

**DETERMINANTS OF ACADEMIC ACHIEVEMENT AMONG
SECONDARY SCHOOL STUDENTS IN KERICHO COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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APRIL, 2018

DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet

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This project has been submitted with my approval as University Supervisor

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DEDICATION

I dedicate this study to my lovely wife Gladys Sang, my brother Dr. Paul Sang, my parents and my children Kimutai Brian, Chepkoech Mercy and Chelangat Naomi for their endless support throughout my studies.

ACKNOWLEDGEMENT

I sincerely acknowledge my supervisor Dr. Thaddaeus Rugar for his endless support which made my research successful. I acknowledge all persons who contributed in one way or the other to the success of this studies, may you all receive blessing from the almighty God.

I also wish to acknowledge all writers' whom I refer to their work during the preliminary stages of my project writing.

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LIST OF ABBREVIATIONS AND ACRONYMS

CATs:	Continuous Assessment Test
EPF:	Education Production Function
UN:	United Nation
KCSE:	Kenya Certificate of Secondary Education
KNEC:	Kenya national examination council

ABSTRACT

The purpose of this study was to find out influence of family background on learner's cats (mocks) performance among Kipkelion east sub-county students. The Kenyan government had injected a lot of resources in education which include equipping schools by employing more teachers, building classrooms and pay students school fees in public secondary school. The mean score for mocks exams has been reducing for the last three years as follows, 2014 mean score was 5.52, 2015 the mean was 4.5, 2016 the mean was 4.13. Therefore study tried to find out if student mocks (cats) correlate with family background from which student came from. The objectives of this study were to investigate the effects of parental level of education, parental level of income, parental occupation and family size on student's academic achievement. Correlational research design was applied to analyze the data. Education production function theory was used to guide the study. 1809 form four boys and girls aged between 17 and 20 years old enrolled in form four 2017 were the target population for the study. Simple random and stratified sampling method was employed to achieve the sample. The sample for the study were 10 schools using 30% (Mugenda and Mugenda, 2003) rule 200 students calculated using (stauffer and Etal, 2006) formula. Questionnaire for student was used to collect data. The instruments were presented to educational experts in education administration from the department of educational management policy and curriculum studies of Kenyatta University for face and content validation. Reliability of the instrument was obtained through test-retest. 0.7 correlation coefficient was taken to mean that the instrument was reliable. The findings helped the policy makers, principals and parents to understand the effects of family background on student academic achievement and come up with mitigation measures. Two schools which are not part of the sample were used for piloting purpose. Multiple linear regression models were used to analyze the collected data and quantitative data was presented in tables. Researcher analyzed data collected quantitatively and qualitatively. Frequencies, regression coefficient and Pearson's coefficient correlation was used to present data analyzed. SPSS version 20 was utilized to generate summarized information in tables. Analyzed results showed that parent level of education, parental occupation and parental income express positive relationship with the student academic achievement however the size of the family express negative relationship with student academic achievement. Parents should participate in academic activities of their children and further studies regarding student academic achievement and family background should be done.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter described background to the study, statement of the problem, purpose, objectives, research questions, limitation, delimitation, assumption and significance of the study. The chapter described theoretical framework, conceptual framework and definition of operational terms.

1.2 Background to the Study

United Nation (2010) categorized education as an important tool to be used to realize second goal of millennium. According to these studies good education produces dynamic people with skills. Kenya advocate for good education and training for Vision 2030 since both will improve the economy of the country.

Parental status has played a vital role in shaping academic achievement of students in the world. Parents motivate their children's academic at their early age. Barrow, (2006) found out that number of years student stay in education institution and academic achievements was determined by parental background. Barrow, (2006) children from stable families achieved better in academic than those from poor families. Looking into the influence of family background on student academic achievement in secondary schools was necessary because education play a major role in developing the nation both socially and economically. This was because parents gave school identity by sending their children to school. Thus their influence was felt in school through student academic performance. Student academic achievement defined as the performance of the students in the subject they study in the school (Clark, 2006). Academic achievement places learner to a particular status

in the class and school. Academic achievement develops learner's talents and prepares them to tackle academic challenges which might face them in future. Family background in this study was narrowed down to level of education of parent, income, family size, occupation among others.

Occupation has been seen as a factor which influences academic performance. Parents take major role in bringing up children in any given society therefore parental influence cannot be overlooked. Adekay, (2002) concluded that children are socialized by their parents to become productive people in future. Memo, (2010) found significant relationship between parent occupation and student academic performance. Student whose fathers work in highly paying occupation do better academically when compared to learners whose fathers work in less paying occupation. Kabinga, (2014) in his research in Tanzania stated that parents from formal occupation were able to assist their children at home and also in school. This occupation has regular payment which gives parents ability to provide their children academic necessities like reading and writing materials. On the other hand informal occupation such as peasantry and carpentry rope parents ability to prove academic necessities to their children.

Becker, (2011) also asserts that a parents' academic interaction propels the ways the learner perform the exams by influencing of his/her behavior relating to school. Parents with university education encourage their children to learn more than parents with less education. Becker, (2011) also found out that parental involvement in education increases educational effectiveness of the time that the parents and their children spend together. The teachers, parents and the administrators of various secondary schools have established schemes of operations where there is an

arrangement to encourage the trio. The studies never talked about the parents who are not educated.

Chen, (2009) in his studies in China found out though both parents education pose influence to children math performance, their influence differ. For example fathers education influence both boys and girls while mother's education influence only girls. Kamau, (2013) state in his studies that parental education influence child's achievement in school.

Kamau, (2013) states in her research that families with many dependents have no influence on student academic performance. Osuafor, (2013) on the other hand state in his studies that children from large families achieve higher than those from small families this is because grownup children teach small children. Also parents encourage their children to compete for present through their academic performance. These studies did not have common conclusion thus creating a gap which this study sought to fill.

