

**INFLUENCE OF DAY PRIMARY SCHOOLS ON STANDARD EIGHT PUPILS'
ACADEMIC PERFORMANCE IN MBOONI WEST SUB-COUNTY, KENYA.**

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

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DECLARATION

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

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E56/75537/2012

Date

This research project has been presented to the university with my approval as university supervisor.

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DEDICATION

This research work is dedicated with a lot of love, respect and appreciation to my husband, Robert Muia Komu. It is also dedicated with a lot of love to my father, Christopher Ndemwa, my late mother, Brigid Ndemwa for making me whom I am and to my head teacher and members of staff of Utangwa A.I.C. Primary school.

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LIST OF ABBREVIATIONS AND ACRONYMS

F.P.E	Free Primary Education
IAEA	International Association for Educational Assessment
KCPE	Kenya Certificate of Primary Education
Kes	Kenya Shillings
QASO	Quality Assurance and Standards Officer
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SES	Socio-Economic Status
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to determine the influence of day primary schools on standard eight pupils' academic performance in Mbooni West Sub County, Kenya. The objectives of the study were: To determine the influence of a family's economic income on standard eight pupils' academic performance, establish the influence of parents' level of education on standard eight pupils' academic performance, determine the influence of parents' occupation on standard eight pupils' academic performance and to establish the influence of facilities/resources on standard eight pupils' academic performance in Mbooni West Sub County. The respondents were randomly selected. Research instruments used in this study included questionnaires for standard eight teachers and pupils and interview schedules for head teachers. Quantitative data were analyzed and the results were presented using frequency tables, pie charts, bar graphs and percentages. Qualitative data were analyzed through content analysis, which in turn was analyzed by organizing data into themes, patterns and sub-topics. From the study findings, there was a significant negative influence of day primary schools on standard eight pupils' academic performance. The researcher established that parents' economic influence on pupils' academic performance was either positive or negative depending on the parent's SES. The researcher further established that parents' level of education had a significant positive or negative influence on standard eight pupils' academic performance. Parents' high level of education tended to influence standard eight pupils' academic performance positively. The researcher also established that parents' occupation and facilities/resources at homes and school also influenced standard eight pupils' academic performance either positively or negatively. The research findings imply that day primary schools have a significant negative influence on pupils' academic performance. The researcher recommends establishment of boarding schools for pupils from low SES. The researcher also recommends that the government should engage in a serious campaign to create awareness for adult education for parents with low levels of education and dropouts. The researcher further recommends that head teachers and teachers from day primary schools carry on campaigns to educate their parents on the importance of supporting their children's education. NGO's and other education players should also come on board.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to Muola (2010), investment in education plays a significant role in human development through empowerment of people to improve their well-being. World Bank (1980) recognizes education as a central element in development.

According to Simmon (1988), education is a recipe for civilization, enlightenment and a source of wealth and power, which are vital for individual growth and development of any country's economic and political institutions. According to Fraenken and Wallen (2009), most developing nations have recognized the worth of education as a vehicle to help bring about hastened modernization of their economies. This realization, argues Franken, R and Wallen, B (2009), has been accompanied by high investment in education by these nations. However, according to Muola (2010), this investment in education has been determined by a variety of factors that influence students' academic performance.

According to Muola (2010), the factors or variables influence the quality of academic performance of students. According to Chinyoka (2014), students' academic performance is influenced by a number of factors including the students' age, gender, geographical belongingness, ethnicity, marital status, socio-economic status (SES), parents' education level, parents' profession, language used at home, religious affiliations, effects of family mobility and family lifestyles and the type of school the child attends.

Chinyoka and Naidu (2013); Halfiz, Tehsin, Malik, Muhammad and Muhammad (2013), Hupo and Tasikira (2012); Chabaya, Rembe and Wadesango (2009) argue day primary schools influence students' academic performance. According to Hupo and Tsikira (2012), there are variables that influence students' academic performance such as the family size, parents' education level, and parents' involvement in their children's education, SES, parents' profession, religious affiliations and family values in day primary schools. Otieno (2011) concurs with Hupo and Tsikira (2011).

According to Otieno (2011), some of the factors that influence students' academic performance in day primary schools include the family's economic income, parents' involvement in the provision of learning requirements and family size. Mulatya (2010) also mentions parents' education level, family size, facilities or resources used and socio-economic status (SES) as determinant factors that influence students' academic performance in day primary schools.

According to Brooks-Gunn, Duncan and Aber (2007), children who experience poverty may live in physical conditions that offer less stimulation and fewer resources for learning. These children form the bulk of enrollment in day primary schools, argues Brooks-Gunn et al. (2007). This line of argument is also shared by Bacchus (1991). According to Bacchus (1991), children's success in school is generally believed to be primarily a function of their innate intellectual aptitudes. However, argues Bacchus (1991), children who come from poor and deprived households may considerably reduce their motivation and opportunities to learn. By disregarding these conditions and attributing poor academic performance to the assumed 'inability' of the child, the school merely reinforces discriminatory social conclusions (UNESCO, 1998).

Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Pettit (2004) argue that socio-economic status (SES) of parents do not only influence academic performance, but also makes it impossible for children from low economic backgrounds to compete favourably with their counterparts from high socio-economic backgrounds under the same academic environment. According to Smith, Fagan and Ulvund (2002), a significant predictor of intellectual performance at age 8 include parental (SES). In her research, Machebe (2012) concluded that parental (SES) could influence academic performance of school going children.

According to Bratti (2002), parents' (SES) is conceptualized as parents' education, parents' income and parents' occupation and is linked to students' academic performance. Laosa (2005) supports this line of argument. According to Laosa (2005), the (SES) can be deliberated in a number of ways. Laosa (2005) argues that the SES is most often calculated by looking at parental education, occupation, income and facilities or resources availed to individuals separately or collectively.

Bratti (2002) argues that students from high (SES) backgrounds will perform better than their counterparts from low (SES) backgrounds. According to Bratti (2002), such children are enrolled in academies and the best boarding private schools. Thus, argue Caldas and Bankson (1997), family SES level has positive or negative correlations with the students' quality of academic performance. According to Garzon (2006), students with high level SES perform better than the middle class students and the middle class students perform better than students with low level of SES whose place of learning is mostly day schools. The students' academic performance, argues Duke (2000), is

negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning.

According to Sander (2001), low SES level strongly influences the academic performance of students, dragging them to lower levels. Barrow (2000) observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potentials. According to Yeung Linver and Brooks-Gunn (2000), poor parents may be less able to buy their children games, toys, books, computers and other resources that promote learning, or to provide them with high-quality childcare.

According to Yeung et al. (2002), all the challenges in poor communities, considered together with the influence of lower levels of parental education may result in the children having little or no assistance with their homework, and less motivation to learn. Chindanya (2012) maintains that children from poor economic backgrounds are not afforded the same luxuries and opportunities as those from wealthy backgrounds. According to Okeke, Nzewi and Njoku (2012), poor families are faced with the direct as well as the indirect consequences of their economic situation, including the lack of resources and the stress associated with their predicament. Therefore, argue Okeke et al. (2012), the learning environment should be endowed with resources and be conducive to improve learning. At day schools, it is evident that most children are poor and are generally likely to receive substandard education, unlike their counterparts in boarding schools and academies.

According to Brooks-Gunn, Duncan and Aber (2005), children who experience poverty may live in physical environment that offer less stimulation and fewer resources for learning. Constantine (2005) examined six communities in the greater Los Angeles, California area and found out those children in high income communities had access to significantly more books than children in low-income communities did. In the study, Constantine (2005) found out that in some affluent communities, children had more books in their homes and at school than low SES children had in all the school sources combined.

According to Machebe (2012), the lack of support and cognitive stimulation in the children's learning environment accounted for 33 to 50 percent of the disadvantages in verbal, reading and mathematical skills among persistently poor children. In Zimbabwe, Chinyoka (2014) carried out a survey to establish the influence of SES on the academic performance of the girl child from poverty-stricken households in Masvingo province. The participants comprised girl students doing form three, their parents and also some of their teachers.

From the study, Chinyoka (2014) established that poor girl students faced conditions that left them with little time and no energy for studies, as most of them were day scholars. The study also established that poor girl students were likely to have parents, family members and neighbours who were also less educated. Such students, according to Chinyoka (2014) are not likely able to perform very well in examinations like their colleagues from rich backgrounds who enroll in boarding public and private schools and academies.

A study carried out in the Enugu state of Nigeria (Machebe, 2014) and involving some selected secondary schools revealed that parents' educational background did not have significant influence on the academic performance of the students. However, according to Machebe (2014), parents' educational qualifications did have statistical significant influence on their children's academic performance.

In a similar study in Nigeria, Oni (2007) observed that there was a significant difference between the rates of deviant behavior among students from high and low SES. According to Oni (2007), the rate of truancy was much higher among children from low socio-economic backgrounds and this adversely influenced the children's academic performance. On the other hand, argues Oni (2007), children from high socio-economic backgrounds were on the average more disciplined and studious.

In Kenya, Butoya (2013) carried out a study on the influence of day primary schools on pupils' academic performance in Bugoma North and Kimili-Bungoma districts. The participants consisted of 106 head teachers, 530 standard eight teachers, 6850 standard 8 pupils and two QASOs. According to Butoya (2013), parents SES influenced greatly students' academic performance. Children from high socio-economic backgrounds, according to Butoya (2013) tended to achieve higher scores in examinations than children from low socio-economic backgrounds.

Butoya (2013) further demonstrates those children from households whose mothers and fathers were educated were more disciplined and higher achieving in academic performance than children whose parents were illiterate. Therefore, according to Butoya (2013), children whose parents were illiterate enrolled in day schools and

mostly dropped out of school and performed poorer in examinations compared to their counterparts in academies, private and boarding public schools from educated parents.

1.2 Statement of the problem

Given the vast resources involved in education, understanding what factors and investments most efficiently influence students' learning is of crucial importance (Rogers, 2004). According to Muola (2010), the commitment and determination of the Kenya government to provide education as a means of developing human resource cannot be overlooked. Over the years, argues Sifuna (1980), the government has made structural adjustments and institutional changes aimed at improving the quality of education. This explains why the government spends over 34 percent of its annual budget on education (Sifuna, 1983).

