

**HOME BASED FACTORS INFLUENCING PUPILS PERFORMANCE IN
KENYA CERTIFICATE OF PRIMARY EDUCATION IN PRIMARY SCHOOLS
IN KITUI COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my wife Naom Musangi and my children, Daniel Musyoka, Peter Makenda, Joshua Mwalimu and Penninah Mutave who were my source of encouragement in the realization of this project.

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In God I trust.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRD	Centre for Research and Development
DEB	District Education Board
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KICD	Kenya institute of curriculum development
MDGS	Millennium development goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Associations
SDGS	Sustainable Development Goals
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate home based factors influencing pupils' performance in Kenya certificate of primary education in public primary schools in Miambani zone, Kitui Central sub-county, Kitui County, Kenya. The objectives of the study were to establish the influence of parents' level of education on pupils' academic performance, to determine the extent to which parents' income influences pupils' KCPE performance in public primary schools, to examine the extent to which parenting styles influence pupils' KCPE performance in public primary schools and to determine the extent to which home chores influence pupils KCPE performance in public primary schools in Miambani Zone, Kitui Central Sub- County, Kenya. The study adopted descriptive survey design and targeted twenty two public primary schools in Miambani zone in Kitui central sub- county which had 208 assistant teachers, 22 head teachers and 1200 standard seven pupils. The study sampled ten public primary schools, one hundred and twenty pupils, sixty class teachers and ten headteachers from the sampled schools. The data collection instruments comprised of questionnaires and interview guide. Data collected was categorized, coded analyzed then tabulated. The analysis was done using statistical package for social sciences (SPSS). The analysis was both qualitative and quantitative. Qualitative analysis considered the conclusions from the respondents' opinions. Quantitative analysis involved use of frequency counts and distribution, tabulation, totals and calculation of percentages aimed at condensing the data collected into meaningful groups and tables for further analysis. The study found that most parents were subsistence farmers and unemployed and hence being not able to meet their children's required school levies. Most of the parents in the zone were class eight leavers and therefore they neither assisted their children at home nor motivate them to work hard since they are ignorant of education. The researcher recommended that the headteachers should conduct frequent meetings with the parents to sensitize them on the need to provide quality education to their children. He should also invite motivational speakers to address the issue of ignorance to the parents. Government should endeavor to source funds from donors, well-wishers and Non-Governmental Organizations to assist learners from poor families. This will supplement funds released from government kitty which is not sufficient.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Primary education is the key to socio-economic and political development in any country (UNESCO, 2005). The Kenyan government has established many education commissions to work into education provisions to all children since independence. One such commission is “Education for all”. This was after the world conference on education for all (EFA) in Jamtien, Thailand in 1990 where mass schooling became the primary focus for governments, educationalists and donors around the world. The schools must offer to their children adequate knowledge, skills and altitude that a country requires in its citizens to guarantee the role of education in development (World Bank 2001).

According to Ngungi (2002) the education for all advocated for education to be free and available to all Kenyans by 2015. In 2003, the schools registered a massive enrolment which was much more than the school facilities. The teachers experienced challenges in their work when teaching and handling the large numbers of leaners since the enrolment rate of children in primary education system had increased from 6.5 million pupils to 7.5 million registering a gross enrolment of 115%. This move was aimed at enabling the children access education irrespective of their social background, gender and religion. Although the government of Kenya has tried to make primary education free and compulsory, there are other indirect costs of education which must be met by the parents.

Bray (2001) argued that indirect costs of education in primary education are pervasive and are serious obstacle to pupils performance for millions of children around the world. Education remains the most viable tool for transformation of human behavior and development of the society and it is also the vehicle for engineering them to positively contribute to their personal growth and development of the society (Momodu, 2013). These various factors that influence examination performance need to be addressed in order to achieve good performance in examinations, these factors can be either home based or school based. Home based factors include; parents level of education, income of the parents, parenting styles, home chores among others.

A study by Schultz (2006) in United States of America has shown that children from non-intact families have significantly high rates of difficulties at all levels of education. Domestic violence is the order of the day and as a result it affects pupil's cognitive and attitudinal development hence poor academic performance in school.

According to Maicibi (2005) a good environment should be provided by the home if children must learn in school, Maani (2009) observes that students' success and passing in their examinations at school is closely related to their home backgrounds.

Ministry of education in Kenya (2010) showed that parents with professional qualifications ensure that children remain in school. Education level of the household members is influential in determining the success in final examinations for pupils. Ersado (2005) has shown that parental education is the most consistence determinant of the child's education and employment decisions. Higher levels of parents' education are

associated with parental encouragement to some extent. Maku (2005) observes that home based factors such as the size of the household, income of parents, education level of parents and type and level of interaction between parents and children with regard to school work affect academic performance.

According to basic Education principle, every school should cater for every learner including those with raging abilities and disabilities (Warnock, 2005). This can be done by mobilizing appropriate human, physical and material resources for the transformation of such regular schools. Basic education basically creates child friendly schools which operate with the interest of the learner by creating a safe and healthy environment endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning, It also provides dignity and personal empowerment (UNICEF, 2010).

Basic education is therefore a policy that involves reforming and restructuring the school as whole to ensure that all pupils have access to a whole range of educational and social opportunities offered by school (Booth, 2008). Children who are exposed to home chores are at a disadvantage because home chores constitute educations inequality (Kamuyu, 2006). A summative evaluation of primary school education curriculum report by the KICD (then KIE) in 2010 established that the majority of curriculum implementers have the required academic and professional qualifications. However, the continuous performance of pupils was found to be either haphazard or poor hence giving a signal that there are factor within the home which influence pupils' performance.

The Kenya Certificate of primary education marks the end of eight years in primary school in Kenya. Education in Kenya is characterized by a need for high achievements and enthusiasm for more and better schools. KCPE results are used to select students in form one in Kenya. Pupils are selected to join national secondary schools, the inter-county schools, county schools or sub-county school and others may join private secondary schools. The table 1.1 shows the pupils performance in some sub-counties in Kitui County.

Sub-county	Zone	2011	2012	2013	2014	2015
	Miambani	218.73	207.40	203.31	211.64	213.7
Kitui central	Kyangwithya	250.62	238.62	248.00	251.00	248.16
	Kalundu	250.32	247.43	246.98	241.05	239.34
Kitui west	Musengo	231.21	231.32	221.79	223.23	219.36
	Tulia	234.61	240.56	238.32	229.51	233.51
	Kauwi	254.45	259.42	258.30	262.86	253.14
	Katutu	224.21	235.14	236.43	224.38	224.15
Nzambani	Chuluni	209.77	221.68	227.62	219.66	226.71
	Thua	224	233.95	239.40	244.28	233.95
Matinyani	Matinyani	257.00	265.36	260.83	264.10	260.31
	Kyaani	232..24	232.50	232.60	235.03	224.88
Katulani	Mulango	214.02	228.24	237.77	226.14	226.52
	Maliku	216.56	230	215.5	236.3	227.5
	Zombe	262.5	261.12	272.25	270.37	262.20
	Mwitika	263.4	261.12	272.25	270.37	262.20
Mutitu	Mutitu	240.5	246.20	208.84	242.39	246.46
	Endau	214.3	214.32	215.52	224.75	226.80

(Source: Kitui Educational Zonal Offices, 2016).

Due to this fluctuating performance, a research was done in order to establish home based factors influencing pupils KCPE performance in Miambani zone Kitui central sub-county, Kitui County, Kenya.

1.2 Statement of the problem

Education can reduce poverty, can achieve desired economic growth, creating more employment and guarantee sustainable development for Kenyans now and in future (Economic development plans, 2012). This statement was recognized by the Kenyan government as it implements the free primary education programme. The implementation of Free Primary Education (FPE) programme in Kenya aims at leading the country towards the goal of Education for All (EFA) by 2015. However, this goal might be theoretical in implementation as long as home based factors are not considered in curriculum planning and implementation processes in Kenya. It was not in order to assume that as the government spends a lion share in primary education through employment of teachers and eliminating the burden of paying school fees in primary schools that performance was to be guaranteed, The researcher was interested in looking at home based factors that influenced pupils performance in KCPE examinations in public primary schools and more particularly in Miambani zone, kitui central sub-county, Kitui County as it had displayed a fluctuating results over the last five years. A study was carried out to establish home based factors influencing pupil's performance in KCPE in public primary schools in Miambani zone, Kitui central sub- county, Kitui County.

1.3 Purpose of the study

The purpose of the study was to investigate home based factors influencing pupils KCPE performance in Miambani zone, Kitui central sub-county, Kitui County, Kenya.

1.4 Objectives of the study

- a) To establish how parents' level of education had any influence on pupils' academic performance in public primary schools in Miambani zone
- b) To determine how parents' income influences pupils' KCPE performance in public primary schools in Miambani zone.
- c) To examine the extent to which parenting style influence pupils KCPE performance in public primary schools in Miambani zone.
- d) To determine the extent to which home chores influence pupils KCPE performance in public primary schools in Miambani zone.

1.5 Research Questions

This study sought to answers to the following research questions:

- 1) How does parents' level of education influence pupils' KCPE performance in public primary schools in Miambani zone?
- 2) What is the influence of parents' income on pupils' performance in KCPE in public primary schools in Miambani zone?
- 3) What is the influence of the parenting style on pupils KCPE performance in public primary schools in Miambani zone?
- 4) To what extent does a home chore influence pupils' performance in KCPE in Miambani Zone?

1.6 Significance of the study

The findings of the study provided both theoretical and practical implications for the future curriculum planning at KICD and implementation processes in public primary schools in Kenya. It was aimed at providing curriculum planners with information

on how to plan the school curriculum and assist teachers in the implementation process. It was aimed at assisting the policy makers, sponsors and the wider society in their efforts to assist every child to acquire basic education as one of the millennium Development Goals (MDGS) and sustainable development goals (SDGS). The findings have also added to the pool of knowledge in the area of curriculum studies.

1.7 Limitations of the study

Limitations are the challenges anticipated or faced by the researcher (Komb & Tromp, 2006). Gay (2006), states that a limitation is some aspect of the study that the researcher knows may affect the results of the study but over which the researcher has no control. The landscape in the zone was hilly so the researcher faced the challenge of transport since some area didn't have good roads hence he had to walk for many hours. Respondents were integral in data collection. The responses that they gave couldn't be controlled by the researcher. The researcher therefore requested the respondents to be as honest as possible for the research findings to be valid. He also assured the respondents that their identities were to be kept confidential and that the information that they gave was to be used for the purpose of this study only.

1.8 Delimitation of the study

The study will cover public primary schools in Miambani zone in Kitui Central Sub County, Kitui County, Kenya. The study is focused on home based factors and pupils KCPE performance. The respondents will be standard seven pupils, primary school teachers and public primary school head teachers in Miambani Zone, Kitui central sub-county.

1.9 Assumptions of the study

- i) The information obtained from the respondents was true to the best of their knowledge.
- ii) The respondents were well informed on the home based factors that influenced pupils' performance.
- iii. That the results of KCPE were reliable and valid measure of pupils' performance.

1.10 Definitions of significant terms

Curriculum refers to all the organized experiences that schools provide to help children learn and develop.

Determine refers to ascertain or establish exactly, typically as a result of thorough research.

Home based factors refers to factors within the home set up that have an influence on pupils performance either positively or negatively.

Home set up refers to connectivity, structure and organization of the family.

Influence refers to the capacity to have an effect on something else.

Parental income refers to any money a parent gets from any source, taxable or un-taxable which include wages, salaries, and termination payments

Parenting refers to the process of promoting or supporting the physical, emotional, financial and child's well-being.

Parents' level of education refers to the number of formal years spent by child's parent in school

Teaching/Learning materials refers to the items and resources used in class that facilitate effective teaching and learning to take place.

Performance refers to pupils score in the examination.

1.11 Organization of the study

The study consists of five chapters: Chapter one highlighted the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, assumption of the study, limitation of the study, delimitation of the study and definition of significant terms. Chapter two consisted of the literature review on education level of the parents, the income level of parents, the parenting styles, home chores, theoretical framework, conceptual framework and summary of literature review. Chapter three consists of research methodology which was to deal with research design, target population, sample size and sampling procedures, data collection instruments, data collection procedures and data analysis techniques. Chapter four consists of data presentation, discussion and analysis. Chapter five will contain summary of the study, conclusions, recommendations and further areas of research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is a partial summary of previous work related to the focus of the study (Henn & Foard 2006). This part will review related literature on the home based factor influencing pupils KCPE performance in public primary schools in Miambani zone, Kitui central sub-county, Kitui County. In addition, various subsections like the concept of performance in Education, the education level of parents and its co-relationship to pupils' performance, income of the parents and its influence to pupils' performance, the parenting styles and its influence on pupils' performance, the home chores and its influence on pupils' performance, theoretical and conceptual framework was discussed.