Kipkelion East Sub-County had been performing poorly has evidence by the reducing mean of mocks. The mean was 5.52 in the year 2014 and a drop to 4.5 in the year 2015 and 4.13 in 2016. This is the negative trend which is against the expectation of education stakeholders. Investigating how family background is related to student academic achievement in Kipkelion East Sub-County was important since research that have been done shows that despite the fact that student are being taken to the same school, differ in academic achievement. It is important to note that issues regarding family background and student academic achievement in Kipkelion East Sub-County have not been studied hence the study investigated

the influence of student family background on their academic performance. Family background was looked at in relation to parent type of occupation, size, level of income and level of education.

1.3 Statement of the Problem

Poor academic achievement among students has been of great concern to educationists and government. Despite huge resources allocated to education by the Kenyan government which is used to cater for free secondary education, hiring of teachers, feeding programs still students achieve less than expectation in academics performance in Kipkelion East Sub-County. In Kipkelion East Sub-County, the mean score of mocks was 5.52 in the year 2014 and a drop to 4.5 in the year 2015 and 4.13 in 2016 (Mocks Analysis, 2016). Mocks exam are very vital in predicting the KCSE achievement (Oketch, 2004). Hence this background shows that Kipkelion East Sub-County schools achieve less than average which created the need to investigate if family background had contributed to such dismal in academic achievement of secondary students in the sub county. Studies which had been done showed that family background is related to academic achievement. Others have denied the same. No research has been done on family background specifically family size, parental education, parental occupation and income in Kipkelion East Sub-County. Therefore, it became necessary to find out how family background influenced student's academic achievement in Kipkelion East Sub-County.

1.4 Purpose of the Study

The purpose of this study was to find out influence of family background on learner's cats performance among Kipkelion East Sub-County students.

1.5 Objectives of the Study

The objectives of this study were to:

- i) Determine the relationship between parental level of education and student academic achievement among students in secondary schools in Kipkelion East Sub County.
- ii) Establish the relationship between family size and student academic achievement in Kipkelion East Sub-County
- iii) Investigate the relationship between parental occupation and student's academic achievement in secondary schools in Kipkelion East Sub-county.
- iv) Establish relationship between parental level of income and student academic achievement in secondary schools in Kipkelion East Sub-county.

1.6 Research Questions

- i) How was parental level of education related to student academic achievement in Kipkelion East Sub-County secondary school?
- ii) What was the relationship between family size and student academic achievement in Kipkelion East Sub-County?
- iii) What relationship did parental occupation had on student academic achievement in Kipkelion East Sub-County?
- iv) What was the relationship between parental level of income and student academic achievement in Kipkelion East Sub-County secondary school

1.7 Significance of the Study

Study is significant because it increased the bank of knowledge which exists on the influence of parental background on student's academic achievement. Studies on the causes of poor academic achievement in Kipkelion East Sub-County based on the

family background is significant to the Kenyan government since the government of Kenya will utilize the information on the findings to solve problems relating to student academic achievement and family background. Kenyan policy makers also benefited with the findings since it helped them to realign the policies regarding student academic achievement. Teachers and principals can utilize the report in correcting poor academic achievement caused by family background.

1.8 Limitation of Study

The study was limited by time. Hence the researcher concentrated only on the sampled schools to gather the data.

The study was done only on sampled schools due to the cost of research.

Response rate was not 100% since not all sampled students return questionnaires.

1.9 Delimitation

The study was delimited to form four students in sampled secondary schools in Kipkelion East Sub-County.

The study investigated the relationship between family background and student academic performance.

Study was done in both private and public secondary school in Kipkelion East Sub-County.

1.10 Assumption of the Study

The study posed the following assumptions:

That continuous assessment test was the correct tool for checking learner academic achievement.

1.11 Theoretical Framework

A theory is a coherent group of tested general proposition, commonly regarded as correct that can be used as principle of explanation and prediction for a class of phenomenon according to Oxford dictionary. This study was based on (Hanushek, 1992) theory of Education Production Function (EPF) which place the emphasis on the minimum input requirements needed to produce designated quantities of output. Education production function is the application of the economic concept of production function to the field of education.

Education Production Function relates various inputs affecting the student's learning to measured outputs. These inputs include family background which include; (parent height of schooling, income of parent, type of job parent do and, number of people depending on family). The output is the student's academic achievement which is measured in child Cats results.

Family background which include; (parental level of education, parental level of income, parental occupation, family size) were the inputs. Student individual scores were regarded as outputs

1.12 Conceptual Framework

Inputs

Independent Variables

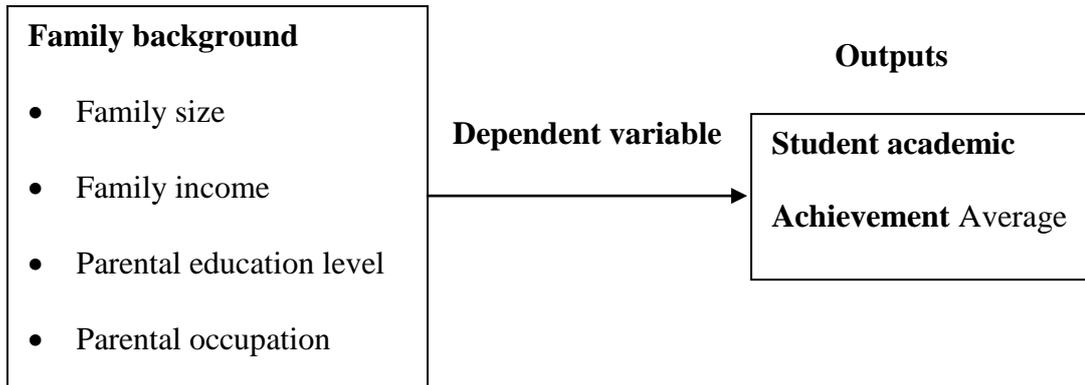


Figure 1.1: Conceptual Framework

The following were the independent variables; Family background, which were regarded as inputs. It had been broken down as follows: family size, parental income, and parental level of educational and parental occupation. Student academic achievement was the dependent variable and regarded as the output.

