INFLUENCES OF PARENTS' SOCIO-ECONOMIC STATUS ON THEIR CHILDREN'S PERFORMANCE IN KCPE (2007 - 2010): A CASE OF KEUMBU DIVISION KISII COUNTY.

MOGAKA MALACH MOGIRE
E55/CE/14323/09

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION (EDUCATIONAL PLANNING) OF KENYATTA UNIVERSITY

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DECLARATION

This is my original work and has not been submitted to any other university for any other award.

Sign.................................................. Date. 23/11/11

Mogaka Malach Mogire
Reg. No E55/CE/14323/09

This project has been submitted for examination with our approval as the University Supervisors.

Sign.................................................. Date 23/11/2011

Dr. Mary A. Otieno
Lecturer, Department of
Educational Management, Policy and Curriculum Studies.
Kenyatta University.

Sign.................................................. Date 23/11/2011

Dr. Norbert Ogeta
Lecturer, Department of
Educational Management, Policy and Curriculum Studies.
Kenyatta University.
DEDICATION

I dedicate this work to the Almighty God who has taken care of me throughout my life, inspired and led me to this level. To my wife Cyprine for the support and understanding she gave me throughout the period of study. To my children Stacey, Travor, and Becky for theirs was a big motivation and encouragement to forge ahead.
ACKNOWLEDGEMENTS

First and foremost I would like to express my appreciation to my supervisors Dr. Mary A. Otieno and Dr Norbert O. Ogeta. Lecturers, Department of Educational Management, Policy and Curriculum Studies in Kenyatta University for the advice, guidance and concern they accorded me in coming up with this work. Secondly I would like to convey my sincere gratitude to my entire family members for the patience understanding support they gave me throughout the period of study. Last but not least, I would like to pass my appreciation to my colleagues at Kenyatta University who shared a lot with me when coming up with this work.
ABSTRACT

Education is the key to development and has equalizing effects. It has importance economic returns which justify high investment by both the government and the individual. Poor academic performance has; therefore, far reaching consequences that makes it important to be clear about the factors associated with it. The purpose of this study was to examine the influence of parents' socio-economic status on their children's performance in KCPE in Keumbu Division Kisii County. It examined the extent to which home background of the child, parental level of education and family size affect performance in KCPE. It also looked for ways of improving children’s performance in all socio-economic statuses. The objectives of the study are: To find out the influence of parental socio-economic status on their children’s performance in KCPE. To determine factors that contributes to poor performance in KCPE performance. To examine the relationship between parental socio-economic status and KCPE performance. To make recommendations of improving KCPE performance in all socio-economic statuses. The study adopted a descriptive survey design which involved six public primary schools selected using systematic sampling and two private primary schools in the division. The number of private schools in the division is only two. The researcher therefore took all the two schools without sampling them. From the eight schools selected, the sample comprised 4 head teachers, 40 teachers, five from each school, 160 pupils 20 from each school, 64 parents 8 from each school, 1 AEO and 1 QASO. This formed the sample of the targeted population. Data was collected by use of standardized questionnaires and interview schedules. Questionnaires were administered to literate parents, pupils and teachers while interview schedules were administered to head teachers, AEO and the QASOs in the Division. Secondary data were extracted from examination results records both internal and KCPE results were used. Data collected was coded and analyzed using the statistical package for social sciences (SPSS) software and were presented in form of tables, figures and graphs. The study findings are significant in availing information on the status of children's KCPE performance in the country. The results of the findings are significant to the ministry of planning, finance and in particular the ministry of Education, educational planners, educational administrators in all levels and the CDF committees at constituency levels. The information obtained from the result of this survey will be used to make policies that will improve children’s performance in KCPE in all socio-economic statuses.
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ACRONYMS AND ABBREVIATIONS

AEO - Area Education Office
CDF - Constituency Development Fund
DC - District Commissioner
DEO - District Education Officer
DO - District Officer
EPE - Effort Performance Expectancy
IQ - Intelligent Quotient
KCPE - Kenya Certificate of Primary Education
POE - Performance Outcome Expectancy
QASO - Quality Assurance and Standards Officer
SPSS - Statistical Package for Social Sciences
US - United States
CHAPTER ONE
INTRODUCTION

This chapter gives the overview of the study. Specifically, the chapter presents an outline of the background to the study. Statement of the problem, purpose of the study, objectives of the study, research questions that guided the study, theoretical framework, conceptual framework, limitations and delimitations of the study, significance of the study and operational definitions of terms are also be defined.

1.1 Background to the Study

Education is a deliberate attempt to acquire and transmit the accumulated worthwhile skills, attitudes, knowledge and understanding from one human generation to the next. Mbiti, (1981). It is a process in which the individual is actively involved and guided in his/her attempt to acquire worthwhile knowledge and understanding for the advancement and betterment of his/her changing world.

Education being the cornerstone of the economic and social development improves the productive capacity of societies and their political economic and scientific institution. It helps to reduce poverty by mitigating its effects on population, health and nutrition. Education reform efforts in African countries have aimed at making education effective vehicle for national development (UNESCO, 2003).
The title of this study is the influence of parents’ socio-economic status on their children’s performance in KCPE. Socio-economic status can be defined as the social and economic position of an individual or a family in any given society determined by such factors as the level of education, occupation and income. A number of studies have found a family’s social class definition to influence their academic achievement of its children. In a study of social class and parent-child relationship in the US, Kohn (1963) found differences in values between middle and working class parents in the children expectation.

Educations being a fundamental strategy for human resource development, very high resources have been invested over the years by the government and other stakeholders to expand and improve education at all levels. In spite of the efforts made in education, a number of challenges still persist. These include cost of education, inequalities and inequity in access to education, high wastage rates, under-enrolment and problem of relevance and quality. The current socio-economic status of parents in the framework of poverty indeed contributes to poor academic performance in schools. Ezewu (1983) notes that the higher the socio-economic status of a family, the more likely it motivates its children to learn in school and consequently to succeed in learning.

Okwir-Akana (1983), on pupils in Gulu District of Uganda, found parents encouragement, socio-economic status, the child’s educational aspirations and attitude of parents towards education to be significantly related to child’s academic performance. (only home background where one or both parents of the child are dead or the family is
polygamous) was the only home variable which was found to have a significant effect on academic achievement she found parental encouragement to have more effect on the performance of boys than that of girls on education.

Otieno (2007) argues that examination tell children how they are succeeding or failing. He contends that education is very important and failure in the national examination especially KCPE spells doom for the students whose life becomes uncertain and full of despair. In Kenya examinations play an important role to both the students and the educators, Muchira (1989). It serves as a motivating factor for their hand work and determination of their future.

Onyango (2001), Orina (2005) states that academic performance is influenced by a number of factors. These include student related factors such as intelligence and willingness to learn, school related factors like adequacy of resource and facilities and family background such as parental occupation, parental level of education among others. Cantu (1975); and Amahala (1975); among others have been demonstrated that difference in the home environment such as parental level of education, occupation, living conditions, encouragement and family size determine students progress to a certain extent. Douglas (1964) in his study observed that parents who are unskilled are more often than not of low educational attainment, take little interest in their children’s schoolwork, have larger families, live in overcrowded homes lacking amenities and tend to send their children to schools which are ill-equipped. Other home-related factors have been studied in relation to student’s academic performance include abnormal home
Children who are encouraged to excel and to be academically motivated are likely to work harder in order to please their parents. Parents who know the importance of education and have a positive attitude towards school will always press their children to complete their homework and assist them in doing it. Keumbu being one of the divisions in Kisii County has been performing below average in KCPE examinations. This calls for an investigation to find out factors associated with this kind of performance. While knowing that there are various factors that determine and influence academic performance of children in KCPE, parental socio-economic status plays a vital and central role.

1.2 Statement of the Problem

Education is the key to development and has equalizing effects. It has important economic returns which justify high investment by both the government and individuals. There is a strong relationship between education and fertility, education and agriculture, education and manpower development, education and family background, education and intergenerational mobility.

Poor academic performance has; therefore, far reaching consequences that makes it important to be clear about the factors associated with it. The most revealing is the
family socio-economic status measured by parental education, occupation and income as well as family expectation and attitudes towards education. These home backgrounds generally have a strong influence on the student’s performance at primary and lower secondary grades than policy controlled schooling variables. This study sought therefore, to ascertain the extent to which socio-economic status of parents influence KCPE performance in Keumbu Division of Kisii Central District.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of parental socio-economic background on their children’s performance in KCPE in Keumbu division. It also looked for ways of improving academic performance in KCPE across all socio-economic statuses.

1.4 Objectives of the Study

The study focused on the following:

i. To find out the influence of parental socio-economic status on their children’s performance in KCPE.

ii. To determine factors that contributes to poor performance in KCPE.

iii. To examine the relationship between parental socio-economic status and KCPE performance.

iv. To make recommendations of improving KCPE performance in all socio-economic statuses.
1.5 Research Questions

To achieve the above objectives, the study addressed the following research questions.

(i) What are the effects of parental socio-economic status on their children’s academic performance KCPE?
(ii) What are the factors that influence children’s performance in KCPE?
(iii) Is there any difference in KCPE performance among pupils from different social classes?
(iv) What can be done to improve KCPE performance in all socio-economic statuses?

