

**PERCEIVED EFFECTS OF FAMILY FACTORS INFLUENCING PUPILS'  
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN SOY  
DIVISION, ELDORET WEST DISTRICT**

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**JULY, 2015**

**DECLARATION****Declaration by the candidate**

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### **DEDICATION**

This work is dedicated to my wife Mrs. Jephchir Henry who has stood in for my education and my children: Kevin Kibiwot and Emmaculate Jelimo for commendable patience during my study period.

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### ABSTRACT

The purpose of this study was an investigation on the influence of some selected family factors on the academic performance of pupils in public primary schools in Soy Division Eldoret West District. The specific objectives of the study were; to establish how the income level of the pupils' family as well as the occupation, educational attainment and size has on pupils' academic performance in public primary schools in Soy Division Eldoret District. The study adopted a descriptive survey research design. The study was based on education production theory by Coleman (1966) which emphasize on application of the economic concept of a production function to the field of education. The target population was 334 teachers, 835 pupils and 334 parents. Stratified, purposive and simple random sampling methods were used to select 100 teachers, 250 pupils and 100 parents who participated in the study. The research used questionnaires and interviews as data collection instruments. Two sets of questionnaires were used. Validity of the research instruments was ensured by availing the instruments to Moi University lecturers and supervisor and integrating their comments in revision of the instruments. Reliability was done by use of Cronbach Alpha. Data was analyzed using descriptive and inferential techniques such as percentages, means and then presented using pie charts, table and graphs. ANOVA was used to test the hypotheses of the study. The study found out that majority of parents were from lower socio-economic class. They lived in mud houses which are iron sheet roofed and own between 1-5 acres of land. The findings were that the income levels positively affected provision of textbooks, learning materials ,school uniforms ,food and medical services to pupils. Pupils from low social economic status were found to have an average academic performance. Parents whose occupation was low had more children who performed poorly. This implies that the lower the parents occupational level, the poorer pupils' performance tends to be. Educated parents positively influence the learners academic performance by buying textbooks. Families which have 0-5 members performed averagely and that those families with 17 and above members performed averagely as well. Based on this finding it was found out that family size did not affect academic performance of the pupils'. Based on the findings, the study recommended the use of better farming techniques and the government to allocate more funds to lending institutions at affordable interest rates. The government should fund income generating projects by giving out loans with subsidized interest rates. Parents should improve on their education level through adult education programs. The study further recommended that families should be encouraged to embrace family planning programs.

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**LIST OF ABBREVIATIONS**

<b>DEO</b>	District Education Officer
<b>FPE</b>	Free Primary Education
<b>KNEC</b>	Kenya National Examination Council
<b>MOE</b>	Ministry of Education
<b>NGO'S</b>	Non Government Organizations
<b>PDP</b>	People Democratic Party
<b>PISE</b>	Programme International Pupil's as family factors
<b>QQ</b>	Quality Quality
<b>SAP</b>	Structural Adjustment Programmes
<b>UBE</b>	Universal Basic Education
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nation Education Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UPE</b>	Universal Primary Education

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.0 Introduction

This is the introductory chapter of this thesis. It presents the background information, statement of the problem, the research objectives and the research questions. It also contains significance of the study, the scope of the study, limitations, assumptions, conceptual framework and theoretical framework and operational definition of terms.

#### 1.1 Background to the Study

A person's education is closely linked to their life chances, income, and wellbeing (Battle & Lewis 2002). Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It's generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. Therefore it's important to have a clear understanding of what benefits or hinders ones educational attainment.

Ford (2006) while examining parental influences on African American students' school achievement by focusing on specific socio-demographic factors, including parents' level of education, marital status, and family income observed that at high and middle socio-economic status, parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. While investigating the determinants of international students' academic performance, Jing-Lin (2009) compared

performance between Chinese and other international students. The results found that the perceived importance of learning success to family, English writing ability and social communication with their compatriots were significant predictors for all international students. Akanle (2007) studied socio-economic factors influencing students' academic performance in Nigeria, he found that insufficient parental income, family type and lack of funding by governments were factors influencing students' academic performance. The achievement of students was negatively correlated with the low socio-economics status level of parents because it hindered the individual in gaining access to sources and resources of learning (Eamon, 2005). Checchi (2000) study concluded that family income provides an incentive for better student performance; richer parents internalize this effect by investing more resources in the education of their children.

A study by African Population Health and Research Centre in Kenya, observed that performance of pupils in reading and mathematics was largely influenced by the socio-economic background of their parents, where they live, and whether or not they aspire to go to University, Aduda (2010). However, Hijazi and Naqvi (2006) found that there was a negative relationship between student performance and student family income. Similarly, Beblo and Lauer (2004) found that parent's income and their labour market status have a weak impact on children's education.

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Achievement is influenced by personality, motivation, opportunities, education and training (Battle & Lewis 2002).

Among the painful effects of academic underachievement are stigmatization, drop out and loss of set goals. Gesinde (2004) asserts that poor performance in examination do have negative effects on the candidates. It is also reported that poor performance in examination contributes significantly to examination malpractice; family factors now prevalent in public examinations. Some studies report that students from low economic status are more likely to leave primary school before completion than the general population (Brown, Rosen, Hill & Olivas, 1980).

The low educational occupational status of many students' families has been viewed as an influential determinant of students' memory an academic achievement. Some research reports (Akinsola & Tijani, 2004) also suggests that students who come from low economically status are more likely to lack materials and perform poorly in school than those from more economically stable families. Tella and Tybo (2007) investigated parental education, peer and gender effects on academic achievements on secondary school students in Botswana and found that academic achievement correlated with parental education. The same study revealed that students from parents with high educational qualifications perform better than those from parents with lower educational qualifications. All these imply that socio-economic background is a potent influential factor in factual recall and academic achievement.

Education is the key driver of socio economic development in any society. The Millennium Development Goals (No 2.) states; that there is need for government to ensure that by 2015, globally boys and girls alike will be to complete a full course of primary schooling. In order for children to enroll and complete primary education

without drop out or repetition, then children need to enter school ready to learn and the schools must also be ready to receive and retain the children. Kenya like other nations the world over recognizes the role of education as a pre-requisite for development, improving human condition and for instilling confidence in the individual (UNICEF, 1989).

The FPE program has seen public schools well with a huge student turn-out but without an equal match in in-infrastructure and the number of teacher's as well as the quality of education and subsequent performance. Many factors such as lack of facilities in schools, lack of teacher's, indiscipline, favorable home environment, low intelligence, have been found to cause poor academic performance (Ndirangu, 2007). While these factors have been identified as possible factors that contribute to the variations in academic performance not much has been done in Kenya to show the role played by the family factors.

One's access to resources has clear implications for many outcomes, including academic achievement. Parents in low-income communities are less engaged with homework, less likely to attend events at school, and are more likely to defer to teacher opinion (Drummond & Stipek, 2004). Ginsburg and Bronstein (1993) report that family factors accounted for a substantial portion of the variance in children's academic performance. DeGarmo, Forgatch, and Martinez (1999) found family factors to be significantly related to parenting practices which had direct effects on achievement. According to the examination report released by the Kenya National Examination Council and the Ministry of Education for the years 2007 – 2010. The Soy Division is showing some improvement. Though there is an upward trend in academic performance, the academic

performance in this division is still low. The issue is that there is low percentage of students getting a mean of C+ (250mks). This shows that few pupils' qualify to join provincial and national secondary schools due to the poor performance in their class eight examinations. This information is presented in Table 1.1 below

**Table 1.1: KCPE analysis of Soy Division, Eldoret West District of Years 2008-2011**

Year	2008	2009	2010	2011
Mean Grade	272.41	273.52	278.49	287.49

(Source District Education Office Soy Division, 2011)

From table 1.1 it is clear that, over the years, the divisions mean score has been less than 300 an indicator that the academic performance is low. This research therefore seeks to establish whether some selected family factors could be affecting academic performance of pupil's in Soy Division of Eldoret West District.

## **1.2 Statement of the Problem**

Poor academic performance of students has been of great concern to educationists and other stakeholders in Kenya (McClland, 2000). It is through education that human beings acquire knowledge, skills, moral values and attitudes which are necessary to sustain a society (UNESCO, 2005). Family socioeconomic status is typically broken into three categories, high family factors, middle family factors, and low family factors to describe the three areas a family or an individual may fall into. Academic achievement is an important predictor of adjustment and has been associated with several factors such as parenting styles, parental involvement, family conflict, homework behaviors, cognitive

ability and socio economic status (Coleman, 2005). According to Uasin-Gishu County Integrated development plan (2014), Uasin, Gishu County has a poverty index of less than 2. However, Soy division has a poverty index of 3.1. In addition, the division is rated average academically as per the County rankings (Uasin Gishu County Education Office 2014). This research therefore sought to establish the effects of some selected family factors on academic performance of pupils' in public primary schools in Soy Division Eldoret of West District.

### **1.3 Purpose of the Study**

The main purpose of the study was to establish the influence of some selected family factors on the academic performance of pupils' in public primary schools in Soy Division Eldoret of West District.