1.13 Definition of Operational Terms

Family level of income – This is the amount of money earned or accrued over a period of one year by the both parents. It can be in form of monthly salary or wages as well as returns got from any labor. (Barrow, 2006)

Family occupation – Refers to the kind of work performed by the parent in a job with the purpose of generating income. (Memo, 2010)

Family size- The number of all people that forms household. (Kamau 2013)

Parental education level- It is the highest grade that a parent had achieved in formal education (Becker, 2011)

Student academic achievement- it is the average grade attained by student in the subjects in school

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two explains relevant literature which features the relationship between family background and academic achievement of student. It has been explained in relation to objectives of the study. It includes parental level of income, parental education, and occupation of parents, family size and their relationship with student academic achievement in secondary school.

2.2 Parental Level of Income and Student Academic Achievement

In his studies (Francis, 2015) look at the influence of school fees payment. He found out that students with irregular payment of fees also had irregular school attendance which reduces their performance. School fees payment was affected by parental income in that poor parents cannot afford to pay their children school levies on time making their children to stay at home for many days while their counterparts are in school. This bring in different in academic achievement of both students. This study did not show if all student from low income parents had same achievement in academics creating a gap which this study sought to investigate.

Murithi, (2015) concluded in his studies that financially able parents participate in academic activities for their children than poor parents. Poor parents don't afford to access community resources which aid student to perform to expected height in academic. Economically able parents provide necessary requirement needed in academic activities to their children making them better in handling exams leading to high academic achievement. Students from rich families enjoy educative gadgets

like TV, computers, and charts from their homes while students from poor families are disadvantaged this makes them to be unprepared for academic activities

Reeves, (2009) points out that people who are not able to access quality education end up being uncompetitive in the job market. Kenya has been straining with many high school dropout cases which in return have brought a great headache at home and in the society. He further asserts that secondary education prepares a person for two major developments. The first development is that secondary school prepares a learner for selection in a university, middle level college, professional training or even vocational and technical career. The second very important development is that secondary education prepares a learner to be able to join other citizens in building the nation. This means that secondary education gives a learner an opportunity to form part of a country's human resources. The entry to join working class is therefore elevated at the secondary level compared to the primary school level. But because of parental low income students perform poorly leading to dropout before completing secondary school education. Parental Income plays a major role in providing for the children's educational requirements. Children proper diet is paramount to learning (Okumu, 2008). This is because well fed students are motivated to learn thus doing better in academic compared to hungry students. Scientists argue that brain requires nourishment and proper feeding. If the nutritional value of food cannot lead to brain development, poor performance becomes imminent in many occasions. Inability of a parent to give a balanced diet is one of the root causes of academic failure. This study failed to specify level of income that can be said to be low or high hence this study sought to investigate how student who eats well achieve in academics.

Epstein, (2012) found that the home environment of children is a vital player in results determination for students. This environment is mainly affected by the parent's income in that family. Thus, a parent who is able to procure reading materials for his children and other education materials is able to instill a focused educational attention for them. In addition to this, parents with low income may affect the academic results of their children since some of activities tend to be done by children leaving very little or no time for self-study at home. On the other hand parents with high income are able to employ workers who can understand academic information. This becomes a challenge as some children end up getting their homework and assignments done by the domestic helps. Such students cannot compete favorably with the others who must struggle to perform their assignments. Other parents are capable of buying digital equipment for their children such as smart phones, modems, laptops etcetera, making research easier and accumulation of facts and information manageable facilities such as entertainment, children playthings, leisure, home library and television may build or destroy a child's education strength. Sirin, (2005) level of income for parent influence greatly child performance in school. The reason behind was parental level of income determine amount of resources to be attached to academic activities. He found out that parental income and student academic achievement is strongly correlated among all students in all levels of studies except those in secondary school. His studies did not look at the effects of parental income amongst secondary school students hence this study sought to investigate the effects of parental income among secondary school students in Kipkelion East Sub-County.

Ibrahim (2012) in his Findings revealed that there were social economic factors that affected KCSE performance. For example majority of the students numbering 70 (67%) said that their families reared livestock and farming as the source of income which did not sufficiently cater for their needs in schools hence affecting their KCSE performance due to lack of material support.

2.3 Family Size and Student Academic Achievement

Size of the family determined student academic achievement because parents provide adequately to small number of children than large number (Ndege, 2010). Kamau, (2013) disagree with the effects of family size. She found large families not affecting the way learners perform.

Ayal, (2014) states in his studies found out girl achievement to be the most affected by the size of the family. Large families resort to take a boy to school in expense of the girl making girls to be irregular in school attending. Number of children in a family has been found to influence girl's performance in school. Thus parents should sire few children. Studies found out that many children in a poor family cannot be supported adequately to acquire academic requirements to support them in excelling in their academic achievement for instance paying school levies is a problem. Kamau, (2013) in his research findings concluded that in most big and poor families the children perform poorly in academics because parents cannot afford educational materials which support learning. On the other hand he revealed that children from large families were found to do worse in schools than children from small families.

2.4 Parental Level of Education and Student Academic Achievement

Level of education were categorized as follows; University, college, secondary and primary. Studies which have been done showed that parental education affects academic of their children. Davis, (2005) state that parental level of education affects significantly academic achievement of student. A belief together with behaviors of parents affects learner's performance. A parent who have gone through university education and poses a degree motivate their children to get the same thus making them to work hard in their studies which in turn improves academic achievement on the other hand parents with only primary education influence negatively the academic achievement of their children (Gathuru, 2014). Thus children from homes where parents had attained university education have higher completion rate than those learners from families which parents have only primary education. The studies show that education attained by a parent had strong effects on learner retention which in turn improves academic achievement. She interrogated 3 head teachers who said that parents who had attained primary education recorded low graduation of their children while parent who had attained university education recorded high completion rate among their children. Completion rate is determined by performance in academic. Students therefore from educated parents achieve better in their academic.

Murithi, (2015) concluded that children whose their parents are educated perform better than children whose their parents are less educated since educated parents visit child's school regularly. This involvement leads to consistent academic achievement in school for children. The studies implied that parents with more education influence academic performance of their children positively because of

the fact that such parents can help and guide their children on several aspects affecting their education as well as physically checking their assignments and monitoring their results. Education level of parent and parent value for house have effects on job which adolescent wish to have thus encouraging them to complete a certain level of education which in turn improve academic performance. Gathuru, (2014) parent's level of education influences the values that are induced on children and therefore the behavior of the child is affected. Such values are likely to promote or destroy academic performance of students. Parents with high education normally show interest in their children's academic achievement, select subjects combination, discuss issues with school heads and teachers on ability of the learner and their studies. Educated parents are also likely to be more involved in education because many would like to see their children attain same or even higher education than they did. This ensures maximum effort by children to achieve good grades in secondary schools in order to impress their parents and make them feel comfortable. She also made the following conclusions from her findings that educated parents have more experience on their children studies thus very instrumental when it comes to helping their children in matters of their studies. Their participation leads to consistent academic achievement in school for children.

