

KENYATTA UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

**PSYCHOSOCIAL EFFECTS OF HOME ENVIRONMENT OF COFFEE -
PICKER PARENTS ON STUDENTS ACADEMIC PERFORMANCE IN DAY
SCHOOL SECONDARY IN MURANG'A COUNTY**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university

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DEDICATION

I wish to dedicate this work first and foremost to God Almighty who has been my source of strength in this long and tiring journey. I also wish to dedicate this work to my late Dad, Naftali Mwangi who walked with me and encouraged me when I was at my lowest. Also I dedicate it to my loving family, my children Faith a student of Engineering at JKUAT . Jude and Esther of Juja St. Peters Primary School. My husband, Dr. Hunja a lecturer at JKUAT. My mum, Margaret Njeri, my sisters Rosemary Wanjiku and Grace Wanja. My brothers, Simon Gichia and Anthony Irungu. All the pastors and intercessors who stood with me in prayer as I journeyed on especially pastors (Mr&Mrs Kioko) of chrisco church. Pastor Moses of MFM, Nigeria and Pastor Mwanaweza of MFM Nairobi. And all my many friends. To you all, I shall forever remain grateful and may God Almighty bless you all and help you all to fulfill your divine destinies and calling. Glory be to God for his mercies and help forever.

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LIST OF ABBREVIATIONS

B.E.A : Basic Education for All

D.E.O : Sub-County Education Officer

E.F.A : Education for All

F.P.E : Free Primary Education

G.O.K : Government of Kenya

K.C.P.E : Kenya Certificate of Primary Education

K.C.S.E : Kenya Certificate of Secondary Education

KNEC : Kenya National Examination Council

M.O.E.S.T : Ministry of Education Science and Technology

M.S.S : Mean Standard Scores

PTA- Parent Teachers Association

ROK: Republic of Kenya

S.P.S.S : Statistical Package for Social Sciences

TVET- Technical Vocational Education and Training

ABSTRACT

Academic performance in secondary schools in Kandara Sub-County of Murang'a County has been far below the National standards as depicted by results in the Kenya Certificate of Secondary Education (K.C.S.E). The results revealed that on average, most students achieved D+ indicating that they could not qualify for admission in institutions of higher learning. Several researchers (Marjoribanks, 1972; Walberg, 1972; Kellaghan, 1977; Burns & Homel, 1985; Kurdek & Sinclair, 1988) have identified a relationship between home environment and pupils' academic achievement. While this relationship has been studied in other parts of the world, it has not been studied in day schools in Kandara Sub-County, especially among students whose parents' main preoccupation is casual labour in coffee farms. The purpose of this study is thus to establish the psychosocial effects of home environment on the performance of students in day secondary schools in Kandara Sub County. Specifically, the study aims to: investigate the influence of the parents' economic situation on their children's scholastic performance, identify the impact of parenting style on children's performance, examine the impact of parents' involvement in their children's education on children's academic performance, investigate the impact of parents' level of education on the child's performance, and suggest remedial measures that could improve the situation. This has been informed by the realization that students in day schools are the ones most affected by the home environments, compared to those schooling away in boarding schools. The choice of coffee farmers was arrived at given that this is the major pre-occupation of majority of parents with children in day schools within the area. This study will be anchored on the Social Cognitive Theory as propounded by Albert Bandura. According to the theory, learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1963). Both qualitative and quantitative research approaches were used. The study used both primary and secondary data. Primary data were collected using questionnaires and interview schedules that were administered to parents, class teachers, and students. Secondary data, on the other hand, were gathered from schools' records of student performance in past examinations. The target population of this study will comprise 2,500 students in 36-day schools, whose parents are coffee pickers. The study will also target 36 head teachers, from the day schools, 540 teachers, and 298 members of the Parents Teachers Associations (PTA) from the sub-county. A pilot study were conducted to ensure that the instruments elicit the type of data anticipated to answer the research questions. Data collected from the field were analyzed using SPSS version 21.0. The study will generate both qualitative and quantitative data. Quantitative data were analyzed through descriptive statistics by use of frequencies, percentages and averages, and represented using pie charts, histograms, and tables. Qualitative data, on the other hand, were coded, analyzed, and interpreted using descriptive statistics such as mean and standard deviation. Benefit the students whereby measures were taken to improve their performance through teacher – counselors and also their parents were counseled on importance of having a keen interest in their children's performance. School administrators, the Sub-County education office were in a position to formulate strategies to improve academic performance in Kandara Sub-County taking all stake Holders on board.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Academic performance refers to the degree of a student's accomplishment in his/her studies. The most well known indicator of measuring academic performance is grading which reflects the student's "score" for their subjects and overall tenure. Success is measured by academic performance in most educational institutions. The nuisance of academic failure in secondary schools in coffee picking families in Murang'a County has starred both the government and stakeholders in the face. There is a consensus of opinion about the decline of the academic performance as a big problem that is hindering the posterity of the County and the nation in terms of quality man power resources. Most students in secondary schools experience an academic problem that manifests itself in the form of academic poor performance.

Many researchers have sought to find out the reasons for the downward trend in the academic performance of secondary school students. Adesehinwa (2013) reported effect of family type and poor funding on students' academic achievement; Ogbemudia and Aiasa (2013) reported lack of good home foundation for pupils as cause of poor performance; Achieng (2012) found home factors, student factors and institutional capacity as the causes while Adesehinwa & Aremu (2010) posited that factors resident in child, family, society, government and the school may be composite causative effects. Other studies showed that the level of family cohesion (Diaz, 2004), and family relationships (Collins, 2007) proved capable of predicting performance. For this, they concluded, that there is a need for each of these factors to be considered extensively, hence the focus of this study to critically consider assessment of home school environment factors on students academic performance in government secondary school.

Over a period of time, it has been observed that students exposed to the same lessons by the same teachers perform differently when they are evaluated (Adesehinwa, 2013). This shows that outside the school environment, other factors influence students' academic performance. The differences in the academic performances of gifted and non-gifted children cannot be traced to school environment

(Adesehinwa & Aremu, 2010). Hence, many other uncontrolled variables can be responsible for the academic performance of students generally, secondary school students inclusive. Ajayi, Haastrup and Osalusi (2010) cited by Adell, (2012) consider family background the most important and most weighty factor in determining the academic performance attained by the student. Among family factors of greatest influence are socio economic and the educational and family environment. One of the tasks of Education is to train young people to become useful members of the society and this training begins at home in an informal way. The home of the child is the first place he/she enters when born into the world by parents.

A home is a place where students live with their parents or guardian and it is the place where they are groomed. It is a place where the students begin to learn the norms and values of the society in which they find themselves. A family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). The home influences the child at the earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting him in self-worth and academic performance (Ekanem, 2004)

The family, being a powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Variance in a psycho-social emotional fortification in the family background could be an indicator of high or low academic performance of students, bearing in mind the intervening effect of high and low socioeconomic status and emotional stability of students which is a pre-requisite to academic achievement (Adebule, 2004). This is because psychological problems are potential sources of trouble with learning.

The environment is the immediate surroundings in which the students find themselves. It is also referred to as the physical and psychological conditions that affect children (Ogbemudia & Aiasa, 2013). The parents or guardian of the students are responsible for providing the right home environment that facilitates effective learning for their children. Some home environment factors that influence students' academic performances include parental educational background, occupation, economic status, marital status and home location, family size and peer group.

The home environment means the family background of the students; this includes all the human and material resources present at the home that affects the student's education and living such as the parent's level of education, their occupation, social economic status and socializing facilities available in the house. Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The education received by a child from parents and others at home are most likely to have a highly significant and dominant effect on the behaviours of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. Moreover, environment also plays a very remarkable role in the life and educational success of every individual (Ogbemudia & Aiasa, 2013).

While the relationship between academic achievement and aspects of the home environment has been studied in other parts of the world, very few such studies have been done in Kenya, except a few like the ones by Waihenya, (2012), Mwangi, (2011), Sudi, (2002), and Gatimu & Gravenir, (1991) and no such study has ever been done in Kandara Sub-County. The current study was necessary at this time to provide some indication of the impact which the home has on a child's academic achievement.

1.3 Statement of the Problem

Despite the huge inputs into Kenya's education system, there is a general outcry from education stakeholders over the decline in standards (inability of candidates to score above 60% in exams), quality, and subsequent inability to secure gainful employment or even start a business at the end of secondary school (MOEST, 2013). Performance in all the 34-day secondary schools in Kandara Sub-County of Murang'a County has been far below the National standards as depicted by results for 2016 and 2017. The results revealed that on average, most students achieved D+ with the Sub-County mean below 3.0, indicating that they could not qualify for admission in institutions of higher learning (MOEST, *ibid*). Notably, 60% of Kandara's population is engaged in coffee farming, mainly as coffee pickers. With the deterioration of the coffee sector in Kenya, the economic fortunes of coffee pickers has, arguably, been cited as an important contributor to the worsening of the home environment's role in supporting children's education, hence the subsequent deterioration in academic performance. Against this background, this knowledge gap therefore exists; this study seeks to establish the psychosocial effects of home environment of coffee pickers on their children's academic performance, with secondary day school students in Kandara sub-county, Murang'a County being the case in point.

1.4 Purpose of the Study

The Purpose of this study is to establish the psychosocial effects of home environment on the academic performance of students in day secondary schools in Kandara Sub-County.

1.5 Objectives of the Study

The purpose of this study is to:

- i. Establish the home environment characteristics of coffee-picker parents of students in day secondary schools in Kandara Sub-County.

- ii. Examine teacher perceptions of the influence of the home environment of coffee-picker parents on the academic performance of students in day secondary schools in Kandara Sub-County.
- iii. Determine the psychosocial effect of these home environment characteristics of coffee-picker parents on the academic performance of impact of students in day secondary schools in Kandara Sub-County.
- iv. Explore possible interventions on the effects of the home environment of coffee-picker parents on the academic performance of students in day secondary schools in Kandara Sub-County.

1.6 Research Questions

In order to achieve the objectives stated above, the research was guided by the following research questions:

- i. What home environment characteristics are typical of coffee picking parents whose children attend day secondary schools in Kandara sub-county of Murang'a County?
- ii. What are the perceptions of teachers regarding the influence of these home environment characteristics on the students' academic performance?
- iii. What impact do these home environment characteristics have on the students' academic performances?
- iv. What interventions could mitigate the negative effects of home environment of coffee-picker parents on student academic performance of day secondary school students in Kandara sub-county of Murang'a County?

1.7 Significance of the Study

In order to fully develop the child's potential, it is necessary to be aware of the obstacle that may hinder his/her efforts to do well in school. The study revealed the kind of influence that home environment factors had on the student's motivation to learn and his/her performance in school. Therefore, the findings of this study may benefit various stakeholders in education such as Ministry of Education, head teachers and teachers, parents and society in general.

The research has important information for the Ministry of Education about the requirement and availability of school facilities. This study gives informative information which may help in the improvement of academic performance of students such as setting budgets for creating good environment for students learning, fund raising, donation, in-service trainings and motivation of teachers.

The findings will inform the head teachers and teachers on ways to improve academic performance, creating rapport with stakeholders, and securing the school environment in order to assist students wherever there is a need.

The findings will inform the parents to create the environments which allow personal studies, to provide the school facilities such as uniform, lunch which encourage the student to attend the school, cooperate with teachers to ensure that the students attend the school. This study may be instrumental in helping parents in Kandara Sub-county to understand the impact of their home environment on the academic performance of their children in day's schools within the area. It is hoped that in so doing, the study may empower the parents to enhance the environment as a factor in improving their children's academic performance

Moreover, the findings of the study will help the students to identify the challenges facing in learning process and find the ways to overcome and accept the reality of the economic situation of the county

and parents education background; and to use a few resources that the schools and parents have effectively so that to improve their performance.

The findings will inform the society to participate in creating the environment which favours students to study. The community surrounding the school should have a good rapport with the management of the school and teachers in order to discipline the students. During school meeting, the community should be involved so that they can give their opinion regarding the behaviour of the students.

Moreover, this study is potential in efforts to formulate theories and models related to academic performance of students in secondary schools in developing countries because of more limited resources. The researcher is in the process of conceptualizing a model and more resources which may fit teaching and learning in Kenya with scarce facilities to enhance the performance of students. However, this will be achieved after carrying out further studies on home and schools environment influence students' academic performance.

1.8 Scope of the Study

This study specifically dealt with the academic performance of students in 36-day secondary schools in Kandara Sub-County, and whose parents engage in coffee picking as their main economic activity. This was informed by the realization that students in day schools are the ones most affected by the home environments, compared to those schooling away in boarding schools. The choice of coffee farmers was arrived at given that this is the major pre-occupation of majority of parents with children in day schools within the area. The study examined the influence of the home environment on the academic performance of the students from these areas.

1.9 Limitation of the study

The study was limited in both scope and methodology. With regard to the scope, the study limited itself to observing learners from coffee picker parents' households. This was done despite there being students in the school who may not originate from such families. Moreover, the study limited itself to the home environments of residents of Kandara engaged in coffee picking as their main economic activity. As such, the study did not examine the home environments of people engaged in other professions, including coffee farmers or those engaged in other small scale agricultural activities. Second, the study focused on students in day secondary schools. Lastly, the study limited itself to the students' academic performance and not other aspects of learning that account for learner outcomes in school. In terms of methodology, the study limited itself to the use of questionnaire and interview despite there being other means of acquiring data regarding the subjects of the study. This limitation was occasioned by time constraints and the hectic schedules that schools have.