### **1.4 Objectives of the Study**

The study sought to achieve the following specific objectives;

- i. To establish the influence of parent's income levels on the academic performance of the pupils.
- ii. To establish the influence of parents occupation on the academic performance the pupils.
- iii. To establish the influence of parents educational attainment on the academic performance of the pupils.
- iv. To find out the influence of family size on the pupils' academic performance.

### **1.5 Research Questions**

The main research question was to find out effects of some selected family factors on the academic performance of pupils' in public primary schools in Soy Division. In addition, the study sought to answer the following research questions;

- i. How does the income level of the parents affect the pupils' academic performance in public primary school in Soy Division of Eldoret West District?
- ii. In what ways does the occupation of the parents influence the pupils' academic performance in public primary school in Soy Division of Eldoret West District?
- iii. How does the educational attainment of parents influence on the pupils' academic performance in public primary schools in Soy Division of Eldoret West District?
- iv. What are the effects of size of the family on their academic performance in public primary schools in Soy Division of Eldoret West District?

### **1.6 Significance of the study**

The study is of benefit to the Ministry of Education when formulating policies aimed at improving the academic performance of primary school pupils' by addressing their family factors. This has already been implemented in some areas with the introduction of school feeding programs. The study will enable school teachers to understand and have equal treatment on pupils' from different family social economic status. This will go a long way to help the pupils' from financial challenged background to feel comfortable and compete competitively in class. Furthermore this will improve the overall performance of pupils' from different backgrounds in primary schools in Soy Division. Teachers will be more advised on how to handle different social class family factors of

pupils' and trained to efficiently monitor pupil's with low self-esteem due to the social background.

### **1.7 Scope of the Study**

This study was conducted in Soy Division in Eldoret West District Rift Valley province. Soy division has 52 public schools with an estimate of 15,000 pupils and 480 teacher's and 3000 parents. This study sought to investigate the perceived effects of the selected family socio-economic factor (family income, education level of parent, parent occupation and pupils' (family size) on academic performance of pupils' in public primary school pupils in the division. The study was carried out January to March 2014 when schools were on session.

### **1.8 Limitations of the Study**

The limitations of the study were that firstly due to sensitivity of the study, respondents may withhold some useful information on their socio-economic status. This was avoided by assuring them that the investigation's findings shall be kept confidential and will only be used for academic purpose only.

Secondly, biasness of the respondents may lead to inaccurate results. The research study adopted semi-structured questionnaires which would control the variable of the study and also allow the respondents to express their feelings and their opinion. The researcher overcame this by concealing the identity of the respondents.

### **1.9 Assumption of the Study**

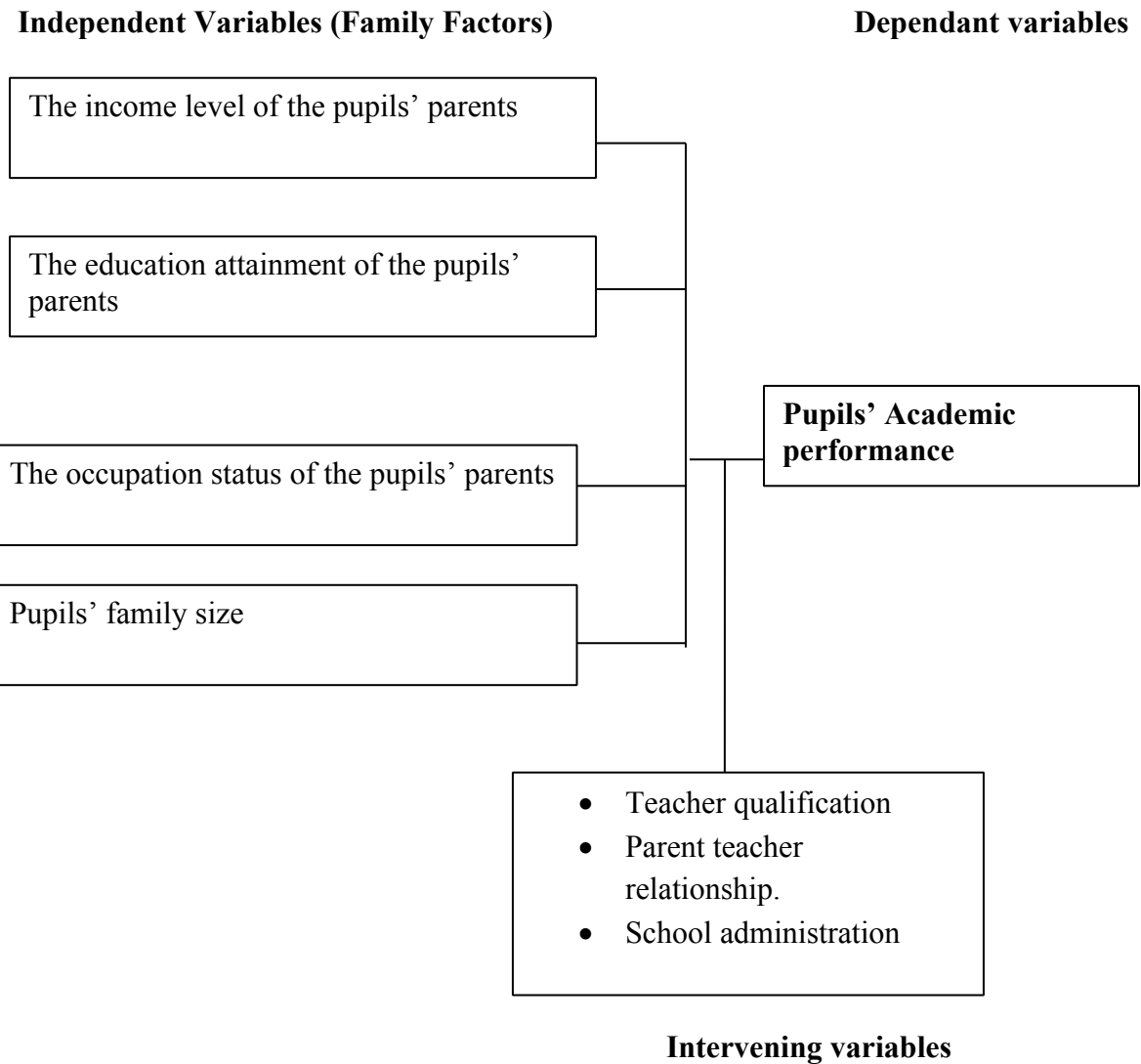
This study made the assumption that every public primary school pupil has either both parents or one. Only those pupil's' with at least one parent were allowed to participate in the study. The study assumed that the administration of the schools cooperated in conducting the study by granting permission and support where necessary. The study also assumed that the schools sampled in the division were representative to the whole Division and that the results could easily be projected to give a true picture across the division. The study further assumed that the sampled schools gave a true representation on the schools in SOY division.

### **1.10 Theoretical Framework**

This study was based on education production function theory by Coleman (1966) as cited by Reynolds et al. (2011). The study posits that some schools differ significantly in terms of their effectiveness for particular pupil groups, in studies of what has become known as differential school effectiveness. The study related various inputs affecting a student's learning (schools, families, peers, neighborhoods) to measured outputs including subsequent labor market success, college attendance, graduation rates, and most frequently, standardized tests scores. The original study that prompted interest in the idea of education production functions. The study concluded that the marginal effect of various school inputs on students' achievement is small compared to the impact of families and friends. This theory can be effectively used especially where pupils' are not performing or are underperforming. In such family factors, the blame goes to the parent or guardian who is unable to provide the basic necessities to the children especially those

of low social class. Family income, education of parents, socio economic status, basic home amenities as well as cultural and psychological factors have all been studied for their influence on children's academic performance. Learning resources provided by the parents aid academic performance and stimulate their learning. A large number of successive studies, increasingly involving economists, produced inconsistent results about the impact of school resources on student performance, leading to considerable controversy in policy discussions. The interpretation of the various studies has been very controversial, in part because the findings have directly influenced policy debates. Two separate lines of study have been particularly widely debated. High economic status makes such children achievers and dream of better career than which in turn becomes a role model for the young in community. The term education production function in this case refers to the process by which educational inputs are converted to outputs. The education production function theory assumes that the difference in quantities and qualities of school inputs are responsible for the variations in educational outcomes. This study was therefore aimed at determining the perceived effect of educational input on the output (academic achievement).

### 1.11 Conceptual framework



**Figure 1: Conceptual framework**

In this study the independent variables were, the income level of the pupils' parents, the education attainment of the pupils' parents, the occupation status of the pupils' parents and the pupils' family size. These variables influence the pupils' academic achievement (dependent Variables). The extraneous variables were teacher qualifications, parent teacher relationship and school administration. These Variables were integrated in designing the main data collection tools to minimize their effects on the study findings.

### **1.12 Operational Definition of Terms**

**Academic Performance** – Refers to the mean score obtained by pupils' in an examination. In this study it refers to evidence of knowledge acquisition, literary and learning through pupil's end of term / year examination or cumulative grades.

**Educational attainment-** The highest level of education an individual has completed from primary to university levels. The study investigated the influence of educational attainment of pupils' parent's on pupils' academic performance in public primary schools.