2.2 Concept of performance in education

Performance can be defined as the accomplishment of a given tasks against a preset known standards of accuracy, completeness, cost and speed (Stefan, 2011). Performance is a reflection in the context of learning and focus more on ones experiences as the object of reflection. Scoring high in examinations is a concern of the entire education stake holders in the world. It must be noted that while there are so many factors influencing the ability of students to progress academically, Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of pupil's academic performance. The family background of the pupil however is the most important factor that affects the pupil's academic performance. In view of this, Hussain (2006) noted that primary school pupils and secondary school students in public schools often come

from economically poor and average income families. These families face various problems causing emotional disturbance among their children,

Performance in examinations reveals the standards of teaching and learning that has been achieved by teachers and students. Bett (1986) argues that success is measured by the ability of students to pass final examination; Educators use exams to evaluate teachers or to determine professional compensation and also used to trigger penalties for schools.

According to Abagi and Odipo (2007) the indicators of academic performance in education include good examination results, positive exhibition of knowledge, skills and attitudes. Pupil's performance in KCPE is influenced by different factors which include institution based factors and home based factors.

2.3 Home based factors influencing pupils' academic performance

Home based factors that influence pupils KCPE performance in public primary schools includes education level of the parents, income of the parents, parenting styles and home chores among others (Abigai & Odipo 2007). Pupils' home background has a significant role to play in the pupils' performance in public primary schools (Bavaro, 2008). In Nigeria, a study has shown that parents leave homes very early in the morning and come back at dust weary to attend to their children's academics or social well-being because of their professions (Ukaome 2004). This always continues and forms the life pattern of such families. Home environment has more Influence on academic performance than intelligence. It is true that home is the origin of a child, hence the origin of performance (Akeri, 2015).

Home based factors are associated to student's family background, their surroundings, peers, religion, among others. On family social class, Akeri (2015) discovered a relationship between the family's social classes to children's learning experiences. He found that lower class families have lower aspirations for their children than upper class families; hence the lower class families do not motivate their children to take interest in their school work. It was also noted that child labor is a rampant practice. This is a big contributor to poor performance as children are drawn to different interests outside the school. Child labor leads to increase of poor KCPE performance in primary schools (Akeri 2012).

In many countries Kenya included, the educational level of parents is a major determinant of how their children will perform in school and how they will excel in future. Educated parents are likely to motivate, inspire and be role models to their families as they know the benefits of their children in school unlike the uneducated parents who are unwilling to give adequate advice, guidance and counseling to their children on the importance of education and hence poor performance will be registered on and on in such families. The social and economic conditions such as low income of the parents, low education level of parents and poor child rearing are the causes of wastage in our education system. These conditions are to be found outside the school. At the same time, the poor performance problem can be seen as a product of education failure to maintain and sustain students in school until the end of the cycle. At home parents teach pupils Life Skills which are abilities for adaptive and positive behaviour

that enables individuals to deal effectively with the demands and challenges of everyday life (UNICEF, 2009).

2.4 Education level of parents on pupil's academic performance

Studies have indicated that parents with higher educational level could motivate the intellectual potential within children that may lead them to perform better in school and in return strive for further education (Haveman & Wolfe, 1995). The education of both parents is significantly related to children's academic achievements (David, 2005).

Home environment was found to be an important factor in determining academic performance of students. From the beginning, parents have been the major persons involved in raising children in every society. That is why the family is recognized as an important agent of socialization (Adekeyi, 2002). He also observed that it is mainly through their efforts and abilities that children are socialized to become productive citizens. So, wherever parents possess the resources and skills; and apply them effectively and joyfully in raising their children, the entire society benefits. This brings joy and pride to the nation, and encourages development and peaceful co-existence. The children themselves feel good and become a source of entertainment to their parents and the whole community.

Holmes (2003) has shown that pupils from more educated parents are more likely to be enrolled and more likely to progress further through education. Garasy (2011) found that, mother's education was significantly related to children's performance in school compared to children whose mothers were less educated. The society's perception

towards certain subjects will also determine the way the teachers will handle them. A study carried out by UNICEF in 2006 revealed that teachers in Swaziland were not confident in teaching the learners life skills such as using condoms as a way of preventing the spread of HIV/AIDS because they feared losing their jobs, especially those teaching in Roman Catholic sponsored schools.

The children of the educated group are reliable than the children of the lower or non-educated groups and have higher aspirations and higher education plans (Wilson, 1992) and cited in Nicholas 2010.

2.5 Income of the parents and pupils academic performance

Pupils' academic performance can be predicted by a chain of social-economic factors resident in parents, family and network (Mohammed, en tel. 2008). Household income is very important factor in determining the success of pupils in academics. Low income of the parents' is an impediment to academic success and development on the part of pupils (Cardoso, 2007).

Adequate resources must be matched with political will and pressure for government to live up with obligation of making education accessible even to those who are disadvantaged. Resources provided should not be expressed in general terms but rather in what the children need (Wanjiru, 2012).

In Kenya, high income parents take their children to boarding primary schools while the low income parents take their children to public primary schools.

In economics, it is widely recognized that resources are scarce but wants are unlimited. People have to share the available resource to meet their needs. The parents are expected to meet some of the educational requirements of their children such as school uniform, supplementary books, school fees and other dues. A child whose parents cannot afford the cost of meeting these expenses tend to have an irregular attendance and truancy and in the long run, poor performance in primary schools (Abagi1997).

Akeri (2014) supported the view that income of the parents is the main determinant of pupils' performance in schools which may lead to premature withdrawal of pupils from schools.

Cullen (2001) found that parents' occupation indirectly reflects their intellectual ability which is inherited by the child. This Research also indicated that children from low social economic status households and communities develop academic skills more slowly compared to children from higher social economic status groups (Morgan, et el 2009).

2.6 Parenting styles and its influence to pupils' academic performance

Baumrind Etel (2002) has been credited for defining four specific parenting styles and their consequences for children. These are (a) authoritative, (b) authoritarian, (c) permissive and (d) indifferent parenting styles of parenting based on levels of warmth and control used by the parent in disciplining the child.

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, financial and well-being of the child. Parenting styles refers to the

manner in which parents raise their children. . Dornbusch (1996), found empirical evidence of what most parents and educators know from experience – that parents have a strong influence on pupil’s performance in school.

The parenting style is manifested in infancy through early childhood. The parenting style affects children’s temperament, attachment relationships, academic success, and psychological development.

The effects of parenting styles are embedded in class, cultural, and historical contexts. The parenting style is affected by socio economic status, maternal employment status, parental education level, parental stress, marital problems, and parental depression (Baumrind Etel 2002).

2.6.1 Permissive parenting style

This is a parenting style where the parent attempts to behave in a non-punitive, acceptant and affirmative manner towards the child’s impulses, desires, and actions. The parent consults with the child about policies, decisions and gives explanations for family rules. She makes few demands for house hold responsibility and orderly behavior. She presents herself to the child as a resource for him to use as he wishes, not as an ideal for him to emulate nor an active agent responsible for shaping or altering his ongoing or future behavior. She allows the child to regulate his own activities as much as possible and does not encourage him to obey externally defined standards. She attempts to use reason and manipulation but not overt power to accomplish her ends. They are responsive and warm which is good thing but reluctant to enforce rule which is a bad thing. This would be a parent that spoils a child (Baumrind Etel 2002).

2.6.2 Authoritarian parenting style

The authoritarian parent attempts to shape, control, evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, theologically motivated and formulated by higher authority. The parent values obedience as a virtue and favors punitive, forceful measures to curb self-will at appoint where the child's actions, beliefs or conflict with what she thinks is right conduct. She believes in keeping the child in his place, in restricting his autonomy and assigning house hold responsibilities in order to inculcate respect for work. She regards the preservation of order and traditional structure as a highly valued end in itself. She does not encourage verbal give and take, believing that the child should accept her words for what is right. They expect orders to be obeyed without question and they rely on punishment or the threat of punishment to control the child. This is doing as I say parent (Baumrind Etel 2002).

2.6.3 Authoritative parenting style

The authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner. She encourages verbal give and take, shares with the child the reasoning behind her policies and solicits his objectives when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. (Expressive and instrumental attributes both autonomous self-will and discipline conformity) therefore they encourage children to be responsible, to think for themselves and consider reasons for rules. This is an ideal parent (Baumrind Etel 2002).

2.6.4 Indifferent parenting style

This is the parent that meets the basic needs of a child but spends minimal time involved in the other aspects of child development. It is a parent who suffers from addiction and releases their children into custody of the state or the parent who places the child rearing into hands of a nanny while they travel, work or shop. Children need rules and structures in order to feel successful and appropriately stimulated. A child who lacks these ingredients also lacks self-control. These children tend to have lower levels of intelligence and present with low esteem (Carmen, 2007).

Harty, Morley, Ashford and Wyatt (2004) found that parents continue to be uninvolved or under-involved in school operation or activities despite the presence of school based management programs hence not involved on their children's studies at home.

2.7 Home chores and pupils academic performance

According to Advanced Learners Dictionary, A chore is task, especially a difficult, unpleasant or routine one. Mbiti (2007) found that home chores contribute to pupils' failure in academic performance. The reasons are that, the greater demand made on pupils by their families in connection with household duties the more time it consumes for the learners, hence lead to absenteeism and poor performance in school. Household chores often affect girls' opportunities to learn by taking away valuable time that they would spend on their education (UNICEF, 2007).

According to UNICEF, (2004) Labor participation by persons below the age of fifteen years is not only wide spread but also escalating at un-acceptable rate. Nderitu, (1987), found out that children from poor families reach school late as most of the time is engaged in domestic chores. Girls miss school or time to do homework due to household chores (UNDP 2001). Kiriikua (2010) found that in Kenyan rural areas pupils are expected to some work after and before going to school such as fetching water, collecting firewood or even taking the animals to the grassing field, this consumes pupils time and most of the time; they go to school being tired hence affecting the performance in school.

2.8 Theoretical framework

The theoretical framework is a structure that identifies and describes the major elements, variables, or constructs that organizes the study. It is used to hypothesize, understand, or give meaning to the relationships among the elements that influence, affect, or predict the events or outcomes we specify. It grows out of research focus, guides the design of the individual studies and structures our research presentation. This study is inclined to social interdependence theory advanced by Johnson and Johnson, 2003. The theory focuses on cooperation, competition, conflict resolution and diversity. The basic premise of social interdependence theory is that the ways in which participants' goals are structured determine how they interact and the interaction pattern determines the outcomes of the situation.

The theory states that the characteristic processes and effects elicited by a given type of social interdependence tend to elicit that type of social interdependence. There are two types of social interdependence: positive (cooperation) and negative (competition). Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals (i.e., there is a positive relationship among goal attainments) and, therefore, promote each other's efforts to achieve the goals. Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals (i.e., there is a negative relationship among goal attainments) and, therefore, obstruct each other's efforts to achieve the goals. There is no interdependence result in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. In order to create and maintain high performance of pupils, there must be cooperation at home by both the parents and their children. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Johnson and Johnson, 2003). This theory is applicable in this study because once there is positive interdependence both at home and at school, the learners will interact and will be supported by parents, teachers and peers in the learning process. The improved home environment will provide learners will role model to enumerate hence improvement on their performance.