1.6 Significance of the Study

The study findings are significant in availing information on the status of children’s KCPE performance in the country, and providing ways of improving academic performance of children in all socio-economic statuses. The results of the findings are significant to the Ministry of Planning, Finance and in particular the Ministry of Education, educational planners’ educational administrators in all levels and the CDF committees at constituency levels. It will be used by policy makers to look for ways of improving KCPE performance in statuses across the country.

1.7 Assumptions

The study assumed that:
(i) Children from low socio-economic background perform poorly in national examinations.

(ii) Home environment has a significant influence on academic performance.

(iii) Students from high socio-economic background are highly motivated hence good performance in KCPE.

1.8 Limitations of the Study

The study limited itself to schools of Keumbu Division Kisii County. It covered the opinions of head teachers, teachers, pupils, parents and education officials within the division. The study concentrated on six public primary schools and two private Primary schools only. Orodho (2008) ascertains that any research must have some boundaries and a researcher cannot do everything. He adds that limitations of a study refer to the constraints or drawbacks, both theoretical and practical that the researcher has little or no control over.

1.9 Delimitation of the Study

The delimitation of the study is the boundary limitation, Orodho (2008). The study therefore was confined to only six public Primary schools and two private primary schools in the Division. One head teacher from each school, five teachers, ten parents, twenty pupils from each school 1 AEO and 1 QASO from the division were targeted. This was because of the financial implications, time constraints and the terrain of the division. There are several factors affecting KCPE performance in schools but the study
specifically focused on the influence of parents’ socio-economic status on their children’s performance in KCPE in the Division.

1.10 Theoretical Framework

The study was based on status theory and social class theory. Marx (1991) views social class covering indices such as wealth, occupation, residence, education and income. According to status theory, all people in society have different statuses, which determine the roles that they have to play. They accordingly, receive different rewards and prestige from society. Some statuses are ascribed, that is, one is born into a status such as nobility or a commoner. Ascription is purely fate because one does not choose to have such status.

Other statuses are achieved, that is one attains a status through some social process. One can become a teacher, lawyer, doctor, engineer etc through education attainment. Status theory can help us understand social stratification based on gender, age, religion, ethnicity and race.

According to social class theory, this view of social stratification is that society is structured according to “classes.”

Marxist scholars assert that class is a particular individual’s location at the level of production that is, class is a relation of production in the economic sphere. Different modes of production produce different classes. Such classes as the bourgeoisie, (middle class) proletarian (working class), peasants and pen-proletarian (unemployed) etc are
related in someway to the economic structure of society. Your class determines your life chances.

Based on this theory, the role of education then in a capitalist society is to produce a working force and a ruling class. If the members of the working force are educated to accept their position as normal, inevitable and natural, then they will hardly question anything. What education does is not only to provide skills that are required by the working force but also propagates ideology that legitimizes the existence of people of different statuses. The study was therefore based on these theories.

1.11 Conceptual Framework

According to Orodho (2009), a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. In this conceptual framework, expectancy theory was used. The conceptualization is that all human behaviours can be regarded as a result of a state of aroused or internal tension that serves as an energy or springboard for action. Motivation is the force to perform. It has a degree of intensity and direction. The theory proposes the force to perform an action. (E - P Expectancy) and whether the outcome will lead to another outcome, (P - O Expectancy) holding a higher value to him/her. From figure 1.1, a student motivated by stated socio-economic factors will choose path A. A higher (E - P Expectancy) combines with a high (P - O Expectancy) based on stated factors.
A high motivation will lead to high academic performance and participation.

Demotivation due to stated socio-economic factors leads to low (E - P Expectancy) which combines with low P - O Expectancy to create low self-perception among the students and cause persistent poor performance and participation. These arguments are illustrated in figure 1.1.

**PART A**

**Socio-economic Factors that influence academic performance**

- High parental income
- Educational resources
- Educated parents
- Availability of role models
- Good nutrition
- Modern culture
- Peer counselling

**PART B**

**Demotivated by**

- Low parental income
- Inadequate learning resources
- Illiterate parents
- Poor or no role model
- Poor eating habits
- Out-dated culture
- Peer group influence

**KEY:**

- E - P Effort - Performance Expectancy
- P - O Performance

Source: Researcher
Figure 1.1: The conceptual framework on the influence of socio-economic status on academic performance.

Motivated by
- High parental income
- Adequate learning resources
- Educated parents
- Availability of role models
- Good nutrition
- Modern culture
- Peer counselling

PART A
Socio-economic Factors that influence academic performance

PART B
Demotivated by
- Low parental income
- Inadequate learning resources
- Illiterate parents
- Poor or no role model
- Poor eating habits
- Out-dated culture
- Peer group influence

KEY: E – P Effort – Performance Expectancy  P – O Performance – Outcome Expectancy

Source: Researcher
1.12 Operational Definition of Terms

- **Academic achievement**: Total score obtained by students by the end of assessment period.

- **Achieved status**: The status attained through social process.

- **Ascribed status**: The status one finds him/herself by birth e.g. nobility or commoner.

- **Peer group**: A group of people with the same age or occupation.

- **Performance**: The position of a student with respect to attained knowledge or skills compared with other students.

- **Poverty**: Inability to maintain the living standards in the society.

- **Socio-economic**: The social and economic position of an individual, family or where one comes from.

- **Social stratification**: It refers to the social class or stratum.

- **Status**: It is a position in society or prestige.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Borg (1989) states that, literature review in educational research provides one with means of getting a frontier in a particular field of knowledge. Unless one learns what has been done by the other in one’s area of study, one may not develop a project that would contribute to further knowledge that forms fundamentals upon which all future work must be built. Orodho (2009) notes that, the art and craft of literature review involves reading and evaluating reports of research as well as other similar reports and opinions that are related to the planned research projects.

This section covers a review of the pertinent literature that is related to the problem studied. It entails a review of literature on the background and role of education and various factors that influence children’s performance in KCPE.

The section narrows into the parental socio-economic factors that influence children’s performance in schools. The parental socio-economic factors are limited to: income, occupation, level of education, marital status, family size and attitudes towards the value of education.
2.2 Influence of parents' socio-economic status on their children's basic education performance worldwide

Social-economic statuses of parents have a strong influence on academic performance of their children. This is due to the fact that families are the primary socialization unit for children. Family contributions include household composition, socioeconomic status, and parental education. Research done in the United States found that children who come from two-parent household are likely to experience less disengagement from school and are more likely to complete high school than those from single-parent households (Anguiano, 2004, Garasky, 1995) or step-parent households (Astone & McLanahan, 1991). In addition, both growing up in a step parent family and growing up in a single-parent family have similar negative outcomes on academic achievement, such as a decline in parental involvement associated with changes in family structure (Astone & McLanahan, 1991), higher levels of behavioural problems, and lower test scores (Carison & Corcoran, 2001). In contrast to children living with both biological parents, children living with stepparents or single parents receive less attention and encouragement from their parents towards educational activities (Astone & McLanahan, 1991). Children living with biological parents receive more parental involvement in the areas of educational expectations, school work monitoring and supervision of social activities than children living in non-intact families (Astone & McLanahan, 1991). Contrary to previous, Marsh (1990) found that for students in the last two years of high school, family configuration had little effect on student's growth and changes within a set of outcomes representing academic achievement, attitudes and behaviour. This finding held true for both boys and
girls (Marsh 1990). Thus there may be a certain threshold for the impact that family composition has on academic achievement. Although the findings on the impact of household structure and family configuration are mixed, Pong (1997) found that single and step parent families have a contextual effect on test scores above and beyond a student’s membership in the family. Although living in a single or step-family household may have negative impacts on academic achievement, the contextual factors such as socioeconomic status and parental education of living in a single or step-family, actually have a larger impact than the family configuration itself. In addition to parental household structure, increased numbers of siblings leads to lower educational performance via increased household dilution, i.e. providing fewer resources per child (Downey, 1995).

Parcel and Dufur (2001) found that resource diffusion not only provides fewer resources per child but as a result it decreases reading test scores. Parents of children in larger families have a lower expectation for their children to graduate from college and children benefit less from parental expectations (Downey, 1995).

A study done in the United States shows that social capital and family income have positive effects on high school completion (Anguiano, 2004, Garasky, 1995), increased achievement, and reduced deviant behaviour (McNeal, 1999). Students with parents that have less social capital are less likely to complete high school, Anguiano (2004). Parents with higher socioeconomic status have higher, more accurate knowledge of and involvement in their children's schooling (Baker & Stevenson. 1986). These parents also tend to be more supportive of their children re-suiting in higher self-esteem in the children).
Poor and minority parents are less involved in school-based activities and less likely to initiate meetings with educators (McNeal, 1999). Thus, family income impacts how well students find their way through school processes (Astone & McLanahan, 1991). Although the impact of parent background on test scores is notable, Sui-Chu & Willms (1996) found that parental involvement actually had effects over and above that of parental background, including parental socio-economic status. Family socio-economic status, however, is one of the strongest correlates of high academic performance on both the student and school level (Sirin 2005, Blair, Blair & Madamba 1999, Engerman & Baily 2006). Previous findings suggest that the socio-economic status of the parent has a strong impact on students academic achievement due to where the student is located in the socio-economic status structure (Sirin, 2005; Israel, Beaulieu, & Hartless 2001). Increased levels of social and family capital provide children with nurturing environment and with guidance on behaviours that are deemed appropriate and inappropriate, thus aiding their educational progress and academic achievement (Israel, Beaulieu, & Hartless 2001, Parcel & Dufur, 2001). In addition, low parent education and socio-economic status levels are both related to lower levels of school liking and student's perceived school performance (Stanley, Comello, Edwards & Marquart 2008). Parental education is also a highly influential factor in high school completion (Anguiano, 2004), more so than household structure or income (Gársasky, 1995). Parents with more education offer more resources: for their children to utilize while completing high school (Anguiano, 2004), and at the same time these parents are selecting college-preparatory classes for their children (Baker & Stevenson. 1986).
Despite previous research finding parents in two parent families and parents with high socio-economic status more involved in their children's education (Lareau, 1987, 1989; McLanahan, 1985; Milne et al., 1986 as cited in Sui-Chu & Willms, 1986, Sui-Chu & Willms (1996) found no support for this hypothesis. Sui-Chu & Willms (1996) found that parents from working class backgrounds place the same amount of importance on school. Similar to views of upper-class, working class parents believe education is not purely the responsibility of the school system.