Mattison, (2014) those children whose their parents are graduates expects their children to perform in their academics this build confident in them on their children's learning abilities. Parent's belief their children will perform best in academics and acquire best scores. They expect also their children to be discipline in educational institution they attend in their life. This high demands from parents build confidence in their children making them to perform better in their academic.

Ndege, (2010) found out that students who don't go to boarding schools most of them belong to parents who have low education probably form four or primary education. His assumption came as a result that the information he gathered shows that level of education for parent is a major reason for the poor academic outcome. More than fifty percent of students confirm.

Francis, (2015) parental education play major role in children academic achievement which was evident in KCSE results of a student. Over seventy percent of respondents confirm that indeed education of parents had influence KCSE performance. He also understands that parents with higher education motivate their children to perform in their academics since they know the benefits of education.

Information shows that KCSE performance is influenced by the level of parent's education for instance high level of education of parent encourage a child to work hard so as to acquire the same. Parents also who never went to school have been found to help their children pass in academic so as to get good job in future. These studies fail to distinguish the level of influence in academic both educated and uneducated parents have. Thus creating a gap by not showing the difference exhibited by student from different parents with different education background in academic performance. Mwaniki, (2013) established the relationship of the social economic factors and performance of the students, the studies found out that educational level of mothers had the highest influence on performance since it had the highest correlation coefficient of 0.865 at a significant level of 0.000. The father's education on the other hand, had a correlation coefficient level of 0.376 at a significant level of 0.000. For the correlation to be statistically significant the significant level should be less than 0.05. In that case the significance level was

0.000 indicating that both the mothers' and fathers, educations have a statistical influence on the performance. Thus it implies that education is a strong social economic factor that influences boys' performance.

Osuafor, (2013) analyzed academic performance of children from parents with university education and those with secondary and primary education. The children average scores were as follow 55.10, 53.97 and 52.70. The analysis indicates small difference in scores. The difference might be because parents who are educated are better economically than less educated parents who cannot afford so many academic requirements of their children.

2.5 Parents' Occupation and Student's Academic Achievement

Occupation can be categorized as business, employed, farming. Francis, (2015) found out that most parents from Kibwezi district are employed while others are doing farming and trading activities. The study shows parental occupation to influence the capability of parent to settle school levies. Students whose their parents depends on livestock to pay school levies were not able to clear school fees on time. Studies found out positive correlation of 0.76 when it examines the relationship between student KCSE and parental occupation.

Osuafor, (2013) academic achievement of students whose their parents are employed by government of Nigeria are higher than that of students whose their parents are traders. This came as a result employed parents are educated than traders hence educated parents are concern on education of their children than traders. The studies found the achievement in biology not to be correlated with occupation. Since both

employed parents and traders value education and are therefore investing heavily in the education of their children.

Epstein, (2011) found out that parent working in police have no time to stay with their children while teachers and farmers have plenty of time. Police don't check their children academic progress on a daily basis while teachers and farmers do check every day hence over any necessary support to the students. This bring variation in their academic achievement.

2.6 Summary of the Literature

Many researchers have found out conflicting results in different part of the world concerning relationship between family background and student academic achievement. Some found family background to be positively related with student academic achievement while some found negative relationship. Francis, (2015) found out that learners who experience problem in paying school levies were also irregular in school which in turn reduce their academic achievement. Murithi, (2015) stated that parents who are economically buoyance involve themselves in school activities hence being in a position to help their children academically than poor parents who occupy all their time in looking for food. Ndege, (2010), Ayal, (2014), state that the size of the family influence academic achievement of the student. Kamau, (2013) found no relationship between large families and student academic performance. Murithi, (2015), Mattison, (2014), Mwaniki, (2013), concluded that parent with high education influence their children's academic performance more than parents with low education. Osuafor, (2013) state that students who are their parents are civil servants outperform academically students who's their parents engage in business. Epstein, (2012) contradict Osuafor, (2013).

When he noted that a police have no time for checking academic progress of their children on a daily basis while teachers and farmers have a lot of time. Osuafor, (2013) concluded that parental occupation is not related with student performance in biology. Most studies have shown that parents play a major role in improving their children/students' academic achievement. Stages in education are determined by examination thus students who passed exams are allowed to move to the next stage while those who fail are seen as failures (Kombo, 1988). Students therefore are required to achieve higher grades in exams. Family background and its relationship with student academic achievement in Kipkelion east sub-county Kericho, Kenya was investigated in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discussed the research procedures that were employed in this research study. The chapter specifically concentrates on; research design, target population, sampling techniques, data collection instruments, sample size, piloting, location of study, validity, reliability, piloting and data analysis techniques which help to realize the objectives of the study.

3.2 Research Design

Research design is a blue print for the collection, measurement and analyzing of data (Kothari, 2003). This study adopted correlational research design to investigate the relationship between family background and academic achievement of secondary school students in Kipkelion East Sub-County. This research design enabled the researcher to describe and measure the degree of relationship among variables being investigated without manipulating them. Correlation research design was appropriate for the study as it allowed describing, recording, analyzing and reporting the relationship which exist among variables. Correlation research deals with variables which interact with each other in that when one changes it gives the direction of change to the other. According to Creswell, (2012) correlational research studies are designed to describe and measure the degree of relation between two or more variables without manipulating any variable hence the choice of the design. The research was done in Kipkelion East Sub-County in Kericho County, Kenya.