1.10 Research Assumptions

This study was conducted in view of the following assumptions:

- i. That poor academic performance among candidates in day secondary schools in Kandara Sub-County is largely as a result of inadequate support from their home backgrounds.
- ii. That with the respondents would be willing to provide honest responses to the questionnaires given.
- iii. That, with greater support from parents, students in day schools could improve on their academic performance and brighten their prospects for a better future.

1.11 Operational definitions of key terms

Home Environment: In this study refers to the family setup in which students are brought up. It refers also to anything concerning the mentality and home; community related environments connected to a school going student and its relative degree influenced by this environment.

Coffee Pickers: refers to farm labourers, majority of poor economic status, usually hired on casual basis to harvest ripe coffee cherries.

Social economic status: Refers to financial status of the family. Socio-economic factors are lifestyle components and measurements of both financial viability and social standing. They directly influence social privilege and levels of financial independence.

Upper class: In this study refers to the highest social class in the society. (The rich).

Middle class: refers to the social class with average monthly income of about Ksh. 50,000 – 200,000 (UNDP, 2013).

Poor: Refers to the class in the society with limited financial or material possessions

Poor results: Refers to the examination outcomes in which the mean grade or individual subject performance falls short of the cut off qualifications set for accessing government funded tertiary colleges or universities.

Performance: Refers to the grades both per subject and overall that the pupil obtained in examination.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section covers literature review on the impact of the home environment on students' academic performance. The chapter also covers theoretical framework, objectives of the study, conceptual framework and summary of the literature review perspectives by scholars who have studied the concept within the Kenyan context, present a critical review of the available literature, and identify the research gaps that this study seeks to fill.

2.2 Psychosocial Issues and Student Academic Performance

Whereas negative psychosocial factors distort teaching and learning techniques, positive psychosocial factors facilitate academic performance positively and outright expression of both teacher and student intelligence because Universities or Colleges have no any value without students or teachers as they are the greatest paramount quality for any educational institution. The development of any society is directly connected with students' academic performance (Mushtaq et al., 2012). Student academic performance plays a crucial role in bringing qualitative graduates who will move a country to the right path in the near future (Ali et al., 2009). And poor student academic performance is not only frustrating the students and parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics (Aremu & Soka 2003).

Previous studies on the subject on students' academic performance indicated that there exist several factors that influence students' academic performance, but students' and teachers' attitudes, students' academic self-efficacy and students-teachers' interaction remained the key determinant of academic performance (Ganyaupfu (2013); Tenaw, 2013; Fan, 2012; Li, 2012; Maina, 2012; Adeyemo, 2007). According to Adunola (2011), teaching is a collaborative process that involves interaction between students' and the teachers that at the end brings about change in the students behavior. But, psychosocial factors in teaching and learning process is a multidimensional concept that measures

various interrelated aspect of learning in educational system which include students' attitudes towards teacher, students' academic self-efficacy and student-teacher interaction. Therefore, consistent evaluation of the aforementioned psychosocial factors is very crucial most especially among students' of tea-picker parents in areas such as Kandara since in practice, the factors are directly linked with students' academic performance (Maina, 2012; Tenaw, 2013 and Fan 2012).

2.2.1 Effects of Parents' Economic Status on Students Performance

According to Rhea and Otto (2002, p.16), education and family incomes influence adolescent educational outcome expectancy beliefs. A study in the US by Baker and Stevenson (1986) found out that economically well-off mothers have more knowledge of their child's schooling, are more aware of their child's education and his/her achievement and they take greater effort to monitor their child's academic progress than the less-educated mothers. The socio-economic status (SES) of a child is most commonly determined by combining parents' educational level, occupational status, and income level (Jeynes 2002). Studies have repeatedly found that SES affects student outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998). Students who have a low SES earn lower test scores and are more likely to drop out of school (Eamon 2005, Hochschild 2003). Low SES students have been found to score about ten percent lower on the National Assessment of Educational Programs than higher SES students (Seyfried 1998).

SES has also been shown to override other educational influences such as parental involvement (McNeal 2001). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). The economic hardships that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflicts, and an increased likelihood of depression in parents and single-parent households (Eamon 2005). For these reasons SES is closely

tied to home environment and one could argue that SES dictates the quality of home life for children. (Bachelor of Arts, Wichita State University, 2005 by Jennifer Barry).

Conversely, studies have shown that students who come from families with illiterate parents have significantly less school success than students from educated parents (Martini, 1995; Walker *et al.*, 1998).(USA) This was in most cases explained by the fact that parents in such settings reported lower educational expectations, less monitoring of children's schoolwork and less overall supervision of social activities compared to students from highly educated and intact families (Jacob and Harvey, 2005). Marjoribanks (1972: 11 0) maintains that most under-achievers come from the lower- socio-economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving the intellect. He further found that there is a definite correlation between academic achievement and parental occupational status. However, scholars have also found exceptions to these rules, given the fact that there are students who come from low-income and single parent homes who are high achievers and many students from high socio-economic and intact families who are low achievers.

This notwithstanding, the significance of spending quality time with children cannot be gainsaid. However, as Freundlich (1997) argues, a whopping 50% of the workforce is comprised of women and 55% of all women contribute more than half of their family's income. Finding a balance for fulfilling traditional family roles of housekeeper and caregiver and attaining traditional success symbols of money and power is becoming increasingly difficult. Further, unemployment coupled with meager wages is the sole cause of poverty. Such factors as poor food, little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn. This may rob him of a background and general knowledge, which is accepted as self-evident by most schools (Downie, 1989).

2.2.2 Impact of Parenting Style on Children Education

Baumrind (1987) identifies three main parenting styles: authoritative, permissive, and authoritarian. Authoritative parenting is characterized by high levels of nurturance, involvements, sensitivity, reasoning, and encouragement of autonomy. Parents who direct the activities and decisions for their children through reasoning and discipline would be described as authoritative. Permissive parenting is characterized by making few demands, exhibiting non-controlling behaviors, and using minimal punishment. For example, parents who do not establish rules and guidelines for their child's behavior would be described as possessing a permissive parenting style. Authoritarian parents, on the other hand, exhibit highly directive behaviors, high levels of restriction and rejection behaviors, and power-asserting behaviors.

According to Querido et al. (2002), authoritative parenting that emphasizes both responsiveness and demandingness appears superior in fostering higher academic performance. This position is further supported by Turner and Baumrind (1991) who found that children aged 4-15 years, and from authoritative parents were characterized as authoritative were the most motivated, the most competent, and the most achievement oriented. Strage and Brandt (1999) in the USA examined the role of parenting styles in the lives of college students and found that previous parenting behaviors continue to be important in the lives of college students as with children and adolescents. They found that the more autonomy, demand, and support parents provided, the more students were confident and persistent academically. In other words, authoritative parenting was found to continue having an influence on students' academic Performance. Conversely, researchers have found that parenting styles and college students' grade point average (GPA) are not related (Joshi, Ferris, Otto, & Regan, 2003). For the complete sample no significant relation was found, but results in a subsample of European American students found a significant correlation between academic performance (i.e., GPA) and parental (i.e., mother and father) strictness and paternal involvement. However, the

method in which the study measured parenting styles was not consistent with Baumrind's (1966) prototypes, and this may have resulted in methodological limitations.

Parenting styles, and their resultant impact on children's academic performance, can differ greatly, especially between homes run by single parents, and those run by both parents. According to Schwartz (1992) lack of a second parent put children at a higher risk for poor academic achievement. Children from divorced families are more likely to have difficulties with school performance, delinquency, and disruptions in peer relationships, precocious sexual behavior, and substance abuse (Hines, 1997). McLanahan (1996) compares children from Parental Support 10 a two-parent home versus children from a single-parent home as being more likely to drop out of school, less likely to ever-complete college, and more likely to become single parents themselves.

2.3 Empirical Studies on Assessment of Home Environment on Students.

The home environment is considered a powerful influence on the child. A home environment is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment (Fantuzzo & Tighe, 2000). Historically, examinations of the influence of home environments on developmental outcomes have focused on variables as the primary measures of home experience, such as the family income, parents' educational level, parents' occupational status, parental involvement and parenting styles of (authoritarian, demanding and permissive parenting styles). Ekanem (2004) states that, researchers frame their investigations of the influence of children's home environments from an ecological perspective, on the other hand, the primary focus on static, contextual settings and variables omits the possibility of examining the dynamic influence of process variables that are found in the child's context of the home setting.

2.3.1 The Effect of Home Environment on Academic Performance

Ceballos and Bratton (2010) conducted research in Japanese-Brazilian culturally and linguistically diverse students in low income families, and reported that these students exhibit learning and behavioral problems more frequently. Parents' educational background and involvement in child rearing also have an impact on the children's academic achievement and behavioral problems (Bradley, Suárez-Orozco, (2008) & Villiger, 2014).

The study used questionnaires administered to teachers and parents in order to gain information about the children's classroom performance and family environment, such as parents' educational background and place of birth. Three key findings from data collected and analyzed include first, some students in mainstream classrooms were 'at-risk' in their level of cognitive capacity. Ceballos and Bratton (2011) conducted research in Latin America, used questionnaires and two groups of respondents, the present research carried out in Kenya, used questionnaires, interview guide, observation and document guide. The researcher used three groups of respondents included teachers, head teachers, PTA and students.

Considine and Zappala (2002), in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through home environments that encourage the development of skills necessary for success at school.

Bellow (2013) in Peru used parents' occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of schooling than children of parents with white-collar jobs. They also determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of

Peruvian children. They argue that how much education a child's parents have is probably the most important factor in determining the child's educational opportunities. They observe that the higher the attainment for parents, then the greater their aspirations for children.

According to the literature cited above it can be seen that social economic status is related to academic performance, whether one studies social economic status as a whole or with distinct dimensions, there is considerable support that parents' social economic status affects academic performance of students. Jeynes(2002); Eamon (2005); Considine & Zappala (2002); Hansen & Mastekaasa 2006) in Australia and Cariberra, students who come from low social economic backgrounds earn lower examination scores compared to their counter parts from high social economic backgrounds (Eamon, 2005).

Guskey (2011) investigated the influence of home environment on student's academic performance in Public Schools. The study adopted descriptive survey research design. Simple random sampling was used to select the sample included in the study. Questionnaires were used for data collection. The collected data were analyzed using both descriptive and inferential statistics using the Statistical Package for Social Scientist (SPSS) version 20. The findings of this study were that parenting style affects students' academic performance in public secondary schools to a great extent. The study, however, have similar groups of the respondent with the current study, but different sample size and target population hence contributed to the study gap.

Sentamu,(2013) Wakiso Sub-County Kampala argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement.

Dzever, (2015) examined the impact of home environment factors on the academic performance of public secondary school students in Garki Area Sub-County, Abuja, Nigeria. The stratified sampling technique was used to select 300 students from six public schools, while the simple random sampling technique was used to administer the questionnaire. The study utilized a descriptive survey research design for the study. The data on student's academic performance was obtained from student's scores in four selected school subjects. Data obtained was analyzed using descriptive and inferential statistical techniques. The results revealed a positive and a significant relationship between permissive parenting styles with academic performance, however; no relationship exists between authoritarian parenting and demanding parenting with the academic performance of students. Also, the result from the study identified income, educational background and occupational level as well as permissive parenting style as the main predictive variables influencing students' academic performance. The study of Dzever carried in Nigeria and indicated only one group of respondents while the present study was carried out in Kenya and included three groups of respondents and used mixed method approach for data analysis.

Chepng'eno, (2010) in her study exploring beliefs about academic achievement studied the relationship between parent and guardian educational attainment to academic achievement and concluded that the educational attainment of parent or guardian does have a relationship with academic achievement of their children. She argued that the higher the parent or guardian's educational achievement, the higher the academic achievement similar to what Bellow, (2013) had said.

Otieno and Yara, (2010) asserted that learners from low socio-economic status families tend to value domestic activities more than schooling. Such children are subjected to child labour and have little time for studies. They indicated that in most developing countries, there are many families whose members despite their full day's hard labour do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government

financing of education sector makes many families unable to meet the requirements of their children's education thus contributing greatly to their poor academic performance.

2.3.2 Factors that Hamper Students' Academic Performance

Farooq, Chaudhry, Shafiq, and Berhanu, (2011) conducted a study to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were 10th grade students (300 males and 300 females). A survey was conducted using a questionnaire for information, gathering different factors relating to the academic performance of students. The academic performance was gauged by the result of their 9th-grade annual examination. The study concluded that the higher level of social economic status is the best indicator contributing towards the quality of students' achievement. Family characteristics like socioeconomic status are significant predictors of students' performance at school besides the other school factors, peer factors and student factors. Higher socioeconomic status levels lead to the higher performance of students in studies, and vice versa (Hanes, 2008). Parental education also has effects on students' academic performance.

