect on pupils' academic attainment on children was parents' income and especially income accrued from salaried employment. As a result of reliable income, parents were able to provide basic needs and educational learning materials for their children. Collectively, these factors helped children to concentrate better in their academic work.

Finally, third factor that appeared to influence academic achievement of pupils was parents' involvement in children's academic performance. This seemed to be least important factor compared to parental level of education and income. Nonetheless a combination of education attained income, including participation of parents in pupils' academic work contributed towards academic achievement of pupils.

#### **5.4. Recommendations**

On basis of research findings, three recommendations have been made.

- i. Parents should be facilitated in generation of income and especially those in self-employment by the National as well as the County governments so that they can have adequate income to cater for the basic needs and appropriate educational support to their children at home and school. Further, school feeding programme should be initiated in schools in regions where food is scarce.
- ii. Parents should enroll in adult education centers for formal education to acquire skills and competencies which they can employ towards assisting their children school work and informed supervision.
- iii. Parents should be assisted to cultivate positive attitude towards education and supervision of their children's progress in school work through seminars organized by schools Boards of Management (BOMs).

#### **5.5. Areas for Further Research**

The researcher recommends the following areas for further study;

- i. Research in other regions where poverty and low parental education is prevalent.
- ii. A study on learning achievement of pupils from private primary schools is recommended in the same region for comparison purposes.

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## APPENDICES

### Appendix I: Head Teacher Questionnaire

I am a Post Graduate student at the University of Nairobi undertaking a research as part of the course. The research is titled '*influence of Parental socio-economic status on pupils' academic performance in Public Primary schools in Kiminini Sub-county*'. I believe that as a head teacher you have information that can contribute significantly towards the success of my study. I am therefore, kindly requesting you to participate in the study by filling this questionnaire. Please give accurate and honest responses to all the items in the questionnaire. I want to assure you that any information you give shall be treated with utmost confidentiality and will be used for the purposes of this study.

#### SECTION A: School Data

1. School code .....
2. School Name.....
3. County Name.....
4. Sub County .....

#### SECTION B: Demographic Information

Tick appropriately.

- 1) Indicate your gender Male ( ) Female ( )
- 2) Age in years below 30 years ( ) 31-40 years ( ) 41-50 years ( ) 51-60 years ( ) 51-60 years ( ) above 60 years ( )
- 3) What is your professional qualification? Doctorate ( ) Masters in Education ( ) Bachelors of Education ( ) Diploma in Education ( ) Certificate ( ) Others.  
Specify-----
- 4) Working experience in years  
Less than 5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) 21 and above years ( )

5) Indicate with a tick (v) your school type

Boarding ( ) Girls boarding ( ) Mixed day ( ) Mixed day and boarding ( ) Boys boarding

6) School size (Total Number of pupils)?

500-999 ( ) 1000-1499 ( ) 1500-1999 ( ) 2000 and above ( )

**SECTION C: Pupils’ Academic Performance**

7) What was the mean score of your school in the last term examination? (Indicate please).....

8) The statements below relate to the influence of parents’ income on pupils’ academic performance. Supplied also are the four options corresponding to these statements Using the liker scale where

Always (A) =4 Sometimes (S) =3 Rarely (R) =2. Never (N) =1 indicate your opinion by ticking (v) in the appropriate column.

	<b>Parents’ income and occupation</b>	<b>4(A)</b>	<b>3(S)</b>	<b>2(R)</b>	<b>1(N)</b>
a)	Parents with high income are more concerned with their children’s education compared to parents with low income.				
b)	Pupils from poor family background have low living standards and have lower self- esteem compared to those from well of families.				
c)	Parents from poor socio- economic backgrounds struggle financially to cater for their children’s educational needs:				
	i. Textbooks				
	i. School Uniform				
	iii. Stationery				
	iv. Personal effects i.e. school bag				
	v. Lunch				

9). Explain how parents' income affects pupils' academic performance?

- (i).....
- (ii).....
- (iii).....

**SECTION D: the influence of parents' Level of Education on their Children's Education**

10) Do you think that parents' level of education affects their children's attitude to education? Yes ( ) No ( ) If Yes How?.....