**Family Factors** - Certain life situations such as single parenting, domestic violence, and other stressful events can contribute to the likelihood of maltreatment, particularly when parents are isolated socially or lack sufficient emotional or financial support.

**Family Size** – This refers to the number of children in the family including siblings, twins, adopted children and other dependants.

**Income levels** – Income refers to consumption opportunities gained by an entity within a specific time frame which is generally expressed in monetary terms. In this study it refers to household and individual income a level which is the sum of all the wages, salaries, profits, interest payments, rents and other forms of earnings received in a year.

**Occupational status** - The state of being in an activity or service for wages or salary. It's a way through which one earns a living.

**Parents** - Are caretakers of the offspring's in their own species. In this study parents are the man who sired the child and female who gave birth to the child.

**Public primary school** – It's a place for elementary learning. In this study it refers to elementary class 1-8 which is supported by public funds and providing free education for children of a community or district.

**Socio economic Status** –Social and academic standing of an individual and or a group as measured using a certain criteria. In this study parental occupation, parental educational level, family income and family size are used as measures of socioeconomic status.

### **1.13 Chapter Summary**

This chapter shed light on the background information of the study, statement of the problem, the research objectives and the research questions. It has also shed light on the significance of the study, the limitations of the study, scope of the study, assumption of the study conceptual framework and theoretical framework, operation of definition of terms. The next chapter presents a review of literature in relation to the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides review of literature related to the effects of selected family factors on academic performance of pupils' in public primary schools. The researcher looked at recommendations made by various authors on matters related to the effects of family factors on academic performance. The sources of literature included: scholarly journals, thesis, textbooks, periodicals and computer search on the internet. The chapter is divided into the following subheadings: family involvement in their children education activities, family income and the pupils' academic performance, parents educational level and the pupils' academic performance, parent's occupational status and the pupils' academic performance, family size and the pupils' academic performance related studies and a chapter summary.

#### **2.1 Family Involvement in Children's Educational Activities**

Parent involvement in education has many faces and assumes varying degrees (Vaden-Kierman & McManus, 2005). Research has indicated that there are positive academic outcomes stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond (Patrikakou, Weissberg, Redding, & Walberg, 2005). Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates. It has been shown that children whose parents are involved in early childhood or participate with their children in early childhood programs, have higher cognitive and language skills than do children whose families are not involved or part of such programs. Also, children who participate in early

childhood programs that had strong family collaboration are more likely to be better prepared for school. Most importantly, benefits continue to be evident even later, as these children have fewer grade retentions and are more likely to graduate from high school (Henderson & Mapp, 2002).

Muola, (2010) found low correlation between parental involvement or encouragement and academic achievement. The researcher explained that the nature of encouragement given to the child by his parents is important as far as the academic achievement is concerned. Parents who through encouragement pressurize their children by making too high demands may create in them anxiety and fear of failure instead of providing effective morale to do well in academic work (Muola, 2010). Koskei (2012), pointed out that 90.9% of students whose parents were involved in education scored below average in the standardized scores.

According to Ayodo, (2009), research findings shows that children guided in doing homework by parents must be involved in their children, especially in lower primary for better academic foundation. Parents hold expectations for their children's schooling and may communicate their expectations to their children. There are many reason that parents may seem uninterested or don't hold high expectations for their children's performance. Kenya's education system puts a lot of emphasis on academic performances. In national examination, schools are ranked according to how well they excel in the examinations. Parents are willing to sacrifice and spend more on their children to get quality relevant education (Ongeti, 2005).

The amount of time that boys spend in studies after school affects their academic performance to a great extent. Spending time in non-academic activities lowers boys' academic performance and spending more time in studies boosts boys' academic performance (Mutuma, 2011). Besides, studies have demonstrated that parental involvement in school activities and in their children's academic work is positively associated with school achievement (Horvat, Weininger and Largeau 2003).

Children have two main educators in their lives: their parents and their teachers at school. Parents are the prime educators until the children attend nursery or start school and remain a major influence on the children's learning through school and beyond. There is no clear line to show where parents' input stops and the teachers' input begins. The parents and the school both have crucial roles to play and the impact is greater if parents and schools work in partnership (Scott, 2003). Many parents are already involved in their children's education. Research findings reveal that engaging in leisure activities such as artistic and music related leisure, reading for pleasure and writing for pleasure all have positive effects. Each of them increases the likelihood of getting a first degree, taking a course in adult education and being a member of a voluntary organisation. According to Robson (2003), these activities also raise earnings potential in later life. There is a remarkable boost to the learners' academic success when parents are involved in their education (Eliason & Jenkins, 2003).

Ogbemudia and Aiasa (2013) reported lack of good home foundation for pupils as cause of poor performance by students; Achieng (2012) found home factors, student factors and

institutional capacity as the causes while Adesehinwa and Aremu (2010) posited that factors resident in child, family, society, government and the school may be composite causative effects for these downtrend; they, however concluded that there is a need for each of these variables to be considered extensively, hence the focus of this study to critically consider influence of home on academic performance of secondary school students. Other studies showed that the level of family cohesion (Caplan et al., 2002 as cited by Diaz, 2004), and family relationships (Buote, 2001) proved themselves capable of predicting performance. Schiefelbaum and Simmons (2000) (cited in Adell, 2002) 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 social class variables and the educational and family environment.

A home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. The 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 most 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 or diminishing 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 psycho-social emotional fortification in the family background could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a prerequisite to academic achievement (Adebule, 2004).

Cotton and Wiklund (2005) ably coped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in teacher-parent association and help children develop plans for their future children are more likely to respond to and do well in school. McMillan (2000) noted that parental pressure has a positive and significant effect on public school performance.

Ryan (2005) reported that academic achievement is positively related to having parents who enforce rules at home. The obviousness of the research findings reported that family involvement improves faces of children's education such as daily attendance (Simon 2000). Parental involvement in their children's education has been linked to increased levels of academic performance in the classroom (Bobetsky, 2003). Increased levels of parental expectations to high academic achievement leads to increased student achievement, as well as an increase in the amount of time spent completing homework

outside the classroom. It is argued that parents expectations are very powerful as they encourage students to excel academically(Catsambis,2001).Some parents may feel that their participation is not necessary given that their child is doing well in school and others may have no history of being involved and see no reason to begin doing so (Dwyer & Hecht, 2001).

Basically, parents' involvement in their child's learning process offers many opportunities for success. According to Centre for Child Well-Being (2010), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. On academic achievement, Pinantoan (2013) pointed out the influence of parental involvement on a student's academic success should not be underestimated. He pointed out that students with two parents operating in supportive roles are 52% more likely to enjoy school and get straight A's than students whose parents are disengaged with what's going on at school. Conway and Houtenville (2008) revealed that "parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial.

Education is the best legacy a nation can give to her citizens especially the youth (Gesinde, 2004). This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Frequent changes of ministers and commissioners of education by successive government

coupled with the politicization of education by political parties that emerged in the country's political scene since 1979 have also brought about disparity in educational practices, which caused differential academic performance and classroom functioning of both teacher's and pupils' in sub-Saharan Africa (Kraus, 2008). This study examined the perceived effects of family factors responsible for the poor academic performance of public primary school pupils in Soy Division of Eldoret West District.

## **2.2 Family Income and the Pupils' Academic Performance**

Research has found that there is a high risk of educational underachievement for children who are from low income housing circumstances (Arias & de Vos, 1996). Children from low SES family are at a higher risk than advantaged children for retention in their grades, special deleterious placements during the school's hours and even not completing their secondary school education. Schools in poverty stricken areas have conditions that hinder children from learning in a safe environment (Arias & de Vos, 1996). In addition, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu and colds. These illnesses could potentially restrict a child's focus and concentration. Students from high SES families have favourable environment and availability of educational materials (Wood, 2002). Moreover, students from high SES families have enough time to stay at school as their parents are able to pay school fees and other contributions (Best & Kahn, 2006). Therefore, it seems that children whose families have income below the poverty line are far less successful educationally than children who live in families with income above the poverty line.

According to Evans (2004), lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic and intact families. Evans repeatedly discovered that low family factors children are less cognitively stimulated than high family factors children, as a result of reading less and being read to less, and experience less complex communications with parents involving more limited vocabulary.

According to Rwezahura (2005) in low socioeconomic environment children may have socialization experiences that promote competitiveness and reliance on external support. Woolfolk (2004) supports by arguing that because low SES students may wear old clothes, speak in dialect or be less familiar with books and school activities, teachers and other students may assume that those students are not bright and teachers may avoid calling them to answer questions in the classroom to protect them from embarrassment of giving wrong responses. Research findings by Kapinga (2014) in Tanzania indicated that economic factors are major causes for persistent mass failure in schools.

Family factors status is typically broken into three categories, high family factors, middle family factors, and low family factors to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories and or all of the three variables (income, education, and occupation). A fourth variable, wealth, may also be examined when determining socioeconomic status. Additionally, low income

and little education have shown to be strong predictor of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary disease, and schizophrenia (Iacovou, 2001).

Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist John Maynard Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of family factors because it is relatively easy to figure for most individuals (Dugas, 2003). A division in education attainment is thus born out of these two differences in child rearing. In theory, lower income families have children who do not succeed to the levels of the middle income children, who feel entitled, are argumentative, and better prepared for adult life. The achievement gap between middle - income during early childhood would help poor children more than children from wealthier families. Children whose families faced deep and persistent poverty registered the largest achievement gap which again suggests that these children would again reduce the gap with an added income. This study therefore sought to find out the effects of parents' income on pupils' academic achievement in Soy division.

### **2.3 Parents Educational Level and the Pupils' Academic Performance**

Parental education is the other socio-economic factor likely to influence academic performance of their children. Krashen (2005) concluded that students whose parents were educated scored higher on standardized tests than those whose parents were not

educated. According to Ermisch and Francesconi (2001), there was significant gradient between each parent's educational level and their child's educational attainment.

This study considers the educational attainment of parents as an important variable that deserves to be investigated and its effects on pupil's' academic achievement. This is because several other studies especially from developed countries have defined family background as consisting of these variables; the educational attainment of parents, parent's occupation, income and parental involvement in education. Thus parent educational attainment has tended to be assumed to have some fractional relationship with students' academic achievement. This assumption is adopted in this study.

Engin Demis (2009) argue that research has consistently shown that students' academic achievement has been influenced by background of family characteristics such as socio-economic status of parents, level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in students' performance. As indicated on the Third International Mathematics and Science Study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.

Home background according to Programme International Student As family factors (PISA) influences academic and educational success of pupil's and school work, while socio-economic status reinforces the activities and functioning of the teacher's and pupils'. From the above, its revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and

provision of a child's functional survival and academic needs (Iacovou, 2001) Poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child. On the other hand where a child suffers parental material deprivation and care due to divorce or death or absconding of one of the parents the child's schooling may be affected as the mother alone may not financially buoyant to pay school fees, purchase books and uniforms, such child may play truant, thus his performance in school may be adversely affected (Shittu, 2004).

Danesy and Okediran (2002) laminated that street hawking among young school pupils' have psychologically imposed other problems like sex net-working behavior, juvenile delinquent behaviors which takes much of student school time that enhanced the poor academic performance and drop out syndrome noticed among young school pupils. Nevertheless they also lament that the materials and paternal deprivation of the essential needs of the young pupils have promoted their poor performance in public examination. This study investigated the effects of parent's educational level on pupils' academic performance in Soy Division.

#### **2.4 Parent's Occupational Status and the Pupils' Academic Performance**

Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job (Onumajulu, 1990).

Kapinga (2014) found out that parents from formal occupations had better position and assurance of helping students at home than those from the informal occupations. Formal occupations had monthly salaries that were used to buy books and stationery for their children. Informal occupations such as peasantry, masonry and carpentry were the main self-employment occupations which had no guarantee of getting basic requirements.

Agwanda, (2002) noted that the relationship between the children's academic achievement and parents could be influenced by occupation. Parent's level of academic qualifications, occupation and economic status affects the upbringing of children (Oghuvbu, 2007).

Children from poverty start out in life at a disadvantage. Their mothers may have no or inadequate pre-natal care. They may have insufficient early health care. If the parents are fortunate to have jobs, affordable day care may be of poor quality additionally, and poor children do not have the same kind of experiences those children of other social class family factors do. The experiences they miss out on are those that could help in the development of skills and academic achievement. Some example would be the use of home computers, visits to zoos and miasmas; attendance at pre-school programs; availability of literature and educational reading materials; interaction with educated, literature and well-spoken adults; and being read to by a parent (Slavin 1998).

According to the study done by Mutuma (2011) on the factors affecting boys' academic performance in public primary schools in Kieni West district, Kenya, the findings of the study showed that poverty, male guardian's level of education, teachers' gender and the

amount of time boys spent studying affect boys' academic performance. Poverty makes boys wear tattered clothes hence suffer from cold, lack the basic needs which leads to poor health, lack learning materials and even going without lunch. All these go against good academic performance.

In developing countries also parental occupation has been found to be a significant determinant of student's academic achievement. A study conducted by the international Institution of Educational Planning (I.I.E.P) in the philosophy for example suggested that children of parents doing high jobs do significantly better than those of parents doing low status jobs resulting in children from poor families being sent on long treks in search of water, often having to stand in long queues and consequently being late or absent from school.

Okumu *et al.*, (2008) found that in Kenya some negative correlation emerged with the probability of enrolment and low income jobs. In Mauritania they found that, there is also positive association with household head working as public employee, which is typically associated with less volatile higher earnings. for Uganda, the coefficients of both father and mother education exhibited a nicely increasing trend, suggesting an increasing pressure on educating the offspring, especially when the main source of income comes from 'transfer', which helps to raise school attendance. However one third of Ugandans classified as unemployed were actually taking up unpaid family jobs, thus agreeing with Okumu *et al.*, (2008) finding that a large percentage of the economically active persons are economically unproductive; thereby indicating the household's

dependence burden implying that educated workers accept only high quality jobs and possibly experience long spells of unemployment and or migration. This squeezes out the household's resources, resulting into pupils in the family dropping out of school. Another problem is that Dr Dunne and her colleagues, who presented their findings to the British Educational Research Association's annual conference, examined pupil-placement decisions in English and Math in 44 secondary schools and 124 primaries. Their analysis included information on pupils' prior attainment, gender, ethnicity and home neighborhood and found that working-class pupils are more likely to be placed in lower sets than middle-class pupils who have the same test results, and that, pupils from middle-class backgrounds more likely to be assigned to higher sets, irrespective of their prior attainment.

According to Asikhia (2010) , the occupation of a parent determines a child's academic performance .This is because children can at times relax due to their parents achievements or can be blind folded not to work hard. This study therefore investigated the effects of parental occupation on pupils' academic achievement in Soy Division.

### **2.5 Family Size and the Pupils' Academic Performance**

Family size in this context refers to the total number of children in the child's family in addition to the child himself, while the birth order refers to the child's position in the birth order. However, the family type that a child comes from either monogamous or polygamous family usually has impact on the child academic performance. It is important to note that either of the family type (monogamous or polygamous) family dictates the size of the family. Polygamous family is peculiar to Africa in general and in Nigeria in particular. In Nigeria, the data collected revealed that polygamous family is as common

among well-educated families as well as among poorly-educated families. It is equally common among professional and managerial fathers of the top of the occupational hierarchy. It is the unskilled workers at the bottom of the ladders that the practice of polygamy is prominent. But it is equally common among intellectually oriented families living in homes full of recent books as well as families without a single book in their houses.

Information from literature depicted that children from larger families are found to do worse than children from smaller families. Similarly, children lower down the birth order do worse than those higher up the birth order (Iacovou, 2001). Tenibiaje (2002) observed that there was a significant difference in intelligence capacity between the first borns and later borns. However, Booth and Kee (2006) confirmed that children from larger families have lower levels of education.

Smaller family size has been linked with higher academic achievement (Eamon 2005 Majoribanks 1996). Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance (Eamon 2005, Majoribanks, 1996).

Black, Devereux and Salvanes (2005) examine educational outcomes and use a similar identification strategy, but come to different conclusions on the traded off between the number of children and educational attainments. The family lays the psychosocial, moral and spiritual foundations in the overall development of the child. It includes factors such as parental practices, family size, divorce and socio-economic status (Barry, 2005).

Adesehinwa (2013) reported effect of family type and poor funding on students' academic achievement

## **2.6 Summary of Literature Review and Gap Therein**

This chapter has discussed relationship between family factors and pupils' academic performance in public primary schools. It has further explores family involvement in their children education activities, the family income and the pupils' academic performance. It has further covered parents' education level and the pupils' academic performance, parents' occupation status and its effect on pupils' academic performance and finally family size and the pupils' academic performance and related studies. The next chapter is a discussion of methodological procedures that were used in data collection and analysis. It describes in detail research design; location and population of the study; sample and sampling procedures; data collection; reliability and validity; and data analysis.

In Kenya, studies have examined effects on primary school academic performance of school inputs such as textbooks, incentives (Glewwe et al. 2007; Kremer et al. 2007), neighborhood violence (Mudege et al. 2008) and socio-economic status (Onsomu et al. 2006; Hungi and Thuku 2010). Duflo and colleagues (2009) examined the impact of peer academic performance on peers of first graders in a randomized evaluation of a tracking system and found that high achieving students maintained their higher performance while low achieving students indirectly benefited from tracking through their teacher's teaching at a level more appropriate to the students. Muola's (2010) study of eighth grade students in Machakos district in Kenya found that student motivation for academic achievement

was associated with home background predictors, essentially parental socio-economic status (family factors); further evidence for the family factors gap in achievement observed in earlier studies. Onsomu and colleagues (2006) document that most low family factors parents in Kenya show little or no interest in their children's school work, let alone their schools.