Kim, (2013), South Korea Education department came up with the study examining the effect of the high school equalization policy and its complementary policies, specialty schools and ability grouping, on students' academic achievement. In this study, multiple regression analysis and two sample t-test were used to estimate the predictability of three policy variables and family background factors on students' achievement in South Korea. For data analysis, SPSS version 18.0 and the Korean Education Longitudinal Study (KELS) data set were used. With reference to the equalization policy, a positive effect on student achievement is clearly found in the two samples t-tests. This finding is consistent with the studies of (Yun, 2004; Seung& Gang, 2003) who reported that there was no significant difference between student academic performance in the equalized region and that in the non-equalized region.

Durden and Ellis (as cited in Staffolani and Bratti, 2011) in a study on university student absenteeism and academic performance at the University of Ancona, observed that measures of prior educational performance are the most important determinants of student performance. This implies that the higher the previous performance, the better the students perform academically. Research studies show that students' performance depends on many factors such as age differences (Roberts, Kerry & Sampson, 2011).

Walters and Soyibo, (2012), in a study analyzing performance on five integrated science process skills among high school students in Jamaica, further elaborated that student performance is very much dependent on socio economic back ground as per their statement, 'High school students' level of performance is with statistically significant differences, linked to their gender, grade level, school location, school type, student type and socioeconomic background.' Considering the physical geographical location of most government secondary schools in Kandara Sub-County are in rural areas where also physical infrastructures are poor and limited, and therefore their communities might be affected by low socioeconomic which influence academic performance.

Duruji, Azuh and Oviasogie (2014) carried the study in Nigeria on the Learning Environment and Academic Performance of Secondary School Students in External Examinations. A multiple data collection methods including the use of documented materials, distribution of questionnaire and interviews would be undertaken to test the hypotheses developed. Simple percentage statistical tool would be employed to analyze the variables. The study revealed that deteriorating conditions of the building, pressures on teaching facilities and learning environment deficiency impair the quality of teaching and learning and also create health and safety problems for staff and students as well as the overall performance of students in general. The effects of deteriorating condition and poor maintenance of school infrastructure are threats to the school and students' academic performance.

Wilson (2013) conducted a study on the determinant of poor academic performance in community secondary schools in Kenya. A descriptive survey design was used for data collection and analysis.

The population for the study involved students, teachers, and headmasters/headmistress in community secondary schools in Kinondoni Municipality, parents, school inspectors and Sub-County Education Officer. Seventy-one respondents were purposively selected while questionnaire and interview methods were used for collecting data. Qualitative Data Analysis method (QDA) was used for analyzing the data collected. The mentioned study looked into the determinant of poor academic performance in Secondary Schools. The study did not indicate clearly the target population and sample size.

2.3.4 Perceptions of the Parents towards Public Secondary Schools

Chen (2015) carried out the study in Malaysia to investigate the factors in shaping the perceptions and expectations of parents and students in choosing the type of secondary school. This quantitative study involved five different types of schools and used a questionnaire distributed to parents and students. Quantitative analysis using Pearson correlation was used to identify whether a significant relationship existed between parents' and students' perceptions and expectations in selecting the type of secondary schools. The findings show that the choice of a suitable and quality of the school is important because it has an impact on determining the direction and future of the student. Parents and students have their own perceptions and expectations in making a choice of school type. Each individual needs to be aware of the educational assets in the challenging and competitive world today. Hence, this study actually can help students and parents to identify the needs, preferences, or career aspirations that must be chosen.

The study by Lent, Paixao, Silva, and Leitao (2010), and Leung, Zhou, Ho, Li, and Tracey (2014) using the Holland Model shows that interest or preferences of students together with social support (parental perceptions and expectations) have a significant relationship with choice of field of study and career. This finding is the same as that in the study by Mendolia and Walker (2014) using matching methods but the difference is that change may occur in the preferences and interests of students in the process of raising achievement in personal education of students. The choice of

school made by students and teachers is based on high expectations of the outcomes and intellectual achievement of students (Byrne 2012, Delaney2011, Haimerl& Fries, 2010). Parents and students have high expectations about the schools that show outstanding achievement (Vryonides & Gouvias, 2012). The expectations in perceptions of excellent intellectual achievement is also related to the culture of and experiences brought by the family (Chen, 2015; Giirses, Kuzey, Mindivan, Dogar, Giines, &Youlcu, 2011; Vryonides & Gouvias, 2012). Students shape their expectations based on the environment and culture absorbed by their parents and families, in other words, implicit expectations (Glick & White, 2004).

The study by Delaney, (2011), in a comparative study on the outcomes of teacher training with standardized testing across 17 countries in Africa, the Americas, Asia and Europe found that student personality traits, parents' attitudes and choice of subject or choice of school are the mediators in shaping the career expectancy and future likelihood of getting good monetary resources. Delaney (2011) classified educational activities into three domains, namely the cognitive (intellectual), affective (attitude, feelings, and emotions) and psychomotor (skills).

Thomas and Collier, (2008) carried out a study in South Africa, to examine the Attitudes of Learners, Educators and Parents on the use of English as a language of learning and teaching and an additional language, in selected schools to the north of KwaZulu Natal (Mthunzini Circuit). To this end, questionnaires were used as a research instrument. The questionnaires were administered to the parents, learners and educators. The research instruments were administered to a randomly selected sample of two hundred respondents.

2.4 The Strategy to Improve Poor Performance of Students

Hardre (2005) conducted a study about Factors Affecting High School Students' Academic Motivation in Taiwan. The participants were 6,539 students from 14 public high schools distributed across the western half of Taiwan. They were from three grade levels and were balanced in gender. Correlations, analysis of variance, and multiple regression analyses were conducted. Individual

differences predicted classroom perceptions, and perceptions predicted motivation, as did goal structures and group differences. The findings can inform educational policy, as well as teacher professional development and practice.

Concordia University, (2013) asserted that there is a strong link between the quality of a school and the quality of its leadership. While other authors contend that there is insufficient evidence to support the relationship between school leadership and students' academic performance (Strauss, & Bubbles, 2013). However, the majority of studies carried out about school leadership have revealed that school leadership quality directly impacts the school success, teachers' effectiveness and students' academic performance. The School Head is an overseer of all activities taking place in a school and answerable to activities within the school compound. His/her core business is the success of the school by making teaching and learning enjoyable and more effective. It is a wish for every school head to be trusted and respected by the community he/she serves.

Coupling with his collaborative leadership the school leader should be accessible, visible and approachable by members of the school community. He should be seen to be always positive, be their role model and try to double individuals' effort to reinvent the process of teaching and learning and providing staff training and development. A successful instructional leader should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and student's performance (Concordia, 2013).

Teachers for years have been regarded as the essential catalysts for school improvement. They are the driving force and main resource in the development and academic growth of students as they are sources of knowledge and agents of change (Wallace, 2013). Teacher effectiveness has been the interest of policy makers, educators and parents. The effectiveness is measured by students' academic performance in both internal and external examination. It is a general feeling that students who fail the examinations are taught by ineffective teachers; on the other hand, those who excel are taught by the very effective teachers. Research so far has shown that a teacher's effectiveness has an

influence on the students' academic attainment (Komba, Hizza & Winledy 2013). Logically it is so because teachers are the facilitators in the teaching and learning process. They interpret the subject matter and put theory into practice during their interaction with the students. The teacher is "increasingly becoming the focus of interest because of the key role that he or she plays in the delivery of quality education to the learner" (Taal, 2014). This seems to suggest that teachers are agents of change and as such are critical to the students' academic performance. Teachers are praised and rewarded for good performance.

The study revealed that parental involvement in the activities of the school has a positive impact on students' academic achievement and the success of the school (Halsey, 2004; Christie, 2005). Parental involvement boosts the morale of the teachers because of the partnership that had been established between the school and the community. The most crucial practice would be school leadership creating climates that attract parents to participate in their children's learning. Parents should not only be consulted when there is a fund-raising activity but fundamentally the task of the schools is to facilitate learning. There are a number of things that parents can assist in their children's learning.

The Ghanaian government's efforts to remedy academic performance of students have not yielded any sustainable result (Atta-Quayson, 2016). The research design was based on a set of four case studies of Junior High Schools from the Saboba rural Sub-County. Qualitative data were obtained through interviews and focus group meetings with principals, teachers, students, parents, local education officers and community leaders. Triangulation of data was established through multiple data collection techniques, and a variety of data sources and types, such as interviews, focus group meetings, direct observation and field notes, and document analysis (Akyeampong, 2013). The finding is a set of assertions which were developed through interpretation of data and the generation of seven themes in the light of existing literature.

Bell (2013) investigated factors contributing to the decline in students' academic performance in junior secondary schools in Botswana since 2010. The study was mainly quantitative and used the positivist inquiry paradigm. The study employed critical theory for its theoretical framework. Questionnaires were used to gather data from two hundred participants. Some documents were analyzed to supplement the information collected through the questionnaire. Data were analyzed using the computer package known as Statistic Package for the Social Sciences version 15. The findings of the study show that lack of parents' involvement in the welfare of their children immensely contributes to students' low performance in the education system. The above review literature used the quantitative method only and employed critical theory; the present research used the mixed method and adopted system approach theory for the theoretical framework.

Mwangi (2011) conducted the study to determine the teacher motivation in public secondary schools in Masaba South Sub-County in Kisii County, Kenya. The study targeted 402 teachers from 14 schools. The sample size of the study was 121 teachers constituting 30 % of the total population. Simple random sampling was used to select teachers from the 14-selected public secondary schools. Two schools in the same sub-county were used for the pilot study to test the reliability of results. Semi-structured Questionnaire was used to collect data from the respondents. Data were analyzed using SPSS for descriptive and regression analysis. Findings: Development factors add a significant value to an individual teacher through training and promotion. This increases the morale of teachers to deliver in class thereby leading to improved performance of students in their examinations.

2.4 Summary of Reviewed Literature and Identification of Research Gaps

This study has covered related literature from studies done abroad in countries such as Brazil, Australia, Peru, Pakistan, South Korea, Malaysia, Thailand, India, Holland and Taiwan. It has also considered studies carried out Africa including Uganda, Nigeria Kenya, Zimbabwe, South Africa, Ghana and Botswana and finally local studies in Kenya. The review of empirical studies was done based on the research questions which focus on the following themes: the effect of home

environment on students' academic performance, factors hampering students' academic performance, the effect of school environment on students' academic performance, perceptions of parents towards school environment and strategies that have been put in place to improve academic performance.

From the review of related literature the researcher concurs with what (Bradley, Suárez-Orozco, 2008; Villiger, 2014), Eamon, (2005) and Guskey (2011) who said parents' educational background, social economic status and parenting style affects students' academic performance. Therefore poor life backgrounds of parents become one of the gaps in knowledge which the current research was to add up in the field of knowledge about academic performance.

Some of the studies have difference findings regarding academic performance (Adekola, 2012) indicated that the factors that contributed to the academic performance of students were teacher-administration relationship, teacher-pupil, and teacher and school-community relationships. According to Concordia University, (2013) there is a strong link between the quality of a school and the quality of its leadership, therefore school leadership quality directly impacts the school success, teachers' effectiveness and students' academic performance. From these studies the researcher appreciates researchers in other countries who found different factors affecting the academic performance of students. The researcher considered Kandara Sub-County to be a different context with its uniqueness and a study on the improvement of students' academic performance in government secondary schools.

Studies of Chen (2015), Byrne (2012), Delaney (2011), Haimerl and Fries, 2010) indicate that parents and teacher's perceptions and expectations in making a choice of school type have positive outcomes and intellectual achievement of students. However, these studies carried out in developed countries where some policies are implemented by the government and parents have the rights to choose education and schools for their children. The current study carried out in developing countries where parents have no rights of choosing the education and types of school.

Various scholars (Ujha, 2008; Topor et al 2010; & Farooq et al 2011) have studied the impact of home environment on students' academic performance, and drawn a correlation between parental support and academic success for their children. Behera and Makunja (2013) studied the effects of home environment on academic achievement in Kenya, while Amuti (2012) conducted a similar study with public schools in Kitui West in Kenya as case studies. However, there hasn't been any such study conducted on the impact of home environment of coffee picking parents on the academic performance of their children attending day secondary schools in Kandara sub-county. The closest research to this was by Waihenya (2012), but mainly focused on the impact of wastage on KCSE performance in secondary schools in Kandara Sub-County. This leaves a clear research gap that this study seeks to fill. From the studies cited above there is no consensus among researchers about effects of home or school environment factors on academic performance. The researcher in this study provided findings on the same area to support or differ from other researchers items' of theory, methodology, research instruments, target population, sample and sampling procedures data collection and data analysis procedures.

2.3 Theoretical framework

This study will be anchored on Social Cognitive Theory as propounded by Albert Bandura. According to the theory, learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1963). The scholar further argues that in addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual (Bandura, 1971).

Many classroom and teaching strategies draw on principles of social learning to enhance students' knowledge acquisition and retention. For example, using the technique of guided participation, a teacher says a phrase and asks the class to repeat the phrase. Thus, students both imitate and reproduce the teacher's action, aiding retention. An extension of guided participation is reciprocal learning, in which both student and teacher share responsibility in leading discussions (Kumpulainen, 2002). Likewise, at home, parents can shape the home behavior of students by modeling appropriate behavior and visibly rewarding students for good behavior. By emphasizing the parent's role as model and encouraging the students to adopt the position of observer, the parent can make knowledge and practices explicit to students, enhancing their learning outcomes.