A key factor in academic achievement is the amount of parental involvement in a child's academic that is taking place in the home. Clark (1983) found that family support is especially influential in academic achievement of at-risk students. Parent support behaviour such as checking on homework, discussing schoolwork with their children, providing an established place to study, and having books around the home, are suggested to be related to at-risk students' level of academic resilience (Catterall, 1998). Parental involvement has an effect on everything from completion of high school (Anguiano, 2004) to grades, attendance, attitudes, expectations, school retention and degree completion (Astone & McLanahan, 1991) Lack of parental support and behavioural standards can disadvantage children academically (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997). Improved academic performance is positively linked to parent involvement with their children's homework, although involvement dramatically declines when children enter middle school (Clark, 1993. Epstein A: Connors, 1995).
In the Philippines, Florencio (1995) concluded that the academic performance of pupils with good nutritional status was significantly better than that of pupils with poor nutritional status, although the relationship varied by grade level and subject matter.

2.3 Influence of Parents socio-economic status on their children's basic education performance in Africa

Much of this literature has focused on US settings. In developing country settings, the majority of educational studies like Buchmann and Hannum (2001) have focused on family socio-economic background and its effects on enrolment or attainment, or school effects on achievement. The resources emphasized have been human and material resources (Buchmann and Mannum 2001). However, Buchmann (2002) notes that a few sociological studies have begun to consider the role of social and cultural resources in conditioning educational outcomes in developing country settings.

A major challenge in moving beyond studies of human and material resource effects, however, is that social and cultural resources are much more culturally circumscribed. The very different contexts in developing country settings mean that different types of social and cultural factors are likely to matter for school achievement, making standard measures difficult. Further, factors traditionally outside the realm of material, human, social and cultural resources may be particularly important in developing country settings. In the Philippines, Florencio (1995) concluded that the academic performance of pupils with good nutritional status was significantly better than that of pupils with poor school performance in less developed countries.
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A major challenge in moving beyond studies of human and material resource effects however is that social and cultural resources are much more culturally circumscribed. The very different contexts in developing country settings mean that different types of social and cultural factors are likely to matter for school achievement, making standard measures difficult. Further, factors traditionally outside the realm of material, human, social and cultural resources may be particularly important in developing country settings.

One important example is nutrition. Empirical research has consistently demonstrated that malnutrition and inadequate nutrition and energy intake are closely associate with poor school performance in less developed countries. For example, Pollit (1990)
reviewed nine studies on malnutrition and its effects on learning and all of them reported significant links between nutritional status indicators and cognitive test scores or school performance indicators. Cogneau et al., (2006) did a study across live Sub-Saharan African countries entitled “Inequalities and equity in Africa”. The countries they surveyed were Cote'd Ivore, Guinea, Ghana, Uganda, and Madagascar. In their survey, they found that Sub-Saharan Africa emerged as the sub-continent with the highest quantitative inequalities in education alongside South Asia. The probability of children having attended school before nine years of age in these countries was based on gender of the child, the parental resources and place of residence. These countries showed greater social fluidity from the point of view of intergenerational movements between the occupation of a farmer and other occupations. They further found that in these countries, the son of a farmer and the son of a non-farmer are four to five times more likely to reproduce their fathers' positions than change them.

2.4 Influence of parents socio-economic status on their children’s KCPE performance in Kenya

According to Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children’s education, how much parents read to young children, how much TV children are allowed to watch and how often pupils change schools. Achievement gap is not only about what goes on once students get into the classroom. It is also about what happens to them before and
after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever.

Cassidy and Lynn (1991) included specific factors of the family’s socio-economic status, crowding, as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment along with motivation and parental support, were associated with higher educational levels of children.

Previous studies also indicate that parental education and encouragement are strongly related to improved student achievement (Odhiambo, 2005). Phillips (1998) found that parental education and socio-economic status have an impact on student achievement. Students with parents who were both college-educated tended to achieve at the highest levels. Income and family size were modestly related to achievement. Peng and Wright’s (1994) analysis of academic achievement, home environment (including family income) and educational activities, concluded that home environment and educational activities explained the greatest amount of variance. Hammer (2003), in a conclusion to literature review, stated that denying the role of the impact of a student’s home circumstances will not help to endow teachers and schools with the capacity to reduce achievement gaps.

Allen and Kickbusch (1992), cited in WEAC, (2005), found that the higher-achieving students plan to continue their education after graduation from high school. Participate extensively in extra-curricular activities, have a few absences each school year, more
likely to engage in recreational reading and to check books out of the school or public library on a regular basis, watch less television, spend more time each evening doing their homework, have friend who have positive attitude toward school and who rarely cut classes or skip school, have positive feelings about their teachers and about specific courses they take and attribute success in school to hard work rather than ability. This study attempted to reveal the relationship between motivation, family environment, pupils-related factors and academic achievement.

A number of studies have been carried out locally to find out why some students perform better than others academically. However, identified studies address performance at the secondary school level. With regard to the overall performance at KCSE, research findings show that, generally, girls are lower achievers than boys, (Orina, 2005). This finding is supported by research conducted by Maritim (1985), which showed that boys did better than girls at the O’ Level examinations in all the subjects. However, Eshiwani (1983) states that it is important to note that given a generally conducive learning environment, girls can perform as well as, if not better than, boys.

Local research exploring why some students achieve high academic performance than others has revealed four theoretically important determinants. They include, school plant, leadership behaviour of the principal, teacher characteristics and student behaviour, Eshiwani (1983) identified the following policy-related factors that may cause poor academic performance.
i. School plant and resources (textbooks, library and laboratory facilities).

ii. Leadership behaviour of the principal (school administration and management).

iii. Teacher characteristics (training, teacher certification, professional commitment, experience and transfer index).

iv. Students’ behaviour (early childhood education, primary education and social characteristics).

Among other studies undertaken in Kenya regarding factors influencing academic performance are those by Kathuri (1984), Magori (1990), Malau (1988) and Achola (1990). These studies reveal that school resources including textbook availability, students’ discipline, school leadership, parental involvement, gender and student attitudes are significant determinants of academic performance. The study sought to advance knowledge in this area by finding out the role of absenteeism on academic performance.

Kathuri’s (1984) research reveals that schools resources including textbooks availability are not significantly related to performance in Certificate of Primary Education (CPE). However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects.

Poverty affects students’ absenteeism in Kenya, especially female students. Students are withdrawn from school so that they earn money for the family; some become house girls and homeboys, hotel attendants, matatu touts, handcart drivers and even help on other activities at home which contribute family income (Gitonga 1997). Many parents find difficulties in paying school levies and buying school uniform. This makes them to
withdraw their children from school; many children from poor and unenlightened homes are persistently absent and subsequently drop out of school (Bantu 2003).

2.5 Summary of Literature Review

Literature from other scholars shows that there is a strong relationship between educational achievement and the family background. It has emerged that home background is as important as what goes on in the school. Important factors include parental involvement in their children’s education and the school organization.

3.2 Research Design

The literature reviewed from Kenya regarding factors influencing academic performance further revealed that school resources including textbooks availability, pupils’ discipline, school leadership, parental involvement, gender and pupil attitudes are significant determinants of academic performance. While a number of related studies have been conducted in Kenya, the researcher has not come across studies conducted on the influence of parents’ socio-economic status on their children’s performance in KCPE. This study therefore has filled the gap by determining the extent to which parents socio-economic status influence KCPE performance in Keumbu division, Kisii County.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the methodology that was used in carrying out the study. It entails research design, locale of the study, target population, sample and sampling procedures, research instrument, piloting, validity and reliability of the instruments, data collection procedures and data analysis.

3.2. Research Design

Research design is the arrangements of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Orodho 2005). The design used in this research was descriptive survey. According to Mugenda and Mugenda (1999), descriptive survey is a method of collecting data in order to answer questions concerning the current status of the study under study.

Coopers and Emory (1995) highly recommends this type of research design where several respondents give answers to specific questions at one pointing time survey.

Descriptive studies are primarily concerned with determining and reporting the way things are. Orodho (2004) says that a survey research deals with questions of 'what is' and 'is'. Descriptive survey is useful since it does not manipulate the variables or arrange for the events to happen. The design is most appropriate in this study as it provides a
systematic representative and reliable information. It is very suitable because views were collected from a group of people.

3.3. Study Location

The study was carried out in Keumbu Division in Kisii County. Keumbu Division was used in this study because it is far from Kisii town and therefore, it had little influence from the town. Another reason is Keumbu Division being a rural division, comprises a population of a similar culture, same geographical regions which to me gave an original report. Singleton (1993) observes that the ideal setting for any study is one where a researcher has interest in, one which is easily accessible and one that allows the researcher's immediate rapport with the respondents. The division is easily accessible because of its road network one of which is the Kisii-Kericho highway which cuts across the division and several rural access roads which are all weather roads. This gives it its suitability to the study and given that no similar study has been conducted in the division.