2.9 Conceptual framework

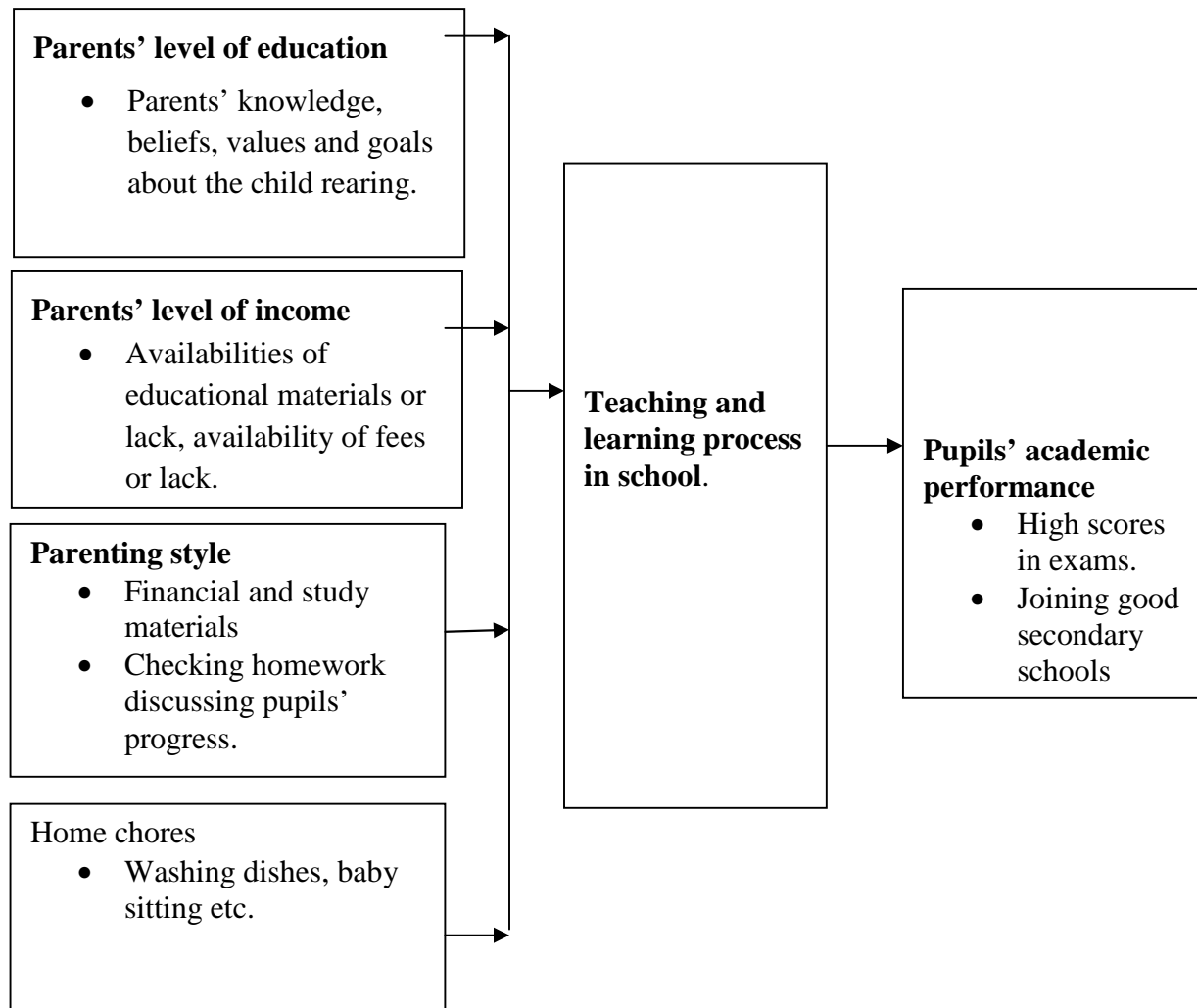


Figure 2.1 conceptual frame work of interrelationships between variables in the study

Robsons(2000) defines conceptual frame of the research study as the systems of Concepts, assumptions, expectations, beliefs, and theories that support and inform the researcher while carrying out the study. It represents the relationship between variables by use of diagrams (Orodho, 2004). The conceptual framework is based on the input and output processes. The inputs in the figure are the independent

variables namely the education level of the parents, the income levels of the parents, parenting styles and child home chores. All these variables interact with each other during the teaching and learning process and hence influence pupils KCPE performance in public primary schools.

The independent variables home based factors which influence performance in school. They are parenting style, parent's level of education, parent's income and home chores. The depended variable is pupils' academic performance. Home based factor lead to either regular attendance to school or absenteeism hence affecting pupils' performance positively or negatively.

2.10 Summary of the literature review

This section started by reviewing the concept of performance in education and further looked at scholarly work related to the topic under investigation. The studies established that performance is accomplishment of a given tasks against a preset known standard of accuracy, competence, cost and speed (Stefan, 2011). Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of pupil's academic performance. . Hussain (2006) noted that primary and secondary school students often come from economically poor and average income families hence not able to meet all the education costs of their children and in turn causing various problems which causes emotional disturbance among their children.

Abigai and Odipo (2007), agree that home background has a significant role to play in pupil's academic performance in public primary schools. Akeri (2015) discovered a

relationship between the family's social classes to children's learning experiences. It is apparent from the literature review that more research need to be conducted on home based factors and pupils academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology highlights the procedures that were used by researcher in carrying out his study on the home based factor influencing pupils KCPE performance. The chapter gives details of research design, location of the study, the target population, sample size, sampling techniques, research instrument and methods, reliability of the instrument, data analyzing and interpretation, logical and ethical consideration.

3.2 Research design

The study was conducted using a descriptive survey research design. Mugenda and Mugenda (2008) define a descriptive survey as an attempt to collect data from members of population in order to determine the current status of that population with respect to one or more variables. Descriptive survey research is thus a study which requires collection of quantifiable information from the sample. Descriptive research is concerned with conditions that already exist, practices that are held, processes that are ongoing and trends that are developing. Descriptive survey research design allows the researcher to investigate the relationship between two or more variables. The design was chosen on the rational that the study was carried out within a short period of time and it was cross sectional, it maintained ethics and it didn't manipulate behaviour. It was dynamic in terms complexity and scope and it was open to incorporating different data collection techniques (Mugenda and Mugenda, 2008).

3.3 Target population

Target population is defined as any group with one or more characteristics in common that are of interest to the researcher (Best & Kahn, 2006). Target population is also defined as the concentrated area of research from which the researcher wishes to obtain research data. The target population consisted of 22 public primary schools in Miambani zone, 1200 standard seven pupils, 208 class teachers and 22 teachers (Kitui central sub-county education office,2016).

3.4 Sample size and sampling procedure

Purposive sampling method was used to select class seven pupils from the sample schools. They were selected because they had stayed long and were well experienced in the school hence able to address issues addressed in the study. According to Mugenda and Mugenda (2003) a sample of 30% was appropriate in social science study if the population was less than 1000 and 10% if the population was more than 1000. Therefore 30% was used to sample 10 schools out of 22 public primary schools in the zone, all the head teachers in those sample schools were purposively sampled for the study. Since the number of pupils was more than 1000, the researcher used 10% to select 120 pupils out of 1200 pupils for the study. The researcher also used 30% to select 60class teachers out of 230 teachers in the zone.

Table 3.1 Target population and Sample Size.

Respondents	Target of respondents	Sample
Teachers	208	60
Head teachers	22	10
Pupils	1200	120
Total	1430	190

3.5 Data collection instruments

Data collection instruments are tools used to gather required data for the study. The researcher required methods that provided high accuracy, generalizability and explanatory power, with low cost, rapid and minimum management demands with administrative convenience. (Kombo & Tromp, 2006).

There were three sets of questionnaires which included questionnaires for the head teachers, teachers and pupils. They were administered to 190 respondents. The items in the questionnaires were both open and closed. A questionnaire is a formed document with a series of questions which capture the opinions of the respondents concerning the problem under investigation. It is practical and applicable to the research problem and the size of the population.

Questionnaires were useful instruments of collecting primary data since the respondents can read and then give responses to each item and they can reach a large number of subjects (Orodho, 2004). They can be used for large numbers of population simultaneously and also provide the investigation with an easy accumulation of data.

The questionnaire for teachers was divided into section 1,2,3,4 and 5.

The interview schedule is used to obtain data required to meet specific objectives of the study (Mugenda & Mugenda, 2008). It also helps to standardize the interview such that the interviewer can ask the same question in the same manner.

The interview guide was administered to the head teachers. The interview schedule made it possible to obtain data required to meet specific objectives. The interview schedules had two sections. Section A, sought the background information of the interviewer. Section B, consisted of questions related to pupil's performance in KCPE and payments made by pupils in the school. In the development of the interview schedule, the fixed – choice and open – ended formats of items was used to avoid limiting the respondent's response and to facilitate guidance and probing for further clarification.

3.6 Instrument validity

Validity is the degree to which an instrument measures what it purports to measure. It is also defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The questionnaires used for the study were examined by the supervisors and gave an advice since they were the experts in the field of research. The researcher also conducted a pilot study as recommended by Borg and Gall (1989). A pretest helped to determine the accuracy, clarity and suitability of the instruments. Best and Khan (2004) also supports the use of experts to check content and face validity.

3.7 Instrument reliability

Reliability is the extent to which an instrument yields the same results on repeated trials (Mugenda and Mugenda, 2003). They also define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials; it thus refers to repeatability or consistency with which an instrument measures a certain variable in given circumstances. It is concerned with the degree in which a measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). A pilot study was used to determine whether there were ambiguous items and to ensure that the instrument elicits certain expected outcomes (Orodho 2004). Piloting was done to enable the researcher to test the reliability of the questionnaires.

The researcher used two schools for pilot study and their class seven pupils, he administered the instruments in these schools, and after two week he administered the same instruments and compared the results. This test- retest helped to ascertain the reliability of the instrument. According to Mugenda and Mugenda (2003) a Coefficient of 0.8 Or more shows that there is high reliability of the data. A Pearson's Product Moment Correlation Coefficient formula was used as shown below.

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

X is the scores of the first test

Y is the scores of the second test and,

n = number of pairs of scores,

$\sum xy$ = sum of the products of paired scores,

$\sum x$ = sum of x scores,

$\sum y$ = sum of y scores,

$\sum x^2$ = sum of square x scores and

$\sum y^2$ = sum of square y scores

After computing the Pearson's moment coefficient, the researcher obtained a coefficient of 0.84 for the teachers, 0.78 for the pupils and 0.82 for the headteachers hence indicating that the instruments used for the study were reliable.

3.8 Data collection procedures

The researcher obtained an introductory letter from the university which was used to obtain Permission and authority from The National Commission for Science Technology and Innovation (NACOSTI) to conduct the study. Other letters were obtained from the County Director of Education, and the County Commissioner, Kitui County to seek for permission to deliver the research instruments to the selected public primary schools. The researcher also booked an appointment with the head teachers to carry out the interview. The data collection process took one month where the researcher personally visited each school and administered the questionnaires after explaining to the respondents their expected roles. The researcher also conducted an interview with the head teachers. The filled questionnaires were collected within the same day to avoid loss and alterations. After collection of filled instruments, they were examined for completeness, comprehensiveness, consistency and reliability.

The researcher also assessed the records in the school such as attendance register, payment of school fees, class performance records, punishment books and guidance and counseling books.

3.9 Data analysis techniques

Data processing and analysis sought to provide answers to research questions and fulfill research objectives.

It involves examining what has been collected and making deductions and inferences (Kombo & Tromp, 2006). Raw data was collected and be cross examined to ensure uniformity and then grouped according to objectives and research questions. Qualitatively data analysis considered inferences that were made from opinion of the respondents. Qualitative data was analyzed by organizing it into categories on the basis of the themes concepts and similar features.

Quantitative data was analyzed and tabulated using descriptive statistics including frequency tables and percentages. Inferential statistics is used to establish whether a relationship exists in the larger population from which the sample was drawn.

3.10 Ethical considerations

Some information collected was very sensitive. The researcher held a moral obligation to treat the information with utmost confidentiality. In order to get the required information, the researcher assured the respondents that the information given was confidential.

In order to minimize biasness and self-deception, the researcher was objective in data collection, data analysis and data interpretation. Respect for intellectual property was

guaranteed by giving proper acknowledgement or credit for contributions to this study and never engaged in plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate Home based factors influencing pupils KCPE performance in public primary schools in Miambani zone, Kitui central sub-county, Kitui County, Kenya. The analysis of data collected and its interpretation were in relation to the objectives and research questions of the study. The researcher was guided by the following research questions: how does parents level of education influence pupils KCPE performance in public primary schools in Miambani Zone?, what was the influence of parents level of income on pupils KCPE performance in KCPE in public primary schools in Miambani zone?, what was the influence of parenting style on pupils KCPE performance in public primary schools in Miambani zone and to what extent does a home chores influence pupil's performance in KCPE in Miambani zone?

The first section of the chapter presents the questionnaire return rate and demographic data of the respondents. Section two presents data on parents' level of education, Section three covers parents level of income, Section four covers data on parenting style and finally data on home chores.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of questionnaires that are returned to the researcher from the respondents that participated in the study.