Explanations of academic achievement, like most explanations of wellbeing are naturally multifaceted. Theories formulated around academic achievement encompass various dimensions of student interactions including school, family, community and social factors (Pena 2007). Home-based explanations emphasize the importance of factors such as parental socioeconomic status, family size, family structure; and socio-psychological aspects of the home environment such as the quality of parent-child relationships, parental expectations and support. School-based explanations, in contrast, emphasize factors such as school spending, quality of physical infrastructure and human resources, class size, and school- family, community, government interactions. At community level, contextual factors, for example, neighborhood effects, community involvement in school programs, civic engagement, community socioeconomic status, residential stability and ethnic diversity have been found to be associated with academic achievement (Ainsworth, 2002). This study therefore investigated the perceived effects of family factors influencing pupils' academic performance in public primary schools in Soy Division, Eldoret West District

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter discusses the methodology procedures used in data collection and analysis. It describes in detail research design; location and population of the study; sample and sampling procedures; data collection; reliability and validity; and data analysis.

#### 3.1 Research Methodology and Design

Research design refers to the way a study is planned and conducted, the procedures and techniques employed to answer the research problem or questions. The study adopted descriptive survey research design approach, where the family factors under study were described as phenomenon in the real-life context in which they occurred (Mugenda and Mugenda, 1999). Descriptive survey design enables the researcher to describe the state of affairs as they are and report the findings (Kombo & Tromp, 2009). In addition, it allows a researcher acquire a lot of information through description of information. In this study descriptive research design allowed the research to cater information within the shortest time possible and described the perceived effects of family factors on pupils' academic performance.

Yin (2004) defines descriptive survey research design as an empirical inquiry that; Investigates a contemporary phenomenon within its real-life context; when the boundaries between the phenomenon and context are not clearly evident; and in which are multiple sources of evidence are used. The study methodology adopted was thus mixed method approach. The study used both qualitative and quantitative research

paradigms in order to obtain information concerning the current status of family economic status of the parents and pupils' academic performance in public primary schools in Soy Division Eldoret West District. The qualitative research objectives included: pupils' parents occupation and parents educational attainment and quantitative research objectives were pupils' parent's income levels and the pupils family size. This determined the extent to which variations in parents' level of income education occupation and family size are associated with variation in pupils' academic performance. This method therefore was appropriate for this study because the researcher used facts or information already available and analyzed this to make a critical evaluation of the research problem.

### **3.2 Location of the study**

The study was conducted in primary schools in Soy Division Eldoret West District. The location was chosen because of its cosmopolitan nature which means that it had people of different social and economic backgrounds. This division was selected because of its proximity to the Recruits Training College (RTS) and the Kenya Ordnance Bullet Factory. The poverty index in this division is over 3 and most schools perform poorly in national examinations. The issue was that there has been low percentage of pupils' getting a mean grade of C+ (250mks) in KCPE in the last four years and hence few qualify to join provincial and national secondary schools. It's against this background that he researcher found suitable to conduct the study on some family factors influencing pupil's academic performance in this area.

### **3.3 Study Population**

Target population is the sum total of group in which the researcher has an interest. It is a set of the entire individual which has got a given characteristic. According to the data obtained from the District Education Office as per June 2011 there were 52 public primary schools in the division. The class 7- and 8 pupils were targeted because they are in transition to secondary education. Primary schools teachers were selected because they are change agents for quality teaching and learning. They are the custodians of knowledge for pupils on behalf of parents. The target population comprised of 334 teachers, 835 pupils and 334 parents making a total population of 1503.

### **3.4 Sample and Sampling Procedures**

According to Skinner (2003), Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purpose of statistical inference. Each observation measures one or more properties (weight and location) of an observable entity enumerated to distinguish objects or individuals. The study employed stratified sampling to divide schools into zones. From each of the four zones 30% of the schools were selected using simple random sampling. According to Mugenda and Mugenda (2001) 30% of a population is valid sample size for social related research. From the 25 schools, 30% of teachers, parents and students were selected. Simple random sampling by way of lottery was used to obtain 2 teachers from each school after stratification in terms of gender. Simple random sampling was used to obtain 5 male pupil's & 5 female pupils in each school giving a total of 10 pupil's in every school totaling to 250 pupils' as

total sample population for the pupils. Simple random sampling was used to obtain 4 parents from every school giving a total of 100 parents. This information is presented on Table 3.1

**Table 3.1: Sampling Frame**

<b>Population</b>	<b>Size of population targeted</b>	<b>Sample selected</b>
Teacher's	334	50
Pupil's	835	250
Parents	334	100
<b>Total</b>	<b>1503</b>	<b>400</b>

### **3.5 Data Collection Instruments**

The study data collection instruments used included questionnaires, and interview schedule. The use of the two data collection strategies allowed data triangulation to be achieved and added strength to the study by increasing construct validity (Yin, 2003). Each of the data gathering methods is discussed below. The researcher designed questionnaires and administered them personally to the teachers and pupils.

#### **3.5.1 Questionnaires**

A Questionnaire is a list of questions in a set of closed and open ended questions presented to respondents in a written form. (Kothari 2003)The instructions contained in it are addressed to the respondent. It's a collection of items to which a respondent is expected to react usually in writing. This is a research instrument that gathers data from a large sample. Questionnaires have various advantages one of which is that since it's oriented in paper format there is no opportunity for interviewer bias. Questionnaires are

also effective in large samples. However they have their disadvantages one of the disadvantages is that there is no clear opportunity to ask for further information related to answers given (Kothari, 2003).

The questionnaire was administered to teachers and pupil's. Each questionnaire had four sections; section A contained background information, section B contained questions on family income, section C contained parents educational level, section D parents occupation status and section E had questions on family sizes. The Questionnaires appeared on Appendix I and II of the thesis.

### **3.5.2 Interviews**

According to Kothari (2003), an interview is a person verbal; communication in which one person or groups of persons ask the other questions intended to elicit information or opinions. The purpose of using this tool was to capture the meaning beyond the words. It allowed the researcher to obtain information that cannot be directly observed. According to (Kothari 2003) one of the limitations of interviews is that if the researcher is not careful it can get out of control with the respondents getting too emotional or personal. An interview schedule that had structured questions was used to interview pupils' parents. The schedule had five sections; section (A) contained the background information of the pupils' parents, section B family's income level, section C parent's education level, section D parents occupation status and section E family income. This schedule appears as appendix III in this thesis.

### **3.6 Reliability and Validity of the Data Collection Instruments**

#### **3.6.1 Reliability of Research Instruments**

Qualitative methods usually research a question through several methods. It's not unusual to use a combination of documentary analysis, together with non-participation, observation and interviews. Reliability is a measure of the degree to which a research instrument yields same data after repeated trials (Mugenda and Mugenda, 1999). It may also mean the consistency of the research instruments over time. To achieve the reliability of research instrument, piloting through test-retest technique was used to test reliability of research instruments. It involved administration of same instrument twice to the same group of subjects. The Pearson's Product moment Correlation ( $r$ ) was used to calculate the reliability coefficient between the first and second scores.

In order to determine the effectiveness and reliability of the research instruments the interview schedules and questionnaires were tested in 2 primary schools Turbo Division which has the similar characteristics as Soy Division. The test-rest involved 28 respondents which included 4 teachers 20 pupils and 4 parents. A coefficient of 0.72 was obtained which implies that there was a high degree of reliability. A reliability coefficient of 0.7 or higher is recommended and this will be used as a threshold for reliability test (Fraenkel & Wallen, 2000).

### **3.6.2 Validity of the Research Instruments**

A test is valid if it measures what it claims to measure. The questionnaire for this study was designed and developed with ideas from several lectures and Master of philosophy students from the Department of curriculum, Instruction and Educational Media, School of Education in Moi University. Further the questions in the research instrument were based on the research objectives to ascertain validity.

Foxcroft (2004), note that by using a panel of experts to review the test specifications and the selection of items, the content validity of a test can be improved. The experts were able to review the items and comment on whether the items covered a representative sample of the behaviour domain. To test the validity of the instruments used in the study, the questionnaire was availed to supervisors together with a panel of experienced researchers of Moi University to review the instruments. The results from the piloting together with the comments from the experts were incorporated in the final instrument revisions to improve its validity.

### **3.7 Data Collection Procedures**

The researcher sought for permission to conduct the study from the National Council for Science, Technology and Innovations (NACOSTI) and Eldoret West district Education offices. When the actual information collection activity began, the researcher carried a preliminary study of the schools in Soy Division to acquaint with the study areas and likewise make arrangement with the selected samples. During the appointment day, the

researcher administered the questionnaires to pupils and teachers and thereafter interviewed parents. Filled questionnaires were collected immediately for data analysis.

### **3.8 Data Processing and Analysis**

Data collected was processed and analyzed to facilitate answering the research questions. Both quantitative and qualitative data was coded and analyzed descriptively using tables, percentages, frequencies, pie charts, bar graphs and cross-tabulations. This was useful in explaining variable distributions, summarizing and organizing data to make meaning and observe trends.

### **3.8 Ethical Considerations**

Luey (2005), identifies five ethical considered when conducting survey research. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. Each guideline was addressed individually with explanations to help eliminate or control any ethical concerns.