3.4. Target Population

Borg and Gall (1998) defines population as all members of a real set of people, events and objects to which the researcher wishes to generalize the results of the research. In this study, the target population comprised of pupils, teachers, and parents from six Public Primary schools and two private Primary schools in the Division. A number of students from each school, parent of these children teachers, AEO of the division and the QASO representing zone formed the target population. There are 27 head teachers in the
division, 286 teachers, 2214 pupils for only std seven and eight, 701 parents representing parents of std seven and eight.

**Table 1: Target Population**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>27</td>
</tr>
<tr>
<td>Teachers</td>
<td>286</td>
</tr>
<tr>
<td>Pupils</td>
<td>1600</td>
</tr>
<tr>
<td>Parents</td>
<td>701</td>
</tr>
<tr>
<td>AEO</td>
<td>1</td>
</tr>
<tr>
<td>QASO</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2617</strong></td>
</tr>
</tbody>
</table>

3.5. Sample Size

According to Mugenda and Mugenda (1999), a sample is a small group obtained from accessible population. This sub-group is carefully selected so as to be representative of the whole population with relevant characteristics. The sample size for the study included six public primary schools and two private primary schools. The sample size is as shown in the table below.
Table 2: Study Sample

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population (N)</th>
<th>Sample size (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>27</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>Teachers</td>
<td>286</td>
<td>40</td>
<td>13.9</td>
</tr>
<tr>
<td>Pupils</td>
<td>1600</td>
<td>160</td>
<td>10.0</td>
</tr>
<tr>
<td>Parents</td>
<td>701</td>
<td>64</td>
<td>9.2</td>
</tr>
<tr>
<td>AEO</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>QASO</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2617</td>
<td>270</td>
<td>11.9</td>
</tr>
</tbody>
</table>

3.6 Sampling Procedure

The sample of this study was selected using simple random sampling design. The main purpose of simple random sampling is that random sample yields research data that can be generalized to a large population with margins of errors that can be determined statistically.

Schools were selected using stratified random sampling. This involved dividing the population into homogenous sub-groups and then taking a simple random sample. The schools were divided into two categories namely: Public primary and private primary schools.

Where the target population is very small, selecting a sample is meaningless and taking the whole population in such case is advisable, Mugenda and Mugenda (1999). The
number of private primary schools in the division was only two. The researcher therefore
took all the two schools without sampling them and then sampled the public primary
schools.
Lottery method was used in selecting the teachers. The number picked using this method
represented the name the teacher corresponded with.

3.7 Research Instruments

The data collection instruments used in this study included the following:

i. Questionnaires

According to Lockesh (1984) a questionnaire is a device consisting of a series of
questions dealing with some psychological, social or educational topic(s) sent or given to
an individual with the object of obtaining data with regard to some problem under
investigation. The questionnaire is considered to be ideal for collecting quick data from
teachers, pupils and literate parents. This is the most efficient way of reaching many
respondents in the shortest time possible and therefore respondents are likely to be free to
express their views (Orodho 2005). The researcher used both closed-ended questions and
open-ended questions. Mugenda and Mugenda (1999) observe that closed-ended
questions are easier to analyze since they are in an immediate usable form. Open-ended
questions on the other hand permit a greater depth of response.

ii. Interview schedules

According to Kiess and Bloomquist (1985), an interview schedule is appropriate when
the sample is small since a researcher is able to get more information from respondents
than would be possible using a questionnaire. The researcher therefore used interview schedule to conduct interviews with eight head teachers in the division the AEO and the QASO of Keumbu division. The interviews assisted the researcher to gather in-depth information on the influence of parents’ socio-economic status and performance of their children in KCPE. The interview schedule contains items soliciting information covering all the research questions of the study.

3.8. Pilot Study

Before the actual study was conducted, piloting was done in two primary schools. These schools were not included in the actual study. According to Wiersman (1985) through piloting, deficiencies may be uncovered that were not visible by simply reviewing the items. Its purpose is to detect any problems so that they can be remedied before the study (Faranenkel & Wallen) (2000). Therefore, the purpose of piloting research instruments is to find whether the respondent will find them clear, precise and comprehensive enough. It also helps to determine the validity and reliability of the instruments.

3.9 Validity of Research Instruments

Validity is the extent to which the instrument measures what it was designed to measure (Weirsoma, 1980, p.215). Content validity is the extent to which the content of the instruments in terms of the statements, questions or indicators represents the property being measured (Frankfort – Nachmias & Nachmias, 1996).
According to Gay (1997), content validity is established by an expert. The researcher therefore consulted his supervisors to approve the content of the instruments.

3.10 Reliability of the instrument

Reliability refers to consistence or measurement thus the extent to which the results are similar over different forms of the same instrument or occasions of data collection and the extent to which measures are free from error (McMillan & Schumacher, 2001). Berthoud (2000) states that a reliability index of a minimum of 0.6 is satisfactory for any instrument.

The researcher used the test-re-test method to determine the reliability of the instruments. The developed questionnaires were administered to pilot schools twice at an interval of one week.

The scores of each administration were recorded separately. Pearson’s product moment formula was used to calculate the correlation coefficient between the tests. The formula used is shown below

\[ r = \frac{N\Sigma xy - \Sigma x \Sigma y}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}} \]

Where

- \( r \) = pearsons coefficient or correlation coefficient
- \( N \) = the number of respondents completing the questionnaire
- \( x \) = the scores of the first administration
- \( y \) = the scores of second administration after one week.
3.11 Data Collection Procedures

After approval of the research proposal by the supervisors, the researcher sought permission from Kenyatta University in order to obtain a research permit from the permanent secretary Ministry of Education before conducting a research. The researcher then visited the DC and DEO of Kisii Central District and informed them of the intention to conduct a research in the district. He did the same to the DO and the AEO of the division.

The respondents were requested to fill the questionnaires and the researcher collected them after two weeks.

3.12 Data Analysis and presentation

Data analysis is the categorization, ordering, manipulating and summarizing of data to obtain answers to research questions (Kerlinger, 1973). Data collected were both qualitative and quantitative data. With qualitative data, the researcher used the analytical technique to determine the recording style used during data collection exercise.

Analytical techniques include; a quick impressionistic summary, thematic analysis and content analysis. Data was coded and entered into the computer for analysis using the statistical package for social sciences (SPSS). Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statics, since they are easily understood. Borg and Gall (1983) also hold that the most widely used and understood standard proportion is the percentage. As such data was analyzed using simple descriptive statistics, including frequency counts and percentages. The results of the data analysis were presented in frequency tables, bar graphs and pie charts.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter deals with the presentation and analysis of data gathered from the study on influences of parents’ socio-economic status on their children’s performance in KCPE between years 2007 – 2010 in Keumbu Division Kisii County. The analysis is based on data gathered from the respondents and discussions of major investigations under the following research objectives: To find out the influence of parental socio-economic status on their children’s performance in KCPE, determine factors that contributes to poor performance in KCPE, examine the relationship between parental socio-economic status and KCPE Performance and make recommendations of improving KCPE performance in all socio-economic statuses. The questionnaires and interview schedules were used to gather the data where a total of one hundred and forty (140) questionnaires consisting of close ended and open-ended items were distributed to the selected respondents; one hundred (100) given to sampled students; fourty (40) to the parents and teachers and interview schedules were administered to QASO and the AEO of the division. Of these, 100 (71.4%) copies were properly filled and returned, two (2) were returned but were not filled, and thirty eight (38) copies were not returned. The first part of this sub-section presents descriptions about the respondents and background. Next, the main data have been treated under each of the basic questions raised in chapter one, and finally major investigations have been discussed under pertinent research questions.
4.1 Background Information

Responses to the teachers/parents, students and AEO interview schedule were analyzed on the basis of their background information. This section focuses on gender, age, home location and occupation for parents and teachers.

4.1.1 Teachers/Parents' Response by Gender

The data for the study was collected from 32 parents/teachers. An item was included in the questionnaire which sought information on the gender of the parents/teachers.

Figure 4.1: Presents the distribution of parents/teachers by gender.

*Figure 4.1: Distribution of Parents/Teachers by Gender*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>62.5</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Out of the 32 respondents, 20(62.5%) were male and 12(37.5%) were female. The study revealed that majority of the parents/teachers was male.
4.1.2 Students' Response by Gender

The data for the study was collected from 68 students. An item was included in the questionnaire which sought information on the gender of the students.

Figure 4.2 presents the distribution of students by gender.

*Figure 4.2: Distribution of Students by Gender*

Out of the 68 respondents, 32 (47.1%) were male and 36 (52.9%) were female. The study revealed that majority of the students was female. In terms of students' ages the average was 16.3 years, with a minimum age of 12 years and maximum age of 20 years. Age was an important factor in this study as Students of 12 years of age or student under 25 years were considered mature entry students as this category are mature enough to answer to research questions. As for the parents and teachers, the findings are shown in Table 4.1:
Table 4.1: Age Distribution of Parents and Teachers

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 19-24 years</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Between 25-34 years</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Between 35-44 years</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Between 45-54 years</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>55 and Above</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings in table 4.1, majority of the teachers and parents 37.5% were between 35-44 years and 25.0% between 25-34 years therefore the target population was accurately achieved.