The researcher targeted 120 Standard 7 pupils, 60 class teachers and 10 head teachers, therefore in total all the respondents for the study were supposed to be 190. However, only 176 respondents filled the questionnaires which included 112 pupils representing 93.33 percent, Out of 60 targeted teachers only 54 completed the questionnaires representing 90 percent and all the 10 head teachers responded, representing a 100 percent return rate of the questionnaires.

Table 4.1 Respondents return rate

Respondents	Sample size	Response	Return rate
Pupil	120	112	93.33%
Teachers	60	54	90%
Headteachers	10	10	100 %
Total	190	176	92.53%

This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (2003) who stipulate that a response rate of 50 percent is adequate for analysis and reporting, a rate of 60 percent is good and a response rate of 70 percent and over is excellent.

4.3 Demographic Characteristics of the respondents

Responses to the study were Standard seven pupils, teachers and head teachers who were analyzed on the basis of their background information. This section focuses on gender, age and level of experience.

4.3.1 Gender of the respondents

Gender refers to socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women. The researcher found it was necessary to determine the gender balance among primary school teachers in Miambani zone, Kitui central sub-county, Kitui county were as follows.

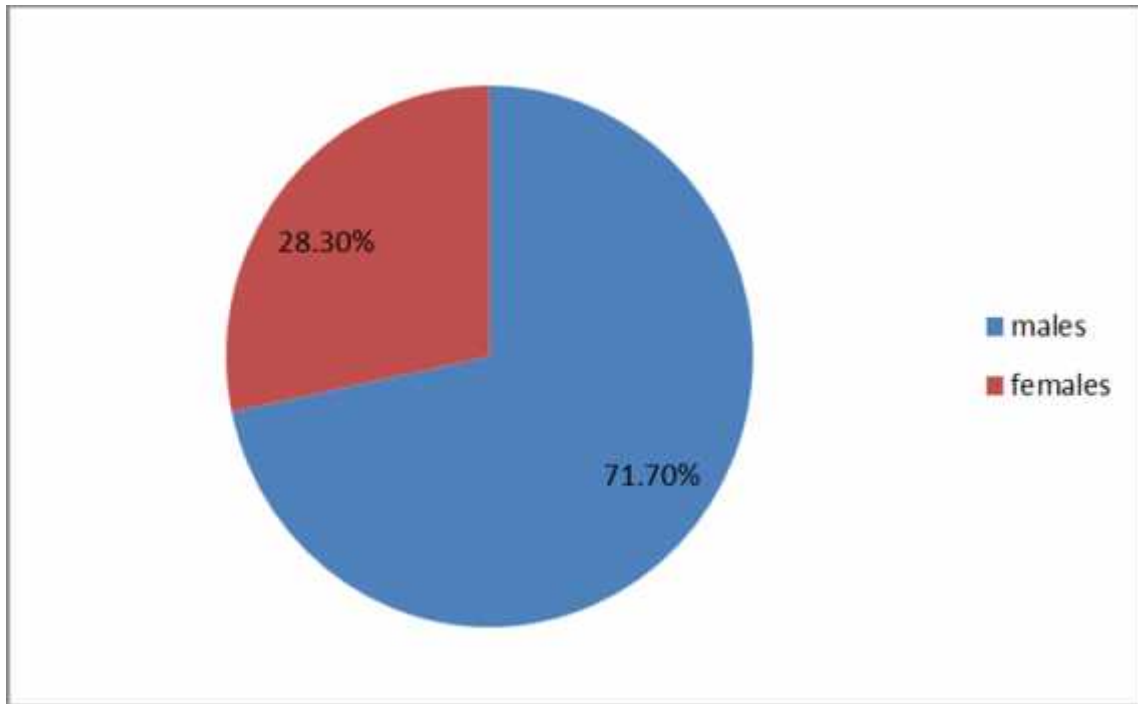


Figure 4.1 Teachers' distribution by gender

Involvement of both male and female teachers in this study ensured that different opinions across gender are represented. The researcher included the gender of the teachers in order to establish the magnitude to which each of the sexes influences pupils' academic performance in public primary schools. The finding of this study shows that majority of the teachers were male teachers 43 (71.7%) to that of the female 17 (28.3%) indicating an unfair distribution of the teachers in terms of gender. The literature reviewed indicated that the teacher and parents are role models for pupils to imitate and if the teaching staff consists of males teachers only, the girls may form the lack a role model and feel that

education is for boys leading to poor performance in KCPE. Pupils were also asked to state their gender and the finding were as indicated in the figure 4.2

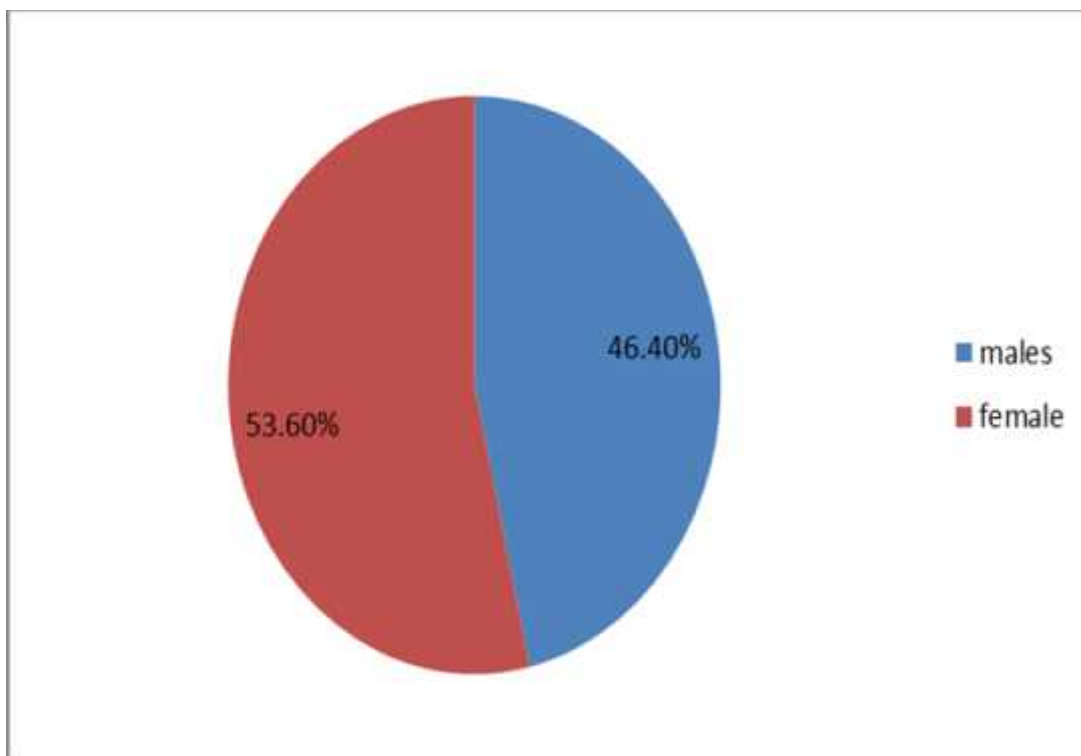


Figure 4.2 pupils distribution by gender

From the finding on pupils gender, 60(53.60%) were females while 52(46.4%) were males. This distribution is acceptable as it is a gender balance and it offers an opportunity to address the issues facing both the boy and the girl child in the sub county and it is in line with EFA goals.

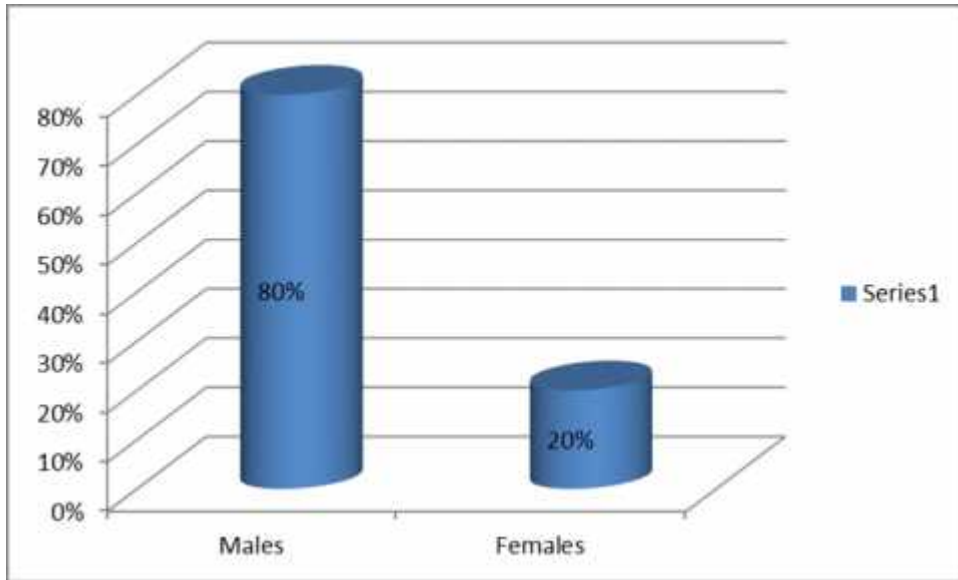


Figure 4.3 Headteachers distribution by gender

The results revealed that 8(80%) of the headteachers were males while 2(20%) were females. This means that male headteachers were more than female headteachers in public primary schools in Miambani zone, Kitui central Sub County. This distribution of male and female headteachers is unfair and gender balance has not been observed in the sub –county hence poor performance can be due to gender imbalance.

4.3.2 Age of respondents

There was an item on the questionnaire which required the respondents to state their ages. This was important because their ages will help to compare their performance and relate to their promotions. The teachers’ responses are as shown in Figure 4.4.

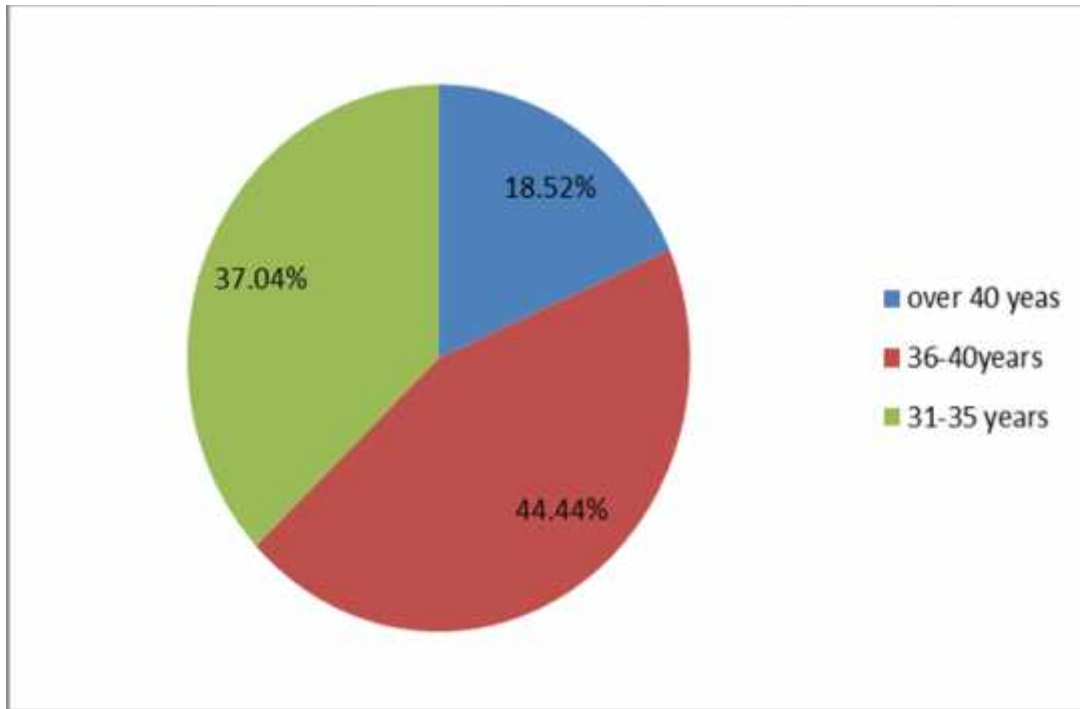


Figure 4.4 teachers distribution by age.