Table 3.1: Variables Definition and Measurement

Variable	Type	Measurement
Student academic achievement	Dependent	CATs scores
Parental level of education	Independent	Years of schooling
Family size	Independent	Number of people in a household
Parental occupation	Independent	Source of income e.g. Employment, Business, and Farming.
Parental income	Independent	Approximate money earned in one year in Kenya shillings

3.3 Location of the Study

The study was conducted in Kipkelion East Sub-County in Kericho -County.

Kipkelion east has 32 public and private secondary schools which is considered to provide good sizeable sample to be used in the study compared to Kipkelion west which has only 20 public and private secondary schools. The parents from west of Kipkelion east grows coffee while those from east grows maize this brought variation in household which creates relevancy to the proposed study. Over the last three years Kipkelion East Sub-County have been posting poor results in mocks in 2014 the mean score of KCSE was 5.52 it drop to 4.5 and 4.13 in 2015 and 2016 respectively. This necessitated the inquiry to whether family background is contributing to such poor results.

3.4 Target Population

It is taken as a full set of cases from which a sample is taken (Saunders, 1997). This study targeted all (32) public and private secondary school and all form four students enrolled in form four 2017 in Kipkelion East Sub-County. The sub county is densely populated with 1809 form four students in secondary school.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Mugenda, and Mugenda, (1999), state that sampling is the process of selecting the subjects or cases to be included in the study as representative of the target population. The study employed simple random technique to select the 10 out of 32 schools for study which is 30% of the target population as advocated by (Mugenda, and Mugenda, 2003) who argued that 30% of the target population is sufficient to be the representative of entire population. All the 32 schools were given equal chance of selection by assigning numbers ranging from 1-32 then folded mixed in a basin and 10 numbers are picked randomly. Boys and girls were separated using Stratified sampling to ensure equal representation of boys and girls in mixed schools. The sample was separated to homogenous group of boys and girls to ensure equal representation of boys and girls. Therefore the sample of this study were 10 out of 32 public and private secondary schools which was 30 % of the total number of schools. 200 students were arrived at with the help of (Stauffer, & et al, 2006) formula. Sampling of students in each school was based on simple random sampling procedure using the students CATs scores.

3.5.2 Sample Size

The sample SIZE is a smaller but hopefully representative unit from a population which is used to determine the truth about that population. This study was determined using the (Stauffer, & et al, 2006).

$$\text{Sample size} = \frac{n}{1 + [n/N]}$$

Where

N = target population which is all students enrolled in form four 2017. The number of students is 1809

$$n = \text{desired sample size } n = z^2 \frac{p(1-p)}{d^2}$$

p= the expected frequency of the factor under study is 22% based on (Stauffer, & et al., 2006)

z= 1.960 confidence limit of 95%

d = normal deviation of 0.05

Therefore:

$$\begin{aligned} n &= 1.960^2 \frac{[0.22(1-0.22)]}{0.05^2} \\ &= 263.6874 \end{aligned}$$

$$\text{Sample size} = \frac{263.6874}{1 + (263.6874/1809)} = 200$$

$$\text{Boys} \quad 200 * 0.564 = 112.8$$

$$\text{Girls} \quad \underline{200 * 0.436} = 87.2$$

The table below shows the target population and sample size

Table 3.2: Target Population and Sample size

	N (target population)	N (sample size)
Boys	1000	113
Girls	809	87
Total	1809	200

3.6 Research Instruments

The research instruments in this study were student questionnaires.

3.6.1 Questionnaire for Students: Appendix I

This was designed by the researcher to generate information from the students themselves regarding to their family background and academic achievement. This includes information on the parental education, family size, parental occupation, and parental income. It also provides information on student academic achievement. It was made to allow the students participate freely and be able to provide information on their family background and academic achievement to the best of their knowledge. The student questionnaire was chosen because it gave student humble time and confidants to answer question posed unlike interview which make student to shy away.

3.7 Piloting Study

This involved checking for the suitability of the questionnaires. 20 questionnaires were administered to individuals students from schools which are not part of the sample but have identical characteristics to the sample. The selected individual students for piloting were expected to respond to the items in the questionnaire. Piloting was used to establish the challenges met by students, establish whether the instruments were comprehensive enough to elicit the intended information from the students, establish whether the time allocated for the data collection was adequate. The piloted results was cross checked with the objectives to correct complicated or vague question the respondent finds them uneasy to answer them appropriately. This helped to correct the questionnaire in advance thus avoiding problems which could have hindered the success of the research.

3.8 Validity

Oso, and Onen, (2009). Validity is the extent to which instrument to be used in research measure what they are expected to measure. For validity to be achieved, the supervisor from the department was relied upon to establish content validity of the research instruments. According to Gay, (1987), content validity is established by expert judgment. Thus supervisor in the department was relied upon on content representation of the questions. Kenyatta university experts from school of education together with my supervisor identified items to be corrected on instrument which contributed in the validity of the instrument.

3.9 Reliability

According to Orodho, (2008), reliability concerns the degree to which the particular measuring procedure gives similar results over a number of repeated trials. To establish the reliability of the instrument, the researcher used the test-retest technique. The test-retest technique involved administering the same instrument twice to the same group of subjects to establish whether the same results can be obtained with a repeated measure of the same concept. The instrument was administered to the respondents in one school. Thereafter the respondents' responses, was scored and correlated using the Pearson moment product correlation coefficient to establish the extent to which the contents of the questionnaire was consistent in eliciting the same responses. According to Orodho, (2008), if a minimum correlation coefficient of 0.7 is achieved then the instrument is considered reliable. Therefore the instrument posted correlation coefficient of a minimum of 0.7 with the help of Pearson moment product correlation coefficient, and was accepted as reliable.

3.10 Data Collection Procedures

After permission was granted through an official letter from Kenyatta University graduate school and NACOSTI, and respective head teachers of the schools. The research began after the head teachers consent. Thereafter the data was collected by administering the questionnaires, to individual students in the sampled schools. Thereafter the filled questionnaires were collected by researcher to ensure 100% of the return of the questionnaires. The questionnaires were coded after collection and its information was keyed in SPSS package for analysis.