In spite of this enormous investment in education, there is little evidence that the increased expenditure on education has resulted in good results at the K.C.P.E. in day primary schools in Mbooni West sub-county. Despite the enormous input in terms of instructional materials, teachers and resources, children in day primary schools have continued to perform poorly at the K.C.P.E. than in private, public boarding schools and academies. According to figures obtained from the office of the sub-county director of education, Mbooni West sub-county, most day primary schools performed poorly in 2014 K.C.P.E. than did private and public boarding primary schools and academies. Table 1.1 below illustrates this.

Table 1.1: Outputs in K.C.P.E., 2014

Output in KCPE 2014							
Type of School	Name of school	of	Students with 400marks	Students with 350-399 marks	Students with 300-349 marks	Students with 250-299 marks	Students with 250 marks and below
Day primary schools	94		1	30	431	984	1487
Boarding public/private/academies	4		3	115	54	11	4
Total	98		4	145	485	975	1257

Source: Sub-County director of Education, Mbooni West Sub-County

This is poor performance. Little attention, according to Muola (2010), has been paid to the influence of day primary schools on standard 8 pupils' academic performance. It is against this background that it became necessary to investigate the influence of day primary schools on standard 8 pupils' academic performance in primary schools in Mbooni West sub-county.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of day primary schools on standard 8 pupils' academic performance in primary schools in Mbooni West sub-county, Kenya.

1.4 Objectives of the study

- i. To determine the influence of the family's economic income on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county.
- ii. To establish the influence of parents' level of education on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county.
- iii. To determine the influence of parents' occupation on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county.
- iv. To determine the influence of facilities or resources used on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county.

1.5 Research questions

- i. What is the influence of a family's economic income on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county?
- ii. How does a parent's educational level influence standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county?
- iii. What is the influence of a parent's occupation on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county?
- iv. What is the influence of facilities or resources used on standard 8 pupils' academic performance in day primary schools in Mbooni West sub-county?

1.6 Significance of the study

The study may add to the growth of knowledge on day schools and how they influence students' academic performance. Investigation into the causes of poor academic

performance in day primary schools may not only be significant to teachers and parents but also to other stakeholders who may use the findings and recommendations for intervention.

At the school level, teachers and administrators may use the findings to address some pertinent issues such as absenteeism and syllabus coverage. Leaders in the sub-county may also use the findings to campaign for support and goodwill from the government. The study may also serve as a point of reference by other researchers.

1.7 Limitations of the study

Mbooni West sub-county is a vast region comprising of numerous hills and valleys. Therefore, long distances, inaccessibility of schools and other logistics were constraint to the researcher in terms of time and finance during data collection. This limited the scope of the study. The researcher addressed this challenge by making prior arrangements with participants before administration of questionnaires. By visiting only the sampled schools, the researcher cut across the vast region and saved on finances.

In collecting data, it was not possible to control respondents' attitudes. Out of fear, respondents chose to give socially accepted responses that resulted in inaccurate findings. The researcher overcame this by assuring the respondents that strict confidentiality would be upheld and that the study was only meant for educational purposes.

1.8 Delimitations of the study

The study was only conducted in primary schools in Mbooni West sub-county and confined to the pupils and teachers who were directly involved in academic performance

in standard eight. Although day schools were a common phenomenon in secondary schools, the sample did not include any of these schools and neither the students nor the teachers participated in the study. As a result of this, the findings were not generalized to reflect the situation in the rest of the country.

1.9 Basic assumptions of the study

The following were assumptions of the study:

- i. The respondents gave honest and accurate responses to the questionnaires.
- ii. Internal examinations were acceptable instruments for evaluation of students' academic performance.

1.10 Definition of significant terms

This section comprises some of the significant terms and definitions as used in the paper. The terms include the following:

Academic performance refers to how well students are accomplishing their educational tasks and studies.

Investment refers to money, time, effort and resources put into a particular use to generate profits.

Academies refer to privately funded and autonomous schools and are free of direct control by state department of education

Public day schools are state funded schools under the ministry of education and bear direct control by the central government. They operate during the day.

Boarding school is an institution of learning where some or all pupils study and live during the school year with their fellow students.

Private school also known as independent schools. They retain the right to select their Students and they charge their students tuition.

1.11 Organization of the study

The study was organized into five chapters. Chapter one discussed the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms.

Chapter two discussed literature review, introduction, influence of day primary schools on students' academic performance, influence of family's economic income, parent's educational level, parent's occupation and facilities / resources used on students' academic performance, summary, theoretical and conceptual frameworks.

Chapter three discussed introduction, research design, target population, sample size and sampling techniques, research instruments, instruments validity, pilot study, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four dealt with data analysis, data presentation and discussions while chapter five focused on summary of the findings, conclusion and recommendations for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter comprises review of related literature, which captures day primary schools and their influence on students' academic performance. The chapter also comprises influence of family's economic income, parents' level of education, parents' occupation and the influence of facilities or resources used on students' academic achievement. The chapter also consists of a summary of the variables discussed, a theoretical and conceptual frameworks.

2.2 Influence of day primary schools on students' academic performance

According to Capraro, M., Capraro, R., and Wiggins (2000), the influence of socio-economic status (SES) on students' academic performance are prevalent at the individual level. According to Caldas and Bankston (1997), the SES is most often calculated by looking at parents' education, occupation, family's economic income and the facilities or resources available for use in schools.

Caldas and Bankston (2000) argue the SES has positive correlations with the students' quality of achievement. Students with high level SES, insists Caldas and Bankston (1997) enroll in private and public boarding schools and academies and they perform better than their counterparts with low SES who mostly enroll in day public schools. Achievement of students is negatively correlated with low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000). Low SES level strongly influences the academic performance of students, dragging them down to lower levels (Sander, 2011).

Socio-economic differences such as health and nutrition provide access to academically relaxed experiences, mobility rates and financial assets can certainly influence academic performance. According to Amitaya, Manojit, Saswata and Majumder (2010), students' academic performance is greatly influenced by family income, mothers' and fathers' education levels, parents' occupation and the facilities or resources used.

According to Kitavi (2005), parents' education level and family income are the two most important factors influencing learning efforts in school. In a related study, UNESCO (2002) observed that quality education is influenced by the type of school the learner enrolls. If the school is poor, observes UNESCO (2002), there will be minimal support and hence poor academic performance.

2.3 Influence of family's economic income on students' academic performance

According to Adewale (2002), the health status of the child is traceable to the family's economic background. Adewale (2002) observed that children from poor rural backgrounds where nutritional status was relatively low and hence high health problems, such children, according to Adewale (2002) enrolled in day public schools and performed poorer at examinations than children from more affluent backgrounds.

Eze (1996) opined that when a child gets proper nutrition, health care and stimulation, the ability to interact with and take optimal advantage of the full complement of resources offered by formal learning environment is enhanced. According to Abagi and Sheila (1994), a family's economic income greatly influences children's academic performance. Poor households, according to Abagi and Sheila (1994) influence participation and performance as children from such economic backgrounds are

perpetually absent from school due to unpaid school fees and a myriad other levies. On the other hand, children from rich households relatively perform better than their counterparts.

Abagi and Sheila (1994) attribute this to the children's parents' ability to enroll them in the best private and public boarding schools and academies and to continually keep them in school by paying school fees and other levies on time. Most experts, according to Adams (1996) argue that a family's low economic income has negative influence on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. Low economic income among parents causes environmental deficiencies, which result in low self esteem of students (US Department of Education, 2003)

In Jamaica, Evans (1999) conducted a survey on the influence of a family's economic income on students' academic performance. Evans (1999) found that there was a significant correlation between students' performance and their family backgrounds. Evans (1999) established that children from rich households performed fairly well in examinations compared to their counterparts from low socio-economic backgrounds.

A study carried out in Malawi (Kunje, 2009) among wealthy and poor households observed that wealthier families tended to influence academic performance of their children than poorer families did. According to Kunje (2009), wealthier households encouraged their children to go to school and do their homework. Kunje (2009) argues that absenteeism, ill health, malnutrition, hunger and other elements from poor families worked against their growth and academic achievement at school.

Another study carried out by IAEA (1997) established that schools whose parents and students come from high economic income tend to have more opportunities to spend greater time on learning tasks. This translates to higher achievement rates. According to IAEA (1997), rich households tend to receive much more education than the poor. The poor, argues IAEA (1997) will likely spend considerable time and effort foraging for food and fuel. Studies carried out by UNESCO (2002) in Mali, Uganda and Zambia in monitoring learning achievements established that children who had no regular meals achieved much lower than those who had two or more meals per day. Such children were mostly enrolled in day schools.

Examining the issue of poverty in Kenya, Onyango (1983) notes that poverty is one major causes of children's poor academic performance. Onyango (1983) explains that poor families are large and unemployed and are usually peasant farmers. According to Onyango (1983), children from such poor families perform miserably at examinations compared to their counterparts from rich households. This is because, argues Onyango (1983), students from such families are on the road at the end of every month to look for fees.

2.4 Influence of level of parents' education on students' academic performance

Machebe (2012) on the influence of parents' educational background on students' academic performance established that students whose parents never went to school did worse than those whose fathers and mothers had some formal education. Machebe (2012) therefore concluded that a father's level of education correlated positively with the academic performance of their children. According to Gould (1993), parents who are educated ensure availability of conducive environment and enroll their children in private

and public boarding schools and academies. They also ensure provision of text books, study rooms, discipline and assistance through assignment.

According to Korenman, Miller and Sjaastad (2005), poverty results in poor school circumstances for learning and influences children's physical well-being and ability to learn. This, according to Korenman and Sjaastad (2005) is associated with low parental education and limits the resources for investing in education.

According to Parveen, Noor-Ul-Amin and Nazir (2013), parents have a fundamental responsibility to ensure that their children are at school and their school-work is done. However, according to Eneji, Ubom-Basse, Obogo and Dannamah (2013) many parents have never attended school and they cannot read and write or count properly. This argues, Chinyoka (2014), children in rural areas and from uneducated parents mostly drop out of school earlier compared to their more affluent counterparts.

A study by Clarissa (1992) in Barbados examined how parents' education level influenced secondary school students' academic performance. Clarissa (1992) observed that parents' educational level had a significant correlation with their children's academic performance. Clarissa (1992) established that children whose parents were educated were more achieving in internal tests compared to their counterparts whose parents were less educated.

In China, Hunnum and Park (2004) carried out a study to investigate the influence of parents' education level on the academic performance of their children. Hunnum and Park (2004) established that parent-child interaction supported the child's aspirations and confidence. According to Hunnum and Park (2004), the parent-child interaction was

more pronounced among parents who had attained high levels of learning. Their children had higher academic performance.