- ii).....
- iii).....

11) The statements below relate to the influence of parents' level of education on pupils' academic performance. Indicate with a tick (v) the extent to which with statements indicated below where

Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1 in the appropriate column

	<b>Parents' level of education</b>	<b>4(A)</b>	<b>3(S)</b>	<b>2(R)</b>	<b>1(N)</b>
a)	Educated parents are concerned with their children's education than uneducated parents.				
b)	Parents with higher level of education provide conducive learning environment at home than those with lower level of education.				
	i Study room				
	ii. Light				
	iii. Table/Chair				
	iv. Time/Timetable				
c)	Children whose parents are highly educated communicate in English better compared to those whose parents have low level of education.				
d)	Children whose parents are highly educated communicate in Kiswahili better compared to those whose parents have low level of education.				

12) a) How does parents' level of education affect pupils' academic performance?

Please explain. a) List positive influence of parents' level of education on pupils' academic achievement.

- i. ....
- ii. ....

**b) List negative influence of parents' level of education on pupils' academic performance.**

- i.....**
- ii.....**

**SECTION E: Parental involvement in Pupils' Education**

13) (a) How is the relationship between parents and teachers in your school? Tick appropriately.

Very poor ( ) Poor ( ) Fair ( ) Good ( ) Very Good ( )

14) How do you rate Parents' participation in school meetings in your school?

Very poor ( ) Poor ( ) Fair ( ) Good ( ) Very Good ( )

15) How do you rate Parental monitoring of pupils' educational progress in your school?

Very poor ( ) Poor ( ) Fair ( ) Good ( ) Very Good ( )

16) How do you rate parents' engagement in educational activities in school?

i. Class work

Very poor ( ) Poor ( ) Fair ( ) Good ( ) Very Good ( )

ii. Homework

Very poor ( ) Poor ( ) Fair ( ) Good ( ) Very Good ( )

17) The statements below relate to the influence of parental involvement on pupils' academic performance. Supplied also are four options corresponding to these statements: Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1  
Please, tick in the boxes the option that best suits your opinion on the statements given in the table below on parental involvement in children's education.

	Parental involvement in pupils' education	4 (A)	3 (S)	2 (R)	1 (N)
a)	Parental supervision of pupils' progress at school positively influences pupils' academic performance				
b)	Parental supervision of pupils' progress at home positively influences pupils' academic performance.				
c)	Parents' attitude towards education positively relates with their children's educational achievement.				
d)	Parents who guide their children positively on education matters influence their academic performance.				
e)	Most parents do not check work of their children				
f)	Some parent fail to attend the teachers-parents meetings				
g)	Some parents skip meetings with class teachers				
h)	Parents fail to attend BoM meetings				
i)	Some parents fail to provide urgent health needs for children				

18) Explain how parental involvement in pupils' education affect pupils' educational achievement?

- (i).....
- (ii).....
- (iii).....

19 (a) List activities that are given to children by their parents before or after school can affect pupils' achievement in education?

	Activities before school	Activities after school
I		
Ii		
Iii		

19 (b). Do these activities have positive effects on children's academic work?

Yes ( )                      No ( )

If "no" explain the negative effects of such activities to pupils academic work.

- (i).....
- (ii).....
- (iii).....

20).What can parents do to assist their children improve their academic performance?

- (i).....
- (ii).....
- (iii).....

21) Pupils are expected to get at KCPE. Tick appropriately

Below 100 marks ( ) 101-150 ( ) 151-200 ( ) 201-250 ( ) 250-300 ( )

301- 350 ( ) 351- 400 ( ) Over 400 ( )

Thank you very much for your cooperation



## **APPENDIX II:**

### **Questionnaire for Class Teachers**

Dear Teacher,

I am a Post Graduate student at the University of Nairobi undertaking a research as part of the course. The research is titled '*influence of Parental socio-economic status on pupils' academic performance in Public Primary schools in Kiminini Sub-county*'. I believe that as a class teacher of class 7 you have information that can contribute significantly towards the success of my study. I am therefore, kindly requesting you to participate in the study by filling this questionnaire. Please give accurate and honest responses to all the items in the questionnaire. I want to assure you that any information you give shall be treated with utmost confidentiality and will be used for the purposes of this study only. To ensure confidentiality do not write your name anywhere on this questionnaire. Please respond to all questions in this questionnaire.