Conceptual Framework

In writing this proposal, the researcher conceptualized the independent, dependent, and intervening variables as shown in Figure 2.1 below.

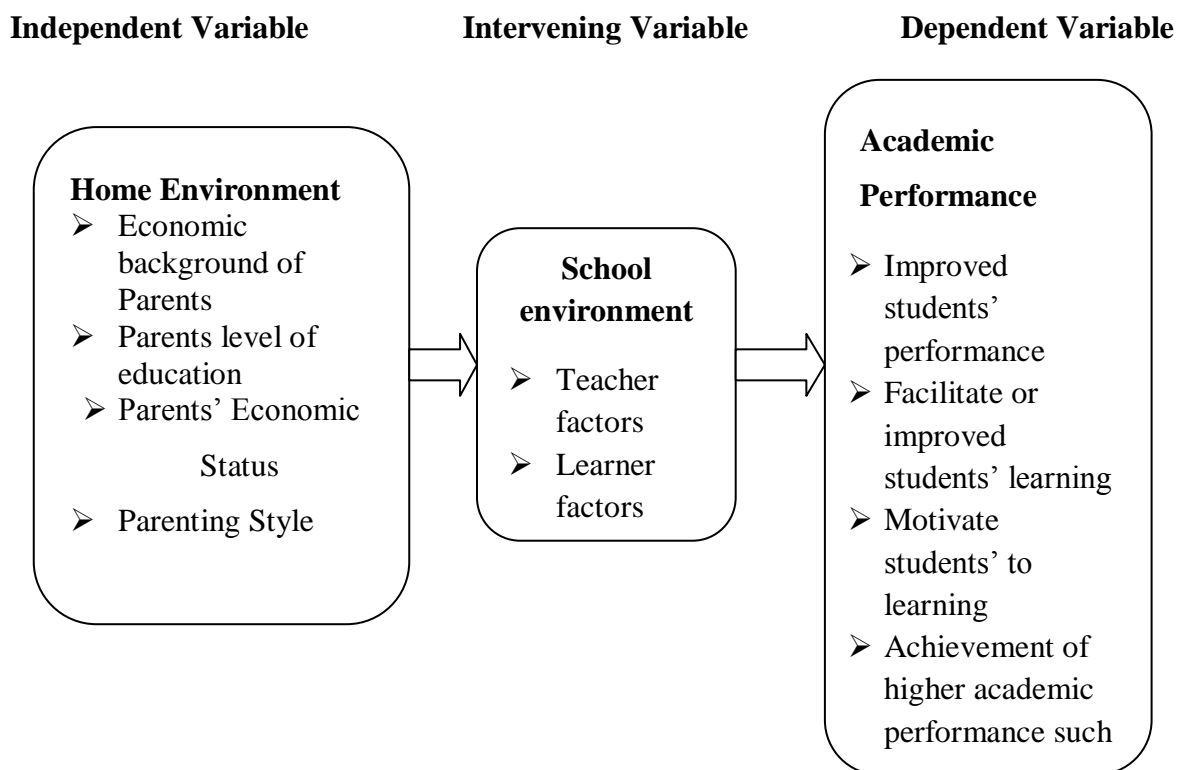


Figure 2.1: Diagrammatical Relationship between the Study Variables

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate. When clearly articulated, a conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Denzin& Lincoln, 2011).

Academic performance is conceived as a complex interwoven interaction of the students with other factors such as parents at home and teachers at school and other stakeholders (Adesehinwa, 2013). The home environment includes some factors that influences the students' academic performance include; all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, social economic background in the house. Thus, the home is the basic institution for providing the student's primary socialization and laying the educational foundation. The school environment constitutes the intervening variable. In the case of this study, it constitutes the environment where the dependent and independent variables interact. Moore (2005) as cited in cited Lumpkin (2013, p. 2), opines that a good learning environment must be blended with good standard, qualified teachers, good Management to achieve good academic performances of students in examinations.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in this study including the research design, study population, sample design, data collection method, data analysis, and presentation. The chapter also presents the study variables, their operationalization and the analytical models to be employed.

3.2 Research Design

The study employed the descriptive survey design. According to Elahi and Dehdashti (2011), descriptive survey research is proper when the research objectives include the following: Portraying the characteristics of social or physical phenomena and determining the frequency of occurrence; determining the degree to which the variables are associated and making predictions regarding the occurrence of social or physical phenomena. The study used descriptive survey method to study the effects of home environment of coffee pickers on their children's academic performance. By use of the design, the study was able to describe each of the constructs as they were and established the relationship between the independent and dependent variables.

Both qualitative and quantitative data were elicited in this study. Qualitative data was gathered through the oral interviews while the quantitative data was gathered through the questionnaires. The study used both primary and secondary data. Primary data was collected using questionnaires and interview schedules that were administered to parents, class teachers, and students. Secondary data, on the other hand, was gathered from schools' records of student performance in past examinations.

3.3 Population of the study

A population refers to the total collection of elements about which we wish to make some references. It is also defined as a grouping of people, services, elements, events or things that need to be investigated (Ngechu 2004). The main objective is therefore to ensure homogeneity of the population that is more representative thereby ensuring that all units have an equal chance to be included in the

final sample (Mugenda and Mugenda, 2003). The target population for this study comprised 2,500 students in 34 day secondary schools in Kandara Sub-county which had students whose parents were coffee pickers; 34 head teachers; 540 teachers; and 298 members of the Parents Teachers Associations (PTA) from these schools.

3.4 Sample Size and Sampling Technique

3.4.1 Sample Design and Sample Size

In this study, the researcher used both purposive random sampling. Gall and Gall (2007) defines probability sampling as the method that every individual in the population has equal and independent chance of being selected. In probability sampling, simple random sampling was employed to select teachers whereas stratified random sampling was used to select students. (Gall &Gall 2007).

In order to arrive at a manageable sample of schools, the researcher used random sampling to select five schools that constituted 14% of the total day secondary schools with students from coffee picker families. The researcher wrote the names of the 34 schools on small pieces of paper, folded then and placed them in a container. She then picked five pieces that represented the schools to be included in the sample. The sample in this study which was selected from the sample population comprised of five (5) secondary schools 5 principals, 5 chairmen of PTA, 20 teachers, and 100 students. These made a total of 130 respondents. Researchers such as Babbie (2005), Gay and Airasian (2003) in Kamindo (2008) have stated that sample size for descriptive studies should be between 10-20% of the population. Mugenda and Mugenda (2013) assert that for descriptive researches, 10% of the accessible population is enough.

The study then used purposive random sampling to arrive at the study sample population. All the members of the sample were purposively sampled. The schools were sampled because only day secondary schools were targeted for the study. Consequently, the five principals in these schools automatically made up the study sample. In each school, four teachers were identified for the study.

These included two class teachers (male and female), the dean of studies, and the senior master in each school to constitute a teacher sample of 4 teachers per school. These were selected because they are in constant interaction with students and their academic performance records. In each school, 10 boys and 10 girls were randomly selected from the students who were identified to have coffee picker parents. In order to identify these students, the researcher collaborated with the class teachers who helped identify the 10 boys and 10 girls whose parents or guardians solely depended on coffee picking as an occupation. The sampling frame is presented in table 3.1.

Table 3.1: Sampling Frame

Description	Population	Sample	Percentage	Sampling technique
Schools	34	5	14%	Purposive random
Teachers	96	20	30%	Purposive
Students	1,050	100	10%	Purposive random
Principals	5	5	100%	Purposive

3.5 Data Collection Instruments

Mutai (2011) defines instruments as tools by which data are collected. A researcher needs to develop instruments with which to collect necessary information. Three research instruments were used in carrying out the study namely, questionnaires, interview guide and document analysis. According to Ogula (2005), a questionnaire is for collecting data directly from people. The required information can be extracted from the answers given by the respondents. A questionnaire has the ability to collect a large amount of information in a reasonably quick span of time and the questions can easily be analyzed. Items in the questionnaires were structured (closed ended) which measured the objective responses, and others were unstructured (open ended) which measured subjective responses to formulate useful recommendations to the study. In this study, there were three categories of

questionnaires which include: Questionnaires for teachers, interview guide for principals and questionnaires for students.

3.5.1 Questionnaire for Students

This questionnaire was divided into four sections: Section A was on demographic information including age, gender and type of school. Section B dealt with home environmental factors. Section C contains the factors that hamper students' academic performance, such as the relationship of the Principal with students, parents, and teachers, Principal encourages students to work, students get enough food at home, parents provide school facilities for the students and the school is near to the town/village.

3.5.2 Questionnaire for Teachers

Section A consisted of the items on demographic information of the respondents which included age, gender and academic qualifications, work experience, position in the school time, being in that position, classification of your school and an average number of students in a class. Section B consisted the information regarding home environment factors that hamper students' academic performance; The experiences of teachers toward the perception of parents; students attendance in school improves students' discipline promote learning in school and students develop positive attitudes. Section D solicits information about strategies that can be put in place to improve academic performance.

3.5.3 Interview Guides for Head of Schools

Interviews are person to person verbal communication in which one person (or a group of persons) asks the other questions intended to elicit information or opinions. According to Mugenda & Mugenda (2012), an interview is an oral administration of a questionnaire or an interview schedule. An interview schedule is a set of questions that the interviewer asks when interviewing. It makes it possible to obtain data required to meet specific objectives of the study. The interview schedule consisted of 17 questions that were asked to the Principals of the target schools.

3.6 Validity, Piloting and Reliability of Research Instruments

Validity, reliability and objectivity can be used to test the reliability of quantitative data while credibility and dependability are used to test the trustworthiness of qualitative data (Gliem, & Gliem, 2003). According to Mvumbi and Ngumbi (2015), errors of measurement that are found in reliability are random errors while errors of measurement that are discovered in validity are systematic or constant errors. Before data collection the instruments for data collection were pilot-tested, validated and reliability determined.

3.6.1 Validity of Research Instruments

Orodho (2005) defines validity as a degree to which a test measures what it supposed to be measuring. Gay, (2009) affirms that validity is the extent to which a research instrument measures what it is designed to measure. There are two broad measures of validity – external and internal. External validity addresses the ability to apply with confidence the findings of the study to other people and other situations and ensures that the conditions under which the study was carried out were representative of the situations and time to which the results were applied. The validity of the interview data collection instrument was considered. To ensure validity in an interview the researcher minimized bias in the data collection, interpretation and presentation of the findings (Robert, 2006).

3.6.2 Pilot Testing of Research Instruments

Pilot testing is a procedure of testing the instrument before the official collection of data is done. The pilot testing should include a sample of individuals from the population from which a researcher wants to draw the respondents. It should give time to respondents to give criticism and recommendations for the improvement of the questionnaires (Gall, Gall & Borg, 2007). Pilot testing was done in one day secondary school in Kandara that was not a part of the research respondents. Seven students, three teachers and one Principal were incorporated in the pilot study. The researcher then held a debriefing session with the respondents after they had completed the questionnaire in

which they gave their views and suggestions. He then, analyzed the information provided and the draft questionnaire was then revised according to the results of the pilot test. Thus, some items which seemed to be difficult to answer were revised and more others were removed.

3.6.2 Reliability of Quantitative Research Instruments

According to Cohen, Manion and Marrison (2005) reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. A reliable instrument for a piece of research will yield similar data from similar respondents over time. Reliability can be internal or external. In this study internal consistence reliability, specifically Cronbach's Alpha was employed. This type of reliability was opted because it requires only one testing session. Moreover, this technique eliminates chance error due to differing test conditions as in the test-retest or the equivalent-form techniques (Mugenda and Mugenda, 2003). Cronbach's Alpha is used to with attitude instruments that use the Likert scale. It compares the consistency of response of all items on the scale. A computer programme, SPSS was used to calculate Cronbach's alpha. Both questionnaires (Likert scale items) for students and for teachers were subjected to reliability testing.

According to Cohen, Manion and Morris (2007) Cronbach's alpha reliability coefficient normally ranges between 0 and 1. They indicate that if $r > 0.6$ is an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. After piloting the instruments the researcher calculated the reliability coefficients of the Likert scale questions set to the teachers and students using SPSS to get the Cronbach's alpha. The teachers' questionnaire reliability coefficient was Cronbach's Alpha 0.85 while that of students' questionnaire was Alpha 0.62 (Appendix 7 and 8). Since both the reliability coefficients were found to be greater than 0.6 then the instruments were reliable.

3.6.3 Credibility and Dependability of Qualitative Instruments

Cohen (2005) argued that in qualitative data validity might be addressed through the honesty, depth richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. Therefore to achieve trustworthiness or credibility of the qualitative instruments the researcher used triangulation techniques. That is, she used more than one source of data and collected data from different respondents including teachers, students and Principals. The researcher also used more than one method of data collection such as questionnaires, interviews guide, observations and the use documentary data to complementary primary data.

3.7 Description of Data Collection Procedure

The system in research involved gaining of official permission, the researcher sought; an introductory letter from the Department of Post Graduate Studies in Education, Faculty of Education, before getting a research permit from the NACOSTI to seek a research permit which allowed the researcher to collect data.