Dermine (2007) conducted a study on the influence of parental support on Somali pupils in the United Kingdom. According to Dermine (2007), many Somali parents were unable to offer help to their children because of lack of prior education or ability to use English.

In Yaoundé, Cameroon, Cooksey (1981) carried out a study on the influence of parents' education on their children. From the study, Cooksey (1981) established that academic performance of students improved with their fathers' level of education. Children of uneducated parents, argues Cooksey (1981) indicated lower levels of performance in examinations. This, according to Cooksey (1981) is a common scenario in the third world where most parents are uneducated.

A study carried out in Kenya (SACMEQ, 2005) on the influence of parents' educational background revealed that most children from backgrounds where the mother and the father had attained secondary or higher levels of learning had an edge over their counterparts whose parents had only received primary education or had dropped out of school. The poor academic performance of those children, according to SACMEQ (2005) is attributed to their parents' inability to motivate, encourage or even set themselves up as role models. In his study on the influence of parents' educational level on their children's academic performance with respect to paying school fees on time and encouragement, Kombo (1988) observed that children from backgrounds where their parents had attained a higher level of education had shown a higher level of academic attainment than their counterparts.

Kayitesi (2010) conducted a study on the influence of parents' involvement in their children's academic performance in Gusii, Kenya. According to Kayitesi (2010), parental involvement in their children's education was more pronounced among parents who had attained higher levels of education. Children whose parents were less educated, argues Kayitesi (2010) were generally low achievers. Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents are not educated.

2.5 Influence of parents' occupation on students' academic performance

According to Butoya (2013), parents' occupation plays an important role in influencing students' academic performance. Butoya (2013) argues that this influence on the students' academic performance could either be positive or negative.

In Latin America, Deserrollo (2007) conducted a survey on the influence of parents' occupation on their children's academic performance. In the survey, Deserrollo (2007) established that students whose fathers and mothers are civil servants or other government workers or employees in the private sector are on the average more studious and higher achieving in internal tests than children whose mothers and fathers are housewives and labourers respectively. Deserrollo (2007) also demonstrated that doctors, engineers and lawyers have the greatest influence on their children's academic performance. According to Deserrollo (2007), children from this group of civil servants are among the best achievers in any internal tests.

In Malawi, Brady (2006) conducted a study on the influence of parents' occupation on their children's academic performance. Brady (2006) discovered that peasant farmers mostly enrolled their children in day schools and used them on their

farms when they were supposed to be in school. This, according to Brady (2006) resulted in chronic absenteeism, which negatively influenced students' academic performance. According to Brady (2006), such responsibilities exhausted the children and were less likely to perform well in examinations. According to Deserrollo (2007), children with the responsibility of earning a living for their families on a regular basis performed poorly in their national examinations

In Kenya, Mensch and Lloyd (1997) carried out a study on the influence of parents' occupation on their children's academic performance. Mensch and Lloyd (1997) targeted children from a farming community. Mensch and Lloyd (1997) discovered that most of the farmers send their children to day schools and used them to perform some duties on their farms. This, according to Mensch and Lloyd (1997) deprived children of valuable time they could use on their homework. This leads to poor academic performance.

In a similar study in Kenya, Butoya (2013) established that use of children to assist their parents in domestic chores or other work related to their occupations led to poor academic performance. According to Butoya (2013), students who work after school negatively influence internal efficiency in their schools. In his study, Butoya (2013) observed a negative correlation between pupils engaged in family chores after school and their K.C.P.E performance. The family chores, according to Butoya (2013) include weeding, herding, and baby-sitting, selling in family business and doing work for others.

2.6 Influence of facilities / resources on the academic performance of students

Cooksey (1981) attributes high SES with 'good homes and schools'. According to Cooksey(1981),good home material are defined by the presence of running water,

electricity, an interior toilet, a refrigerator and some form of cookers-while poor home conditions are defined by the absence of all. On the other hand, good school material, according to Cooksey(1981),are defined by the presence of enough quality classrooms, enough lockers, quality chalkboards, enough playgrounds and sufficient books-while poor school conditions are defined by the lack of or short supply of the facilities. According to Cooksey (1981), children living in good home and school conditions have pass rates above those living in poor home and school conditions.

Supporting the ‘good home and school’ theory, Tyler (1977) pointed out that students whose parents are rich live in homes and study in schools that provide stimulating environments where they are encouraged to study and are supplied with relevant resources such as books, tables, chairs, cabinets, etc. Such children, according to Tyler (1977) stand better chances of good performance unlike their counterparts whose homes and schools are lacking such facilities and resources.

Grantham (1998) conducted a survey on the influence of facilities on students’ academic performance in Jamaica. Grantham (1998) demonstrated that higher achievement levels were associated with possession of materials in and outside of the school. According to Hunnum and Park (2004), there is a positive correlation between the presence of reading materials at home and in school and academic performance in China.

In Kenya, Jagero (1999) conducted a research on the influence of home and school facilities on students’ academic performance in Kisumu district. According to Jagero (1999), lack of reading materials at home and school is a major factor influencing students’ academic performance. Jagero (1999) established a positive correlation between availability of books for children who performed very well at internal examinations.

2.7 Summary

The foregoing discussion has established that socio-economic status (SES) relates to home and school environment of students and has a strong bearing on their academic performance at their schools. The SES, according to Adewale (2002), is evaluated in terms of the students' family income, students' parents' occupation, students' parents' education level and the availability of facilities or resources used. Therefore, the health status of the child, levels of motivation and stimulation and self-esteem revolve around the SES. As discussed in this paper, high SES of students is positively correlated with students' academic performance while low SES of students is negatively correlated with students' academic performance.

2.8 Theoretical framework

The study is informed by Bronfenbrenner's ecological theory. Ecology, according to Deserrollo (2001) refers to an environment or a surrounding or an ecosystem. Bronfenbrenner (2008) suggests that a person's surroundings including their homes, schools, work, work place, church, neighborhood, culture, economy and government have influence on the way a child grows and develops intellectually. This theory, argues Donald, Lazarus and Lolwana (2010) looks at learners development within the context of the system of relationships that form their environment.

In this model, the students' ecology or surroundings relate to their home and school environment, which influences their growth and intellectual development through interaction with the variables at play. Adewale (2012) mentions the variables as students' family income, students' parents' level of education, students' parents' occupation and

the facilities or resources used at the students' home and school. According to Onyango (1983), the ecology or surrounding will therefore influence a student's academic performance either positively or negatively. Where the ecology supports a strong family income, argues Onyango (1983), students' academic performance will exhibit a positive correlation and where the income is low, students' academic performance will nose dive. According to Muola (2010), students' academic performance will tend to improve in ecology where most parents are educated.

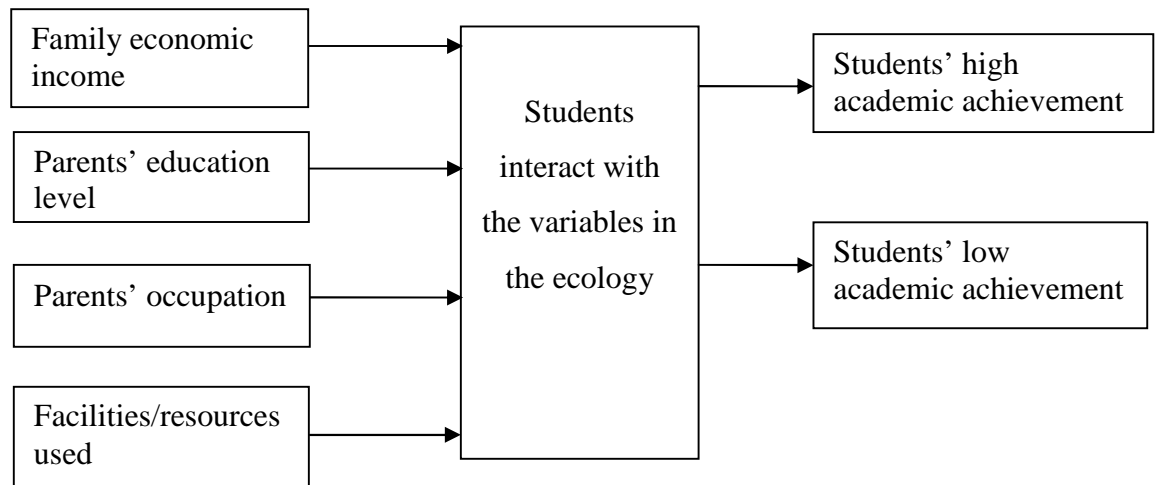
According to Donald, Lazarus and Lolwana (2010), an ecology that supports highly paid civil servants and workers will influence high academic performance among students. On the other hand, argue Donald et al. (2010), peasant farmers, herders and pastoralists will negatively influence academic performance of their children. Where the ecology supports plenty of facilities and resources at the homes and schools of students such as books, chairs and lockers, argue Donald et al.(2010), students' academic performance tend to be high. Since the aim of the study is to establish the influence of day schools on academic performance of students, this theory would be most relevant to the study because day school environment is one of the factors that Bronfenbrenner (2008) states as a possible factor among those which influence the way a child, develops intellectually. When the environment is suitable, then the performance of the student will be high unlike in a situation where the environment is unsuitable the results will be low.

2.9 Conceptual framework

Ganga and Chinyoka (2010) define conceptual framework as a preferred approach to an idea or thought. In this discussion therefore, conceptual framework is used to show

socio-economic status (SES) that influence students' academic performance at their homes and school. The researcher will adopt this approach.

Figure 2.1: Conceptual framework showing home based factors influencing students' academic performance



According to Adams (1996), a family's high economic income will influence an improved students' academic performance. Adams (1996) also explains that a family's low economic income will lead to poor results. On parents' level of education, Ibrahim (2012) explains that where the mother and father are highly educated, students' academic performance will tend to improve. Ibrahim also demonstrates that where the mother and father are uneducated or did not receive any formal education, students' academic performance tend to be low. In an environment where the mother or the father is a civil servant or public worker, students' academic performance tend to improve (UNESCO, 2002).

According to Kitavi (2005), peasant farmers and pastoralists tend to influence academic performance of their children negatively. Facilities or resources used at home and school have a strong bearing on students' academic achievement. According to

Kitavi (2005), adequate provision of the facilities or resources improves students' academic performance. Lack of the facilities, argues Kitavi (2005) will lead to poor academic performance of the students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher focused on the methodology applied in the study. The section therefore covered research design, target population, sample size and sampling techniques. It also covered research instruments, instruments validity, pilot study, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

According to Borg and Gall (1989), a research design is defined as a plan showing how the problem under investigation will be solved. In other words, a research design is the process of creating an empirical test to support or refute a knowledge claim. The study employed descriptive survey design.