First, the researcher made sure that participation in the research was completely voluntary. However, this voluntary privacy can sometimes conflict with the need to have a high response rate. Low return rates can introduce response bias (Luey, 2005), In order to encourage a high response rate, Dillman (2000) suggest multiple contacts. For this study, up to five contacts were made per potential participant. The research letter was sent a few days preceding the survey to not only verify address of the letter, but also to inform possible participants of the importance and justification for the study. The second contact was the actual research cover letter explaining the study objectives in more depth.

Luey's (2005) second ethical guideline is to avoid possible harm to respondents. This may include embarrassment or feeling uncomfortable about questions. This study did not include sensitive questions that can cause embarrassment or uncomfortable feelings.

A third ethical guideline is to protect a respondent's identity. This can be accomplished by exercising anonymity and confidentiality. A survey is anonymous when a respondent cannot be identified on the basis of a response. A survey is confidential when a response can be identified with a subject, but the researcher promised the family not to disclose the individual's identity (Luey, 2005). To avoid confusion, the cover letter clearly identified the survey as being confidential in regard to family factors and the reporting of results. Participant identification was kept confidential and was only used in follow-up on family factors.

Luey (2005), fourth ethical guideline is to let prospective respondents know the purpose of the survey and the organization that is sponsoring it. The purpose of the study was provided in the cover letter indicating a need to identify the effects of family factors on academic performance of pupil's. The cover letter also explained that the results of the study was to be used in a thesis as partial fulfillment for masters; degree.

The fifth ethical guideline, as described by Luey (2005), is to accurately report both the methods and the results of the surveys to professional colleagues in the educational community. Because advancements in academic fields come through honesty and

openness, the researcher assumed the responsibility to report problems and weakness family factors experienced as well as the positive results of the study.

### **3.9 Chapter Summary**

This chapter has discussed the methodological procedures that were used in data collection and analysis. It has described in detail the research design; location and population of the study; sample and sampling procedures; data collection; reliability and validity; and data analysis. The next chapter constitutes the presentation and analysis of the data obtained from the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter gives a detailed account of the results from the data collected and analyzed. The presentation of the results is per the study objectives. As earlier stated in the introductory pages of this research the main objective of the study was to establish the perception of teacher's pupils' and parents on the influence of some selected family factors on the Academic performance of pupils' in public primary schools in Soy Division Eldoret of West District. In order to critically define, describe and understand this objective, the following specific objectives were studied;

- i. To establish the influence of parents income levels on the academic performance of the pupils.
- ii. To establish the influence of parents occupation on academic performance of the pupils.
- iii. To establish the influence of parents educational attainment on the academic performance of the pupils.
- iv. To find out the influence of family size on the pupils' academic performance.

#### 4.1 Background Information of the Respondents

Before embarking on the main objectives of the respondents, it was important to find out the background information of the respondents. This was measured by looking at the gender of the respondents, age, academic qualification and class position. The researcher considered the background information meaningful to the study as it helped to understand the logic of the family factors of the various respondents; it laid a basic foundation on

which the interpretation of the study was to be based and it was to enable both the researcher and the readers to have confidence in the study.

#### 4.1.1 Gender of the Respondents

It was important to find out the gender of the respondents that is the teacher's, pupils and parents of the sampled respondents in order to collect views of both genders during the study. From the teachers who responded to the questionnaire 50% of them were female, while 50% were male. From the sampled parents 50% were male while 50% were female. The pupils who responded to the questionnaire 50% were male and 50% were female. Consideration of gender was reliable in the study so as to get views from both sides which have great importance. This shows that there was no biasness in the research because all gender participated equally. The Table 4.1 below gives the results.

**Table 4.1 Gender of the Respondents**

Respondents	Gender	Frequencies	Percentage
Parents	Male	49	49.7
	Female	51	50.3
	Total	100	100.0
Teacher's	Male	49	49.3
	Female	51	50.7
	Total	100	100.0
Pupil's	Male	124	49.9
	Female	126	50.1
	Total	250	100

**Source: Field Data, 2013**

#### 4.1.2 Age of the Respondents

It was also prudent to find out the age of the respondents. On the age of the respondents, the study results in table 4.2 showed that most of teacher's 33.3% were between the age of 38-44 years, 20.8% were between 31-37 years, 20.8% were above 45 years of age while 25% were 25-30 years. The findings from the parents' showed that 45.8% were

between 36-45 years, 33.3% were between the ages of 46-55 years, while 20.8% were between 25-35 years. The finding from Pupils showed that 24% were between 12-15 years, 50% were between 16-20 years, 26% were above 21 years. The results are summarized in the table 4.2. The age of the respondents was relevant to the study since it is assumed that those respondents who are mature have adequate knowledge and therefore were in a position to state the effects of some selected family factors on the academic performance of pupils' in public primary schools.

**Table 4.2: Age of the Respondents**

Respondents	Frequencies	Percentage
Parents		
25-35 years	21	21
36 - 45 years	46	46
46 – 55 years	33	33
Total	100	100.0
Teacher's		
25-30 years	25	25
31-37 years	21	21
38-44 years	33	33
>45 Years	21	21
Total	100	100
Pupils		
12-15 years	60	24.0
16-20 years	125	50.0
21 and above	65	26.0
Total	250	100.0

*Source: Field Data, 2013*

#### **4.1.3 Academic Qualification of the Respondents**

The results as summarized in the table 4.3 showed that most of the teacher's (46.0%) had P1 academic qualification, 25% had diploma, and 25% were graduates teacher's while only 4.0% had a master's degree. This implies that most of teacher's who filled and

returned the questionnaires were literate and therefore understood the effects of family factors on pupils' academic performance as well as importance of the study.

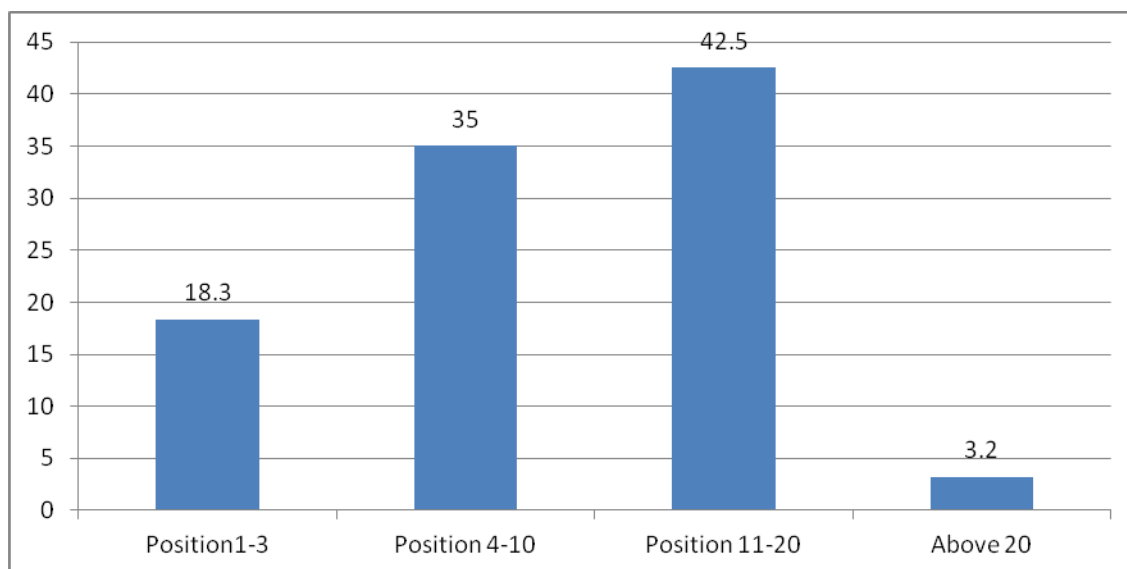
**Table 4.3: Academic Qualification for Teachers**

<b>Qualifications</b>	<b>Frequencies</b>	<b>Percentage</b>
P1	46	46.0
Diploma	25	25.0
Graduate teachers	25	25.0
Masters	4	4.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

*Source: Field Data, 2013*

#### **4.1.4 Class Position of the Pupils**

Looking at the academic qualification of the pupils, most of pupil's 42.5% were between positions 11-20 in class, 35% were position 4-10, 18.3% were position 1-3 in class while 3.3% were above position 20 in class. It was important to look at the class position so as to know how the pupils' performed academically and the position they hold in class. The Results are shown in the Figure 4.1.



**Figure 4.1 Class position**

#### 4.1.5 Academic Performance of the Pupils

The researcher found that, 62.5% of the pupils' rated their performance as above average, 29.2% rated their performance as average, while 7.5% rated their performance as below average as shown in Table 4.4 below. The study findings showed that majority (62.5%) of the students rated themselves as above average academically.