The questionnaires were delivered by the researcher personally to the respective respondents and collected later. Therefore, the researcher used the drop and pick method whereby the respondents were given one week to complete the questionnaires, after which they collected. After distributing questionnaires to students, the researcher started to interview the Principals. The researcher collected data from the academic dean's office that reflected the academic performance of the students in the study sample. The researcher gave a word of thanks to the respondents for their cooperation.

3.8 Description of Data Analysis Procedures

According to Mugenda and Mugenda (2012), data analysis is a process of bringing order, structure and meaning to the mass of information collected. Data analysis process entails editing, coding and classification (Kothari, 2004). Since this study is a mixed methods design, analysis procedures applied to both quantitative and qualitative data.

3.8.1 Analysis of Quantitative Data

Quantitative analysis is a process that requires the researcher to manage and organize raw data; systematically code and enter the data into the computer; engage in reflective statistical analysis (using computer programmes); interpret meaning; uncover and discover findings; and finally draw relevant conclusions (Mugenda and Mugenda, 2012). Thus, the raw data, from closed-ended questions, which were collected were systematically organized, analyzed and summarized using descriptive analysis, particularly frequencies, percentages, and means. Statistical Package for Social Sciences (SPSS) from windows computer programme version 20.0 was used in all these analyses. Data were presented using distribution tables and charts.

3.8.2 Analysis of Qualitative Data

Qualitative data was carefully coded and recorded into the narrative to support findings of the quantitative data. The process of analyzing the data involved systematic searching, arranging, organizing and breaking the data into manageable units, synthesizing the data searching patterns and discovering what was learnt. The researcher categorized the responses and organized them in relation to the research questions. From the information, the researcher narrated and interpreted the report in order to give vivid descriptive accounts of assessment of home environment on students' academic performance in Government day Secondary Schools in Kandara Sub-County.

3.9 Ethical Considerations

Kombo and Tromp (2006) say that the researcher is required to give attention to ethical issues of the research. The researcher obtained an introductory letter from the Head of Department of the Postgraduate Studies in Kenyatta University which was presented to the Education Officer of Kandara Sub-County. After permission was granted, the researcher made an appointment with identified schools, for piloting the research instrument and then the researcher made an appointment with the sampled schools principals regarding the day for data collection. When visiting the schools, the researcher explained the aim of the research to the respondents (D'cruz, & Jones, (2010).

Participants were informed of the freedom not to respond to any questions, and they were free to withdraw from the research if they deemed they could not complete the process (Shamoo & Resnik, 2009). The researcher respected their privacy and ensured confidentiality as their names and personal identity were not revealed (Kaiser, 2009). Voluntary and informed permission of the respondents were always sought and no respondent was forced to answer any question that he or she was not willing to answer (Babbie, (2013a). The researcher disclosed the real purpose of the research to the respondents so that they made informed decisions about participating in the study. The researcher also got permission for students' participation from the heads of the schools (Creswell, 2012)

3.9 Data Collection Procedure

The researcher will seek authority to conduct the research from the National Council of Science and Technology. The permit was acquired on production of a letter from school of post-graduate in Kenyatta University. The letter from NACOSTI was used to seek permission from the Kandara Sub-County Commission Office, and the DEO's office (Kandara) to seek permission to conduct the research in the Sub-County. Questionnaires were distributed to the teachers and students and collected personally from the respondents on agreed dates. Interviews will be scheduled with the principals and PTAs of the selected secondary schools in Kandara Sub County.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study investigated the psychosocial effects of home environment on the academic performance of students in day secondary schools in Kandara Sub County. This chapter presents the findings of the study. The chapter is divided into two sections. The first section presents demographic characteristics of the respondents. The second section presents the findings of the study presented according to the study objectives.

4.2 Respondents' Rate of Response

The researcher had three categories of respondents and the response rate is summarized in Table 2. A Hundred students were expected to answer the questions and all the hundred students participated in the study. All the teachers answered the questions and 5 out of 5 interview guides for Principals were carried out. Similarly, 100% of those students invited to participate responded by answering a questions accordingly.

Table 4.1 Response Rate

Students n = 100 Teachers n = 20 Principals n = 5

Respondents	Expected		Responded	
	Frequency	%	Frequency	%
Students	100	100	100	100
Teachers	20	100	20	100
Principals	5	100	5	100

4.3 Demographic Information of the Respondents

Demographic information of the respondents in this study was collected to show the characteristic of those who took part in the study. The information collected was based on the gender of the respondents, age and type of school. The data obtained regarding gender and age distribution of the respondents were analyzed and presented as shown in Table 4.2.

Table 4.2: Gender and Age Distribution of the Students, Teachers, and Principals*Teachers n = 20 Principals n = 5 Students n = 100*

Demographic	Categories (C)	Students		Teachers		Principals	
		Freq	(%)	Freq	(%)	Freq	(%)
Gender	Male	50	50	12	60	3	60
	Female	50	50	8	40	2	40
Age	12 -15	5	5				
	16 -19	95	95				
	20 - 23						
	24 - 35			15	75		
	36 - 40			2	10	3	60
	41 - 45			2	10	1	20
	Above 50			1	5	1	20

Distribution of students by gender was important so as to integrate both girls and boys in the study and to be able to assess their academic performance. The researcher was aware that some of the stereotypes in certain societies might affect both girls and boys take roles in the process of active learning. Students were required to indicate their gender with two choices namely female or male. To ensure parity, an equal number of boys and girls were used for the study. The researcher aimed to obtain a representative number of both male and female teachers in the study. The teachers were asked to indicate their gender in the questionnaire and findings indicate that 60% of the teachers were male and 40% of the teachers were female. Also, the study indicated that all 5 heads of the schools who participated in the study were male. This shows that among teachers and Principals, the distribution is disproportionally high in favour of the male gender. Therefore, there is a need to promote equal opportunity in employment in order to eliminate discrimination in employment to advocate equal opportunities to both male and female in teaching, leadership and governance of education in Kenya.

With regard to age, 95% of the students were 16 - 19 years old, which is generally the age of secondary school students in Kenya bearing in mind that most of the students join secondary school at the age of 12; while 5% were aged between 12 – 15 years. These students might have joined secondary school early. The majority of the teachers 75% were aged between 25 – 35 years, 10% were aged between 36 – 40 years, 10% were aged between 41 – 45 years and 5% were aged above 50. The same distribution applied to the Principals of schools 60% were aged between 36 – 40 years, 20% were aged between 41–45years and 20% were aged above 50 years.

These finding show that the majority of the teachers were in their youthful age and had a lot of potential to offer and energy to work. This study focused on form four because they had reached the level and age where they are able to think critically and understand the issues that are affecting them at home and in school.

The study also sought to establish the level of education attained by the teachers and the principals; as well as their years of service. This information was vital in evaluating the ability, both professional and academic, to provide informed responses to the study. The findings in this regard are presented in table 4.3.

Table 4.3: Level of Education and Years of Service of Principals and teachers**Teachers n = 20 Head of Schools n = 5**

Variables	Teachers		Principals	
	Frequency	%	Frequency	%
Level of Education				
Diploma	6	30	1	20
Bachelor's Degree	14	70	3	60
Master's Degree			1	20
PHD				
Total	20	100	5	100
Years of Service				
Less ≤ 5 years	14	70		
6 – 10 years	2	10	4	80
11 – 20 years	3	15		
21 – 25 years				
26 – 30 years				
Above 30 years	1	5	1	20
Total	20	100	5	100

It emerged from this study that the teachers had attained different levels of academic qualifications. The majority of teachers 70% had attained Bachelors' degree in education while 30% had the diploma in education. In this study, the researcher found that most of the teachers were holding Bachelor degrees. The teachers were requested to indicate the duration that they had been serving as teachers. According to the findings shown in Table 4.3 shows 80% of the respondents had taught 6 - 10 years. Those who taught for thirty and above years constituted 20%. Many teachers had more than five years experience in teaching, which could be valued as benefiting students and as a reliable prediction of the teachers' ability to handle their students, having taught for a long time and had experience that would be tapped into for objective answers to the questionnaires in the current study.

4.4 Home Environment Characteristics of Coffee-Picking Parent Families

The identification of the home environment of families with coffee-picker parents constituted the first objective of the study. This characterization of these families was essential in order to contextualize the study's independent variable.

4.4.1 Parents' Involvement in Coffee Picking

The study focused on students whose parents were involved in coffee picking as a form of employment. The respondents stated which of their parents were employed as coffee pickers. Figure 4.1 shows the proportions of students whose mothers or fathers were coffee pickers

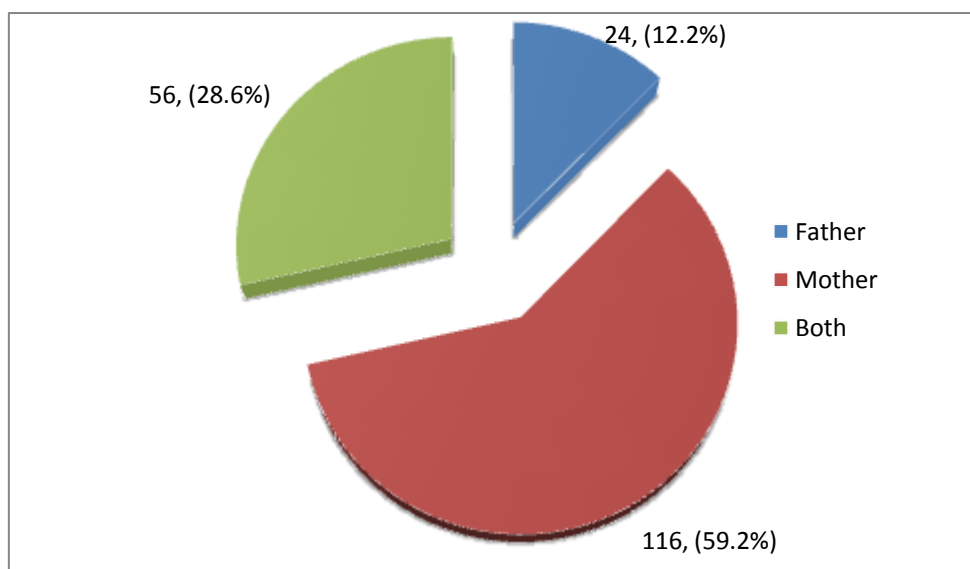


Figure 4.1: Parents Involved in Coffee Picking

An examination of Figure 4.1 reveals that 59 students (59.2%) had only their mothers picking coffee while 12 students (12.2%) had only their fathers picking coffee. Twenty nine students (28.6%) had both parents working as coffee pickers. This information suggests that women were more likely than men to be employed in the coffee farms in Kandara Sub County. However, there were a significant number of families where both parents were involved in coffee picking as a form of occupation for livelihood. Cumulatively, 88% of the families in the study area were engaged in coffee picking for a livelihood. This number suggests that the majority of students in the schools in Kandara Sub- County were indeed from coffee-picker parent families.

4.4.2. Parents' Economic Status

The economic status of the students' parents was one of the home environment characteristics considered in this study. Parents' economic status was characterized using: type of house the family lived in, whether the family had missed a meal in the seven days leading up to the study, the parents' level of education and whether or not the student had a sibling who had ever been forced to drop out of school for lack of school fees.

4.4.2.1 Type of House Students Lived In

The type of house occupied by students in the study sample was considered one of the indicators of the family's economic status. Figure 4.2 shows the number of students who lived in the various types of houses, that is, grass thatched house, mud house with iron sheet roof, timber/wooden house or stone houses.