4.1.3 Location of the Respondents

An item was included in the questionnaire which sought information on place/location where the respondents lived. Table 4.2 below presents this finding.

Table 4.2: Location/Place of residence

<table>
<thead>
<tr>
<th>Place of Residence</th>
<th>Teachers/Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Location</td>
<td>25(78.1%)</td>
<td>55(80.9%)</td>
</tr>
<tr>
<td>Urban Location</td>
<td>5(15.6%)</td>
<td>5(7.4%)</td>
</tr>
<tr>
<td>Both rural and Urban</td>
<td>2(6.3%)</td>
<td>8(11.8%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32(100)</strong></td>
<td><strong>68(100)</strong></td>
</tr>
</tbody>
</table>

As can be seen from the findings in table 4.2, majority of the students and parents/teachers which is 80.9% and 78.1% respectively lived in rural location. The study further revealed that there were more parents/teachers 15.6% than students 7.4% who
lived in urban location. This was important in this research as it could help the researcher to establish whether the environmental of students have a surrounding significant effect on classroom performance. According to (Sirin, 2005) socio-economic status of parents has a strong impact on students' academic achievement due to where the student is located in the socio-economic status structure.

4.1.4 Occupation of Parents

An item was included in the questionnaires which sought for information on the occupation of the parents. Table 4.3 below presents the information obtained about the occupational levels of the parents of each student.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>House wife</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Farmer</td>
<td>7</td>
<td>21.8</td>
</tr>
<tr>
<td>Civil servants</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td>Business person</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings in table 4.3, majority of the respondents 62.5% were teachers, 21.8% were farmers and 6.3% civil servants. Odhiambo (2005) suggests that the parents' level of education had some influence on the child's academic performance irrespective of his/her intellectual ability. The findings on parents' occupation were important to help the researcher understand the socio-economic status of the respondents.
4.1.5 Level of Education

In the questionnaires, the respondents were asked to provide the highest level of education. Table 4.4 presents this finding.

**Table 4.4: Level of Education**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>College</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings shown in Table 4.4, majority of parents 90.6% had secondary level of education and above including 53.1% college level and 9.4% university education. Parents' education has significant influence on the academic achievement of students. Students of educated parents might perform better than students of uneducated parents. In the researcher’s own analysis, the schools needs to enhance teachers’ professional development for them to meet today’s teaching challenges. Although teachers are trained they do require continued in-service training in the subject content. According to Cantu (1975) education of the parents can be an indication of educatability of the child, she notes that: The relationship between the two appear to be hereditary and environmental – hereditary and in that a child will tend to inherit the capacity of parents often reflected by
the latter’s education, economic position, parental familiarity with the school system, their attitudes towards education and the amount of help they give the child.

4.1.6 Marital Status

An item was included in the questionnaire which sought for information on the marital status of the respondents. Figure 4.3 presents these findings.

**Figure 4.3: Marital Status**

As can be seen from the findings in Figure 4.3, majority of the respondents which is 24 (75.0%) were married, 6 (18.8%) were single and 1 (3.1%) divorced and widowed. Family marital status is ‘key to students’ life as it influences students learning and academic performance. The environment at home is the primary socialization agent and it influences a child’s influence in school and aspirations for the future. According to (Anguiano, 2004) children who come from two-parents house hold are likely to
experience less disengagement from school and are more likely to complete high school than those from single-parent households or step-parent households.

4.2 Influence of Parental Socio-economic Status on Performance

Social economic status of parents is most commonly determined by combining parents’ education level, occupation status and income levels. Parental socio-economic status has either facilitatory or inhibitory effect on the child depending on the traits inherited of the environment in which he is brought up. An item was included in the questionnaires which sought for information on occupation status of parents. Table 4.5 presents this finding.

Table 4.5: Parents occupation/Source of Income

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobless</td>
<td>32(47.1%)</td>
<td>24(35.3%)</td>
</tr>
<tr>
<td>Business person</td>
<td>14(20.6%)</td>
<td>9(13.2%)</td>
</tr>
<tr>
<td>Civil servants</td>
<td>19(27.9%)</td>
<td>4(5.9%)</td>
</tr>
<tr>
<td>Farmers</td>
<td>3(4.4%)</td>
<td>1(1.5%)</td>
</tr>
<tr>
<td>Deceased</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>68(100)</td>
<td>68(100)</td>
</tr>
</tbody>
</table>

As shown in Table 4.5, the study revealed that 35.3% of the mothers were jobless and were just housewives, majority of the parents 47.1% of fathers and 44.1% of the mothers were business people, 20.6% of the fathers and 13.2% of mothers were civil servants. In all fathers dominated all income generating activities as compared to mothers. As per the researcher’s analysis 95.6% of the fathers and 63.2% of the mothers engaged in income
generating activities and this implies majority of parents were economically empowered. A study carried out by (Sirin, 2005) found out that socio-economic has a strong impact on students’ academic achievement due to where the student is located in the socio-economic status structure.

4.2.1 Number of family Members

An item was included in the questionnaire which sought for information on the size of each family unit. The study revealed that 82.4% of the respondents were from monogamous families, 16.2% was polygamous families and 1.5% deceased. In terms of number of children per family, Table 4.6 presents these findings.

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 3 Children</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>4 &amp; 6 Children</td>
<td>32</td>
<td>47.1</td>
</tr>
<tr>
<td>7 &amp; 9 Children</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td>10 &amp; Above</td>
<td>5</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study revealed that 47.1% of the families had between 4 and 6 children, followed by 23.5% with between 1 and 3 children and 22.1% with between 7 and 9 children. This implies that 76.5% of the families comprised of 4 children and above. In this study, the researcher established that an average of 1 person per family completed secondary education. The study further revealed that either 1 person or no person per family
completed college level education and no respondent indicated any family member to have completed either university first degree or Masters Degree education. Cassidy and Lynn (1991) argue that a larger family implies overcrowding lack of reading space, insufficient quietness for doing homework, disruption of reading and other learning activities. This combination of factors adversely affects students’ schoolwork.

According to the researcher’s analysis, the work roles begin early in life and the home in conjunction with its related social system has great influence on children. The family comprising the parents, siblings, relatives, friends and neighbours, providing the initial social encounter through socialization process, also provides the modes with which the child can identify. Usually a child may consciously or unconsciously learn from the parents by role-playing or imitation. Therefore family socio-economic status may play a great role in academic performance of a child.

On the other hand, some parents in the low socio-economic status may be seen giving way to “fate” and find it difficult to motivate their children even where such children have the intellectual ability and aptitude for higher occupations. They may show their children variety of low income earning careers, corresponding to the edge that “water finds its level”. In any case, there has been instance of many parents who are classified as low socio-economic status families who have either acquired better education and occupy key posts in the society or their children have achieved the feat; such parents are often seen as strong motivating forces behind their children urging them to strive hard to become persons of substance such as doctors, engineers, pharmacists, lawyers, business
executive or accountants, provided the children have the aptitude, intelligence and ability
to cope with the high standard of education as pre-requisition for the careers.

4.3 Factors that Contribute to Poor Performance in KCPE

An item was included in the questionnaires which sought for information on factors that contribute to poor academic performances. In response 40 (58.8%) indicated that looking after animals and staying at home engaging in domestic chores is a factor that contributes to poor performance, 17 (25.0%) cited travelling to various places and leisure as another reason for poor performance and 22 (32.4%) indicated that lack of library and tuition facilities is a cause of poor performance.

4.3.1 Pupils’ Performance in Terms of Ranks in Class

An item was included in the student questionnaire which sought for information on students’ performance in terms of ranks in class. Table 4.7 presents this finding.

<table>
<thead>
<tr>
<th>Table 4.7: Performance in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ranks</strong></td>
</tr>
<tr>
<td>Top 5</td>
</tr>
<tr>
<td>Top 10</td>
</tr>
<tr>
<td>Top 20</td>
</tr>
<tr>
<td>Top 30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
The study revealed that majority of students 48.5% were ranked top 10 in class, 27.9% were ranked top 20 and 17.6% top 5. WEAC (2005) found that the higher-achieving students plan to continue their education after graduation from high school.

4.3.2 Causes of poor performances

The respondents were asked to their views on the causes of poor performances in KCPE examinations. The responses were as follows:

i. In this study 75.2% of the students indicated that some teachers are not good role models, for example they arrive late at school or absent themselves from school and this affects the quality of teaching/learning.

ii. The findings shows that 80.1% of the teachers reported that pupils at the school are protective of each other and in case of a problem they protect each other which makes it difficult to identify academic problems affecting them.

iii. In terms of facilities, 60.8% of the respondents cited lack of facilities like school libraries and in some instances not well equipped with books or the books that are there are outdated and not valued by pupils.

iv. Majority of the students 96.0% indicated that teachers abuse weak pupils by calling them names. This makes the students to shy away from speaking out their areas of difficulties.

v. The study further revealed that 60.8% of teachers reported that the management does not acknowledge good work or show appreciation of work done by the teachers and this discourages them from working hard.
vi. Some parents, 15% are very protective and do not want their children to be
corrected by the school.

vii. Ninety two 92% of the teachers at the schools attributed the poor performance to
the poor quality of pupils the school admits and do not expect much unless there
is a change in the admission criteria.

viii. The findings revealed that 75.4% of teachers reported that Parents do not support
the education of their children by following up the education of their children
even if they are called at school. This happens more for parents who leave the
care of their children to relatives or maids and those with broken homes or
problematic homes.

ix. Eighty 80.0% of teachers cited Poor discipline among pupils as a factor that affect
performance in that some pupils do not do their homework, come to the school
late and are not keen in learning. Discipline problems at the school are mainly of a
petty nature. They include noise making, rudeness, drug abuse, theft, disobeying
school rules, carrying condoms into school etc.