**Table 4.4: Academic Performance of the pupils**

Pupils' response to their academic performance	Grading		Frequencies	Percentage
	Grading	Frequencies		
Below average	Less than 40%	19	7.5	

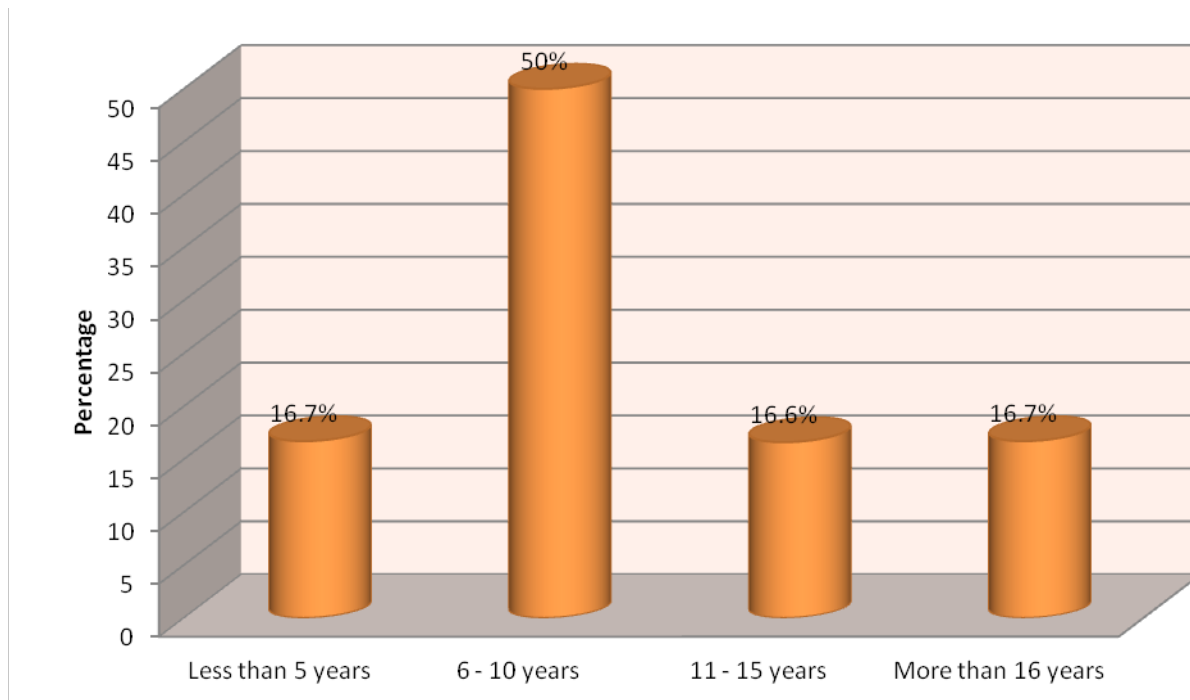
Average	41 -60%	73	29.2
Above average	Over 61%	156	62.5
No response		2	0.8
Total		250	100.0

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**Source: Field Data, 2013**

#### **4.1.6 Teaching Experience**

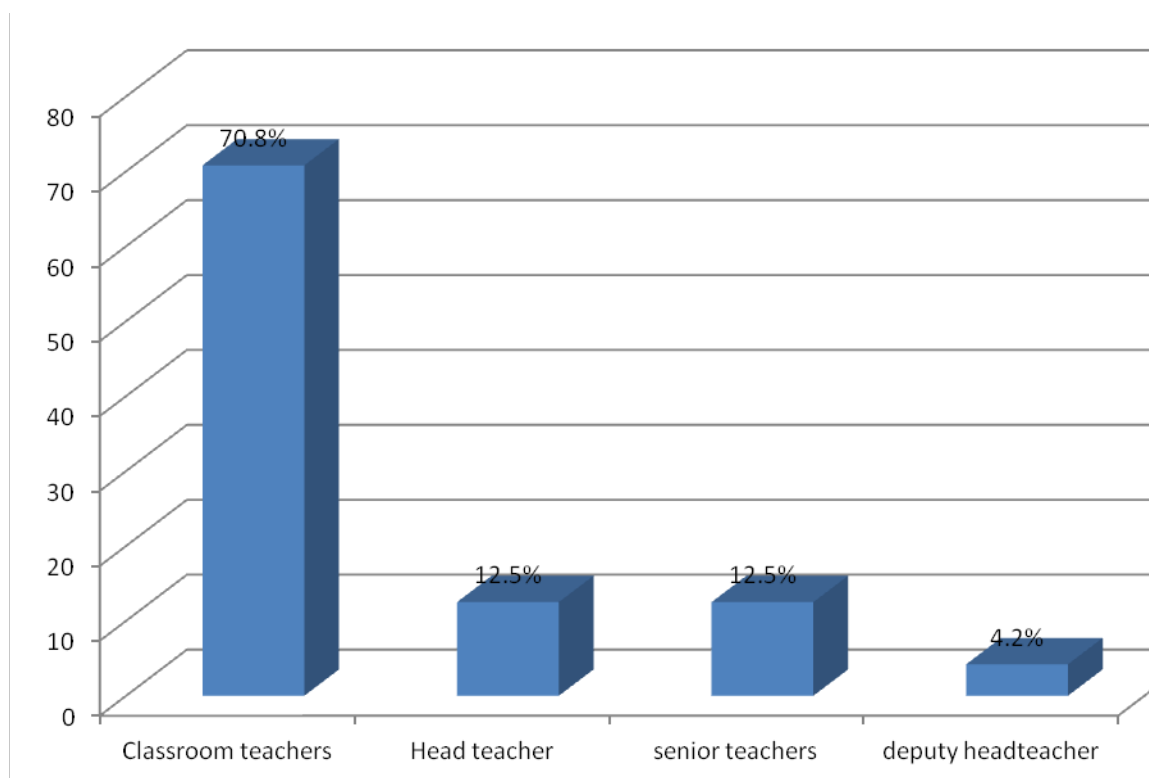
The researcher also sought to find out the teaching experience of the teacher's. Majority of them 50% said that they had taught for 6-10 years, 16.7% had taught for less than 5 years, 16.6% for 11-15 years, while 16.7% had a teaching experience of more than 16 years. This shows that majority were experienced teacher's. This information is presented in Figure 4.2.



**Figure 4.2: Teaching Experience of teachers**

#### **4.1.7 Position Held in the School by the Teachers**

The Researcher also found out the position held by the teacher's in the school. The results from figure 4.3 indicate that most of them (70.8%) were classroom teachers, 12.5% were senior teachers, 12.5% were deputy Head teacher's and 4.2% were Head teacher's. This shows that most of the respondents were classroom teachers and were aware of academic performance of each pupil because they are directly connected to the pupils'.



**Figure 4.3: Position Held in the School by the teachers**

## **4.2 Effect of Family Income Level on pupils' Academic Performance**

### **4.2.1 Main Source of Income of the Parents**

The researcher's first objective was to establish the influence of income level of the pupil's family on their academic performance in public primary schools in Soy Division of Eldoret West District. The Findings on table 4.5 revealed that most of the teacher's

(83.3%) said the parents were self-employed and 16.7% said the parents were unemployed. Further, table 4.5 showed that majority (62.5%) of the parents revealed that they were self-employed, 8.2% had formal employment and 4.2 % were farmers.

From the pupils', Majority (36.7%) reported their parents were self-employed, 34.2% had formal employment while 29.2% said their parents were unemployed. From the above findings the study inferred that most of the parents are self-employed this results are attained in the table 4.5. This agreement is related to Abraham Maslow's hierarchy of need theory. He explained that physiological factors are a major factor to academic achievement. For instance, students from rich families are better than students who live among the poor families. The second reason is that, psychological factors, for example, students in rich families may be taught well and when they have problems, they are supported by their families. These support the increase in their motivation, self-concept and self-esteem, and also their academic achievement.

**Table 4.5: The Main Source of Income of the Parents**

Teacher's response	Frequencies	Percentage
Self	83	83.0
Unemployed	17	17.0
Total	100	100
Parents response		
Formal employment	8	8.0
Unemployed	21	21.0
Self-employment	63	63.0
Farmer	8	8.0
Total	100	100

*Source: Field Data, 2013*

#### **4.2.2 Family Economic Status**

The researcher found out from the teacher's the average social economic status of parents in the school. Most of 37.3% the parents had a lower family economic status, 37.5% were middle class while 29.2% were peasant and family economic class. This implies that most of the parents were of middle class hence able to cater for their children's education. It has been put forward that parents of high socio-economic status have more positive attitudes towards their children's schooling and have high expectations for the children since they have the economic empowerment to buy the school learning materials. Money may encourage pupils' from going to school. The children from comfortable homes eats balanced diet and thus have a good health. Again, the values he/she is exposed to at home are similar to the ones he finds in school and therefore he is able to adjust easily to school life. A feeling of belonging to a comfortable social school environment further helps him/her to show his best. Ezewu (1990)