3.11 Data Analysis

Data analysis is the processing of data to make meaningful information (Saunders, 2009). The data collected through the use of questionnaires, was coded. The data was then analyzed using descriptive statistics and presented in tables, percentages, frequencies and measures of central tendency. The collected information was used to analyze the relationship between family background and student academic achievement so as the right interpretation is done. Multiple linear regression models were used to describe the relationship between parental level of education, family size, parental occupation, and parental income to student academic achievement. This model was appropriate because it was used to understand whether family background (parental level of education, occupation, income and family size) is related to the student academic achievement and explore the form of their relationship. It also help to understand how the typical value of the dependent variable changes when any one of the independent variable is varied while the other independent variable were held fixed.

3.12 Logistical Ethical Considerations

3.12.1 Logistical consideration

Permission to carry out the research and obtain data from students was sought from the Ministry of Education and from the university and principals from sampled schools so as not to be interfered with student's right. The student was enlightened as clear as possible, in terms that were meaningful to them on what the research was about, who the researcher was and how the information generated was to be used.

3.12.2 Ethical considerations

Confidentiality, anonymity and privacy were respected at all times and any guarantee given to participants was adhered to. Direct consent for participation was obtained from the respondents. The respondents were protected and all the items were explained to them before responding.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter covers the analysis and discussion of the collected data in 10 secondary schools. Study sought to investigate the effects of family background on academic achievement among secondary schools students in Kipkelion East Sub-County, Kericho County. The following objectives guided the analysis and presentation of the findings:

- i) Determine the relationship between parental level of education and student academic achievement among students in secondary schools in Kipkelion East Sub County.
- ii) Establish the relationship between family size and student academic achievement in Kipkelion East Sub-County
- iii) Investigate the relationship between parental occupation and student's academic achievement in secondary schools in Kipkelion East Sub-County.
- iv) Establish relationship between parental level of income and student academic achievement in secondary schools in Kipkelion East Sub-County.

4.2 Response Rate

It is the number of people who answered and return usable questionnaires; it is calculated by dividing the number of returned usable responses by the total eligible in the sample chosen. 200 questionnaires were administered to 200 form four students in Kipkelion East Sub-County. 155 students filled and return usable questionnaires. The return rate therefore stands at 77%.

Baruch, (2008) stated that the acceptable response rate is 52% and above. Therefore the response rate of 77% was taken as sufficient to generalize the findings.

4.3 Parental Level of Education and Academic Achievement

The first objective of this study was to determine the relationship between parental level of education and student academic achievement among students in secondary schools in Kipkelion East Sub County.

Respondents were asked to indicate the highest level of education of their fathers and mothers. The responses were then summarized and further analyzed and the results are presented in table(s) 4.1, 4.2 and 4.3

Table 4.1: Regression Coefficients for Father’s Level of Education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	7.349	.662		11.104	.000
1	Highest level of education of father	.463	.199	.194	2.330	.021

a. Dependent Variable: Average grade scores

The table indicate that the father’s education influence academic achievement of their children. This is shown with a significant level of 0.021. It therefore means that as the level of father’s education increases the student academic achievement also increases.

Table 4.2: Regression Coefficients for Mother's Level of Education

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	6.453	.655		9.854	.000
1	Highest level of education of Mother	.184	.187	.079	.984	.037

a. Dependent Variable: Average grade scores

The table indicate that the mother's education influence academic achievement of their children. This is shown with a significant level of 0.037. This indicated that level of education of mother had positive influence to student academic achievement.

Table 4.3: Influence of Parents Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	74	47.7	47.7	47.7
	Yes	81	52.3	52.3	100.0
	Total	155	100.0	100.0	

The table shows the summary of the opinion of the respondents on the effects of the level of parental education on their achievement. The table indicate that 81 (52.3 %) of respondents agreed that parental level of education influence their academic achievement while 74 (47.7 %) don't think that level of parental education affects their academic achievement.

The result agrees with the (Davis, 2005) study which found out that parental level of education affect significantly academic achievement of student. Studies also agrees with (Murithi, 2015)who stated that children whose parents are educated performed

better than children whose parents were less educated since educated parents involve themselves more in their children academic activities.

4.4 Family Size and Academic Achievement

The second objective of this study was to establish the relationship between family size and student academic achievement in Kipkelion East Sub-County.

Respondents were asked to indicate the number of children their parents had. The responses were then summarized and further analyzed and the results are presented in table(s) 4.4 and 4.5.

Table 4.4: Regression Coefficients for Family Size

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	5.808	.426		13.630	.000
Number of Siblings	.004	.072	.005	.062	.951

a. Dependent Variable: Average grade scores

The result shows that the size of the family does not necessarily affect academic achievement. This is shown by 0.951 which is above the significant level of 0.05. This therefore shows that, the increase or decrease in the number of dependents in the family, did not influence the student academic achievement.

Table 4.5: Family Size and Effects on Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
No	86	55.7	38.7	38.7
Valid Yes	69	44.3	61.3	100.0
Total	155	100.0	100.0	

The summary of opinions indicates that a big percentage of 55.7% (86) of respondents said that family size did not affect their academic achievement. Results agrees with (Kamau, 2013) who found no relationship between large families and student academic achievement performance.

4.5 Parental Occupation and Academic Achievement

The third objective of this study was to investigate the relationship between parental occupation and student’s academic achievement in secondary schools in Kipkelion East Sub-County.

Respondents were asked to indicate the type of job their parents were engaging in. some respondents said their parents were employed in a formal sector, some said their parents were farmers others said their parents were businesspersons.

The responses were then summarized and further analyzed and the results are presented in table(s) 4.6, 4.7 and 4.8.

Table 4.6: Parent Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
	Farming	89	57.4	57.4	57.4
	Employed	32	20.6	20.6	78.1
Valid	Business	28	18.1	18.1	96.1
	Others	6	3.9	3.9	100.0
	Total	155	100.0	100.0	

The table indicates that most parents were doing farming as their main occupation. This has been represented by 89 (57.4%). Those who were employed in a formal

sector were represented by 32 (20.6%) while those in business were represented by 28 (18.1%).

Table 4.7: Regression Coefficients for Parental Occupation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	6.491	.365	17.765	.000	
	Parent occupation	.391	.191	.163	2.044	.043

a. Dependent Variable: Average grade scores

The results indicate that parental occupation affects student academic achievement as it is shown with a significant level of 0.43. This means that occupation of a parent had positive influence on student academic achievement.