#### **SECTION A: Demographic Information**

Tick where appropriately, 1) Gender. Male ( ) Female ( )

2) Age in years below 25 ( ) 26-30 ( ) 31-40 ( ) 41-50 ( ) 51-60 ( )

3).What is your professional qualification? Doctorate ( ) Masters ( ) Bachelor of Education degree ( ) Bachelors' degree ( ) Diploma ( ) Certificate ( )

4) Working experience in years Less than 2 ( ) 4-8 ( ) 9-12 ( ) 14-16 ( ) 17 and above ( )

**SECTION B: Parents' Income and Pupils' Academic Performance**

5) What was the mean score of your class in the last term examination? (Indicate please).....

6) The statements below relate to the influence of parents' income on pupils' academic performance. Supplied also are the four options corresponding to these statements: Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1

Tick in the box the appropriate response.

	Parents' income	4(A)	3(S)	2(R)	1(N)
a)	High income parents are involved in their children's education compared to low income parents.				
b)	Pupils' who come from poor family background have lower self- esteem than those who come from well of families.				
c)	Parents struggle financially to cater for their children's educational needs.				

7) Explain how parent's income affects pupils' academic performance?

.....

**SECTION C: Parents' Level of Education**

8) Do you think that parents' level of education affects their children's attitude to education? Yes ( ) No ( ) If yes, explain (i).....  
(ii)..... (iii).....

9) The statements below relate to the influence of parents' level of education on pupils' academic performance. Supplied are the four options corresponding to these statements: Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1 Tick in the box the appropriate response.

	Statements on parents' level of education	4 (A)	3 (S)	2 (R)	1 (N)
a)	Educated parents are involved in their children's education than uneducated parents.				
b)	Parents with higher level of education are able to set conducive learning environment at home than those with lower level of education.				
c)	Pupils whose parents are highly educated can fluently communicate in English than those whose parents have low level of education.				
d)	Pupils whose parents are highly educated speak to their children more frequently in Kiswahili compared to those that are less educated.				

10) Explain how parents' level of education affects pupils' academic performance?

i).....

ii).....

iii).....

**SECTION D: Parental Involvement in Pupils' Education**

11) The statements below relate to the influence of parental involvement on pupils' academic performance. Supplied also are four options corresponding to these statements: Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1 Please tick (v) in the boxes the option that best suits your opinion on the statements given in the table below:

	Parental involvement in pupils' education	4 (A)	3 (S)	2 (R)	1 (N)
a)	Parents monitoring of pupils' progress both at school and home positively influences pupils' academic performance.				
b)	Parents' attitude towards education positively relates with their children's educational achievement.				
c)	Parents who advise their children positively influence Children's academic performance.				

12 (a) List down activities that are given to children by their parents before or after school that can affect pupils' achievement in education?

- | Activities before school | Activities after school |
|--------------------------|-------------------------|
| (i).....                 | (i).....                |
| (ii).....                | (ii).....               |
| (iii).....               | (iii).....              |

13 (b) Do these activities have any positive effects on pupils' academic work?

Yes ( )

No ( )

If your answer is "No" explain the negative effects of such activities on pupils' academic work.

(i).....

(ii).....

(iii).....

14).What can parents do to assist their children improve their academic performance?

(i).....

(ii).....

(iii).....

Thank you very much for your cooperation

## **APPENDIX III:**

### **Questionnaire for Pupils**

**Dear Pupil,**

I am a Post Graduate student at the University of Nairobi undertaking a research as part of the course. The research is titled '*influence of Parental socio-economic status on pupils' academic performance in Public Primary schools in Kiminini Sub-county*'. I believe that you as a pupil have information that can contribute significantly towards the success of my study. I am therefore, kindly requesting you to participate in the study by filling this questionnaire. Please give accurate and honest responses to all the items in the questionnaire. I want to assure you that any information you give shall be treated with utmost confidentiality and will be used for the purposes of this study only. Please do not write your name anywhere in this questionnaire for purposes of ensuring confidentiality.