Orodho (2003) defines descriptive survey design as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. Descriptive survey design was used to describe the state of affairs or the situation as it was that is the influence of day primary schools on standard eight pupils' academic performance in Mbooni West sub-county, Makueni County. This design is relevant because it enables the researcher to use questionnaires and interview schedules on the respondents.

3.3 Target population

According to Borg and Gall (1989), population is defined as the number of a real or hypothetical set of people, events or objects which we wish to generalize results of the research. In this study, the target population comprised all the standard eight primary school teachers, head teachers and standard eight pupils this year (2015) in Mbooni West sub-county, Makueni County.

Table 3.1: Target population of the study

Zone	No. of schools	Standard eight pupils			Standard eight teachers in Mbooni west district		
		Boys	Girls	Total	Male	Female	Total
Tulimani	17	280	314	594	48	46	94
Kalawani	15	272	292	564	46	48	94
Mbooni	30	384	500	884	54	54	108
Kitundu	20	220	239	459	52	43	95
Kithungo	15	190	300	490	43	52	95
Total	97	1346	1645	2591	243	243	486

Source: office of the Sub-county Director of Education, Mbooni West sub-county, 2015

3.4 Sample size and sampling techniques

According to Borg and Gall (1996), a sample is a small proportion of a target population selected for analysis. The researcher targeted 97 primary schools in Mbooni West Sub-county. According to Mugenda and Mugenda (2010), a sample size of 30 percent is considered to be sufficient. The name of each school was written down on a piece of paper, folded and put in a box for each zone. A school was then randomly

selected by picking a paper. The name of the school was noted down and the paper returned and thoroughly mixed. This was repeated until the required number was selected.

A sample of 30 percent of the schools' population was determined. This was 29 primary schools out of 97 schools. The 29 schools were further divided into 5 zones. This took care of the regions. A sample of 146 teachers was taken which was 30 percent of the target population in the district but based on zones. Female teachers were 73. Male teachers were also be 73. This put gender into consideration. The researcher took a sample of 898 standards eight pupils. This included 404 boys and 494 girls respectively. Through purposive sampling, the researcher picked on one private or public boarding school/academy for comparison purposes. This meant 5 public schools in each zone were targeted.

3.5 Research instruments

In order to facilitate the collection of information on the influence of day primary schools on standard eight pupils' academic performance in Mbooni West sub-county, the researcher used questionnaires. According to Kiess and Bloonquist (1985), questionnaires make respondents feel free to write down their responses without problem because they are not under direct observation.

The researcher developed two questionnaires; one for standard eight teachers and the other one for standard eight pupils. The questionnaires developed offered considerable advantage in administration. The researcher also used interview schedules on the head teachers of the primary schools. The researcher developed an interview guide

to enable to verify the state of affairs regarding the variables under investigation through self-observation.

3.5.1 Questionnaire for teachers

The researcher developed questionnaire for teachers. The questionnaire consisted of several parts, which sought to collect information. It collected demographic information, information on the teachers' professional training, teachers' age and experience of teachers on the job. The questionnaire also sought information on the influence of day primary schools on standard eight pupils' academic performance, influence of SES on standard eight pupils' academic performance and the extent to which day primary schools influenced academic performance on standard 8 pupils in Mbooni West Sub-county.

3.5.2 Questionnaire for pupils

The questionnaire consisted of several parts. The first part sought to collect demographic information. Another part sought to gather information on the influence of day primary schools on standard eight pupils' academic performance. There was another section that sought to gather information on the influence of SES on standard eight pupils' academic performance in Mbooni West Sub-county. Other sections sought to gather information on the influence of SES and the extent to which day primary schools influenced standard eight pupils' academic performance in Mbooni West Sub-county.

3.5.3 Interview guide for head teachers

Researcher developed an interview guide. The guide controlled face-face interview with the head teachers. It consisted of structured item that assisted to capture information on the influence of day primary schools on standard eight pupils' academic performance in Mbooni West Sub-county.

3.5.4 Observation checklist

The researcher made observation in data collection on the influence of day primary schools on standard eight pupils' academic performance.

3.6 Pilot study

A pilot study was conducted before the actual study commenced. According to Mugenda and Mugenda (2003), a pilot study should be on a sample of 1 percent of the target population. Therefore, the researcher carried out a pilot study on 1 head teacher, 5 standard eight teachers and 269 standard eight pupils. Through the pilot study, major problems and instrument shortcomings were identified and improvements made. The pilot study was also used to check the appropriateness of the language used and contextualize the items for predictability besides being instrumental in identifying ambiguous items and reconstructing them. In order to select the teachers and standard eight pupils, purposive sampling technique was used to ensure both male and female respondents participated in the study.

3.7 Instruments validity

According to Bacchus(1991), validity indicates the degree to which an instrument measures what it purports to measure, that's the extent to which differences formed in measuring instruments reflect the true differences among those who have been tested. To ascertain validity, the instruments were subjected to analysis by a team of experts and specialists in the area of study. The supervisors assessed the relevance of the content used in the instruments, developed and made structural changes for purposes of improvement and reinforcement of the instruments for actual data collection.

3.8 Reliability of the instruments

According to Kothari (2004), reliability is the extent to which a test is internally consisted after testing and retesting. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consisted results after repeated trials. According to Frankel and Wallen (1996), the half- split method involves splitting the test items into halves (odd and even items).The test items were split and the Pearson's Correlation Co-efficient (r) between the scores of the two halves calculated as shown in the formula below:

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

Where x=deviation of the x measures from the assumed mean and y=deviation of the y measures from the mean.

The correlation co-efficient (r) obtained by the researcher was used to calculate the whole test reliability using Spearman Brown prophesy formula $(2r/1+r)$.From the

piloting results the reliability of the instruments was established and their suitability for the study. In order to ascertain the reliability of the interview guide, the tool was presented for analysis of effectiveness by a panel of specialists in the field.

3.9 Data collection procedure

The researcher obtained a research permit from the National Commission for Science, Technology and Innovation. The permit was presented to the Sub-county Director of Education to allow the researcher to visit the schools. The researcher then visited and booked appointment with the respondents to administer the questionnaires. Arrangements were made to administer the instruments to all teachers, head teachers and pupils and filled questionnaires collected for sorting and analysis. The researcher personally administered the instruments to all teachers, head teachers and the pupils.

3.10 Data analysis techniques

The researcher cleaned the collected data by checking for any missing or inaccurate data and corrected it appropriately. After cleaning, the researcher analyzed the data using descriptive statistics such as frequency tables and percentages. The qualitative data obtained from the interviews was analyzed and discussed thematically. The researcher presented the results of the analyzed data using frequency distribution tables, bar graphs, pie charts and percentages according to the study objectives and research questions.

3.11 Ethical consideration

Pupils' academic performance and ability is a preserve of individual learning institutions and the pupils themselves. The researcher therefore sought permission from the schools' administrators and the pupils themselves to conduct the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter deals with data presentation and analysis. The purpose of the study was to investigate the influence of day primary schools on standard eight pupils' academic performance in Mbooni West Sub County, Kenya. The first section deals with the background information of the respondents and the other sections present findings of the analysis.

The analysis of the data is based on the objectives of the study. Descriptive statistics were used to analyze and discuss the issues in the best way possible. Means, bar charts, tables and percentages were used.

4.2 Questionnaires return rate

The researcher wanted to establish the rate of return of the research instruments from the respondents and the findings were shown in Table 4.1.

Table 4.1: Sample size

<i>Respondents</i>	<i>Male</i>	<i>Percentage</i>	<i>Female</i>	<i>Percentage</i>	<i>Total</i>	<i>Percentage</i>
Head teachers	24	2.2	5	0.47	29	2.7
Teachers	73	6.8	73	6.8	146	13.6
Pupils	404	37.7	494	46.0	898	83.7
Total	501	46.7	572	53.3	1073	100

From Table 4.1, the study sample size was 1073 respondents. Head teachers were 29 and 146 standard eight teachers. Standard 8 pupils were 898. This was a large sample size. According to Pollit and Hungler (1996), researchers should aim at using large

sample sizes. Such a sample size is more representative of the population and allows generalization of the results; argue Pollit and Hungler (1996).

Filled and returned questionnaires were 1073. This represented a 100 percent return rate. This was a very good return rate. According to Mugenda and Mugenda (2003), 60 percent is good and above 70 percent rated very well. Based on this argument, the return rate was very good.

The good return rate was as a result of the data collection procedures where the researcher pre-notified the potential participants of the intended survey. The questionnaires and interview schedules were self administered to the respondents who completed them and were picked shortly after.

4.3 Demographic information of the respondents

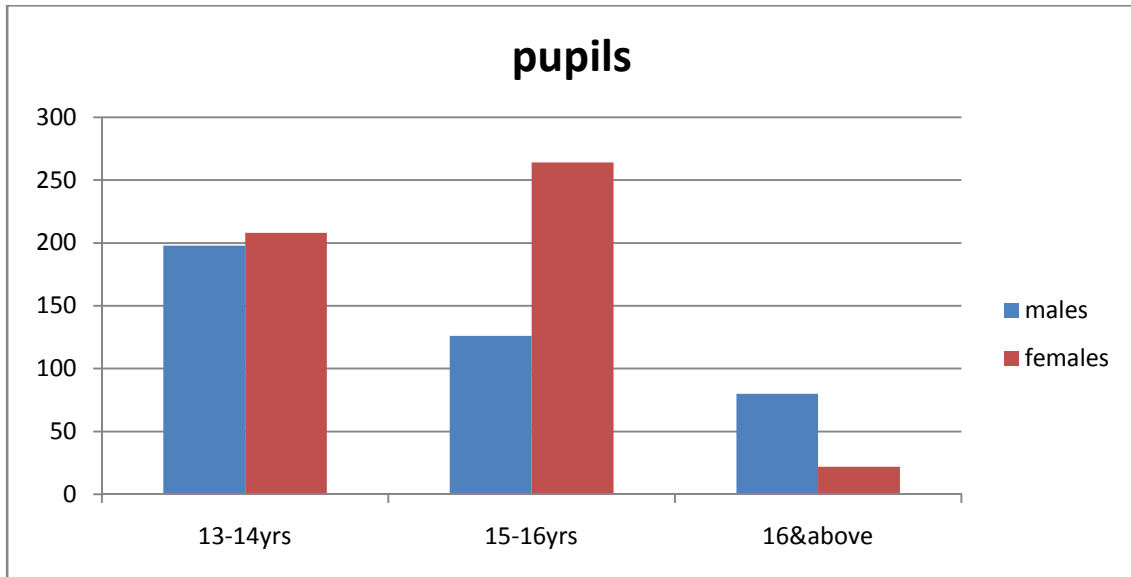
The researcher sought to establish the demographic information of the respondents. This included sex, age bracket, highest level of education and teaching experience. Data on sex was to take care of gender considerations. Data on age was to establish whether the respondents were mature enough to understand the influence of day primary schools on standard 8 pupils' academic performance.