4.4 Relationship between Parental Socio-economic Status and KCPE Performance

In this study, the parental socio-economic status is measured in terms of the occupation
of the parent, parent’s level of education, marital status of the parent and family size.
The results from the study on the relationship between parental socio-economic status
and KCPE performance are shown by the following tables.
Table 4.8: Parents’ occupation and children’s performance in KCPE

<table>
<thead>
<tr>
<th>Parents’ occupation</th>
<th>Mother</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above average</td>
<td>Average</td>
<td>Below average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business woman</td>
<td>6</td>
<td>8.9%</td>
<td>6</td>
<td>8.9%</td>
<td>6</td>
</tr>
<tr>
<td>Housewife</td>
<td>6</td>
<td>8.9%</td>
<td>19</td>
<td>28.0%</td>
<td>6</td>
</tr>
<tr>
<td>Civil servant/teacher</td>
<td>4</td>
<td>5.9%</td>
<td>12</td>
<td>17.7%</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.5%</td>
<td>6</td>
<td>8.9%</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Father</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Businessman</td>
<td>3</td>
<td>4.5%</td>
<td>13</td>
<td>19.2%</td>
</tr>
<tr>
<td>Civil servant/teacher</td>
<td>8</td>
<td>11.8%</td>
<td>15</td>
<td>22.1%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>5.9%</td>
<td>12</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

Marjorie Bank et al (1974) emphasize the importance of occupation as an index of socioeconomic status. In contrast with general expectation, socio-economic status positively correlates with academic performance of a child regardless of his intellectual level.

Findings from table 4.8 indicates that 33.9% of children under study whose fathers are employed as civil servants or teachers are average and above in performance. For those whose mothers are employed is 23.6% are on the average and above.
Table 4.9: Parents’ level of education and children’s KCPE performance

<table>
<thead>
<tr>
<th>Parents’ level of education</th>
<th>Children’s KCPE performance (No. of children 68)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above average</td>
</tr>
<tr>
<td>Not educated</td>
<td>0</td>
</tr>
<tr>
<td>Primary</td>
<td>3</td>
</tr>
<tr>
<td>Secondary</td>
<td>3</td>
</tr>
<tr>
<td>College</td>
<td>8</td>
</tr>
<tr>
<td>University</td>
<td>2</td>
</tr>
</tbody>
</table>

According to Bali (1984) educational background of the family is related to the academic performance of the child. Parents who are poorly educated may lack the awareness of the importance of education and likely to be unable to contribute positively to the education of their children.

On the other hand, educated parents will have a favourable attitude towards education and will encourage the child to do well in his/her school work.

From the table 4.9, 70.6% of the children under study whose parents’ education are secondary level and above are average and above in KCPE performance. Only 7.4% are below average children whose parents’ level of education is primary or not educated is 17.7% average and above average in performance and 4.7% are below average.

From the research findings, it implies that parents’ education level affects the children’s performance.
Table 4.10: Parents’ marital status and children’s KCPE performance

<table>
<thead>
<tr>
<th>Parents’ marital status</th>
<th>Children’s KCPE performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above average</td>
</tr>
<tr>
<td>Married</td>
<td>13</td>
</tr>
<tr>
<td>Single</td>
<td>2</td>
</tr>
</tbody>
</table>

Research findings show that 78.0% of children under study whose parents are married are average and above average compared to 5.9% who are average and above average from single parents.

A study by Okwiri-Akana (1983) on pupils in Gulu district of Uganda, found parental encouragement, socio-economic status, the child’s education and aspiration and attitudes of parents towards education to be significantly related to child’s academic performance (only home background are dead of the family is polygamous) as the only home variable which was found to have a significant effect on academic achievement. There is enough evidence from these research findings that parental marital status affects academic performance of a child.
Table 4.11: Family size and children’s KCPE performance

<table>
<thead>
<tr>
<th>Family size</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>14.7%</td>
<td>8.9%</td>
<td>0%</td>
</tr>
<tr>
<td>4 – 6</td>
<td>8</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>11.8%</td>
<td>19.2%</td>
<td>7.4%</td>
</tr>
<tr>
<td>7 and above</td>
<td>1</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>1.5%</td>
<td>16.2%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

From the findings, 23.6% of children from a family with 1 – 3 children perform average and above average while 17.7% of children from families with more than 7 children perform average and above average.

This clearly indicates that family size indeed has an effect on children’s performance in KCPE.

Sass and Lexmond (1981) studied 148 students and found that family size, birth order and age spacing did not correlate significantly with intelligence. According to them the more children the less interaction each child has with the parent. They further argued that each additional child decreases the quality of the family intellectual environment. This is because in addition to limited interaction between each child and the parents, these may be a problem in the provision of enough learning facilities.
4.5 Student’s opinion on the effects of socio-economic background on academic performance

The student’s opinions were coded as follows:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Undecided (U)
2 – Disagree (DA)
1 – Strongly Disagree (SD)

In order to represent students’ opinion on a table, statements on part B of the questionnaires were also coded as follows:

B – 2. Socio-economic status has nothing to do with academic performance; it is individual talents which matter.
C – 3. Domestic problems affect negatively individual’s academic performance.
D – 4. Students whose parents still observe traditional practices do not do well academically.
E – 5. Those who do well in school are either gifted or strugglers (book warmers).
F – 6. Most of the students who do well are either being pressurized by their parents/guardians to work hard or trying to compensate because they come from poor socio-economic background.
G – 7. Bad company leads to poor academic performance and good company leads to good academic performance.

H – 8. Most students are not taking their academic work seriously because teachers teaching them are poor than their parents.

I – 9. Most students do not see a reason why they should struggle in school because they have enough to inherit.

Table 4.12: Students’ opinion on the influence of parents’ economic status on KCPE performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>44</td>
<td>64.7%</td>
<td>16</td>
<td>23.6%</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>14.7%</td>
<td>14</td>
<td>20.6%</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>38</td>
<td>55.9%</td>
<td>17</td>
<td>24.7%</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>10.3%</td>
<td>11</td>
<td>16.2%</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>39</td>
<td>57.4%</td>
<td>9</td>
<td>13.3%</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>24</td>
<td>35.3%</td>
<td>18</td>
<td>26.5%</td>
<td>7</td>
</tr>
<tr>
<td>G</td>
<td>54</td>
<td>79.5%</td>
<td>8</td>
<td>11.8%</td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>2</td>
<td>3.0%</td>
<td>1</td>
<td>1.5%</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>10.3%</td>
<td>30</td>
<td>44.2%</td>
<td>10</td>
</tr>
</tbody>
</table>

From table 4.12, the analysis of attitudes items indicated that majority of respondents have agreed that socio-economic background affects academic performance. For
example item one which states that sometimes parental socio-economic background affect negatively performance in KCPE. 64.7% of the total respondents strongly agreed with this statement. Another example is item three which states that domestic problems affect negatively individuals’ performance in KCPE. 55.9% strongly agreed with this statement.

In summary one’s family background can influence students’ academic performance. In researcher’s own analysis, socio-economic status, parental involvement and family size are particularly important family factors. This analysis can help determine whether or not current ministry of education policies are benefiting students or if other policies would be beneficial.

4.6 Recommendations of Improving KCPE Performance

The respondents made the following recommendations to improve the academic performance of pupils in KCPE examinations:

1. The schools should formalize school rules and conducts which each pupil signs on admission. In handling discipline cases teachers should be discouraged from using corporal punishment. Teachers are also discouraged from shouting or abusing pupils, as this tends to frustrate children. If one does not do the homework, a pupil is made to stand up throughout the class period or made to pick litter during break time for minor offenses. For major offenses, parents are supposed to be called to the school and in severe cases pupils are suspended.
ii. Many parents interviewed expressed concern that they are not consulted regarding the quality of education at the school. The majority of the parents expect excellent academic performance and for that reason, consultations should be encouraged.

iii. Extra teachers should be employed to deal with handicapped or weak pupils. An extra class should be set up for these pupils so that they do not inconvenience other pupils.

iv. The school should be encouraged to compete with other pupils from other schools as a means of enriching their experience.

v. The school should have educational outings at least once a year to expose pupils to the outside world.

vi. At least a senior teacher should be appointed to assist the head teacher manage the curriculum aspect of the school.

vii. The managers of the school should respond to problems forwarded to them instead of ignoring them.

viii. In order to improve performance, teachers should be given in-service training in their subject areas. Absent teachers should be warned or fired.

ix. In order to improve performance, weak pupils should be allowed to repeat and revision tests should be given on a regular basis. The school should encourage exchange programmes between teachers and pupils in order to expose pupils.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study on the influence of parents’ socio-economic status on their children’s performance in K.C.P.E in Keumbu Division Kisii County. It also deals with the conclusions, recommendations of the study and suggestions for further research. The study was based on the following:

i) To find out the influence of parental socio-economic status on their children’s performance in KCPE.

ii) To determine factors that contributes to poor performance in KCPE.

iii) To examine the relationship between parental socio-economic status and KCPE performance.

iv) To make recommendations of improving KCPE performance in all socio-economic statuses.