Accounting to figure 4.4 majorities of teachers were between 36-40 (44.44%) years indicating that data was obtained from the right group of teachers who were neither too younger nor too old hence being able to adjust to social, economic and technological changes and being able to guide and counsel the pupils for good academic performance, but performance in the zone is contrary to this, The third objective home chores under the literature reviewed indicated that teaching is a practical and since majority of these teachers are neither too old nor too young, they lack have other responsibilities at home and not able to meet pupils needs at school hence poor performance for both teachers and pupils. The pupils were also asked to state their ages and their responses were as shown in figure 4.4

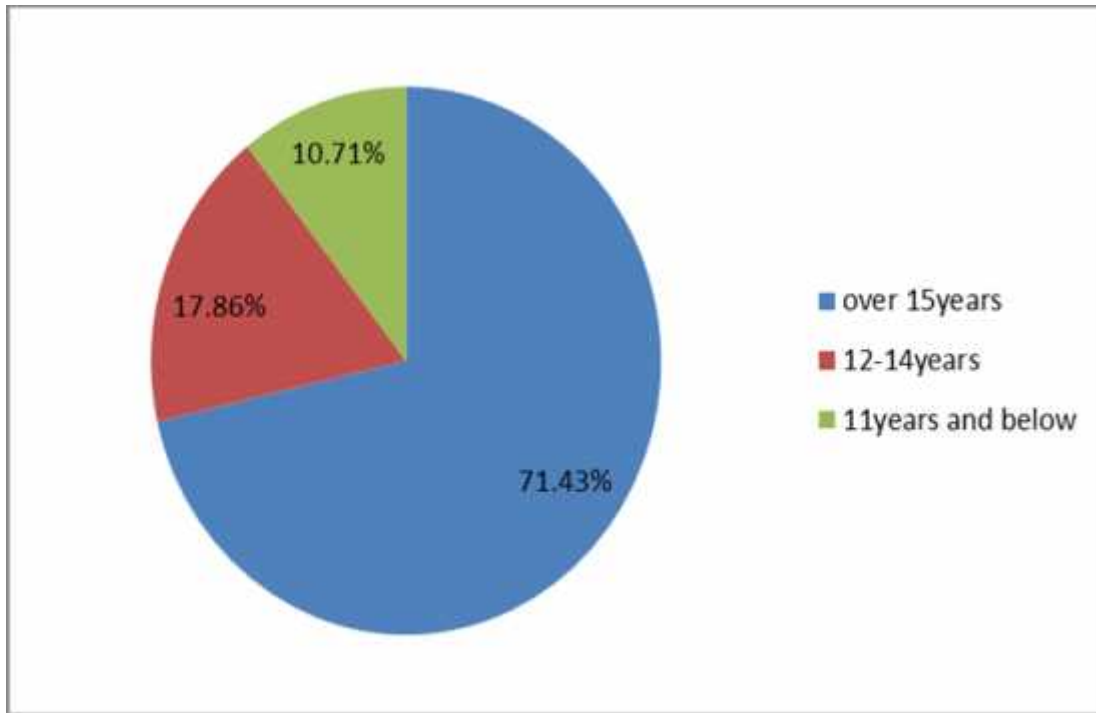


Figure 4.5 pupils distribution by age

The figure indicates that most of pupils are at the age of 12-14 years while others are at the age of 15 years and since this is standard seven, the study reviewed that the pupils were over age and this could also affect their performance in examinations.

4.3.3 Academic qualification of teachers

This sub section presents the teachers' highest academic level. This information was important to relate teachers' highest academic qualification, teaching practice and pupils' performance. Higher levels of education for the teachers could imply that teachers are well knowledgeable on the best teaching methodologies and thus being able to assist learners to perform better in their studies. The researcher found it important to determine the professional qualification of teachers to determine how best they handle the pupils in the issues of preparation and content delivery for effective academic performance. Their responses are as in table 4.2

Table 4.2 Distribution of teachers by professional qualification

Teacher qualification	Frequency	%
PI teachers	23	42.59
Approved teachers	8	14.82
Diploma teachers	11	20.37
Graduate teachers	12	22.22
Total	54	100

The study has established that 23(42.82%) of the teachers were P1 teachers,8(14.82%) were Approved teachers, 11(20.37) were Diploma holders and12(22.22) had Bachelors' Degree in education. Teachers determine pupils' performance hence they need various skills in order to cope with the demands for curriculum delivery and teaching tasks. According to the literature reviewed, training and experience are necessary for a teacher to display competence in the choice and use of teaching method since there is no single teaching method that can be sufficient in making students understand and retain content in order to pass their examinations.

4.3.4 Head teachers' teaching experience

An item was included on the head teachers' questionnaire which sought information on head teachers teaching experience. The head teachers teaching was divided into groups

between 1-5 years, 6-10 years, 11-15 years, 16 years and above as indicated in the table below.

Table 4.3 Head teachers teaching experiences

Teaching experience (years)	Frequency (F)	percent
1-5 years	-	-
6-10 years	2	20
11-15 years	4	40
16years and above	6	60
Total	10	100

The table 4.3 shows that 6 (60%) of Head teachers had working experience above 16 years, 4(40%) had working experience between 11- 15 years, 2(20%) had working experience between 6- 10 years. Teaching is a professional job requiring a high level of education and training, an assertion that is in support of Shiundu and Omulando (1992) which observes that one has to be an expert authority in the field of education to be regarded as a professional teacher.

The study revealed that the working experience among the head teachers was well distributed and this could be beneficial to pupils' performance in their KCPE examination.

4.3.5 Experience of the teachers

The researcher sought the teachers teaching experiences since high experience of teachers' could be a reflection of proper handling of pupils' hence proper teaching practices. The figure 4.6 represents teachers teaching experiences.

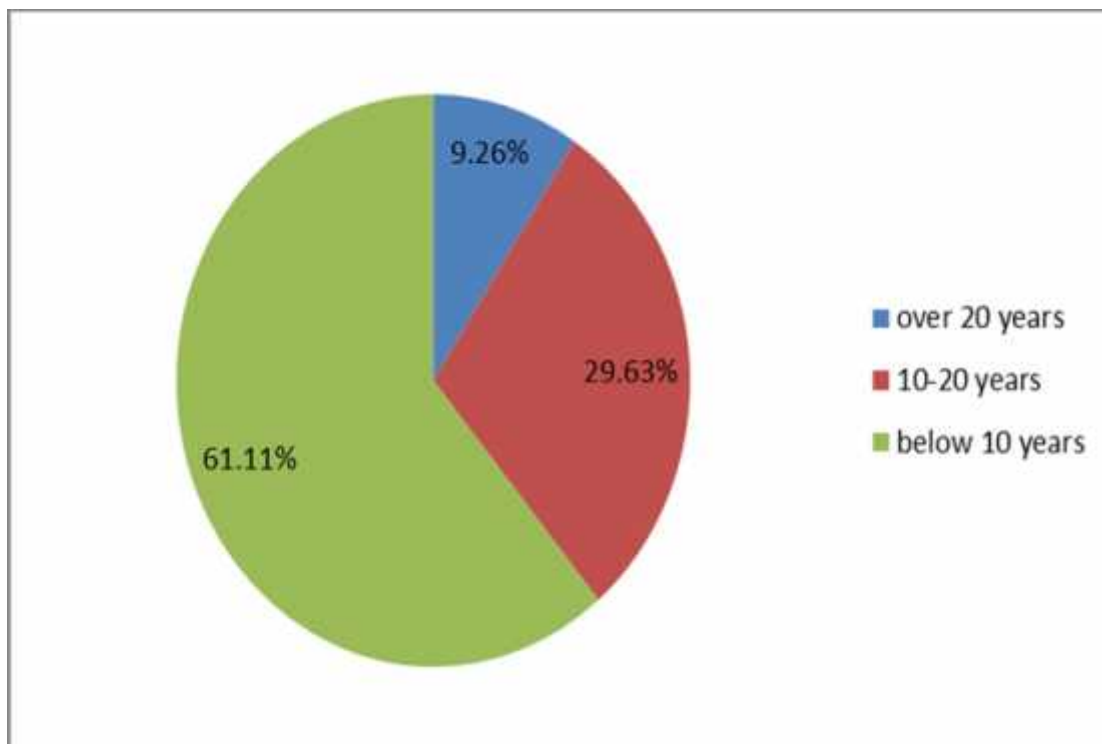


Figure 4.6 Teachers' distribution by their teaching experience

From figure 4.6, 5 (9.26%) of the teachers had taught for over 20 years, 16 (29.63%) had taught for 10-20 years and 33 (61.11%) were below 10 years in the teaching experience. The results show that majority of the teachers had sufficient experience and could therefore positively contribute to the academic excellence of the pupils in the primary program. From the statistical summary above, all the teachers were trained and qualified. These findings are an indication that majority of class teachers had minimum academic qualification to handle classes. From these

findings it is clear that teachers are more experienced and therefore if motivated and paid good remuneration they could help learner to perform better in their studies.

Home based factors and pupils' academic performance in public primary school.

The first objective of the study was to establish whether parents level of education had any influence on pupils academic performance in public primary schools in Miambani zone. In order to achieve these objective, pupils, teachers and head teachers were asked to react to several questions intended to establish the influences. This was because the literature review indicated that home factors had an influence on pupils' academic performance. The study focused on parents' level of income, parenting style and home chores in relation to literature review on home based factors and pupils' academic performance.

4.4 Influence of parents' level of education on pupil's academic performance and access to primary education

A total of 120 pupils were drawn from the sample schools to respond to questionnaire but only 112 responded since those who did respond were not present during collection. The study sought the parent's level of education. The table below shows pupils responses on their parent's level of education.

Table 4.4 Pupils’ response on their parents’ level of education

Responses	frequency	%
Never went to school	6	5.31
Primary	80	71.43
Secondary	14	12.5
College	10	8.93
University	2	1.79
TOTAL	112	99.96

Accounting to table 4.5, 80(71.43%) pupils indicated that their parents were primary school leavers. The finding is in line with the argument of Akeri (2015) that the parents’ level of education is a determinant of pupils’ performance either high or low in academic performance. The finding are also on line with Holmes (2003) who had shown that pupils from more educated parents are more likely to be enrolled and more likely to progress further through education. The education of both parents is significantly related to children’s academic achievements (David, 2005).

The study also sought to find out if pupils received assistance from parents as it pertains to revision at home. The figure 4.5 shows pupils response on whether they have private studies at home and who helps them with their studies.

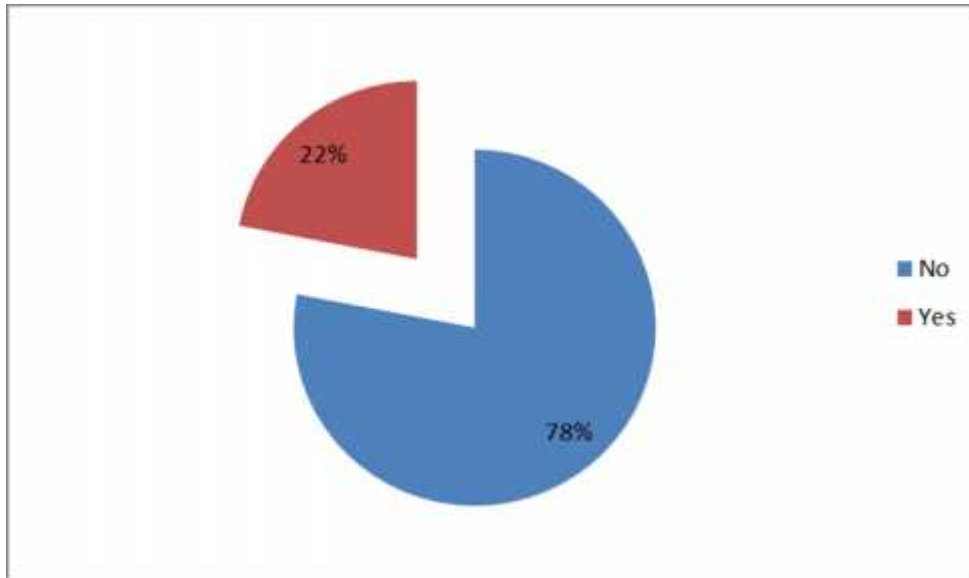


Figure 4.7 pupils response on whether they have private studies at home

The figure 4.5 indicates that most of pupils, 87 (78%) did not have private studies at home while 25 (22%) have private studies at home. This means that pupils relies on studies they have at school and since they do not revise at home, they perform poorly in their examinations. The findings are supported by Pryor and Ampiah (2003) who argued that uneducated parents cannot provide support or often do not appreciate the benefits of schooling. This is in line with the Ministry of Education (2002) report which showed that parents with professional qualifications ensure that children remain in school, assist their children with their homework and thus they perform well. Pupils' home background has a significant role to play in the pupils' performance in public primary schools (B a v a r o , 2008).