Data on highest level of education was to establish whether the teachers and head teachers had adequate training to understand variables that influence pupils' academic performance. Data on teaching experience was to establish whether the teachers and head teachers had enough teaching experience to evaluate the influence of day primary schools on standard 8 pupils' academic performance. The findings were as indicated herein:

4.3.1 Age distribution of the respondents

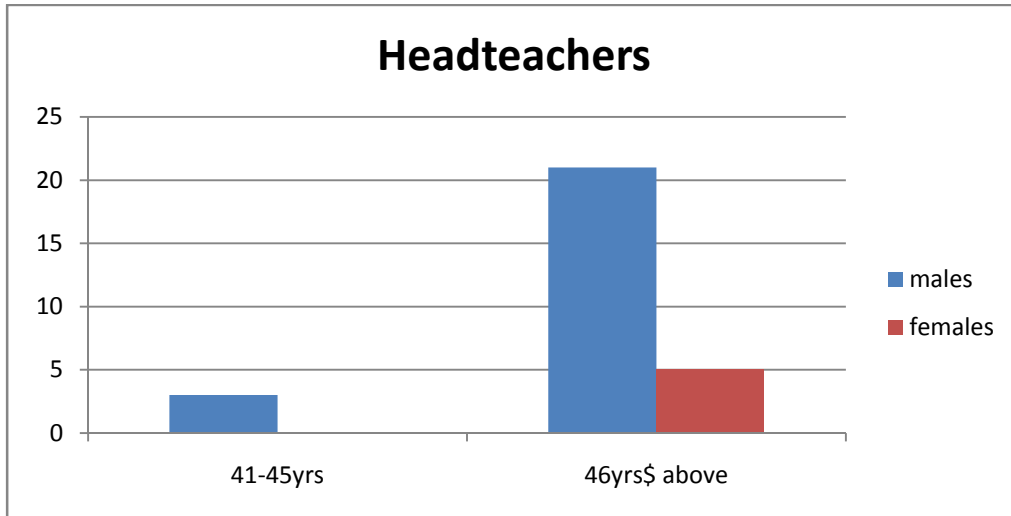
The respondents were required to indicate their age brackets. The findings were shown in Figures 4.3.1.1, 4.3.1.2 and 4.3.1.3

Figure 4.3.1.1: Age of the pupils



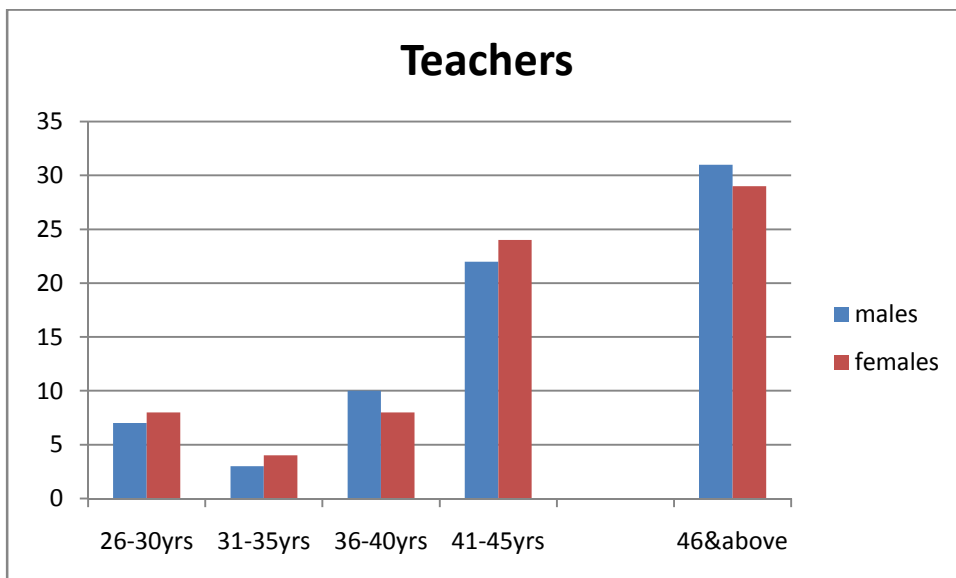
The bar chart reveals that most of the pupils age 13-16 years. This implies that the pupils were academically mature to understand issues under discussion in this paper and were able to fill in the questionnaire.

Figure 4.3.1.2 Age distribution of the head teachers



The bar chart also reveals that most head teachers aged 46 years and above. This implies that the majorities of the head teachers were quite mature and understood the concepts under discussion.

Figure 4.3.1.3 Age distribution of the teachers

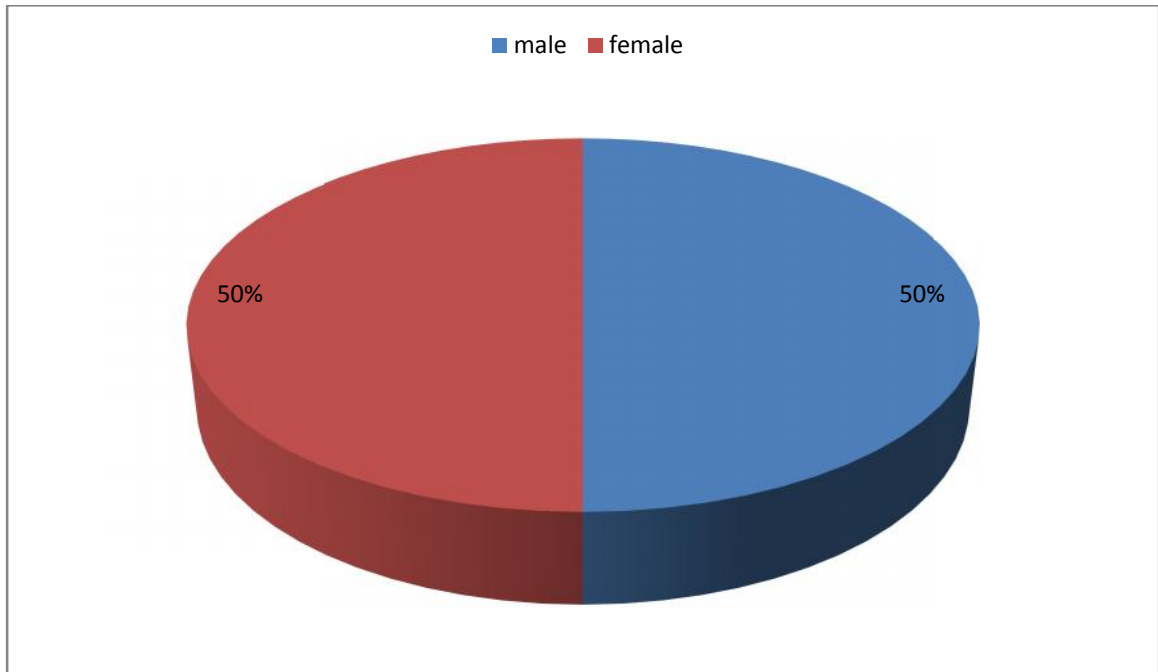


The bar chart reveals that most of the teachers were over 41 years old and above.

4.3.2 Gender of the teachers

The researcher wanted to find out the gender of the teachers. The respondents were required to indicate their gender bracket. The findings were tabulated in Figure 4.2.

Figure 4.3.2: Gender of the teachers



The research findings revealed that (50%) of the respondents were males and (50%) of the teachers were females. The research findings imply that there was no gender bias and that the boys and girls in standard 8 were equally motivated. This confirms what the head teachers said during the interview that motivation is done equally to both boys and girls in conformity with the new constitution.

4.3.3 Qualification and gender of the teachers

The respondents were required to indicate their gender and qualification brackets. The results were tabulated in Table 4.2.

Table 4.2: Gender and qualification of the teachers

<i>Highest academic qualification</i>	<i>Male</i>	<i>Percentage</i>	<i>Female</i>	<i>Percentage</i>	<i>Total</i>	<i>Percentage</i>
P1	12	6.86	3	1.71	15	8.57
Diploma	8	4.57	1	0.57	9	5.14
Bed	4	2.29	1	0.57	5	2.83
Teachers						
P1	50	28.57	47	26.86	97	55.43
Diploma	20	11.43	22	12.57	42	24.0
Bed	3	1.71	4	2.29	7	4.0
Total	97	55.43	78	44.57	175	100

The research findings established that (55.43%) were P1 teachers. Those with Diploma certificates were (24.0%) and teachers with B.ed were only (4.0%). The research findings also revealed that P1 head teachers were (8.57%) while Diploma and B.ed head teachers were (5.14%) and (2.80%) respectively.

The findings also established that there were few teachers and head teachers with diploma and B.ed training and that most teachers and head teachers were adequately trained as p1 teachers. This means that the teachers had adequate professional training to understand the variables that influence pupils' academic performance.

4.3.4 Teaching experience of the teachers and head teachers

The participants were required to indicate the number of years they have worked as teachers and head teachers. This is because the researcher wanted to establish teaching experience of the teachers. The findings were tabulated in Table 4.3.

Table 4.3: Teaching experience of teachers and head teachers

<i>Teachers & head teachers</i>	<i>Less than 5 years</i>	<i>5-10 years</i>	<i>11-15 years</i>	<i>Over 16 years</i>	<i>Total</i>
Female	3	13	38	24	78
Male	7	15	42	33	97
Total	10	28	80	57	175

The research findings revealed that both male and female teachers had enough teaching experience. Teachers who had worked for 10 years and above were (78.39%).

This information implies that the teachers had adequate knowledge on the influence of day primary schools on standard 8 pupils' academic performance. The research findings also established majorities of the teachers had relatively long teaching experience.