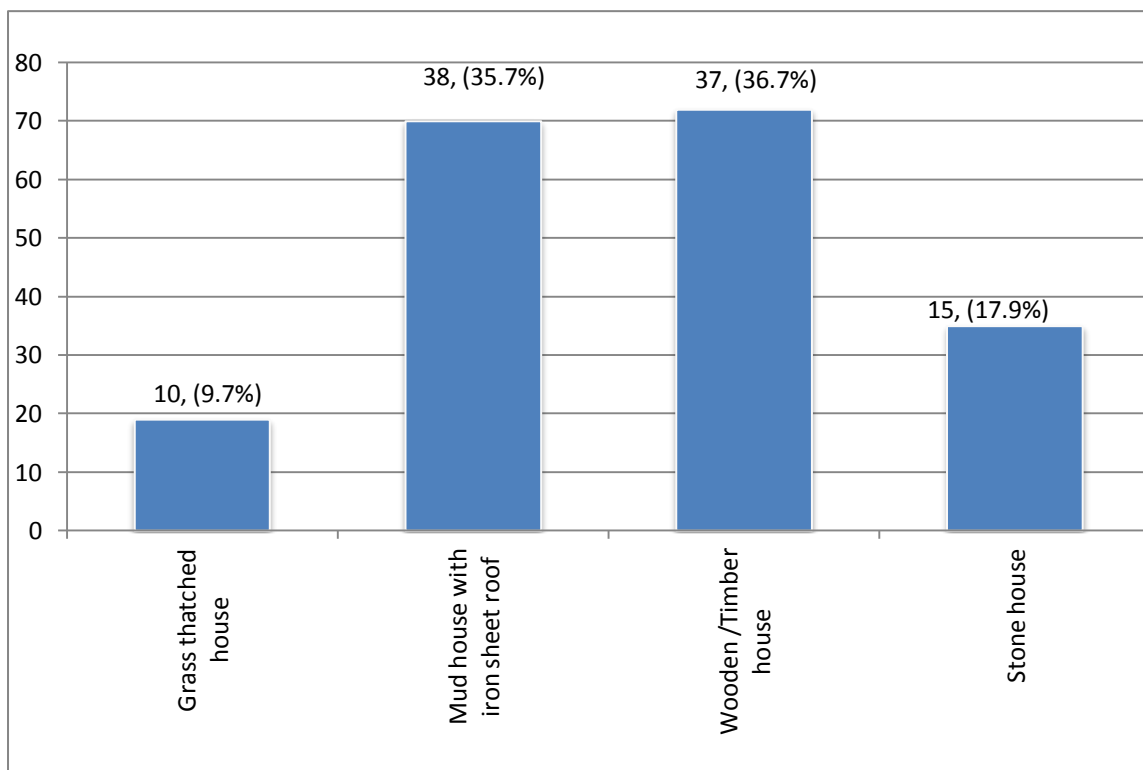


Figure 4.2: Types of Houses Students lived in

As Figure 4.2 shows, majority of students lived in either wooden/timber houses (36.7%) or mud houses with iron sheet roofs (35.7%). Fewer students lived in stone (17.9%) or grass thatched houses

(9.7%). Students living in grass thatched houses are deemed to have parents with the lowest economic status since these are the cheapest houses to construct. Families living in mud houses with iron sheet roofs are considered to be economically better off compared to those living in grass thatched houses. Those living in wooden houses are in turn at a higher economic status than those living in mud houses with iron sheet roofs. Families living in stone houses are considered to enjoy the highest level of economic status. Thus, the type of house students lived in was used as one indicator of parents' economic status.

4.4.2.2 Student missed any meal in the past seven days

The second indicator of economic status was whether or not the student's family had missed a meal in the past seven days. Figure 4.3 shows the proportions of students who had missed a meal and the number of meals they had missed.

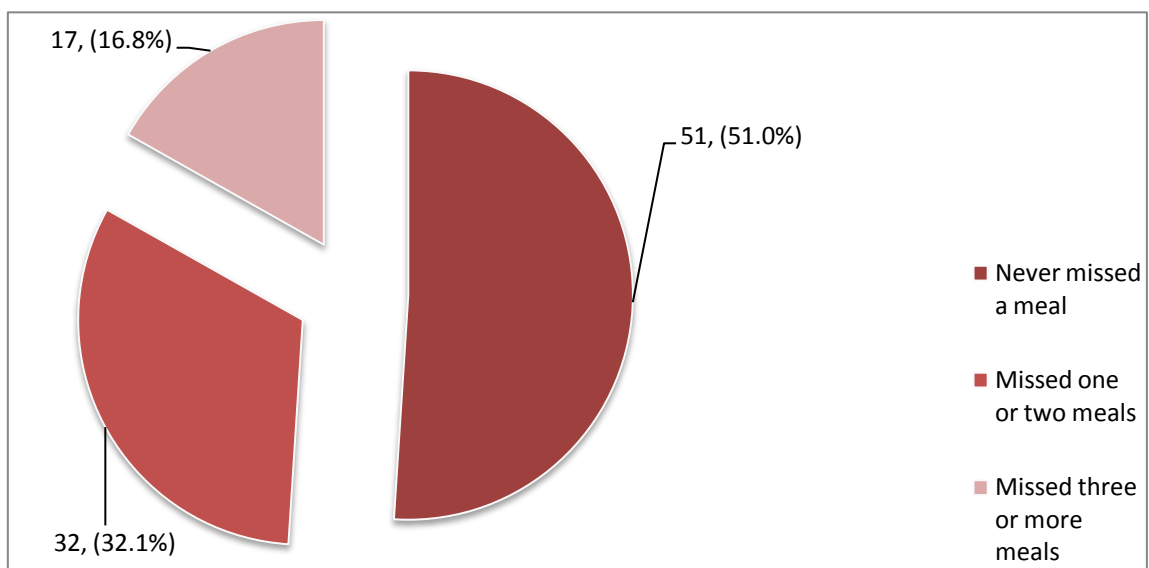


Figure 4.3: Proportion of Students who had missed a Meal

As Figure 4.3 shows, about half of the students (51.0%) had never missed any meal at home in the seven days leading up to the study. Thirty two students (32.1%) missed one or two meals and 17 students (16.8%) missed three or more meals. Lacking food is considered to be a sign of poor

economic status. Therefore, students who missed meals are considered to come from families with poorer economic status compared to students who never missed a meal. Students who missed meals more often are considered to come from households with lower economic status than those who missed fewer meals.

4.4.2.3 Parents' Level of Education

The third indicator of economic status was parents' level of education. Table 4.3 shows the education levels of the students' mothers and fathers

Table 4.4: Level of Education of Students' Parents

Level	Mothers		Fathers	
	F	%	F	%
Primary	39	39.3	21	21.4
Secondary	42	42.3	38	37.8
College	6	5.6	13	13.3
Did not know	13	12.8	28	27.6
Total	100	100.0	100	100.0

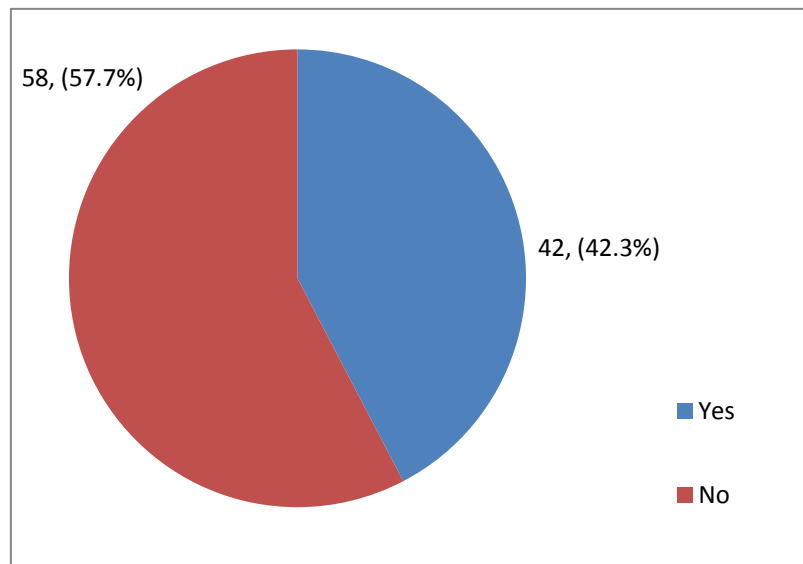
An examination of Table 4.3 shows that few of the parents had college education. Only (5.6%) had mothers with college education and 26 students (13.3%) had fathers with college education. The data further shows that more students had mothers with secondary education (42.3%) than primary education (39.3%). The same trend was observed for fathers' education whereby more students had fathers with secondary education (37.8%) than primary education (21.4%). It is also clear that students' fathers tend to have higher levels of education than mothers. Parents' with college education were considered to have higher economic status followed by parents with secondary and

primary levels of education respectively. The limited exposure to education by the parents may be conjectured to influence their little regard for educational achievement among their children. Furthermore, this finding may help explain the lack of parental involvement in their children's education and participation in school activities.

4.4.2.4 Sibling Dropped out of School due to Lack of School Fees

Finally, students were asked to indicate whether any of their siblings had been forced to drop out of school because of lack of school fees. Their responses are shown in Figure 4.4

Figure 4.4: Have Students' Siblings Dropped out of School



As Figure 4.4 shows, 58 students (57.7%) had no siblings who had dropped out of school because of school fees while 42 students (42.3%) had siblings who had dropped out. Having sibling who had dropped out of school was taken as a sign of low economic status because it signaled parents' inability to cater for school fees and other financial obligations for students to stay in school. Apart from this finding being indicative of the characteristic of coffee-picker parents in Kandara Sub-county, it further explains the difficult circumstances that the students in this area face as they struggle to achieve academically. Despite the percentage of those who did not have siblings drop out

of school being higher, the margin is small. This indicates a significant number of students had encountered school dropouts.

4.4.2.5 Parenting Styles

Parenting styles are an important characteristic of the home. In this regard, the study sought to establish, from the students, the type of parenting style they thought their parents used. The findings are presented in figure 4.5 and 4.6.

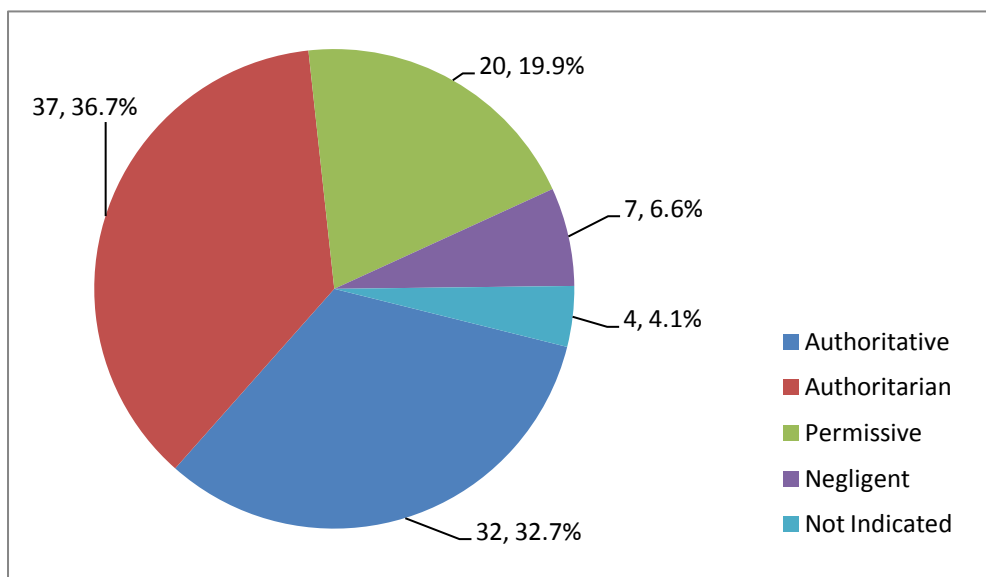


Figure 4.5: Mothers' Parenting Styles

Figure 4.5 shows mothers' parenting styles as reported by the students. Eight students did not indicate their mothers' parenting styles. Majority of the students perceive their mothers to have authoritarian parenting style (36.7%) followed by 32.7% who view their mothers as having authoritative parenting style. Of the students sampled, (19.9) perceived their mothers as permissive while (6.6%) perceived their mothers as negligent. Fathers' parenting styles are shown in Figure 4.6

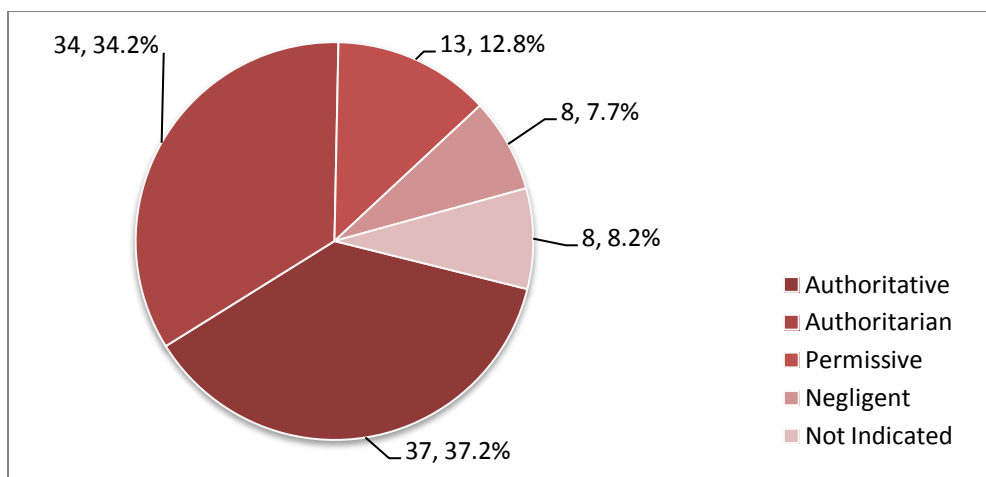


Figure 4.6: Fathers' Parenting Styles

Fathers' parenting styles as reported by the students are shown in Figure 4.6. Eight students did not report on their fathers' parenting styles. Thirty seven students (37.2%) perceived their fathers as authoritative; 34 (34.2%) students perceived their fathers as authoritarian, 13 students perceived their fathers as permissive and 8 students perceived their fathers as negligent. this findings present a variety of situations existent in the study area. The absence of a report on the fathers' parenting style could indicate the absence of a father. Those with fathers perceived them as authoritative perhaps because, as Chen (2015) asserts, that fathers often take care of the discipline of children and are likely to be perceived as authoritarian or authoritative.