Table 4.8: Effects of Parental Occupation on Student's Academic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	74	39.7	47.7	47.7
	Yes	81	60.3	52.3	100.0
	Total	155	100.0	100.0	

Percentage of 60.3% (81) of respondents said that indeed parental occupation did affect their academic achievement while 39.7% (74) think that parental occupation did not affect their academic achievement.

The result agrees with (Memo, 2010) who found significant relationship between parent occupation and student academic achievement. he further argue that student whose parents work in highly paying occupation do better academically when compared to learners whose parents work in less paying occupation. Kabinga,

(2014) also state that parents from formal occupation were able to assist their children at home and also in school since such occupation had regular payment which gave parents ability to provide to their children academic necessities like reading and writing materials.

4.6 Parental Level of Income and Academic Achievement

The fourth objective of this study was to establish relationship between parental level of income and student academic achievement in secondary schools in Kipkelion East Sub-County.

Respondents were asked to indicate the approximate amount of income accrued by their parents annually. The responses were then summarized and further analyzed and the results are presented in table(s) 4.9, 5.0, 5.1 and 5.2.

Table 4.9: Regression Coefficients for Farmer’s Income

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	5.860	.252		23.243	.000
	Annual income Farmer	7.874	.000	.093	.866	.029

a. Dependent Variable: Average grade scores

The result shows that with a perfect significance of .000 the academic achievement stand at 5.860. But with an increase in significance level by .027 academic achievement increases by 7.874. It therefore means that an increase in parental income led to a positive increase in student academic achievement.

Table 4.10: Regression Coefficients for Employed

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	5.498	.578		9.507	.000
	Annual Income- Employed	3.225	.000	.287	1.643	.011

a. Dependent Variable: Average grade scores

Result shows that annual income of employed parents had an influence on academic achievement. This is indicated with a significant level of 0.11 which shows that income influence academic positively.

Table 4.11: Regression Coefficients for Business Parent

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	4.339	.635		6.829	.000
	Annual Income-business	6.221	.000	.334	1.807	.032

a. Dependent Variable: Average grade scores

Results show significant level of 0.032. This shows that income affect academic achievement of student.

Table 4.12: Effect of Income on Academic Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
	No	67	43.2	43.2	43.2
Valid	Yes	88	56.8	56.8	100.0
	Total	155	100.0	100.0	

The table indicates the results of opinion from respondents. 56.8% (88) of the respondents agreed that parental income affect their academic achievement while 43.2 % (67) said that parental income did not matter in their academic achievement. The result agrees with (Murithi, 2015) who concluded in his studies that financially able parents participate in academic activities for their children than poor parents. Poor parents don't afford to access community resources which aid student to perform to expected height in academic. Economically able parents provide necessary requirement needed in academic activities to their children making them better in handling exams leading to high academic achievement. Students from rich families enjoy educative gadgets like TV, computers, and charts from their homes while students from poor families are disadvantage this make them to be unprepared for academic activities

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The summary of findings, conclusion and recommendation are covered in this chapter.

5.2 Summary of the Study

Having presented, analyzed and interpreted collected data, observation were made by the researcher basing on the research objectives which aided conclusion and recommendation. The following specific objectives guided the study.

5.2.1 Influence of Parental Level of Education on Student's Academic Achievement

Most respondents agreed that their parents level of education influence their academic achievement. 81 out of 155 respondents which are over 50% (81) agreed that education of their parents influence their academic achievement. Students from parents who had attained form four education and beyond agreed that their parents motivate them to work hard so as to reach parent's height of education and perform better than them. This gave their children energy and reason to improve their academic achievement. Thus students with educated parents perform better than those students coming from less educated parents because educated parents were more likely to inspire their children to poses same education that they had or more. Inspired students tend to work hard thus improving their academic performance.

Educated parents were conversant with academic activities of their children. These parents were able to guide their children on career choice which improved performance of student on subject in line with career chosen by those educated parents. From the respondent point of view, educated parents were able to be employed by well-paying jobs which in turn help them to live in a good and conducive home for learning. Such homes influence children positively since most educative things were available e.g. computers, TVs, home library which help student to learn during holidays which in turn improve their academic achievement. Parents with higher education showed interest in their children's academic achievement, chose subjects, attend school meetings, discuss with teachers and principals on their children academic achievement.

5.2.2 Family Size and Student Academic Achievement

The findings on the relationship between family size and student academic achievement showed that nearly 60% (86) of respondents don't think that family size affect their academic achievement. While over 40% (69) agreed that family size affect their academic achievement.

Regression also indicated that the relationship between family size and academic achievement is insignificant as it is represented by 0.951 which is above 0.05 level of significance.

Children from large families performed same as children from small families. With that regard family size is not necessarily an influence to academic achievement of student.

5.2.3 Parental Occupation and its Influence on Student Academic Achievement

Most parents were doing farming as their main occupation. Farming had no regular income due to unexpected change of weather. Farmers therefore find themselves not able to pay school fees on time. This is evident as it was represented by 57.4 (89) percent. Also farmers were too busy in their farms this made them not to participate in educational activities of their children as 68% (105) of respondents said that their parents were too busy to check their children academic activities. This affected their academic achievement negatively. On the other hand those who were employed had regular income which made them to pay school fees on time and buy academics materials to their children which in turn influence student academic achievement positively. Parents who were employed in formal setting were 32 which are 20.6 percent as was said by respondents. Business men and women were represented by 18.1 % (28) according to respondents.

A percentage of 60.3 (94) of respondents said that indeed parental occupation do affect their academic achievement while 39.7 (61) think that parental occupation do not affect their academic achievement.

5.2.4 Parental Level of Income on Student Academic Achievement

Most students agreed that the income of their parents affected their academic achievement. Those who agreed that income had effect on their performance were 56.8%. (88) They cited following reasons:

- Since most of their parents were farmers, they were not able to pay school fees on time because they lack enough money.

- Because they come from large families, there was a competition of resources which made their parents unable to buy academic materials e.g. relevant reading books.
- Their parents failed to pay for them academic trips organized by schools.
- Those students coming from able families posted better academic achievement since their parents were able to cater for school fees and other academic materials.