The problem statement was well articulated and the literature review was well researched.
5.1 Summary of Research Findings

The findings of the study are as follows:

5.1.1 Influence of parental socio-economic status on their children’s performance in KCPE

A majority of respondents that is students and parents/teachers which is 80.9% and 78.1% respectively lived in rural location.

The study further revealed that there were more parents/teachers 15.6% than students 7.4% who lived in urban location. This was important in the research and it could help the research to establish whether the environment surrounding of students have a significant effect on classroom performance.

i. On occupation, the majority of the respondents 62.5% were teachers, 21.8% were farmers and 6.3% civil servants. The findings on parents’ occupation were important to help the researcher understand the social-economic status of the respondents.

ii. Findings on parental level of education shows that 26.5% of parents had secondary level of education and above including 38.2% college level and 13.2% university education. Parent education has significant influence on the academic achievement of students.

iii. An item inquiring on the marital status of parents found that the majority which is 63 (92.6%) were married, 5 (7.4%) were single.
iv. The study revealed that 55.9% of the mothers were jobless and were housewives, majority of the parents 29.4% of fathers and 26.5% of mothers were business people. 39.7% of fathers and 26.5% of mothers were civil servants. Fathers dominated in all income generating activities as compared to mothers. As per the researcher’s analysis 69.1% of the fathers and 52.9% of the mothers engaged in income generating activities and this implies majority of parents were economically empowered.

v. 38.2% the families had between 4 and 6 children followed by 23.5% between 1 and 3 children 23.5%. This implies that 76.5% of the families comprised of 4 children and above. Larger family implies overcrowding, lack of reading space, insufficient quietness for doing homework, disruption of reading and other learning activities. This combination of factor adversely affects student’s school work.

5.1.2 Factors that contribute to poor performance in KCPE

i. In response to the item seeking for information on factors that contribute to poor academic performance 40 (58.8%) indicated that engaging in domestic chores is a factor that contributes to poor performance, 17 (25.0%) cited travelling to other places and leisure and another reason for poor performance and 22 (32.4%) indicated that lack of library and tuition facilities is a cause of poor performance.
ii. The findings show that 80.1% of the teachers reported that pupils at the school are protective of each other and in case of a problem they protect each other which makes it difficult to identify academic problems affecting them.

iii. In terms of facilities 60.8% of the respondents cited lack of facilities like school libraries and in some instances not well equipped with books.

iv. The findings revealed that 75.4% of teachers reported that parents do not support the education of their children by following up their children’s work even when they are called to school. This happens more for parents from broken families and those who leave the care of their children to relatives.

v. Eighty 80.0% of the teachers cited poor discipline among pupils as a factor that affects performance in that some pupils do not do their homework, come to school late and are not keen in learning.

vi. Some parents 52.6% and 63.4% of students indicated that some teachers are not good role models, for example they arrive late at school or absent themselves from school and this affects the quality of teaching/learning.

5.1.3 Relationship between parental socio-economic status and KCPE performance

i. An included in the students questionnaire asking them to indicate the level of agreement with statement that sometimes parental socio-economic background affects negatively performance in KCPE 44 (64.7%) strongly agreed 16 (23.6%) agreed 3 (4.5%) were undecided 3 (4.5%) disagreed and 2 (3.0%) strongly disagreed.
ii. On an item that parental socio-economic status has nothing to do with performance in KCPE it is individual talent that matters, the finding were: 10 (14.7%) strongly agreed. 14 (20.6%) agreed 3 (4.5%) were undecided 17 (24.7%) disagreed and 27 (39.7%) strongly disagreed.

iii. Findings on whether students who do well in school are either gifted or struggled were as follows, 38 (55.9%) strongly agreed 17 (24.7%) agreed 3 (4.5%) were undecided 6 (8.9%) disagreed and 4 (5.9%) strongly disagreed.

iv. Findings on whether students who do well are pressurized by their parents/guardians to work hard or try to compensate their income from poor socio-economic background were as follows 7 (10.3%) strongly agreed 11 (16.2%) agreed 10 (14.7%) were undecided 5 (7.4%) disagreed and 35 (51.5%) strongly disagreed.

v. On whether most students do not see a reason why they should struggle in school because they have enough to inherit responses were as follows: 7 (10.3%) strongly agreed to 30 (44.2%) agreed 10 (14.7%) were undecided 7 (10.3%) disagreed and 12 (17.7%) strongly disagreed.

In summary one’s family background greatly influence students' academic performance. In researcher’s own analysis, socio-economic status, parental involvement and family size are particularly important family factors. This analysis can help determine whether or not the current ministry of education policies are benefiting students or if other policies would be beneficial.
5.2 Conclusion

The study set out to investigate the influence of parent’s socio-economic status on that their children’s performance in KCPE in Keumbu Division Kisii County. Socio-economic status of parents in this case was measured by parental level of education, occupation, income, family size and marital status. The study therefore concludes that parents’ socio-economic activities greatly influenced children’s performance at KCPE. With the findings from this study the researcher agrees with other previous findings from other researches arguing that the socio-economic status of the parents has a strong impact on students’ academic achievement due to where the student is located in the socio-economic status structure, (Sirin, 2005, Israel, Beaulieu and Hartless 2001).

5.3 Recommendations

There are the recommendations made from the study.

i. The Ministry of Education should create awareness of the influence of socio-economic status on academic performance to the school managers head teachers, parents and other stakeholders.

ii. The government should facilitate small loans with low interest to her citizens. This will encourage them engage in income generating activities hence raisings their socio-economic status.

iii. The government should increase funding to schools in form of grants and increase bursary allocation to the children from low socio-economic status.
iv. The government should create jobs and pay attractively to the educated so as to encourage those in school to work hard and get the same jobs in future.

v. The government create awareness to the public on the importance of having a small family size.

vi. Religious leaders should teach moral values to reduce social problems such as divorce.

5.4 Suggestion for further Research

i. Given the research on the influence of parents’ socio-economic status on their children’s performance in KCPE in Keumbu Division, Kisii County, it is suggested that there is need to conduct research in other counties.

ii. There is need to carry out research in other levels of education such as KCSE in secondary schools.

iii. Apart from only socio-economic status of parents. A research should be done to ascertain other factors than influence KCPE performance in Kenya.


Creemers B.P. The effective classroom London’ Casell.


Magiri, B. J. (1997). A Study of Relationship between Attitude and Achievement in Top Quartile and Lower Quartile in Physics among Form Four Students in Imenti


APPENDICES

APPENDIX 1: STUDENTS QUESTIONNAIRE

PART A: BACKGROUND INFORMATION

In this section either indicate your answer by a tick (✓) in the appropriate space where applicable or fill in the blank space provided or both.

1. Student's Age: ___________________________________________

2. Student's mother tongue: ____________________________________

3. Student's gender: Male [ ] Female [ ]

4. Student's place of birth:

   Division: ___________________________________________
   County: ___________________________________________

5. Father's place of birth:

   Division: ___________________________________________
   County: ___________________________________________

6. Mother's place of birth:

   Division: ___________________________________________
   County: ___________________________________________

7. Parent's live in:

   (a) Rural Location [ ]
   (b) Urban Location [ ]
   (c) Have two homes, rural and urban? [ ]
8. Mother’s occupation is.
   (a) House wife [ ]  (b) Civil servant [ ]
   (c) Business woman [ ]  (d) What kind?

   (a) Other [ ]  What kind?

9. Father’s occupation is
   (a) Business man [ ]  What kind?

   (b) Civil servant

   (c) Other [ ]  What kind?

10. Parent(s) is
    (a) Married [ ]  (b) Divorced [ ]
    (c) Other [ ]  Specify:

11. My father has
    (a) One wife [ ]  (b) Two wives [ ]

12. Number of children in your family
    (a) 1 – 3 [ ]  (b) 4 – 6 [ ]
    (c) 7-9 [ ]  (d) 10 or more [ ]

13. What position of birth are you?
14. How many of your brothers are working or have completed secondary school?

15. How many of your sisters are working or have completed secondary school.

16. How many of your brothers have completed?
   (a) College –Diploma/Certificate
   (b) University –First degree
   (c) Masters and above

17. How many of your sisters have completed
   a) College –Diploma/Certificate
   b) University –First degree
   c) Masters and above

18. Language spoken at home
   (a) Mother tongue only
   (b) Mother tongue, Kiswahili and English
   (c) Kiswahili and English
20. What is practical in your home community? (Tick all that apply)

(a). Looking after animals and stay at home doing home chores

(b). Going for tuitions, going to library

(c). Leisure - travelling to various places

d). Others

21. What are your hobbies at home? (Tick all that apply)

(a) Reading - Newspaper
   - Novels
   - Textbooks
   - listening to grandparents story telling

(b). Sports - Athletics
   - Volleyball
   - Football
   - Other

(c). Socializing with friends and talking about subjects

(d). Socializing and talking about personal information

22. Best subject in schools is
(a). Science subjects [ ]
(b). Mathematics [ ]
(c). Art subjects [ ]

23. Compare with other students in your class what is your rank in class
(a). Top 5 [ ]
(b). Top 10 [ ]
(c). Top 20 [ ]
(d). Top 30 [ ]
(e). Others [ ] specify

24. Career ambitions
(a) Lawyer [ ] (b) Farmer [ ]
(c) Doctor [ ] (d) Pilot [ ]
(e) Athlete [ ] (f) Engineer [ ]
(g) Footballer [ ] (h). Other [ ] specify

25. What is your parent's level of education? (Tick one for each parent)?

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Not educated [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(b) Primary [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(c) Secondary [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(d) College [ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
26. How much fees do you pay per year?