4.5 The Effect of Home Environment Factors

Academic performance is linked to many factors that student confronts due to changes of life style, parents' education level, and economic background of parents or environment in general. Thus, one way to understand the relationship between the environment and academic performance is to analyze environmental conditions that might encourage students to engage in their studies, as well as environmental conditions that might distract them from their studies. Students were asked to respond to environmental factors affecting form four students in Kandara Sub-County on a five point Likert-scale type questionnaire of (SA) Strongly Agree, (A) Agree, (N) Neutral, (D) Disagree and (SD) Strongly Disagree. Thus the findings of their responses are presented in table 4.4.

Table 4.5: Effect of Home Environment on Students' Academic Performance**Students n = 100**

Statements	SA		A		N		D		SD		Total
	F	%	F	%	F	%	F	%	F	%	%
Parents visit to schools helps improve academic performance	16	16	51	51	13	13	14	14	6	6	100
At home parents talking to students about their academic work helps improve academic performance	39	39	42	42	11	11	4	4	4	4	100
Contribution of parents for extra school expenses motivate students to study hard	20	20	39	39	22	22	11	11	8	8	100
Parents participating in school meetings and other activities helps students to perform well	27	27	37	37	13	13	10	10	13	13	100
Involvement of parents in school decision making improve students' academic performance	17	17	29	29	21	21	19	19	14	14	100
Parents help School Administration In issues of discipline improve performance	26	26	42	42	19	19	8	8	5	5	
											100

Data in table 4.5 shows the student response to the six items on the question of home environment factors affecting students' academic performance. From the data obtained, Parents visit to schools helps improve academic performance it was apparent that 16% of the students strongly agreed that parents/guardians visit their school, 51% of students agreed that parents/guardian visit their school, 14% disagreed, 6% strongly disagreed meanwhile 13% were neutral. This is clear indication that parents/guardians visit the schools. The result of this study contradicts with the result by Dzever (2015) who examined the impact of home environment factors on the academic performance. The results from the study identified income, educational background and occupational level as well as

permissive parenting style as the main predictive variables influencing students' academic performance. The finding also show 39% of students strongly agreed that parents talking to students about their academic at home work helps improve academic performance, 45% of students agreed and 11% of students were neutral; 4% disagree and again 4% strongly disagree. The findings of these items show that students agreed that their parents used to discuss academic performance at home. This result resonates with Considine and Zappala (2002) in their findings were the parents provide higher levels of psychological support for their children through home environments that encourage the development of skills necessary for success at school.

The students were asked the students about the contribution of parents for extra school expenses motivate students to study hard. The results in Table 4.4 show that 20% of students strongly agreed, 39% of them agreed on the statement; 22% were neutral; 11% disagreed; while, 8% strongly disagreed with the statement. The researcher wanted to know whether the students were aware of the parents' contribution towards school expenses. The finding of the study deviate from that of Nelson, Agak and Ayod (2010) who conducted the study to evaluate home environmental factors affecting performance of day Secondary Schools Students in Kenya. The main problems faced by the day students were staying long distances from school, many domestic chores at home, and lack of family or parental support towards academic excellence.

With regard to parents participating in school meetings and other activities that help students to perform well, 'the result show that 27% of students strongly agreed and 37% of students agreed; while 13% of students were neutral, 10% disagreed and 13% strongly disagreed. Generally, the findings show that the parents/guardians' participate in school meeting and other activities. The findings concur with Considine and Zappala (2002) in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that, families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of

psychological support for their children through home environments that encourage the development of skills necessary for success at school. However, this finding contradicts the opinion made by one principal in the oral interview thus:

The parents did not participate in school meetings and other activities, only the board of the schools that were consistent. Poor attendance of parents in participating in the school meetings and other activities led to the slow progress of the school's development and made it difficult for the heads of the schools to make decisions concerning school problems. (Principal School 'A': Interview: 29/03/2017).

He continued to explain, parents, do not understand the meaning of education and their roles in supporting it.

With regard to the involvement of parents in school decision making improve students' academic performance, the study findings show that 17% strongly agreed while 29% of them agreed; 14% of students strongly disagreed; 19% of students disagreed; and finally 21% of students were neutral. The findings in Table 4.4 relate to (Halsey, 2004; Christie, 2005) who revealed that parental involvement in the activities of the school has a positive impact on students' academic achievement and the success of the school. Parental involvement boosts the morale of the teachers because of the partnership that had been established between the school and the community.

With respect to the parents helping school administration on issues of students' discipline leading to the improvement of performance, 26% of students strongly agreed, followed by 42% of students who agreed; 8% disagreed and 5% of students strongly disagreed; 19% of students were neutral. The information on this item was important to the researcher in order to know whether students agree or disagree that the parents /guardians were helping school administration in the issue of discipline. Many students agreed while the minority of the respondents disagreed. This could mean that the parents/guardians were responsible for helping school administration in maintaining students' discipline. These findings concur with Bell (2013) whose investigated the factors contribute to the decline in students' academic performance in junior secondary schools the findings of the study

show that lack of parents' involvement in the welfare of their children immensely contributes to students' low performance in the education system.

4.6 Suggested interventions on the effect of home environment on student academic performance

The final objective of the study was to propose appropriate interventions that could help remedy the low performance of students in Kandara Sub County. All the categories of respondents were asked to provide possible interventions into the negative consequences of the home environment on student academic performance. The responses from the teachers are presented in table 4.5.

Table 4.6: Strategy to Overcome Poor Academic Performance

Teachers n = 20

Statements	SA		A		N		D		SD		Total
	F	%	F	%	F	%	F	%	F	%	
We need more teachers	13	65	5	25	1	5	1	5	0	0	100
Motivate teachers by increasing salary and incentives	18	90	2	10	0	0	0	0	0	0	100
Provide adequate and quality teaching and learning resources	16	80	3	15	1	5	0	0	0	0	100
Put more security measures to ensure secure learning environment	7	35	10	50	2	10	0	0	1	5	100
Provide adequate physical facilities	14	70	5	25	0	0	1	5	0	0	100
More involvement of all school stakeholders in decision making	13	65	4	20	1	5	1	5	1	5	100
Students should be involved in decisions about things affecting them in school	10	50	6	30	2	10	1	5	1	5	100

Table 4.6 shows frequency and percentage responses regarding the statement 'we need more teachers'; the result shows, 65% of the teachers strongly agreed that they need more teachers, 25% of the teachers agreed, 5% of the teachers were neutral, 5% of the teachers disagreed that they need more teachers and none of the teachers said strongly disagree. In that statement, the results show that

majority of the teachers agreed that they need more teachers. According to interview with Principal of the school explained that:

All schools need more teachers' especially science teachers. Some schools had only one science teacher and the majority completely had no science teacher.

(Interview: 29/ 03/2017).

The results on Table 4.6 related to the study of Wallace (2013), teachers for years have been regarded as the essential catalysts for school improvement. They are the driving force in the development and academic growth of students as they are sources of knowledge and agents of change. The increase of the teacher becomes importance because of the key role that he/she plays in the delivery of quality education to the learners (Taal, 2014).

Concerning the statement 'teachers should be motivated by increasing salary and incentives' result shows 90% of the teachers strongly agreed that the teachers should be motivated by increasing salary and incentives. 10% of the teachers agreed that the teachers should be motivated by increasing salary and incentives. From this statement none of the teachers disagreed, neither strongly disagreed nor neutral. Therefore, 100% of the teachers agreed that teachers should be motivated by increasing salary and incentive to increase their morality in work place. Motivation to the teachers became a big challenge to the government as the employer of the teachers and also in private sectors who employed the teachers without motivating them. In many African countries, teachers have been striking to claim their rights but nobody listens to them. The problem continues to persist because the government has not taken initiative to solve the teachers' problems. The finding of the study is concurs with Mwangi (2011) whose finding was; development factors add a significant value to an individual teacher through training and promotion. This increases the morale of the teachers to deliver in class thereby leading to improved performance of students in their examinations. Teachers who are well remunerated are highly motivated and are likely to perform better in their subjects.

‘Provide adequate and quality teaching and learning resources’ was a statement to which was posed to teachers the answers was 80% of the teachers strongly agreed that adequate and quality teaching and learning resources should be provided. Meanwhile 15% of teachers agreed with the statement and 5% of the teachers were neutral while neither teacher disagreed or strongly disagreed. The result indicates that the majority of teachers agreed that providing adequate and quality teaching and learning resources would improve students’ academic performance. This study in agreement with (Mwangi, 2011) learning environment is imperative for the better performance of students. This better environment equips the teachers with the necessary facilities to enable them to impart knowledge to learners effectively.

With regard to security, 50% of the teachers agreed that the school should put more security to ensure secure learning environment; 35% of the teachers strongly agreed with the statement; 10% of the teachers were neutral and 5% of them disagreed while none of them said strongly disagree about putting more security to ensure secure learning environment. The findings show that a higher percentage of respondents agreed, and very low percentage disagreed and also few were neutral. These results clearly show that the schools need more security to make the environment of teaching and learning secure. The Principal school ‘A’ explained:

The environment of the schools is not safe because there is no wall surrounding the building, people pass near the classrooms while the teaching and learning process is going on, this interfere with students’ concentration during the lesson.

(Interview: 29/03/2017).

With regard to the statement, ‘Provide adequate physical facilities’, 70% of the teachers strongly agreed that the school should provide adequate physical facilities, such as good buildings and big classrooms and 25% of the teachers agreed. The minority (5%) of the teachers disagreed with the statement. The results of this statement show that the teachers with higher percentage agreed with the statement that the schools should provide adequate physical facilities. These study findings concur

with Yadar (2007) who observed that no course in science can be considered as complete without some practical work of it. The practical work ought to be carried out by individuals either in science laboratories or in classes. At the school level, practical work is even more important because of the fact that students learn by doing, foster learning and arouse the interest of the subject. Hence, the importance of laboratories and other laboratories materials for practical work and their great effects on students' academic performance in schools, are so evident.

Concerning the statement 'more involvement of all stakeholders in decision making', which constituted one of the strategies of improving academic performance, the findings show that, 65% of the teachers strongly agreed; 20% of the teachers agreed; 5% of the teachers were neutral; 5% of the teachers disagreed and 5% of the teachers strongly disagreed that more involvement of all school stakeholders in decision making was one of the strategies of improving academic performance. The results of the item indicate that the majority of the teachers agreed that the more involvement of all stakeholders in decision making' would help to improve the academic performance of students. The finding related to Bell (2013) who found that lack of parents' involvement in the welfare of their children immensely contributes to students' low performance. There is a need for other stakeholders to participate in the education of their children for the improvement of students' academic performance. Stakeholders could be involved in the provision of teaching and learning materials, either by funding the constructions of libraries, laboratories, classes, and desks or donating in kind or labour services.

In the last statement, the researcher wanted to know if the students should be involved in decision making regarding things that affect them in school. The results of the statement are as follow; 50% of the teachers strongly agreed, 30% of the teachers agreed, 10% of the teachers neutral, 5% of the teachers disagreed and finally 5% of the teachers strongly disagreed that students should be involved in decisions about things affect them in school. Data shows that 80% of teachers agreed that students needed to be involved in decisions about things affect them in school, few teachers disagree with the

statement meanwhile 10% only were neutral with the statement. Due to the results, the researcher concluded that since the majority of the teachers agreed with the statement and considering that the students also are stakeholder there was a need for the schools to involve them in decision about the things affects them in school.

Having examined teacher observations, the study also sought to establish student opinions regarding intervention measures to be taken. The findings are shown in figure 4.1 below.

Students n = 100

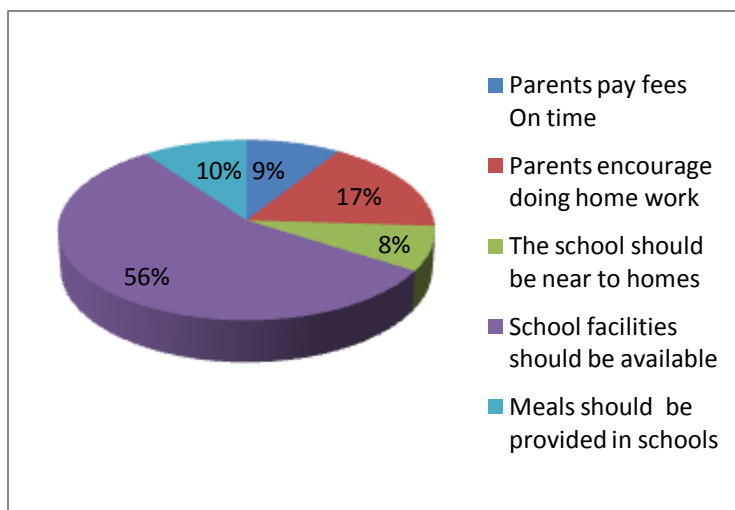


Figure 4.7 Students’ Suggestions about moral support from home

Figure 4.7 presents the opinions of the students with regard to their suggestions about parental involvement in providing moral support. The result shows that 56% of students suggested that the school facilities should be available in order to perform well; 17% of students suggested that parents should encourage them to do homework; 10% of students suggested having a meal in school would help them to perform well; while 9% of students recommended that parents should pay fees on time. Moreover, 8% suggested that the school should be near their homes. These findings may indicate that students perform poorly because parents at home fail to provide school facilities for their children such as uniform, exercise books, pens and other facilities because of an economic problem. Therefore, the parents have the big role in supporting their children by encouraging them to work

hard in education, giving them the necessary learning materials such as exercise books, textbooks, uniforms and contribute schools support fee as needed. However, the coffee picking parents seem unable to meet the demands to provide for their children as one principal asserts:

The majority of students who come from coffee picking families are poor, and could not provide them with school materials and as a result students dropped from schools. Other students came from families where the parents were divorced or separated and therefore they could not receive the psychological support they needed.