Regression analysis indicated that parental income affected student academic achievement.

The above reasons supports (Francis, 2015) that looked at the influence of school fees payment and found out those students with irregular payment of fees also had irregular school attendance which reduces their performance.

5.3 Conclusion of the Study

The findings based on specific objectives were used to study the relationship between independent variables and dependent variables. Conclusion was therefore made using the observation from analyzed data

5.3.1 Parental Level of Education and Academic Achievement

Basing on the data analyzed the study concluded that parental level of education influence academic achievement. The higher educated parents are the more they participate in academic activities of their children. This in turn influences academic achievement positively.

On the other hand less educated parents don't attract well-paying jobs which incapacitate them from taking their children to a better school which lead to poor academic performance.

5.3.2 Family Size and Academic Achievement

Students who came from large families post the same academic achievement with those from smaller families. These studies concluded that family size has no significant influence on student academic achievement.

5.3.3 Parental Occupation and its Influence on Student Academic Achievement

The study concluded that parental occupation influence academic achievement of student. This is arrived after analyzing the responses from respondents which indicate a significance level of 0.43. Also over 60% (81) of respondent agreed that occupation affect their academic achievement while nearly 40% said that they did not think that occupation influence academic achievement.

5.3.4 Parental Level of Income on Student Academic Achievement

On the basis of the findings, the study concluded that parental level of income affects significantly student academic achievement.

5.4 Recommendation

The study recommends the following mitigation as per the objectives.

5.4.1 Parental Level of Education and Academic Achievement

- i) Parents should motivate their children to work hard so as to reach higher level of education.

- ii) Basic on the findings, it is recommended that parents should participate in academic activities of their children both at home and school for them to understand the challenge their children go through.

5.4.2 Family Size and Academic Achievement

Upcoming parents should reduce the number of children to average for them to cater for them adequately.

5.4.3 Parental Occupation and Student Academic Achievement

Parents should motivate their children to embrace that occupation which are in line with their careers.

5.4.4 Parental Level of Income and Academic Achievement

The county government of Kericho should train farmers to practice business farming so as to improve economic power of parents. Which in turn improve capability of parents to pay school fees?

5.5 Suggestions for Further Research

Further research should be done on other aspects of family background so as to complete studies pertaining family and student's academic achievement.

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APPENDICE

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

SECTION A: PERSONAL INFORMATION

What is your gender?

Female Male

SECTION B: INFORMATION ON FAMILY BACKGROUND

1. PARENTAL EDUCATIONAL LEVEL

a. Indicate by ticking the highest education level attained by your parents

Education level	Father	Mother
University		
College		
Secondary		
Primary		
Never went to school		

b. In your opinion, is your parent's education level influence your academic achievement?

Yes No

If yes, in what ways

.....

2. FAMILY SIZE

a. How many siblings do you have you included?

.....

b. How many relatives depend on your family for upkeep?

.....

c. Does your father have another wife other than your mother?

Yes [] No []

If yes how many children does your step mother have?

Boys

Girls

d. In your own opinion do you think that the size of your family affects your academic achievement?

Yes [] No []

If yes, in what way?

.....

3. PARENTAL OCCUPATION

Tick your answer

a. What is your parent doing to get money? Tick your answer below

Farming [] Employed [] Businessperson []

Other []

If other, please specify

b. How would you describe the occupation of your parent?

Too busy [] Not busy []

c. Is your parent's occupation allows them time to discuss your studies with you and your teachers?

Yes [] No []

d. In your opinion is your parent's occupation affecting your academic achievement?

Yes []

No []

Explain your answer

.....

.....

4. PARENTAL INCOME

a. Show with a tick the approximate income of your family in one year

5000-10000	
15000-30000	
35000-50000	
55000-70000	
75000-90000	
100000 -200000	
200000 and above	

b. How many days are you absent from school in a term because of school fees?

c. Do you think your parental income affect your academic performance?

Yes []

No []

If yes, please state how?.....

.....

.....

SECTION C: ACADEMIC ACHIEVEMENT

Write your answer

1. What average grade did you get in CAT in form three?

Term	CATs score
1	
2	
3	
Average scores	

2. Do you think that you improved?

Yes [] No []

3. Does the family you are coming from affecting your performance?

Yes [] No []

If yes state how?

.....

Thank you for your assistance

**APPENDIX II: RESEARCH AUTHORIZATION FROM
KENYATTA UNIVERSITY**



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/KER/CE/28655/2013

DATE: 10th May, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

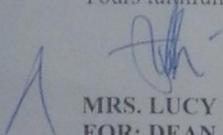
**RE: RESEARCH AUTHORIZATION FOR SANG KIPCHIRCHIR NAFTALI – REG.
NO. E55/KER/CE/28655/2013**

I write to introduce Mr. Sang Kipchirchir who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the **Department of Edu. Mgt. Policy & Curr. Studies**.

Mr. Sang intends to conduct research for M.Ed Project Proposal entitled, “**Determinants of academic achievement among secondary school students in Kericho County, Kenya**”.

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL



GK/Inn

APPENDIX III: RESEARCH PERMIT FROM NACOSTI

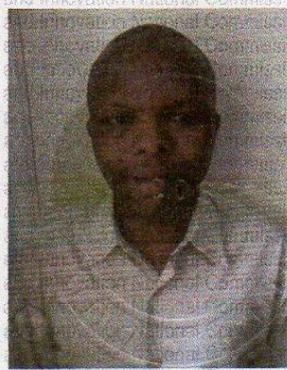
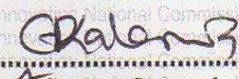
THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/39875/17653**

MR. NAFTALI KIPCHIRCHIR SANG **Date Of Issue : 3rd July,2017**
of KENYATTA UNIVERSITY, 5510-200 **Fee Received :ksh1000**
Nairobi, has been permitted to conduct
research in Kericho County

on the topic: DETERMINANTS OF
ACADEMIC ACHIEVEMENT AMONG
SECONDARY SCHOOL STUDENTS IN
KERICHO COUNTY, KENYA

for the period ending:
19th June,2018


.....
Applicant's Signature



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