(a). Kshs. 8,000-11,000
(b). Kshs. 12,000-15,000
(c). Kshs 16,000-20,000
(d). Kshs. 21,000-25,000
(e) Above Kshs. 26,000-35,000

27. Who pays your fees?

(a). Parent(s)
(b). Guardian
(c). N.G.O.
(d) Church
(e) Other

28. Are you related to your guardian?

(a) Yes
(b). No

29. Were you in boarding primary school?

(a) Yes
(b). No

30. Were you in a private or public primary school?

(a) Private
31. Do you have access to these resources? (Tick all that is applicable)?

At home  At school
(a) Radio
(b) Newspaper
(c) Television set
(d) Computer

32. Who is it that greatly motivates you to study and pursue higher education?

(a) Father
(b) Mother
(c) Teacher
(d) Others

Specify

PART B

This section consists of a series of statement concerning effects of socio-economic background on academic performance.

Please circle the number of the response on the right-hand side, which closely reflects your opinion. Circle only one number.

5-I Strongly agree with this statement
4-I agree, in most respects, with statement
3-I am undecided in my opinion about this statement
2-I disagree, in most respects, with the statement
1-I Strongly disagree with this statement

An example of a complete rating form to assist you on how to respond is as follows

<table>
<thead>
<tr>
<th>Statements</th>
<th>Desired opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is true that socio-economic background affects academic performance</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>The above participant has circle number 5 to indicate that he/she strongly agree with this statement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statements</th>
<th>Desired opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sometimes parental socio-economic background affects negatively performance in KCPE</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. Parental socio-economic status has nothing to do with performance in KCPE it is individual talents which matter</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. Domestic problems affect negatively individuals performance in KCPE</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Students whose parents still observe traditional practices do not do well academically</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. Those who do well in school are either gifted or strugglers (book warmers)</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
6. Most of the students who do well being pressurized by their parents/guardians to work hard or trying to compensate they come from poor socio-economic background 5 4 3 2 1

7. Bad company leads to poor Performance and good company lead to good performance 5 4 3 2 1

8. Most students are not taking their academic work seriously because teachers teaching them are poor than their parents 5 4 3 2 1

9. Most students do not see a reason why they should struggle in school because they have enough to inherit 5 4 3 2 1
APPENDIX II: TEACHERS AND PARENTS QUESTIONNAIRE

1. Age __________________________

2. Mother Tongue __________________________

3. Gender: Male [ ] Female [ ]

4. Place of birth
   Division __________________________
   County __________________________

5. Where do you live?
   (a) Rural location [ ]
   (b) Urban location [ ]
   (c) Have two homes, rural and urban [ ]

6. Occupation
   (a) House wife [ ]
   (b) Farmer [ ]
   (c) Civil servant [ ]
   (d) Teacher [ ]
   (e) Businessman [ ] What kind?
   (f) Other [ ] What kind?
7. What is your level of education?
   (a) Primary [ ]
   (b) Secondary [ ]
   (c) College [ ]
   (d) University [ ]

8. Marital Status
   (a) Single [ ]
   (b) Married [ ]
   (c) Divorced [ ]
   (d) Widowed [ ]

9. How many children do you have?
   (a) 1 – 3 [ ]
   (b) 4 – 6 [ ]
   (c) 7 – 9 [ ]
   (d) 10 and more [ ]

10. Religion
    (a) Traditionalist [ ]
    (b) Christian [ ]
    (c) Muslim [ ]
    (d) Hindu [ ]
    (e) Other [ ] Specify
11. How many children do you support in paying school fees in:

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Primary</th>
<th>Secondary</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

12. Of the ones your pay for in number 11 above, how many are yours biologically in:

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Pre-primary</th>
<th>Primary</th>
<th>Secondary</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

13. In which type of primary school is/have your children been through?

(a) Public day [ ]
(b) Public boarding [ ]
(c) Private day [ ]
(d) Private boarding [ ]
(e) Other [ ] Specify

14. In which type of secondary school are/have your children been through:

(a) District school [ ]
(b) Provincial school [ ]
(c) National school [ ]
(d) Other [ ] Specify

15. What will you like your child to be in future?

(a) Lawyer [ ] (b) Teacher [ ]
(b) Doctor [ ] (d) Engineer [ ]
1. Do you think socio-economic background affects academic performance of students?

2. If yes, who are affected? Is it students from low, middle or high socio-economic status?

3. From the past students, of any academic year, the top one students were mainly from which socio-economic status?

4. How is the academic performance of those students who have had academic assistance and those who have not?

5. Approximately what proportion of students gets help in improving their academic performance?

6. How frequent do you counsel students on academic choices?

7. What are the problems you experience in counseling?

8. Most of the problems you handle arise from socio-economic background?

9. Do you think environment (i.e. type of school, whether it is a boys' or girls' school, etc.) affects academic performance?
APPENDIX II: INTERVIEW SCHEDULE

EFFECTS OF SOCIO-ECONOMIC BACKGROUND ON ACADEMIC PERFORMANCE

1. (a) Do you think socio-economic background affects academic performance of an individual?
   (b) If so, who are affected? Is it children from low, middle or high socio-economic statuses?

2. From the past students, of any academic year, the top ten students were mainly from which socio-economic status?

3. How is the academic performance of those students who have cleared fees and those who have not?

4. Approximately what proportion of students gets bursary and how is their academic performance?

5. How frequent do you counsel students on academic performance and career choices?

6. What are the problems you experience in counselling on academic performance?

7. Do most of the problems you handle arise from student's socio-economic background?

8. Do you think environment i.e. type of school whether in urban rural areas, peer groups, community surrounding the school etc affects academic performance?
## APPENDIX III: RESEARCH TIMETABLE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>2010 2011</td>
</tr>
<tr>
<td>MONTH</td>
<td>DEC JAN FEB MAR APR MAY JUN JUL AUG SEP</td>
</tr>
<tr>
<td>CONCEPT PAPER</td>
<td></td>
</tr>
<tr>
<td>PROPOSAL</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 1</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 2</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 3</td>
<td></td>
</tr>
<tr>
<td>DATA</td>
<td></td>
</tr>
<tr>
<td>COLLECTION</td>
<td></td>
</tr>
<tr>
<td>DATA ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>REPORT WRITING</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX IV: BUDGET ESTIMATE

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport Expenses</td>
<td>Ksh. 30,000</td>
</tr>
<tr>
<td>Airtime</td>
<td>Kshs 12,000</td>
</tr>
<tr>
<td>Internet</td>
<td>Kshs 10,000</td>
</tr>
<tr>
<td>Typing</td>
<td>Kshs 30,000</td>
</tr>
<tr>
<td>Binding</td>
<td>Kshs 30,000</td>
</tr>
<tr>
<td>Photocopying</td>
<td>Kshs 40,000</td>
</tr>
<tr>
<td>Subsistence</td>
<td>Kshs 50,000</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Kshs 40,000</td>
</tr>
<tr>
<td>Stationery</td>
<td>Kshs 30,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>Ksh. 272,000</strong></td>
</tr>
</tbody>
</table>
Internal Memo

FROM: Dean, Graduate School  DATE: 20th August, 2011
TO: Mogaka Malach Mogire  REF: E55/CE/14323/09

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 8th August, 2011 approved your M.Ed Project Research Proposal.

You may now proceed with your Data Collection.

Thank you.


Supervisors:
1. Dr. Mary A. Otieno,

2. Dr. Norbert Ogeta,

JMO/fwk
The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. MOGAKA MALACH MOGIRE -
- REG. NO. E55/CE/14323/09

I write to introduce Mr. Mogaka Malach Mogire who is a Postgraduate Student of this University. He is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Mr. Mogire intends to conduct research for a thesis project entitled, "Influence of Parents' Socio-Economic Status on their Children's Performance in KCPE 2007-2010: A Case of Keumbu Division, Kisii County."

Any assistance given will be highly appreciated.

Yours faithfully,

ISAAC N. KABAU
FOR: DEAN, GRADUATE SCHOOL
NCST/RRI/12/1/SS-011/1331/4

Mogaka Malach Mogire
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of parents’ socio-economic status on their children’s performance in KCPE (2007 – 2010): A case of Keumbu division Kisii County” I am pleased to inform you that you have been authorized to undertake research in Kisii Central district for a period ending 31st December 2011.

You are advised to report to the District Commissioner & the District Education Officer, Kisii Central District before embarking on the research project.

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

P/N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Kisii Central District
THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss. MOGAKA MALACHI
MOGIRE
of (Address) KENYATTA UNIVERSITY
PO BOX 43344, NAIROBI
has been permitted to conduct research in
............................................................... Location,
K KISII CENTRAL
NYANZA
Province,
INFLUENCE OF PARENTS
on the topic:
SOCIO -ECONOMIC STATUS ON THEIR
CHILDREN'S PERFORMANCE IN KCPE
120.07-20.00 A CASE OF KEUMBWI
DIVISION KISII COUNTY
for a period ending... 31ST DEC. 2011

Research Permit No. NCST/12/1/SS011/1331
Date of issue... 26TH SEPTEMBER 2011
Fee received KSHS. 1000

Applicant's Signature [Signature]
Secretary National Council for Science and Technology