#### **SECTION A: Demographic Information**

Please, indicate your response with a Tick where appropriate.

1) What is your gender? Male ( ) Female ( )

2) How old are you? Below 12 years ( ) 13years ( ) 14 years ( ) 15 ( ) years 16 ( ) years

#### **SECTION B: Parents' Income and pupils' Academic Performance**

3) indicate the type of work your parents do

Small scale farming ( ) Self - employed ( ) Unemployed ( ) Employed ( )

4) What was your total marks in the previous end of term three 2017 examination?

Below100 ( ) 150- 200 ( ) 201- 250 ( ) 251-300 ( ) 300-351 ( ) Over 351 ( )

5) How often have you been sent home for school requirements?

Never ( ) Rarely ( ) Sometimes ( ) Often ( )

6) The statements below relate to the influence of parental income on pupils' academic performance. Supplied also are the four points rating options corresponding to these statements

Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1 Tick in the box the appropriate response.

	Parents' income	4(A)	3(S)	2(R)	1(N)
a)	High income parents are more involved in their children's education than low income parents.				
b)	Pupils who come from poor family background do not feel happy about themselves (self-esteem) when they compare themselves with children from rich families.				
c)	My parents struggle financially to cater for my educational needs.				

**SECTION C: Parents' Level of Education**

7) What is the educational level of your parents? Tick appropriately

Level of education	Father's level of education	Mother's level of education
Primary level		
Secondary level		
College level		
Degree level		
Masters level		

8) Do you think that your parents' level of education affect your learning?

Yes ( ) No ( ) If yes how? Explain).....

9) The statements below relate to the influence of parents' level of education on pupils' academic performance. Supplied are the four points rating scale options corresponding to these statements: Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1 Tick (v) the appropriate column.

	<b>Parents' level of education</b>	<b>4 (A)</b>	<b>3(S)</b>	<b>2(R)</b>	<b>1(N)</b>
a)	Highly educated parents are more involved in their children's education than uneducated parents.				
b)	Children whose parents are highly educated can communicate in English better than those whose parents have low level of education.				
c)	Children whose parents are highly educated can communicate in Kiswahili better than those whose parents have low level of education.				

10).How does parent's level of education affect pupils' academic performance?

i).....

(i).....

iii).....



**SECTION D: Parental involvement in Education**

11) The statements below relate to the influence of parental involvement on students' academic performance. Supplied are four options corresponding to these statements:

Always (A) =4 Sometimes (S) =3 Rarely (R) =2 Never (N) =1. Tick (v) the appropriate column.

	Parental involvement in education	4 (A)	3 (S)	2 (R)	1 (N)
a)	Parents who monitor pupils' progress in education positively influences pupil' academic performance.				
b)	Parents who are concerned about education of pupils positively encourage their children's educational achievement.				
c)	Parents who advise their children positively influence their academic performance.				

12 (a) how frequently do you do the following activities before going to school? Use a tick (v) to indicate your answer

Activities before going to school	Tick (v) where applicable
Fetching water	
Feeding animals	
Weeding the farm	
Washing utensils	
Preparing breakfast	

(b). Do these activities interfere with your school work?

Yes ( ) No ( )

13). Have you ever missed school because of the following things? Indicate with a tick (v)

Things	Yes	No
Lunch		
Uniform		
Pens		
Exercise books		
Sickness		
Long Distance		
Taking care of siblings		

14).What can your parents do to help you improve your academic performance?

(i).....

(ii).....

(iii).....

15).What score do you expect to get at KCPE? Tick appropriately

Below 100 Marks ( ) 101-150 ( ) 151-200 ( ) 201-250 ( )

251-300 ( ) 301-350 ( ) 351-400 ( ) Over 400 ( )

Thank you very much for your cooperation