4.4 Day primary and boarding/ private academies

The researcher wanted to establish the number of day primary and boarding/private academies in Mbooni West Sub County. So, the participants were required to indicate the type of school they enrolled. The research findings were shown in Table 4.4

Table 4.4: Day primary and boarding/private academies

<i>Zone</i>	<i>Day primary schools</i>	<i>Percentage</i>	<i>Boarding/private academies</i>	<i>Percentage</i>	<i>Total No. of schools</i>	<i>Total</i>
Kalawani	6	20.0	0	0	6	20.0
Tulimani	5	16.7	1	3.3	6	20.0
Mbooni	4	13.3	2	6.7	6	20.0
Kithungo	6	20.0	0	0	6	20.0
Kitundu	4	13.3	2	6.7	6	20.0
Total	25	83.3	5	16.7	30	100

The research findings established that (83.3%) of the schools are day primary schools. Only (16.7%) of the schools are boarding/private academies. This implies that most children in Mbooni West Sub County enrolled in day primary schools. Boarding/private academies provided data for comparison.

4.5 Influence of day primary schools on standard 8 pupils' academic performance in Mbooni West Sub County

The researcher sought to find out the influence of day primary schools on standard 8 pupils' academic performance. For comparison purposes, the researcher

targeted boarding/private academies to determine their influence on standard 8 pupils' academic performance.

The head teachers were required to indicate the type of their schools and also indicate their pupils test scores for end of term one Sub County test, 2015. The result findings were tabulated in Tables 4.5 and 4.6.

Table 4.5: Achievement levels for pupils in boarding/private academies

<i>Zone</i>	<i>Pupils with Percentage 400&above</i>	<i>Pupils With 350-399 marks</i>	<i>Percent- age</i>	<i>Pupils with 300-349</i>	<i>Percent- age</i>	<i>Pupils with 250-299 marks</i>	<i>Perce- ntage</i>	<i>Pupils with 249m arks & below</i>	<i>Total No of pupils</i>
Kalawani	0	0	0	0	0	0	0	0	0
Tulimani	3	25	16.70	2	1.30	0	0	30	20
Mbooni	6	50	33.30	4	2.70	0	0	60	40
Kithungo	0	0	0	0	0	0	0	0	0
Kitundu	7	51	34.0	2	1.30	0	0	60	40
Total	16	126	84.0	8	5.30	0	0	150	100

The research findings revealed that (94.70%) of the pupils who enrolled in boarding/private academies achieved 350 marks and above at end of term one Sub County test, 2015. Only (5.3%) of those pupils achieved 349 marks and below. The research findings revealed that none of the pupils enrolled in boarding /private academies achieved 299 marks and below. The research findings imply that boarding schools and private academies influenced pupils' academic performance positively by motivating members of staff and students in various ways.

Table 4.6: Achievement levels for pupils in day primary schools

<i>Zone</i>	<i>Pupils</i>	<i>%</i>	<i>Pupils</i>	<i>%</i>	<i>Pupils</i>	<i>%</i>	<i>Pupils</i>	<i>%</i>	<i>Pupil</i>	<i>%</i>	<i>Total</i>	<i>%</i>
	<i>With</i>		<i>with</i>		<i>with</i>		<i>with</i>		<i>Below</i>		<i>no. of</i>	
	<i>400</i>		<i>350-</i>		<i>300-</i>		<i>250-</i>		<i>249</i>		<i>pupil</i>	
	<i>mark</i>		<i>399</i>		<i>349</i>		<i>299</i>		<i>marks</i>		<i>S</i>	
	<i>S &</i>		<i>mark</i>		<i>Mark</i>		<i>mark</i>					
	<i>above</i>											
Kalawani	0	0	0	0	6	0.80	74	9.87	100	13.30	180	24
Tulimani	0	0	0	0	2	0.72	34	4.50	114	15.20	150	20
Mbooni	0	0	0	0	4	0.50	38	5.10	78	10.40	120	16
Kithungo	0	0	0	0	0	0	79	10.50	101	13.47	180	24
Kitundu	0	0	2	0.27	32	4.27	62	8.27	24	3.20	120	16
Total	0	0	2	0.27	44	5.87	287	38.27	417	55.60	750	100

The research findings revealed that (55.60%) of the pupils enrolled in day primary schools scored 249 marks and below at the end of term one Sub County test, 2015. Only (44.40%) of the pupils enrolled in day primary schools achieved 250 marks and above in the same test.

The research findings imply that day primary schools negatively influenced pupils' academic performance. This confirms what the researcher established during the interviews with the head teachers. One of the head teachers had this to say, "most students who are day scholars do not get sufficient time to revise when they go home".

4.6 Variables that influence pupils' academic performance in day primary schools

The researcher wanted to find out which variables had the greatest influence on pupils' academic performance in day primary schools in Mbooni West Sub County. The participants were required to indicate how strongly individual variables influenced pupils' academic performance in day primary schools. The findings were shown in Table 4.7.

Table 4.7: Variables that influence pupils' academic performance in day primary schools

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Family economic income	146	44.79
Parents' level of education	38	11.66
Parents' occupation	28	8.59
Facilities/resources used	114	34.96
Total	326	100

The research findings indicated that family's economic income had the greatest influence on pupils' academic performance at (44.79%) of the teachers interviewed. The variable with the least significant influence on pupils' academic performance was pupils' parents' occupation at (8.59%) of the responses.

4.7 Influence of family's economic income on pupils' academic performance in day primary schools

The researcher sought to determine the influence of family's economic income on pupils' academic performance. For comparison purposes the researcher targeted pupils who did not take part in domestic chores and those who were involved in domestic

chores. The respondents were required to indicate whether they participated in family chores to assist their parents or not and also indicate their test scores for end of term one Sub County test, 2015.

This data was to assist the researcher compare performance of pupils who took part in family chores to assist their parents and those who did not but instead used the time for their own studies and personal preparation. The result findings were tabulated in Table 4.8 & 4.9.

Table 4.8: Achievement levels for pupils who did not participate in family chores in day primary schools.

<i>End of term one sub-county test,2015</i>																						
Zone	No. of schools	400 marks & above				350-399 Marks				300-349 marks				250-299 marks				249 marks & Below				Total
		M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M & F
Kalawani	6	0	0	0	0	0	0	0	0	4	8.7	2	4.3	0	0	0	0	0	0	0	0	6
Tulimani	5	0	0	0	0	0	0	0	0	1	2.2	1	2.2	0	0	0	0	0	0	0	0	2
Mbooni	4	0	0	0	0	0	0	0	0	2	4.3	2	4.3	0	0	0	0	0	0	0	0	4
Kithungo	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kitundu	4	0	0	0	0	2	4.3	0	0	16	34.8	16	34.8	0	0	0	0	0	0	0	0	34
Total	25	0	0	0	0	2	4.3	0	0	23	50.0	21	45.7	0	0	0	0	0	0	0	0	46

The research findings revealed that none of the pupils who did not take part in family chores scored below 300 marks out of a possible 500 marks in the test. Out of the 46 pupils, whose parents did not involve them in family chores, (95.70%) scored between 300-349 marks.

This is a good performance and it implies that pupils who were not involved in family chores relatively performed well in school tests. During the interview it was established that most pupils were engaged in other activities after school and this impacted negatively on revision and completion of homework.

Table 4.9: Achievement levels of pupils who were involved in family chores in day primary schools

<i>End of term one sub-county exam,2015</i>																															
Zoone	No.of schools	400 +				350-399				300-349				250-299				Below 249				Total									
		M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%								
Kalawani	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	4.50	42	-	40	60	174	24.7
Tulimani	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	3.60	9	-	78	36	148	21.0
Mbooni	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	3.10	16	-	44	34	116	16.5
Kithungo	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	43	6.10	36	-	61	40	180	25.6
Kitundu	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	4.80	28	-	15	9	86	12.2
Total	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	156	22.20	137	18.6	238		704	100.0	

The research findings revealed that (59.23%) of all the 704 pupils involved in domestic chores achieved 249 marks and below out of a possible 500 marks in the test. Only (40.77%) of the same pupils passed after having scored 250 marks and above in the same test. This is poor performance. The research findings imply that involvement of pupils in domestic chores negatively influence their performance in school tests

4.8 Influence of parents' level of education on pupils' academic performance in day primary schools

The researcher sought to determine the influence of the level of education of the parents on their children's academic performance in day primary schools. For comparison purposes, the researcher targeted pupils whose parents' level of education was secondary and above and those whose level of education was primary or dropped out. Pupils were required to indicate the level of education of their parents and also indicate their test scores for end of term one Sub County test, 2015. The research findings were tabulated in Table 4.10.

Table 4.10: Influence of the level of parents' education on pupils' academic performance

Zone	No. of schools	Pupils whose parents hold SS \$ above				Pupils whose parents hold pr.ed \$ below				total	
		Pupils with 250marks \$ above	with %	Pupils with 249marks \$ below	with %	Pupils with 250 marks and above	%	Pupils with 249marks and below	%	No. of pupils	%
Kalawani	6	58	7.70	18	2.40	22	2.90	82	10.90	180	24
Tulimani	5	32	4.27	10	1.30	4	0.50	104	13.87	150	20
Mbooni	4	31	4.10	25	3.30	11	1.47	53	7.07	120	16
Kithungo	6	53	7.07	20	2.67	26	3.47	81	10.80	180	24
Kitundu	4	94	12.50	4	0.50	2	0.27	20	2.67	120	16
Total		268	35.70	77	10.27	65	8.67	340	45.30	750	100

The research findings revealed that, out of 345 pupils whose parents had secondary education, (77.67%) passed with over 250 marks and above. Only (22.30%) of the same pupils failed, having scored 249 marks and below in the same test. The research findings also revealed that out of 405 pupils whose parents had primary /or dropped out, only (16.00%) passed, having scored 250 marks and above.