There was an item on the teachers' questionnaire on the parents' level of education and the figure 4.8 shows teachers response on parents' level of education.

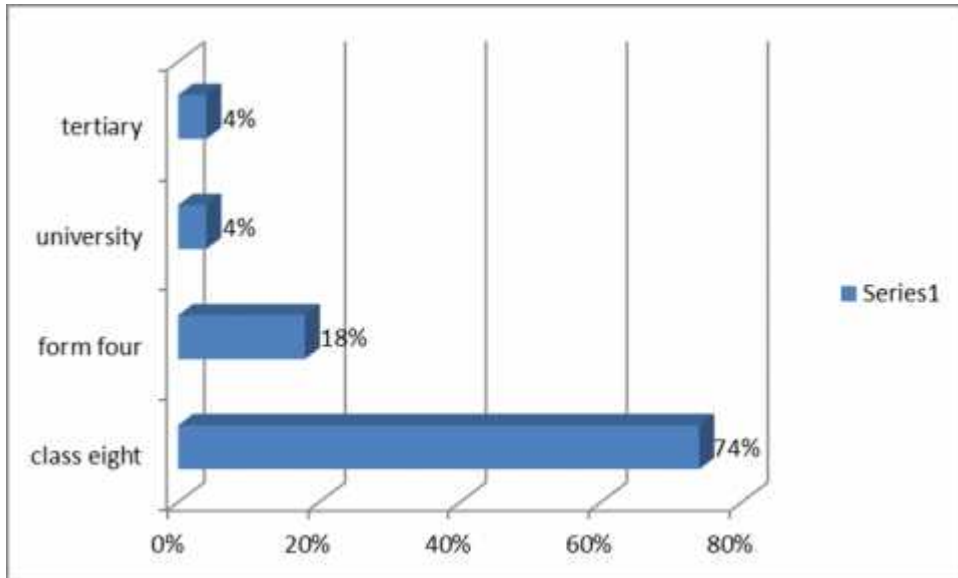


Figure 4.8 Teachers' response on pupils' parents' level of education

Accounting to figure 4.8, 74% indicated that their parents were primary school leavers, 18% were form leaver, and university level was 4% and tertiary were 4%. The finding is in line with the pupils' response on their parents' level of education which is also in line with the argument of Akeri (2015) that the parents' level of education is a determinant of pupils' performance either high or low in academic performance. The finding are also on line with Holmes (2003) who indicated that pupils from more educated parents are more likely to be enrolled and more likely to progress further through education. The study also sought to find out if pupils received assistance from parents as it pertains to revision at home.

Table 4.5 Teachers’ response on rating their school performance in relation to their pupil’s parents’ level of education.

Responses	Frequencies	%
3=Often	10	18.52
2=Sometimes	40	74.07
1= Never	4	7.41
Total	54	100

The table 4.6 shows that 40 (74.07%) of parents consults on the academic progress of their children but no always, 10 (18.52%) consults often and 4 (7.4%) does not bother to consult on the progress of their children.

Table 4.6 Head Teachers’ response as regards to academic performance of their school

Responses	Frequency	%
3=Often	6	60
2=Sometimes	3	30
1=Never	1	10
Total	10	100

The table 4.7 shows that 6 (60%) of the Head teachers indicated that parents consults on the academic progress of their children but not always, 3 (30%) consults often and 1 (10%) does not bother to consult on the progress of their children. These findings concur with coombs and Cooley (1968) who said that social economic background more than any other factors contribute and influence academic performance.

4.5 Parents' level of income and pupils academic performance

Household income is very important factor in determining the success of pupils in academics (Cardoso, 2007), so the study tried to determine the parents level of income by asking pupils to indicate the kind of occupation done by their parents and their responses were as shown by table 4.5 below

Table 4.7 Parents' occupations as an indicator of income

Response	Frequency	%
Teachers	5	4.46
Casual workers	19	16.96
Doctors	0	0
Business people	15	13.39
Farmers (Subsistence)	73	65.18
Total	112	100

According to table 4.8, pupils indicated that 73 (65.18%) of their parents are subsistence farmers who produce farm produce for consumption and not for sale thus indicating low income of the parents, 19 (16.96%) were casual workers, 15 (13.39 %) were Business people and 5 (4.46 %) were teachers. The findings are in line with Cardoso 2007 who argued that poverty is the most common and contributing reason for pupils' failure in examinations. It is also in line with Shittu (2004), who found out that poor parental care with gross deprivation of social economic needs can contribute towards poor performance. Such a situation may arise as a result of divorce, death or separation. This is in contrary to parents with higher economic status who tend to show more interest on the education of their children and employ part time teachers to teach their children hence increased performance in academics but parents with low level of income are not always able to afford part time teachers. Household income is very important factor in determining the success of pupils in academics. Low income of the parents' is an impediment to academic success and development on the part of pupils (Cardoso, 2007).

The researcher sought the teachers' responses on parents' abilities to pay school levies and the figure 4.9 shows teachers' responses.

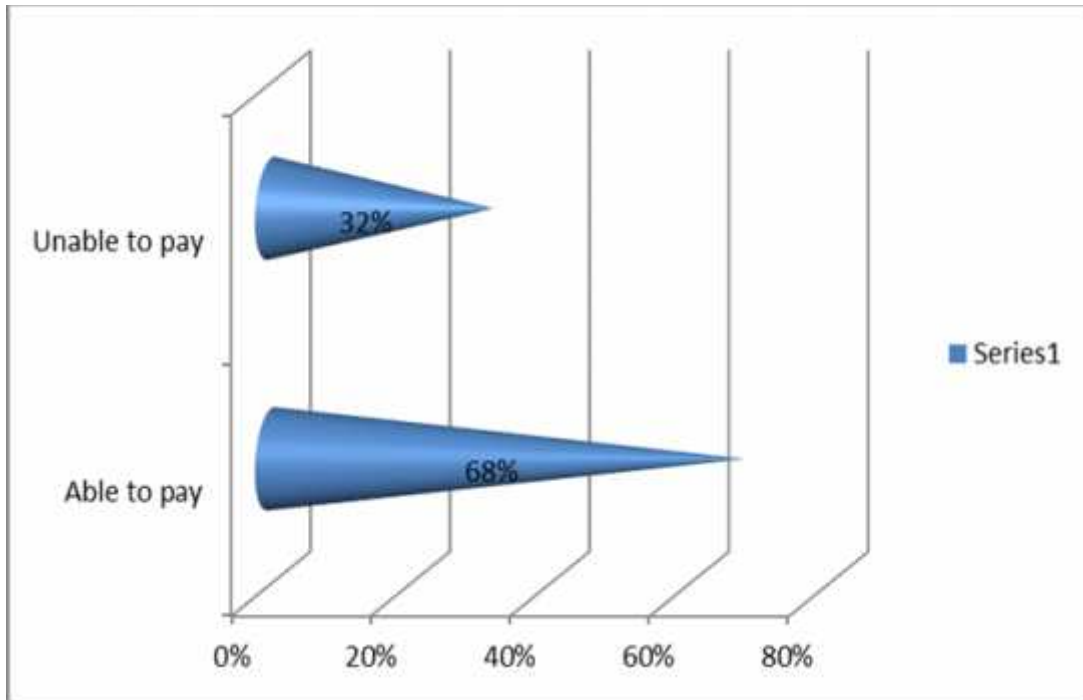


Figure 4.9 Teachers' responses on parents' inability to pay school levies

The teachers indicated that 37 (68%) were able to pay levies charged while 17 (32%) were not able to pay. The findings indicated that poverty hinder participation of pupils in primary schools education. Poverty makes pupils to stay away from school and finally poor academic performance. This concurs with Achoka (2007) who indicated that poverty is the main cause of poor academic performance.

Table 4.8 pupils' response on school levies balances

Response	Frequency	%
PTA money	18	28.57
DEB money	10	15.87
Remedial levies	20	31.75
Other money	15	23.81
Total	63	100

The table 4.9 indicated that 18 (28.57% of the pupils who had school levies balances had balances in PTA money. This money is mainly collected from parents to pay PTA teachers since the teachers are not enough and parent have employ them to help in minimizing shortage of teachers. This percentage of high balances in PTA money indicated high shortage of teachers in Miambani zone hence forcing the parent to employ BOM teacher which is also an extra cost of education to the parents in the zone. 15.87% had not paid DEB money, 31.75% had balance in remedial showing that teacher were giving extra teaching at a payment even after being banned by the Government. The table indicates that pupils to stay away from school and finally poor academic performance thus being in line with Achoka (2007) who indicated that poverty is the main cause of poor academic performance.

Table 4.9 Pupils’ response on being sent home to collect exam fee

Response	Frequency	%
Quite often	86	76.79
Often	26	23.21
TOTAL	112	100

According to table 4.10, 76.79% of pupils indicated that they were quite often sent home to collect examination money while 23.21 were often sent for exam fee. This is due social economic background which has more influence more than any other factor influencing academic performance (Coombs & Cooley, 1968).

4.6 The contribution of parenting styles on school academic performance

The Objective three was to investigate the contribution of parenting styles on school academic performance. The teachers were requested to give information on the type of parents their children have. The data collected indicated that 42.59% of parent practiced authoritarian parenting style, 20.37% practiced authoritative, 18.52% practiced permissive parenting style and 18.52 % practiced indifferent parenting style as shown by figure 4.10 below.

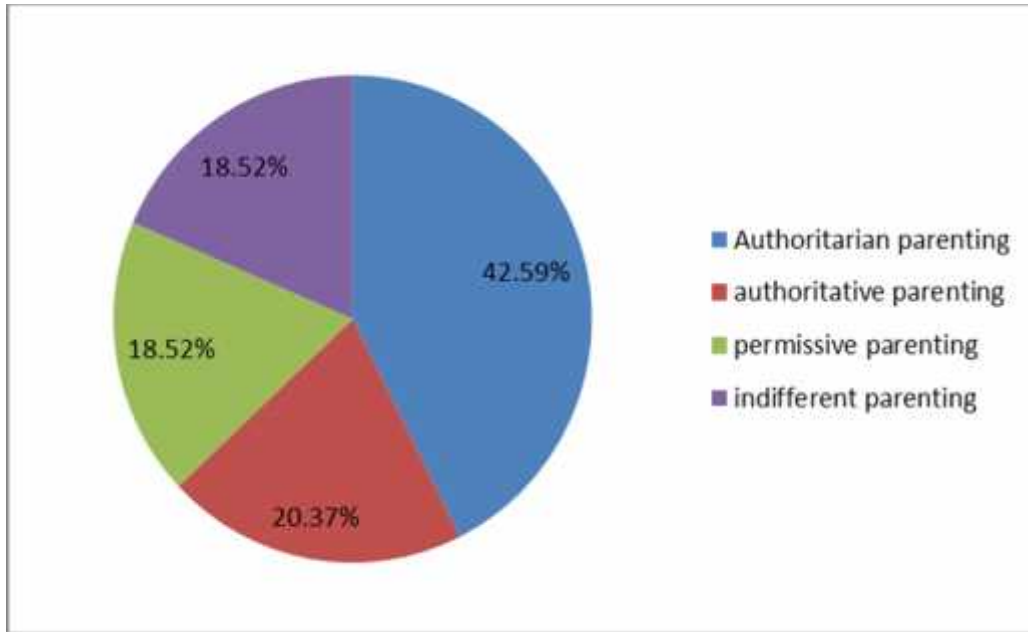


Figure 4.10 teachers response on parenting style practiced by parents of their pupils

The figure 4.10 indicated that a large number of parents, 23 (42.59%) practiced authoritarian parenting style, 11 (20.37%) practiced authoritative parenting and finally both permissive and indifferent parenting styles had 10 (18.52%) each. This means that all parenting styles are practiced in the zone hence influencing pupils' performance. The finding are in line with Harty , Morley, Ashford and Wyatt(2004) who found that parents continue to be uninvolved or under- involved in school operation or activities despite the presence of school based management programs hence not involved on their children's studies at home.