(Principal school 'E': Interview 31/03/2017).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the psychosocial effects of home environment on the academic performance of students in day secondary schools in Kandara Sub County. This chapter presents a summary of the findings; conclusions made from the findings and recommendations for policy and suggested further studies

5.2 Summary

In this section, the summary of findings is presented based on the study questions adopted for the study.

5.2.1 What home environment characteristics are typical of coffee picking parents whose children attend day secondary schools in Kandara sub-county of Murang'a County?

5.2.2 What are the perceptions of teachers regarding the influence of these home environment characteristics on the students' academic performance?

The teachers and Principals of the schools in the sample agreed that the home environment did negatively influence student academic performance. Moreover, the study found that parent's socioeconomic situation influenced their children's academic performance. Children whose parents had higher socioeconomic status were found to have better academic performance compared to children whose parents had lower socioeconomic status. they needed more teachers, who should be motivated by increasing their salary and incentives, Providing adequate and quality teaching and learning resources', putting more security to ensure secure learning environment. Provide adequate physical facilities, the involvement of all stakeholders and students involved in the decision on things affect them in school.

5.2.3 What impact do these home environment characteristics have on the students' academic performances?

The findings indicated that students in Kandara Sub-County fail to improve academic performance because of parents at home incapable to provide school facilities due to the poor economic background, these facilities such as uniform, exercise books, pen and other school facilities. The majority of students come from poor families where the parents cannot afford school materials for their children which cause some students to drop the school and others do not attend frequently the schools. The study found that mothers' parenting styles were not significantly associated with children's academic performance but fathers' parenting styles were. Children whose fathers adopted authoritative or authoritarian parenting styles performed better than children whose fathers were negligent or permissive.

Mothers' level of education did not significantly influence their involvement in their children's education but fathers' level of education did. The study found that fathers with college education were more likely to attend meetings where children's academic performance was being discussed and check their report forms and fathers with primary level of education were significantly more likely to encourage their children to study while at home and visit schools to enquire about students' performance. These findings corroborate Adesehinwa (2013) who reported the effect of family type and poor funding on students' academic achievement. Moreover, Ogbemudia and Aiasa (2013) reported lack of good home foundation for pupils as cause of poor performance.

5.2.4 What interventions could mitigate the negative effects of home environment of coffee-picker parents on student academic performance of day secondary school students in Kandara sub-county of Murang'a County?

The findings of the study show that teachers were not very keen on student needs but rather on their own needs with regard to the effect of the home environment. Data revealed that teachers sought to have their welfare considered at the expense of the student needs. This finding points at teachers perhaps neglecting student needs which could also cause poor performance.

Moreover, the study found that more parental involvement was necessary to mitigate the home environment factors that negatively impact on students' academic performance. The results of the item indicate that the majority of the teachers agreed that the more involvement of all stakeholders in decision making' would help to improve the academic performance of students. The finding related to Bell (2013) who found that lack of parents' involvement in the welfare of their children immensely contributes to students' low performance. There is a need for other stakeholders to participate in the education of their children for the improvement of students' academic performance. Stakeholders could be involved in the provision of teaching and learning materials, either by funding the constructions of libraries, laboratories, classes, and desks or donating in kind or labour services.

The study also found that students perform poorly because parents at home fail to provide school facilities for their children such as uniform, exercise books, pens and other facilities because of an economic problem. Therefore, the parents have the big role in supporting their children by encouraging them to work hard in education, giving them the necessary learning materials such as exercise books, textbooks, uniforms and contribute schools support fee as needed.

5.3 Conclusions

Based on the study findings, several conclusions were made. To start with, higher socioeconomic status as indicated by the type of house students lived in, missing meals and fathers' levels of education was significantly associated with higher academic performance. This provided evidence to conclude that parents' socioeconomic status significantly influenced students' academic performance.

Fathers' parenting styles were significantly related to academic performance but mothers' parenting styles were not. Fathers' level of education significantly influenced their involvement in children's education with. Mothers' parenting styles were not significantly related to academic performance. Mothers' level of education was not significantly related to students' academic performance or their involvement in children's education. It is possible to conclude that fathers played a more important

role in their children's education than mothers since only fathers' leveled education and parenting styles were significantly related to students' performance and it was only for fathers that level of education significantly influenced involvement in children's education

5.4 Recommendations for Policy

Based on the findings of the study, the researcher made a number of recommendations;

- 1) Students from lower socioeconomic status should receive more attention from the teachers as they are likely to have poorer academic performance
- 2) Since fathers' parenting styles and levels of education are significantly related to students' academic performance, schools should work more closely with fathers towards improving students' academic performance
- 3) Parents, especially fathers, should be encouraged to be more involved with their children's education since the study found that parental involvement was generally low

5.5 Recommendations for Further Research

Based on the findings of the study, the researcher made the following recommendations for further research;

- 1) Similar studies in other parts of the county to determine whether these findings can be replicated
- 2) Studies to find out whether parents' socioeconomic status influence other student behaviors such as drug abuse and delinquency
- 3) Studies to find out whether parents' level of education influence other student behaviors such as drug abuse and delinquency
- 4) Studies to find out whether other demographic factors such as gender influence parents' involvement in children's education

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APPENDICES

APPENDIX 1: TRANSMITTAL LETTER

KENYATTA UNIVERSITY
P.O. Box 43844-00100 Nairobi, Kenya

Date: 25th January, 2016.

Dear Respondent,

RE: MASTER OF ARTS IN PSYCHOLOGY RESEARCH

I am a postgraduate student at Kenyatta University, pursuing the Masters of Arts Degree in Counseling Psychology. I am conducting a research on the “Psychosocial Effects of Home Environment of Coffee Pickers on Their Children’s Academic Performance: A Case Study Of Secondary Day School Students In Kandara Sub-County, Murang’a County”.

I will greatly appreciate your cooperation, more so your assistance in responding to the following questions to the best of your knowledge and understanding. All your responses will be treated with utmost confidentiality.

Yours Faithfully,

Jane Mwaniki

APPENDIX II: QUESTIONNAIRE FOR SCHOOL PRINCIPALS

Dear Principal,

The purpose of this questionnaire is to collect information to aid my study on the Psychosocial Effects of Home Environment of Coffee Pickers on Their Children's Academic Performance. The study focuses on Kandara Sub-County, Murang'a County, and all responses given will be used for academic purposes only. Please do not to include your name on the questionnaire.

Section A: Demographic information

(Instructions-tick where appropriate)

1. Which of the options below best represents your gender?

Female

Male

2. Please indicate your highest level of education.

Doctorate

Master's

Bachelor's

Diploma

Certificate

3. How many years of professional experience do you have in teaching?

Less than 5

6 – 10

11 – 15

16 – 20

21 – 25

26 – 30

Section B: Impact of Parents' concern on students' academic performance

4. How many times do you hold academic clinics in this school?

One a term Occasionally When need arises Once a year Never

5. Kindly state any other activity you hold in your school to enhance academic performance.

- i.
- ii.
- iii.
- iv.
- v.

6. How would you rate parents' participation in reviewing their children's academic performance?

Very Good Good Average Poor

7. How do you rate the involvement of parents on their children's performance?

Very Often Often Rarely Very Rarely Not at all

Section C: Parenting Styles and academic Performance.

8. Do parents come to this school during the term to enquire about their children's performance?

At times Rarely Occasionally Any other

9. According to your interaction with the parents which of the stated parental styles are portrayed by the parents in your school?

Authoritative Neglectful Permissive Authoritarian

10. Students who drastically drop in their performance , do you sermon their parents to find a remedy for the drop?

Yes Rarely If drop is significant Hardly At times

11. Estimate Parents attendance to schools education days

0 – 20% 21 - 40% 41 - 60% over 61%

12. How do you deal with indiscipline cases?

Send away Punish Dont Bother Summon Parents Counsel Any other

13. Do you follow up on truancy per class and summon the parent / guardian?

14. What Suggestions do you propose to help remedy the situation?

15. How often do parents visit the school?

1-3 times in a week Once in a month Once per term Any other

a) Which parent gender is mostly in the school?

Male Female

b) What type of information do they consult the teachers/administration on?

School Fees Student Performance Both Any Other

16. When parents come into the school, how do they handle their children's performance?

i) They do not bother about their poor performance.

ii) They reward their children as per their performance.

iii) Any other _____

17. How often does the school hold academics clinics?

i) once in a term ii) When need arises iii) there are no academic clinics in the school.

iv) Once in a year

b) Students who perform well in academics are recognized by the school.

i) Once in a while ii) Always iii) Never

18. State the percentage of the students reporting back to school after school breaks

0 – 20% 21 - 40% 41 - 60% over 61%

19. Stage the percentage of student level of absenteeism due to school fees

0 – 20% 21 - 40% 41 - 60% over 61%

THE END

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Dear Student,

The purpose of this questionnaire is to collect information to aid my study on the Effects of Home Environment of Coffee Pickers on Their Children's Academic Performance: A Case Study of Secondary Day School Students in Kandara Sub-County, Murang'a County. The study is for academic purposes only. Please do not to include your name on the questionnaire.

Section A: Demographic Information

(Instructions-tick where appropriate)

1. Indicate your gender.

Male

Female

2. State your age

3. Which of your parents is/are involved in coffee picking as a form of employment?

Father

Mother

Both

4. What kind of a house do you live in?

Grass thatched house

Mud House with iron sheet roof

Wooden. Timber house

Stone House

5. Have any of your brothers or sisters dropped out of school because of school fees in your class?

Yes No

6. Do you have electricity in your house :

Yes No

7. In the past seven days , how many times have you missed a meal at home?

8. Indicate highest level of education that your parents has attained.

	Mother	Father
Primary		
Secondary		
College		
University		
I don't Know		

Section C: Influence of family Involvement on students' academic performance

9. Which of your parents attends school PTA and other meetings where students' performance is discussed?

Father/ Mother Both father and Mother Neither parent

10. Which of your parents check your report forms at the end of the term?

Father/ Mother Both father and Mother Neither parent

11. What Mean Grade did you attain in your Kandara Sub-County Exams

12. Which of your parent encourages you to study while at home

Father Mother Neither Parent

13. How do your parents motivate you to work hard in school?

14. Which of your parent visits the school to enquire about your performance?

Father Mother Neither Parent Both Parents

15. Do your parents check on your home work?

Yes No At times Never Any Other

16. Do your parents allow you adequate time to do home study ?

Yes No At times Never Any Other

17. Do your parents supervise your home study?

Yes No At times Never Any Other

18. How many household chores are allocated to you at home during the school term?

Appendix IV: Consent Form for Students and Other Respondents

I kindly invite you to share your views on practices and school activities that influence academic performance in day secondary schools in Kandara Sub- Couty. The outcomes of the study are expected to provide useful practices to the Ministry of education, teachers, Parents, students, researcher, school administrators and society in improving the academic performance. The interview will approximately be 45-60 minutes long.

Should you agree to be involved in this study, you will need to understand the following:

- (a) The researcher will take a note your response as you provide your views about the success factors for student academic achievement.
- (b) The participation is voluntary and you are free to withdraw at any time you feel uncomfortable to continue.
- (c) The information that you are going to provide will be held in confidentiality and anonymity of record identifying you as participant will be maintained.
- (d) In case you have any question or you need clarification you are mostly invited to ask.

Thank you in advance for your valuable time and cooperation.

Informed Consent Form

I..... agree to be interviewed and take part in this study about my opinions basing on the purpose of the study. I understand that my participation is on a voluntary basis. Also, I understand that I can withdraw at any time when I feel uncomfortable and I will not be penalized for this. I understand that, any information which might potentially identify me will not be used in published materials

I agree to have the interview recorded

Signature of participant

.....

Date.....

Signature of researcher

.....

Date.....

Appendix V: Reliability Testing - Teachers

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.867	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
We need more teachers	9.15	16.239	.276	.283	.868
Teachers should be motivated	9.55	16.787	.747	.755	.837
Povision of adequate and quality resources	9.40	16.674	.398	.406	.850
Put more security measures	8.75	12.724	.739	.670	.801
Provision physical facilities	9.25	13.671	.812	.749	.796
Involvement of school stakeholders	9.00	11.684	.745	.803	.802
Students involvement in decision making	8.80	11.221	.821	.897	.785

Appendix VI: Reliability Testing - Students

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.609	.615	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Teachers do not consult parents	42.62	52.218	.274	.247	.586
Parents not involved in decision making	42.62	53.672	.192	.267	.601
School administration	43.15	54.513	.252	.281	.591
School attendance	43.70	55.889	.307	.202	.590
At home parents talk	43.47	56.656	.134	.251	.606
Relatives contribution	42.91	53.658	.274	.327	.587