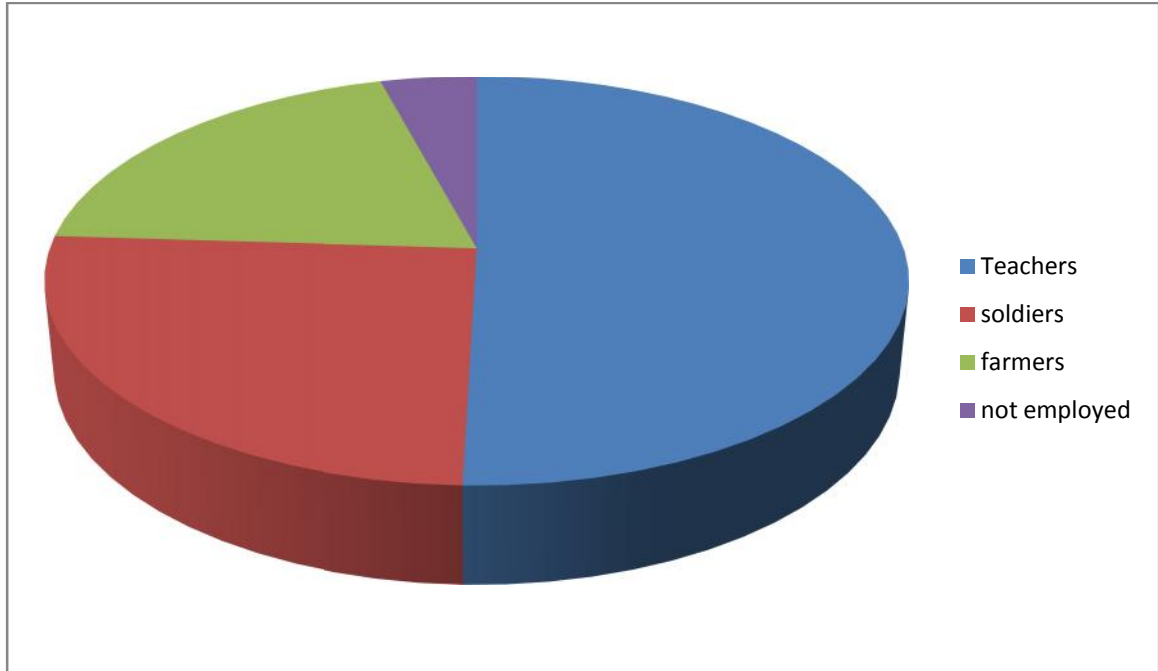
The rest of the pupils (83.96%) failed, having scored 249 marks and below at the end of term one Sub County exam, 2015. This implies that parents whose level of education is high influenced their children's academic performance positively. On the other hand, low levels of education of parents influenced their children's academic performance negatively as revealed in the study.

4.9 Influence of parents' occupation on pupils' academic performance in day primary schools.

The researcher further sought to determine the influence of parents' occupation on their children's academic performance. The respondents were required to indicate the type of work done by one or both parents and also indicate their test scores for end of term one Sub County test, 2015

The researcher targeted pupils who had scored 250 marks and above and distributed them into pupils' whose either one parent or both were teachers, soldier(s), farmer(s) or unemployed. The research findings were tabulated in Figure 4.3.

Figure 4.3: Influence of parents' occupation on pupils' academic performance



The research findings revealed that out of the 333 pupils who scored 250 marks and above, 168 came from families whose parents were either a teacher or both. This translated to (50.75%). The research findings revealed that children whose one parent was either a policeman or both were 85 and this translated to (25.52%). As for pupils whose parents were farmers, the number was 66 which translated to (19.82%). Pupils whose parents were unemployed were 14 and this translated to (4.2%).

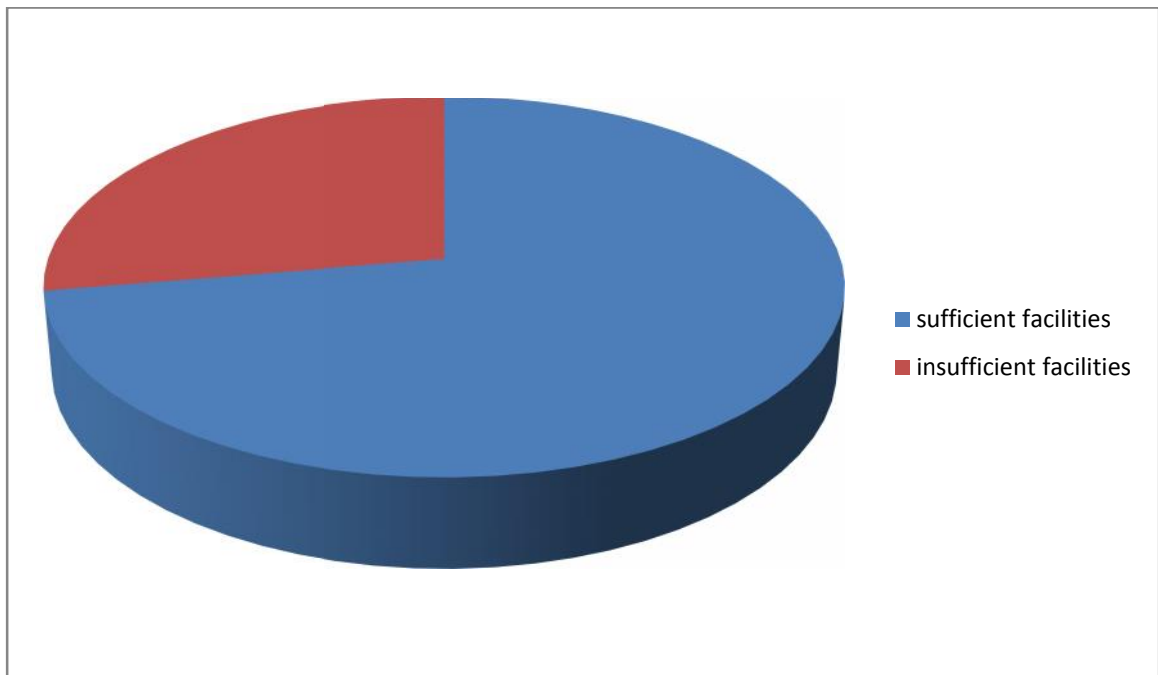
The research findings implied that parents' occupation had significant influence on their children's academic performance. From the research findings, it is clear some parents such as teachers and policemen/soldiers positively influenced the academic performance of their children. Also from the research findings, farmers negatively influenced their children's academic performance. Lack of employment also had a negative influence on the academic performance of their children.

4.10 Influence of facilities/resources used on the academic performance of pupils in day primary schools

The researcher wanted to determine the influence of facilities/resources used on pupils' academic performance. For comparison purposes, the researcher targeted pupils who scored 250 marks and above out of a possible 500 marks in a Sub County exam. Pupils were required to indicate whether their schools were well endowed with resources or not and also indicate their test scores in the same exam.

Out of 333 pupils who scored 250 marks and above, 241 came from schools and homes sufficiently endowed with facilities/resources. This translates to (72.40%). Only 92 pupils who scored 250 marks and above came from environments with few or insufficient resources. This translates to (27.60%). The research findings were as indicated in figure 4.4.

Figure 4.4: Influence of facilities/resources on pupils academic performance in day primary schools



The research findings revealed that (260.50%) of the pupils who scored 250 marks and above came from schools and homes well endowed with facilities/resources. Only (99.50%) of the pupils having scored 250 marks and above came from schools with few or insufficient facilities/resources. This implies that facilities/resources had significant influence on pupils' academic performance.

When the facilities/resources were sufficient, the influence on the pupils' academic performance tended to be positive. During interviews one head teacher had this to say, "resources are key to good performance. Some pupils do not have lights and this makes reading difficult at night".

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of the study

The researcher applied the ecological theory. According to Deserrollo (2001), ecological theory refers to an environment or a surrounding or an ecosystem. The theory postulates that a learner's environment has a strong bearing on the way a child grows and develops intellectually. The study employed descriptive survey design. The target population comprised head teachers, teachers and standard 8 pupils for 2015.

The researcher had developed questionnaires for teachers and pupils and interview schedules for head teachers. Qualitative data was analyzed and results presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions.

5.2 Summary of the major findings

The researcher sought to establish the number of day primary schools and boarding/private academies. From the study, the researcher established that most schools in the county were day primary schools. Only a few of the schools were boarding or private academies. This means that most of the pupils in the county enrolled in day primary schools.

The researcher also sought to determine the influence of day primary schools and boarding/private academies on pupils' academic performance. The researcher compared test scores of standard 8 Sub County exam term one, 2015 in day primary schools and boarding/private academies. According to information given during the interview, the

researcher established that day primary schools had a significant negative influence on pupils' academic performance.

This negative trend may be attributed to the long hours the pupils engage in domestic chores when they left school for homes in the evening and over the weekends. The domestic chores impair their intellectual development. It is unreasonable to assume that children can learn when they are physically exhausted and mentally tired. On the other hand, the researcher established that boarding/private academies strongly influenced pupils to perform well in school tests.

The researcher also established that most boarding/private academies were enrolled with children from high economic backgrounds. Such children were highly motivated and well resourced with materials such as text books, exercise books, pens, pencils, magazines, story books, etc. This may explain the positive trend in academic performance in such schools

The researcher also sought to determine the influence of individual variables on pupils' academic performance on school tests in day primary schools. From the study, the researcher revealed that family's economic income had the greatest influence on pupils' academic performance. Where the economic income was favourable, pupils tended to exhibit good performance. Low economic income influenced pupils' academic performance negatively. Parents' occupation had the least influence on their children's academic performance.

The researcher also wanted to establish the influence of family's economic income on pupils' academic performance. The researcher compared test scores of standard 8 Sub County exams for end of term one, 2015 for pupils whose parents did not use them to perform duties at their homes and pupils whose parents involved them in family chores.

From the study, the researcher established that pupils from families with high economic income did not help parents in their domestic chores and that they relatively performed better than their counterparts from backgrounds associated with low economic income. Thus, high economic income positively influenced pupils' academic performance. Low economic income tended to influence pupils' academic performance negatively. The negative trend could be as a result of financial insecurity leading to anxiety and emotional stress of the poor pupils.

The researcher also sought to determine the influence of parents' level of education on their children's academic performance. The researcher compared test scores for pupils whose parents had received secondary education and above with pupils whose parents had only received primary education or had dropped out of primary school. The researcher established a significant positive influence of pupils' academic performance by parents who had attained secondary education. Parents who had only received primary education or had dropped out of schools also significantly influenced their children's academic performances negatively.

The researcher also wanted to establish the influence of parents' occupation on their children's academic performance. The researcher targeted pupils who had scored 250 and above out of a possible 500 marks at the end of term one Sub County exam,

2015. The researcher analyzed performance of pupils spread in different categories of parents and observed any differences. From the research findings, the researcher established that some parents, like teachers and policemen significantly influenced the performance of their children in exams positively.