Table 4.10 Head teachers' response on parenting style practiced by parents of their pupils

Response	Frequency	%
Authoritarian parenting	5	50
Authoritative parenting	3	30
Permissive parenting	1	10
Indifferent parenting	1	10
Total	10	100

The table 4.11 head teachers indicated that a large number of parents, 5 (50%) practiced authoritarian parenting style, 3 (30%) practiced authoritative parenting and finally both permissive and indifferent parenting styles had 1 (10%) each. This means that all parenting styles are practiced in the zone hence influencing pupils' performance. The findings are in line with teachers responses who said that a higher number of parents in Miambani zone practiced authoritarian parenting style. It is also in line with Morley, Ashford and Wyatt (2004) who found that parents continue to be uninvolved or under-involved in school operation or activities despite the presence of school based management programs hence not involved on their children's studies at home.

Table 4.11 Pupils’ response on parenting style practiced by parents

Response	Frequency	%
Authoritarian parenting	56	50
Authoritative parenting	30	26.79
Permissive parenting	14	12.5
Indifferent parenting	12	10.71
Total	112	100

According to table 4.12 pupils indicated that 56 (50%) practiced authoritarian parenting style, 30 (26.79%) practiced authoritative parenting, 14(12.5%) practiced permissive and 12 (10.71) practiced indifferent parenting style. As indicated a large number of parents are do as I say parent which can influence pupils’ performance. This is line with Omotere 2012 whose study shows that authoritarian parenting is highly practiced in Nigeria.

4.7 The influence of home chores on performance in primary examinations

According to data collected Parents with low levels of education were found to engage their children in household chores which compromised their academic performance. The pupils were asked to indicate whether they participated in household chores at home before coming to school or after school. This was to establish whether household duties affect their performance in examinations in primary schools in Miambani zone, Kitui central sub County Kitui County. The result were as in figure 4.11

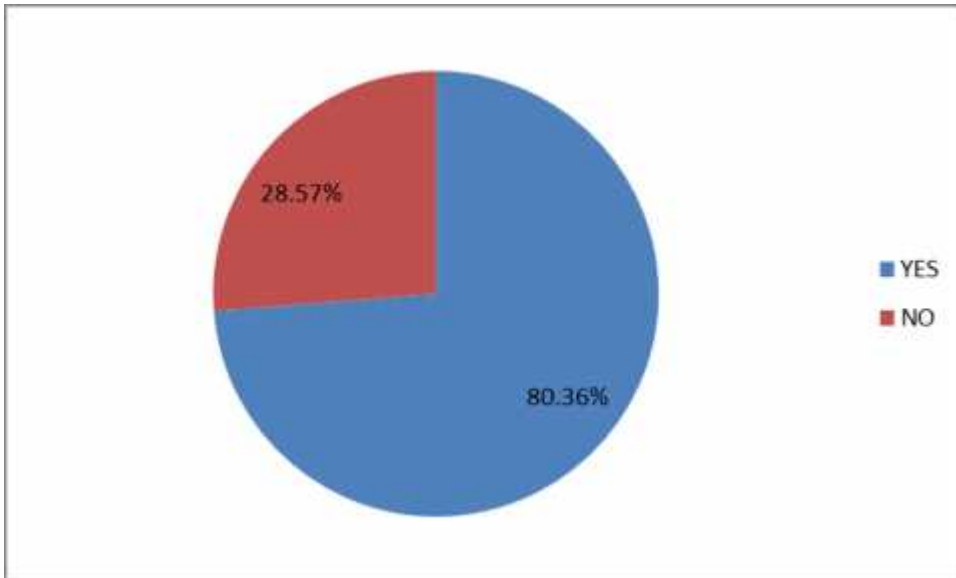


Figure 4.11 pupils participation on home chores

According to Figure 4.11, 90 (80.36%) of the pupils are engaged in home chores while 28.57 were not engaged in any household duty at home. The study established that the household chores affect their studies by making them absent and late for school. Home chores often affect pupil's opportunities to learn by taking away their valuable time that they could spend on their education (UNICEF 2007). The researcher sought to determine what cause pupils to be absent from the school. The figure 4.10 indicates Head teachers' response on the cause of absenteeism.

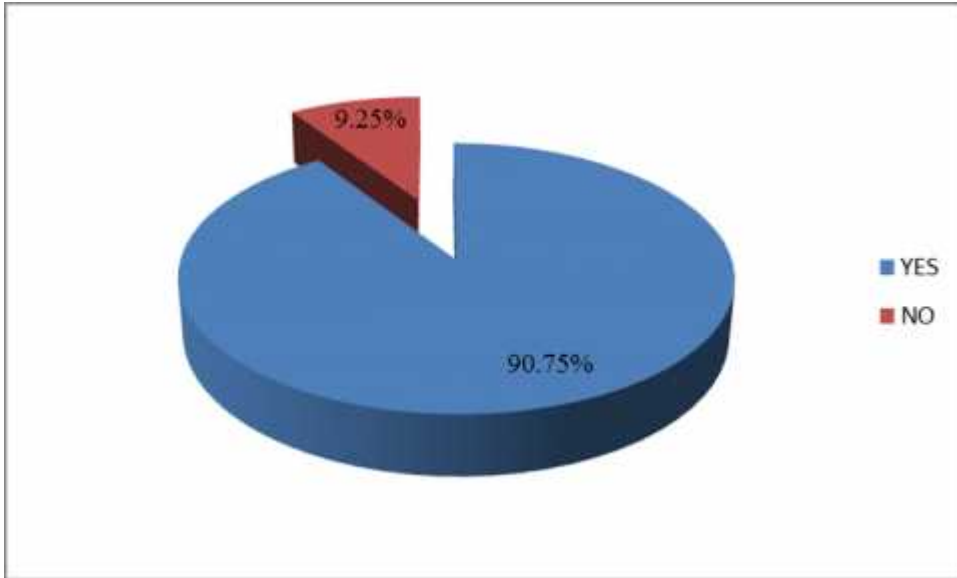


Figure 4.12 Teacher’s responses on whether they have absent pupils in their classes

Teachers were asked to indicate whether they had absent pupils in their classrooms and Majority of the teachers 49 (90.75%) said yes meaning that there were indeed absent pupils every day. Those who said No were only 6(9.25%) meaning that absenteeism is an issue in the zone hence influenced pupils’ academic performance in the zone.

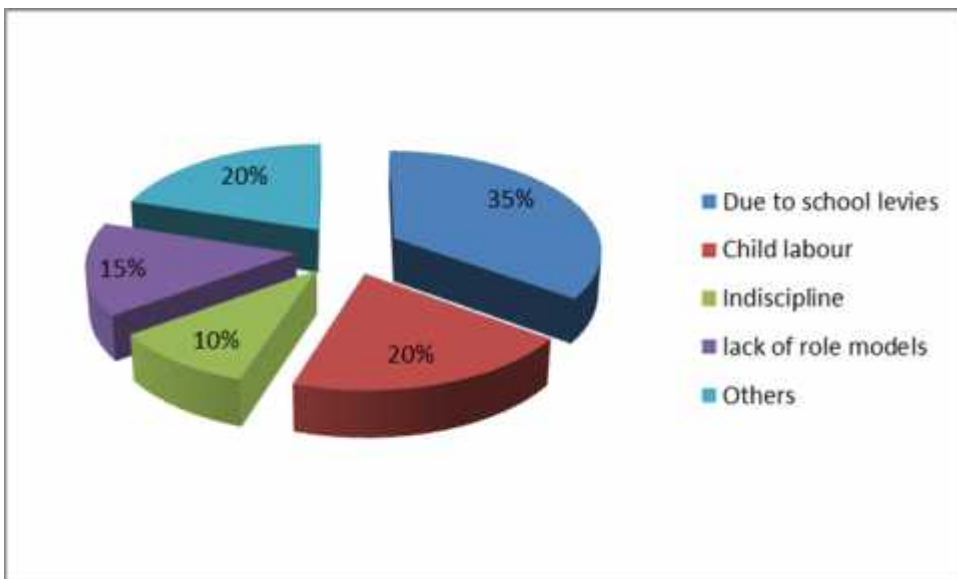


Figure 4.13 Head teachers response on causes pupils' absenteeism

The figure 4.13 indicates that 35% of pupils are absent due to school levies, 20% are due to child labour, 15% are due to lack of role models, 10% are due to indiscipline and 20% are due to other. According to Chiuri and Kiumi (2005), absenteeism affects examinations. Most of the head teachers 35% also agreed with the fact that pupil's absentee themselves from school to assist their parents in the farms. These findings are supported by Raju (1973) who observed that poor families who cannot afford labor withdraw their children from school to work on the family farm.

The researcher also sought to know from the teachers what should be done to ensure good academic performance and the findings summarized as in figure 4.11 below:-

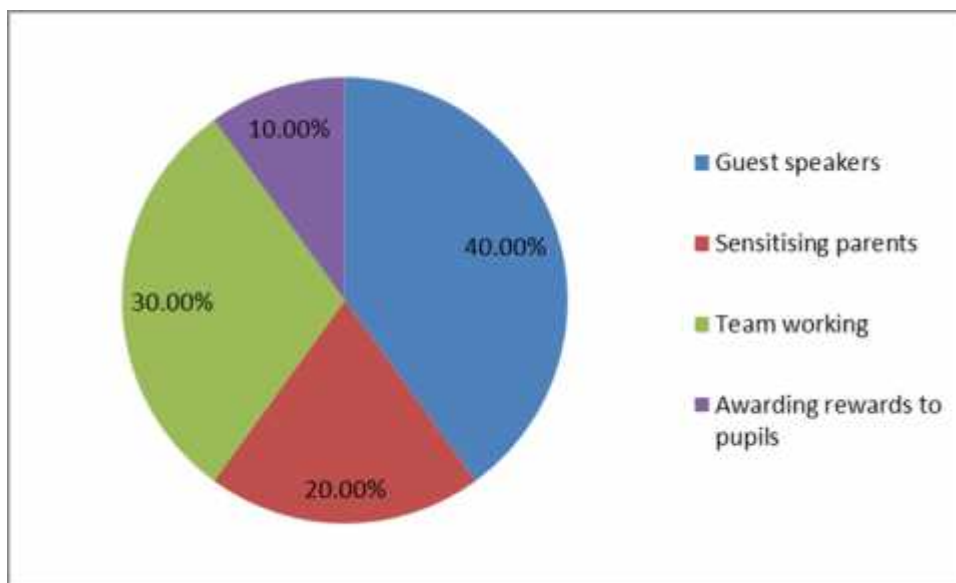


Figure 4.14 Head teachers responses on Measures to be undertaken to enhance performance

According to responses in table 4.14, 4 of the head teachers (40%) supported the use of guest speaker to come to their school and advice pupils on how to learn and perform better in their studies. there was need to talk to parents on need of school, 3 of them (30%) encouraged team working by all the stake holder in education in order to improve performance. 2 others head teachers representing (20%) recommended sensitizing the parents on the need of good performance and finally 1 head teacher representing 10% said that pupils should be awarded prize because of good performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations for further study.

5.2 Summary of the study

The main purpose of the study was to investigate home based factors influencing pupils KCPE performance in public primary schools in Miambani zone, Kitui central Sub-County, Kitui County, Kenya. The study was guided by four objectives that included the influence of parents' level of education on pupils' performance, influence of parents' level of income on pupils KCPE performance, the influence of parenting styles on pupils academic performance and the influence of home chores on pupil's KCPE performance in education.

The study used Social interdependence theory advanced by Johnson and Johnson (2003). The theory focuses on co-operation, competition, conflict resolution and diversity. The basic premise of social interdependence theory is the way in which participants goals are structured to determine how they interact and the interaction patterns determines the outcome of the situation. For effective and efficient learning to take place in schools and passing of examinations, there must be proper co-operation and coordination and conflict resolution by all stake holders.

The study was conducted using descriptive survey design. The target population for this study was 22 public primary schools in Miambani zone, Kitui central sub-county, Kitui County. These schools have 230 class teachers, in which 60 class teachers were sampled for the study, 120 standard seven pupils and 10 head teachers were purposively sampled for the study giving a total of 190 respondents. A sample size of 30% was appropriate in the social sciences study (Mugenda and Mugenda 2003). Data was collected using questionnaires and interview schedule.

The study tried to investigate as to why performance is still low despite the government spending a lion share efforts in funding primary education sector. The findings, analysis and interpretations of the data are summarized in chapter four. The respondents of the study were pupils, teachers and head teachers. The instruments were amended to the experts' comments and recommendations by the supervisors and experts in the field of study who assessed the validity of the instrument. The test-retest technique was used which gave a value of 0.79 for teachers. The researcher personally administered the questionnaire to the teachers and pupils in the selected schools. The questionnaire return rates were 93.33 percent for pupils and 90 percent for teachers. All the head teachers responded for the interview this was considered satisfactory for the study.

5.3 Findings of the study

The study revealed that majority of head teachers, 80 percent were males as compared to 20 percent females. The study also revealed that most of the head teachers are highly

experienced with 16 years and above. On the teachers experience it was found that majority of teachers had a teaching experience between 6- 10 years.

It was also established that few parents in Miambani zone, kitui central sub-county, Kitui County, (12.50%) with pupils have secondary education while the rest have no formal education at 5.31%, primary education at 71.43%, college 8.93% and university education at 1.79%. The higher the number of parents with no formal education, the higher the chances of the pupils failing in their examinations and this is triggered by increased absenteeism. Most of the schools perform averagely and below average.

The study revealed that the Majority of parents 65.18% were subsistence farmers, followed by casual workers at 16.96%, there were few with college and university education and were not able to raise school levies causing children to be sent home regularly to collect school levies required in the school.

The study revealed that the majority of parents practiced Authoritarian parenting style at 42.59%, Authoritative parenting was at 20.37%, permissive parenting was at 18.52% and indifferent parenting was also at 18.52%.

The study established that due to poverty, 80.36% of pupils engaged in household chores such as doing farm work, cooking, fetching water and firewood. These household chores affect their studies as they make them absent from school and lower their concentration and thus poor result in their academics.

The study also established that 40% of the head teachers supported the use of guest speaker to come to their school and advice pupils on how to learn and perform better in

their studies while 30% supported the need of team working by the entire stake holders in education in order to improve performance with a minimal number (10%) supporting the use of rewards.

5.4 Conclusions

The study achieved its objectives of investigating home based factors influencing pupils Kenya Certificate of Primary Certificate Education in public primary schools in Kitui central sub-county, Kitui County, Kenya. These factors included parents' level of education, the income level of parents, parenting styles and home chores.

The first research objective was to establish whether parents' level of education had any influence on pupils' academic performance in public primary schools in Miambani zone. From the study it was clear that the parents' level of education levels truly affected the pupils' academic performance in Miambani zone, Kitui central Sub County. The study found that most of the parents in the zone were standard eight leavers hence they neither assisted their children at home nor encouraged them to work hard to pass their examinations.

The second research objective was to determine how parents' income influences pupils KCPE performance in public primary schools in Miambani zone, The study found that the poor performance in academic and more particularly in KCPE in Miambani zone, Kitui central sub-County was as a result of low income of the parents which was not adequate to cater for their basic need and pay for their children's school levies

hence minimizing the chances of pupils attending schools and lastly missing classes and obtaining low grades in KCPE examination.

The third research objective was to examine the extent to which parenting style influences pupils KCPE performance in public primary schools in Miambani zone. It can be concluded from the study that parenting style influences pupils' performance at a wider extent since parents involvement at all grades helps pupils to perform better in their academics and in behavioral performance of the learners. The parenting style practiced also has an influence on pupils' performance in school and also influences pupils' future carrier.

The fourth and the last objective was determines the extent to which home chores influence pupils' performance in Miambani zone. From the study it was found that house hold duties had an influence on pupils' academic performance because pupils can school late, others missed classes during market day to assist their parents in businesses while others were found to absent to help in the garden and in babysitting hence consuming pupils precious time to learn hence poor performance in academic and in KCPE.

5.5 Recommendations

- 1 The head teachers should conduct frequent meetings with the parents to sensitize them on the need to provide quality education to their children. They should also invite motivational speakers to address the issue of ignorance to the parents.

- 2 The government should endeavor to source funds from donors, well-wishers and NGO's to assist learners from poor families. This will supplement funds released from government kitty which is not sufficient.
- 3 The methods of curriculum delivery used in public primary schools should be learner centered so as to cater for all learners from different home backgrounds.
- 4 Headteachers and teachers to conduct guidance and counseling sessions so that they can guide, encourage and motivate the pupils to work hard and teach them their rights so that they can know what to do in case they are violated.

5.6 Suggestions for further Research

The following are some of the areas that could be considered for further research.

- i. A similar study to be conducted in other sub- counties so as to establish prevailing conceptions in those parts with a view of comparing with this study.
- ii. The influence of the home-based factors on implementation of inclusive education in public primary schools.
- iii. The influence of home based factors on classroom interaction pattern and teaching methodology.

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APPENDICES

APPENDIX 1: AN INTRODUCTION LETTER

University of Nairobi,
Department of educational
Administration and planning,
P.O Box 72,
Kikuyu.

TO THE HEAD TEACHER,
.....PRIMARY SCHOOL,

Dear sir/madam.

REF: PERMISSION TO CONDUCT A STUDY IN YOUR SCHOOL

I am a post graduate student in the department of educational administration and planning in the University of Nairobi. I am conducting a research on **Home Based factors influencing pupils KCPE performance in public primary schools**. Your school has been selected to participate in the research. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge. Your identity will be treated with utmost confidentiality. No respondents name or institution will be written on the questionnaire.

Thank you in advance.

Yours faithfully

Augustus Wali.

APPENDIX II: QUESTIONNAIRE FOR PUPILS

This research questionnaire is meant purely for academic purpose. It will seek to find out the **home-based factors influencing pupils KCPE performance in public primary schools**. Kindly provide answers to these questions as precisely as possible. Do not write your name or that of your school anywhere on this questionnaire. Please tick [] where appropriate or fill in the required information on the spaces provided

Section I: Demographic information of the pupil

1. What is your gender? () Boy () Girl
2. How old are you..... (Years)

Section II: Parents Level of Education

3. What is the highest level of education of your parents? Tick against the level of education attained?

	Never went to school	Primary education	Secondary education	Tertiary College	University
a) Father					
b) Mother					
c) Guardian					

4. a) Do you have private studies at home? () Yes () No
- b) If yes, who helps you in your private studies? () mother () hired teacher
() Father () No body () brothers and sisters

- c) If no, why? () they are not educated () they are busy doing their own private studies
 () they are not at home

Section III: Parents level of income

- 5 Who pays your school levies?.....
6. a) Do you have any school levy balance? () Yes () No
- b) If yes, which one? () PTA money () DEB money () Exams fee () Remedial money
7. What is your parents' occupation () Teacher () Doctor () Farmers
 () Casual worker () Business person.

Section IV: Parenting style

- 8 a) Does your parent expect more from your studies? () Yes () No
- b) if Yes, how do they react when your fail in your examinations?.....

Section V: Home chores

9. a) Do you do the following activities in the morning before coming to school?

Activity	Yes	No
Cooking tea		
Taking animals to the field		
Going to the shamba		
Sweeping the house		
spreading the bed		
Feeding the baby		
Any other duty		

- b) How does these duties affects your studies?.....

Thank you for participating in this study.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This research is purely meant for academic purpose. It will seek to find out **the home based factors influencing pupils KCPE Performance in public primary schools**, Kindly answer these Questions as honestly and precisely as possible and do not write your name or that of your school in this questionnaire.

section1: Demographic information of teachers

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

2. What is your age bracket?

Below 20 years () 20-30 years () 31-40 years () over 40 years

3. How long have you been a teacher?

Below 5 years () 5-10 years () 10-15 years () over 15 years ()

4. What is your highest academic qualification?

P1 certificate () diploma () Degree () Masters ()

Section 3: Parents level of education

5. What is the education level of most of your pupil's parents?

Class 8 () form four level () university level () illiterate

6. How would you rate the following as regards to academic performance of your school, rate them as follows; key: 3=often, 2= sometimes,1= never

	statement	3	2	1
a)	pupils performance is influenced by parents education			
b)	Parents consults often on their children's progress			
c)	Low income of parents leads to low scores of pupils			

Section 2: Parents level of income

7. a) Does your school charge pupils levies? Yes () No ()

b) If yes, which one? () PTA money, () DEB money, () Remedial levies
() motivation fee (you can tick more than one)

8. a) Are the parents able to pay that amount of money you have named above?

Yes () No ()

b) If no, what do you think is the reason for not paying?.....

9. a) According to your opinion do you think there is a relationship between pupils' performance in KCPE and parents level of income? Yes () No ()

b) If yes, what is the relationship?

Section 4: parenting style

10. From your teaching experience, what parenting styles do most pupils who absent themselves from school come from? (You can tick more than one) a)
A u t h o r i t a r i a n style () b) permissive style, () c) Authoritative style () d)
Indifferent ()

11. What contribution do you think this has on pupil's academic performance in your school.....

Section 5: Home chores

12. Do you have absent pupils in your class? () Yes () No

13. If yes, how many pupils on average are usually absent per week

14. Why are they absent? Please indicate

Thank you for participating in this study.

7. How would you rate the following regards to academic performance of this school;

Rate them as follows; Key: 3=Often, 2=Sometime, 1= Never

	Statements	3	2	1
a)	parents' level of education contribute to			
b)	parents consult you regularly about their			
c)	low levels of parents' education contribute to pupils' failing in exams.			

Section III: parent's income

6. Do the pupils in your schools have problems in paying levies changed?

Yes () No ().

7. Are the parents willing to explain why they are not paying the levies?.....

.....

8. Does your school receive any donation? () Yes () No

If yes, how do you assist them?.....

.....

9. How do you Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD) with the statement.

Put a tick in the appropriate box.

Statement	SA	A	U	D	SD
parents income affects pupils performance					
Pupils who are sent home regularly perform rank behind compared to those from rich families					
Pupils from low income homes are demotivated to learn					

Section IV: Parenting style

10. What parenting style is shown by parents whose children perform poorly? You can tick more than one.

- () Permissive parenting style
- () Authoritative parenting style
- () authoritarian parenting style
- () Indifferent parenting style

11. a) According to your opinion, do you think parenting style affects pupils performance? () Yes () No

b) If yes, how? Please specify.....

12. What recommendation would you make to increase the pupils' academic performance in this school?.....

.....

Appendix V : Research authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No:

Date:

NACOSTI/P/16/53245/11988

5th July, 2016

Augustus Wali
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Home based factors influencing pupils performance in Kenya Certificate of Primary Education in primary schools in Kitui County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **4th July, 2017.**

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

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

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kitui County.


The County Director of Education
Kitui County.

Appendix VI: Research permit


THIS IS TO CERTIFY THAT:
MR. AUGUSTUS WALI
of **NAIROBI UNIVERSITY, 1256-90200**
kitui, has been permitted to conduct
research in **Kitui County**


on the topic: HOME BASED FACTORS
INFLUENCING PUPILS PERFORMANCE IN
KENYA CERTIFICATE OF PRIMARY
EDUCATION IN PRIMARY SCHOOLS IN
KITUI COUNTY KENYA

for the period ending:
5th July, 2017


.....
Applicant's
Signature

Permit No : NACOSTI/P/16/53245/11988
Date Of Issue : 5th July, 2016
Fee Received :Ksh 1000




.....
Director General
National Commission for Science,
Technology & Innovation

Appendix vii: county director authorization letter

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department for Education

Telegrams "EDUCATION" Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail : cde.kitui@gmail.com



COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote:

Ref. No: **KTIC/ED/RES/22/175**

Date: **09/07/2016**

**AUGUSTUS WALI,
UNIVERSITY OF NAIROBI,
P.O BOX 30197 - 001000,
NAIROBI.**

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on "**Home based factors influencing pupils performance in Kenya Certificate of Primary Education in Primary schools, in Kitui County, Kenya**" I am pleased to inform you that permission has been granted.

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise.

Regards, **COUNTY DIRECTOR OF EDUCATION**
KITUI
P. O. Box 1557, KITUI.

P.M. MAKITE,
COUNTY DIRECTOR OF EDUCATION,
KITUI COUNTY.





THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

E-mail: cckitui@gmail.com
When calling or telephoning

OFFICE OF THE
COUNTY COMMISSIONER
KITUI COUNTY
P.O. BOX 1 - 90200
KITUI

K.C.603/1/97

11th July 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION-AUGUSTUS WALI

The above named is a student of University of Nairobi, He is authorized to carry out research on "**Home based factors influencing pupils performance in Kenya Certificate of Primary Education in primary School in Kitui County**" for the period ending 4th July 2017.

Kindly accord him the necessary assistance he may require.

M.G. MAUKI
FOR: COUNTY COMMISSIONER
KITUI COUNTY