This positive trend could have been because teachers and policemen motivate their children and also provide support and some necessary resources such as reading materials, exercise books, etc. However, the research findings established that farmers negatively influenced the academic performance of their pupils.

The researcher also wanted to establish the influence of facilities/resources on standard 8 pupils' academic performance. The researcher targeted pupils who had scored 250 marks and above from homes and schools well endowed with facilities/resources and pupils from homes and schools with few or insufficient facilities/resources. From the study findings, the researcher established a positive correlation between availability of sufficient facilities at pupils' homes and schools and good test scores. Few or insufficient facilities influenced poor pupils' academic performance at school tests.

5.3 Conclusion

The researcher established that day primary schools had a negative correlation with pupils' academic performance. The researcher also found out that parents' economic income either positively or negatively influenced pupils' academic performance depending on the parents' SES. The researcher further revealed that parents' level of education and occupation had strong bearing on their children's academic performance. Where the parents' level of education was high, the pupils' academic performance tended

to improve. Some parents' occupation like teaching influenced pupils' academic performance positively.

However, farmers had a negative influence on their children's academic performance. The researcher also established that facilities/resources played a major role on pupils' academic performance. Where the facilities were available and in the right quantities and quality, pupils' academic performance tended to improve.

5.4 Recommendations of the study

The researcher recommends that: The government should encourage and establish boarding schools for pupils from parents of low SES. The strategy will help support the children because it will delink them from their homes and domestic chores which leave them physically and mentally tired and with no time and energy for home work and personal studies

The government should come up with ways of empowering citizens of low SES economically through creation of jobs and provision of loans and grants for local entrepreneurship. This will give them economic power to provide for their children's education.

There should be a campaign for adult literacy. This should involve the government and other players in the field. Knowledgeable and educated parents will support and encourage their children's education resulting in better academic performance.

Teachers, head teachers and other leaders should engage in a campaign against child labour. They should target parents during schools days and public barazas to

explain why children should be let alone to learn without being involved in family chores.

The government should increase support of day schools through F.P.E. by providing more money. The current capitation of Kes 1020 per pupil per year is insufficient. The government should also lobby other players in the field like Ngos to support such schools in order to buy sufficient facilities including desks.

Other researchers to carry on related studies to establish the influence of day primary schools on pupils' academic performance. This recommendation should be implemented by the government. The government should establish a task force and provide resources to researchers to enable them carry out the study.

5.5 Suggestions for further research

There is need for further research to establish whether the prevailing policies on holiday tuition affect students performance.

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APPENDICES

Appendix I: Introduction letter

Box 103-90125

Kikima

6/11/2014

TO WHOM IT MAY CONCERN

Through the Head teacher
Utangwa AIC Primary School
Box 103- 90125
KIKIMA

Dear Sir/ Madam,

RE: EDUCATIONAL RESEARCH ON THE INFLUENCE OF DAY PRIMARY SCHOOLS IN MBOONI WEST SUB-COUNTY,MAKUENI COUNTY.

I refer to the above under reference. I am a student from the University of Nairobi and currently out in the field to research on the influence of day primary schools on standard. 8 pupil's academic performance in primary schools in Mbooni West Sub-county.

I kindly request for your assistance as I undertake this task.

Yours faithfully,

Munanye Ndemwa.

Appendix II: Questionnaire for teachers

Instructions

Kindly participate in the research by filling in this questionnaire, which is designed to gather information about you. Be assured that the information given is only for research purposes on the influence of day primary schools on standard 8 pupils' academic performance in Mbooni West Sub-county. Kindly tick [] or provide brief explanation in the spaces provided.

PART A: DEMOGRAPHIC DATA.

1. Please indicate your gender. Male [] Female []
2. What is your age bracket?
Under 25 yrs [] 26-30 yrs []
31-35 yrs [] 36-40 yrs [] 41-45 yrs [] 46 yrs and above []
3. What is your professional qualification?
B. Ed [] Diploma [] P1 [] Others []
4. What is your teaching experience?
1-5 yrs [] 6-10 yrs [] 11-15 yrs []
16-20 yrs [] 21 yrs and above []

PART B

Complete the following questions about your students' academic performance.

5. What is the academic performance of your students who come from homes with high economic income?
Excellent [] Good []
Satisfactory [] Poor []
6. How is the performance of students from homes with low economic income influenced?
Positively []
Negatively []

7. What is the academic performance of your students whose parents' levels of education is high?
- Excellent [] Good []
Satisfactory [] Poor []
8. Do you think low education levels or lack of education of the parents lead to poor academic performance?
- Yes [] No []
9. If the answer to No. 8 is yes , then state how
-
10. Are your students involved in family chores and duties by their parents after school and over the weekends?
- Yes [] No []
11. Do some of the duties /family chores affect students' attendance in school?
-
12. Please name those family chores and duties
-
13. What is the performance of the students who are mostly involved in these family chores and duties?
- Excellent [] Good []
Satisfactory [] Poor []
14. Is your school well endowed with resources such as books, desks, lockers, tables, enough lighting and cabinets? Yes [] No []
15. Do you think your students are well endowed with resources such as books, chairs, tables, lightning, and cabinets at their homes?
- Yes [] No []
16. What is the performance of the students whose home environment is endowed with sufficient facilities and resources?
- Excellent [] Good []
Satisfactory [] Poor []

17. Do you think lack of facilities or resources at the students' homes negatively influence their academic performance?

Yes [] No []

18. Respond by ticking () the appropriate response against the statement using the key
 SA =strongly agree () A=Agree () U=Undecided () D=Disagree SD=strongly disagree

In my opinion the following SES influence students' academic performance positively

	factors	SA	A	U	D	SD
a	High family economic income					
b	Low family economic income					
C	Parents' high level of education					
D	Parents' low level of education					
E	Highly paying civil service jobs					
F	Low paying parents occupation					
G	Adequate provision of facilities					
H	Inadequate facilities					

19. What is the type of your school?

Boarding public/Private/Academy [] Public day []

Thank you for your participation.

Appendix III: Questionnaires for pupils

Instructions

Kindly participate in the research by filling in this questionnaire, which is designed to gather information about you. Be assured that the information given is only for research purposes on the influence of day primary schools on standard eight pupil's academic performance in primary school in Mbooni West Sub-county. Please tick () or provide brief explanation in the spaces provided.

PART A: DEMOGRAPHIC DATA

1. What is your sex? Male [] Female []

2. What is your age? 13 and 14yrs [] 15 and 16yrs [] 16and above []

PART B

Complete the following questions about your family

3. What level of education did your parents attain?
Father: Primary [] Secondary [] Diploma [] Bachelors degree []
Masters degree [] Non formal []

Mother: Primary [] Secondary [] Diploma [] Bachelors degree []
Masters degree [] Non formal []

Guardian: primary [] secondary [] Diploma [] Bachelors degree []
Masters degree [] Non formal []

4. What work do your parents do for a living?
Father: Lawyer [] Doctor [] Engineer [] Teacher [] Police []
Peasant farmer [] Not Employed []

5. How often do you assist your parents with home chores and duties after school and over the weekend? Tick the appropriate box.
Always [] Sometimes [] Not at all []
6. Will such domestic chores and duties overwhelm your parents if your assistance is not forthcoming? Yes [] No []
7. Do such domestic chores and duties interfere with your time for homework?
Yes [] No []
8. Does your father or mother encourage you to work hard?
Yes [] No []
9. Is your home well endowed with books and other resources and facilities for learning? Yes [] No []
10. Is your school well endowed with books and other resources and facilities for learning? Yes [] No []
11. What was your performance at the Sub-county exam 1st term, 2015?
400 Marks & above [] 351-399 Marks [] 300-350 Marks [] 251-299 Marks 250
Marks & below []

Thank you for your participation.

Appendix IV: Head teachers' interview schedule

This study is based on influence of day primary schools on standard 8 pupils' academic performance in primary schools in Mbooni West Sub-county. Please respond to the items as honestly as possible.

SECTION A: DEMOGRAPHIC INFORMATION

Indicate by use of a tick

1. Age bracket:

36-40 [] 41-45 yrs [] 46-50 yrs [] 51 yrs and above []

2. Gender of officer:

Male [] Female []

3. Professional qualification:

PhD [] M.Ed [] Degree [] Other specify _____

SECTION B:

4. Do you think a family high economic income improves the grades of children?

5. What effect do you think low economic income of families will have on their children?

6. Do you think parents' education level will influence the academic performance of their children?

7. If yes in No.3 what is the influence?

8. What effects will parents' occupation have on their academic performance?

9. Do you think resource materials and facilities at students' homes and school influence students' academic performance?

Thank you for your participation.

Appendix V: Time plan

Activity	Duration			
	Nov. 2014	Dec. 2014	Jan. 2015	Feb, March, April 2015
Writing research proposal, corrections and making improvements				
Defense				
Piloting and data collection				
Data analysis, report writing and submission				

Appendix VI: Budget for the study

S/N	Item	Cost in Ksh.
1	Computer services	
	a) Typing proposal	4500
	b) Typing final report	20000
	c) Photo copying	3500
2	Stationary	
	a) Writing material	500
	b) Biro pens /geometrical set/ruler	100
3	Travelling expenses	
	a) Travelling to kikuyu campus	2000
	b) Travelling to UoN library	2000
	c) Travelling to protest questionnaire	2000
	d) Travelling to administer questionnaires	4000
4	Binding	
	a) Binding proposal	3000
	b) Binding final report	20000
5	Others	1000
	Total	60,000

Appendix VII: Permit

THIS IS TO CERTIFY THAT:

MISS. NAOMI MUNANYE NDEMWA
of UNIVERSITY OF NAIROBI, 0-90125
KIKIMA, has been permitted to conduct
research in Makueni County


on the topic: INFLUENCE OF DAY
PRIMARY SCHOOLS ON STANDARD
EIGHT PUPILS ACADEMIC PERFORMANCE
IN MBOONI WEST SUB COUNTY, KENYA.

for the period ending:
31st July, 2015

Applicant's
Signature

Permit No : NACOSTI/P/15/0615/5825
Date Of Issue : 20th April, 2015
Fee Received :Ksh. 1000

Director General
National Commission for Science
Technology & Innovation



CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A-4943

CONDITIONS: see back page

Appendix VIII: Research authorization letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/15/0615/5825

20th April, 2015

Naomi Munanye Ndemwa
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of day primary schools on standard eight pupils academic performance in Mbooni West Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **31st July, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