The researcher investigated the academic performance of the pupils' from different social economic status. Finding out from the teacher's most of them 41.7% said that pupils' from lower class families perform excellently in academics, 41.7% has good academic performance and 16.7% were satisfactory. Looking at pupils' from middle class social economic status and their academic performance 83.3% said they had good academic performance, 12.5% had satisfactory while 4.2% performed excellently in their academics. Finally finding out from the parents the academic performance of students from upper social economic status 58.3% said they had good performance and 41.7% had satisfactory performance. The findings show that the family economic status affects the academic performance of the pupils' because pupils from low social economic status

have an average academic performance. This could be as a result of lack of uniform, and learning materials hence being sent home while others continue with their studies which lag them behind academically. This is also in line with Ezewu (1990) who said that on the average, children from high family economic home status who most likely are the homes with educated parents are more likely to achieve better outcomes at schools. Children from high family economic status families are likely to improve on their academic achievement even if they have been performing poorly before because they can be provided with the incentive to do better. Table 4.6 summarizes the findings from this section

**Table 4.6 Family Economic Status of the parents**

		<b>Freq</b>	<b>%</b>	
<b>Teacher's response</b>	Peasant	29	29.0	
	Lower	33	33.0	
	Middle	38	38.0	
		100	100	
	Academic performance of pupils' from lower family economic status			
	Excellent	42	42.0	
	Good	42	42.0	
	Satisfactory	17	17.0	
		100	100	
	Academic performance of pupils' from middle family economic status			
Excellent	4	4.0		
Good	83	83.0		
Satisfactory	13	13.0		
	100	100		
<b>Parents Response</b>	Academic performance of pupils' from upper family economic status			
	Good	58	58.0	
	Satisfactory	42	42.0	
		100	100	

### 4.2.3 Average Income of the Parents per Month

The researcher further found that most of the teacher's 62.5% said the average income of parents is between Kshs. 1000-5000 shillings per month, 20.8% said it was less than 1,000 while 16.7% of the teacher's said the parent earned an average income of Kshs. 10,000 – 20,000 per month. Results also in the table 4.7 majority of the parents interviewed (62.5%) indicated that their average income is between Kshs. 10,000 – 50,000 per month, 20.8% said it was less than 1000 per month, 12.5% had an income of between Kshs. 10,000- 20,000 per month. This shows that most of the parents had an average income of Kshs. 1000-5000 per month thus not really able to support and give the basic needs to the pupil's in the school in terms of buying the books and learning materials needed as shown in the Table 4.7 . This findings support the argument by Kraus (2008) who said that Low parental income affects the psychological balance or homeostatic balance in the classroom, which cause low concentration, low perception frustration, sickness and emotional disability in academic performance of the students.

**Table 4.7 Average Income of Parents per Month**

Income	Teacher's responses		Parent's responses	
	Frequency	Percent	Frequency	Percent
<1000 shs	21	21.0	21	21.0
1000-5000 shs	63	63.0	62	62.0
10000-20000 shs	17	17.0	12	12.0
No response	0	0	5	5.0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>24</b>	<b>100</b>

#### **4.2.4 Income Level of the Parents**

It was also important for the researcher to find out how the parents rated their income level. Results from the parents interviewed showed that most (45.8%) of the parents rated their income as being of low class level, 41.7% said this income was of middle class while 12.5% said they had peasant level of income. The researcher went ahead to find out the extent to which the pupil's' parents provided all the basic needs to their children. Results from pupils indicate that 66.7% said they often provide for the basic needs, 20.8% rarely provided for the basic needs while 12.5% very often provided for the basic needs. Median earnings increase with each level of education. The highest degrees, professional and doctoral degrees, make the highest weekly earning while those without a diploma are financially penalized. Higher levels of education are associated with better economic and psychological outcomes (i.e.: more income, more control, and greater social support and networking). The results are indicated in the table below

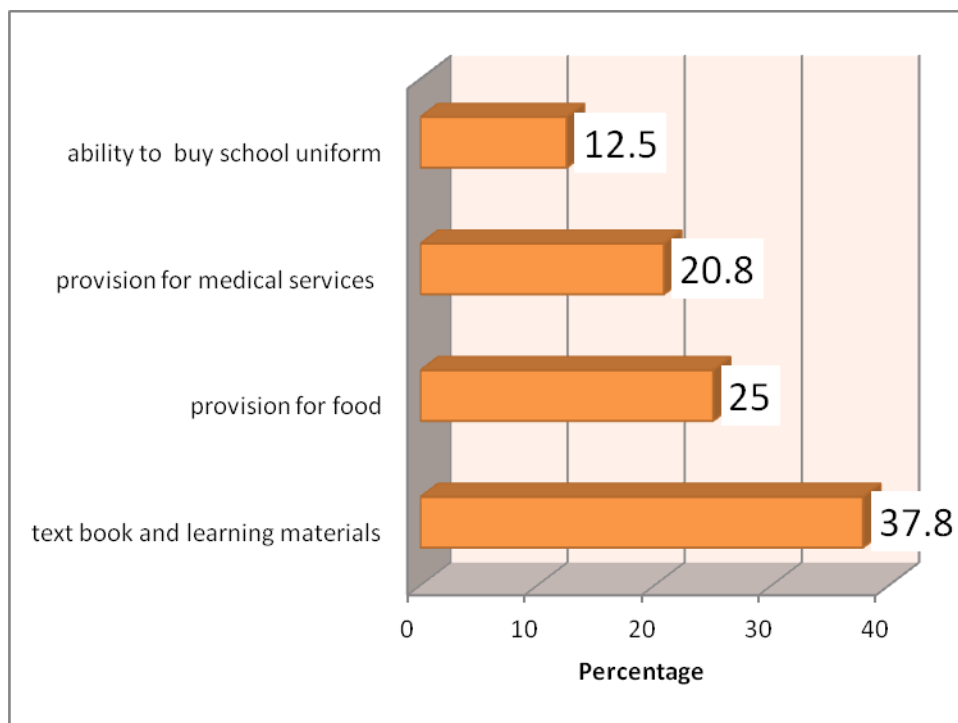
**Table 4.8: Income Level of parents**

Parents response	Frequency	Percent
Peasant	12	12.0
Lower	46	46.0
Middle	42	42
<b>Total</b>	<b>100</b>	<b>100.0</b>
How often parents provides basic needs (pupils' responses)		
Very often	31	12.4
Often	167	66.7
Rarely	52	20.8
<b>Total</b>	<b>250</b>	<b>100.0</b>

#### **4.2.5 Income Level of parents and Academic Performance of the pupils'.**

It was also important for the researcher to find out if income level of the parents affects the academic performance of the pupils' in school. The results from the parents interviewed show that most of the parents 37.8% said that the income level affects the academic performance of the pupils' in terms of providing books and learning materials 25% said provision for food, 20.8% said provision of poor medical service, and 12.5% said buying school uniform. This shows that the income level affects the provision of text books and learning materials because the low income received is supposed to cater for the food, clothes, medicine and shelter of the pupil's because they are the basic needs of a person. The results are summarized in table 4.4. The finding of this study implies that family income among public primary school affect their learning process and other school activities. The findings support the view by Rwezahura (2005) who contends that parents provide home for the head start of children an materials for learning, when a

child is deprived of the essential needs he may be found to perform poorly in his/ her school work. This is also in line with Kapinga (2014) who said that on the average, children from high family economic home status who most likely are the homes with educated parents are more likely to achieve better outcomes at schools. Where parents' income is not sufficient to sustain the academic and personal social life of the pupil, the child's psychological balance in the class room is affected leading due to low concentration.



**Figure 4.4 Income level of parents and academic performance**

On interviewing the parents on the influence of income level of the pupil's family on their academic performance in public primary schools, it was found out that income level of parents affected the academic performance of the pupils'. Most parents indicated that parents with high income level provided their children with extra books and learning materials which gave a better chance for their children to have better revision and improving on their academic performance.

To test the effects of parents' income level and pupils' academic achievement, Pearson Correlation Analysis was performed. The results are presented in Table 4.9.

**Table 4.9: Relationship between parents' income level and pupils' academic achievement**

	Pupil's Academic Achievement
Parents' income level	$r = 0.807^{**}$ $p = .008$

The Table 4.9 shows that there was strong positive correlation ( $r = .807$ ,  $p = .008$ ) between parents' income level and pupils' academic performance. This implies that parent's income levels affects pupils' academic performance in schools. This is supported by Murnane and Duncan (2011) who found out that in their studies that there was a widening academic achievement gap between the rich and the poor.

### **4.3 Educational Levels of Pupils' Parents and its Influence on Pupils' Academic Performance**

#### **4.3.1 Level of Education of the Parents**

The researcher's second objective was to establish the influence of the educational attainment of pupils' parents on the pupils' academic performance in public primary schools. The researcher sought to find out if education levels of pupils' parents affect the pupils' performance academically. Parental educational level is known as a factor positively related to children's academic achievement. The Results in Table 4.9 below indicated that majority of the parents 45.8% said they had secondary level of education, 33.3% had primary level of education, 16.7% had college level of education and 4.2% had no education. Most of the pupils' 37.5% said their parents had primary levels of education, 31.7% had secondary level of education, 13.3% university, 10.8% college and

1.7% was illiterate that is they had no education. The results shows that most of the respondents said that the parents had some education and able to read and write thus able to assist their children when studying. Notable among which is the common belief that the higher the potential of academic qualifications the higher the degree of enlightenment and exposure (Krashen, 2005). So, in one way or the other, these highly educated parents must have met and interacted. The experience of such interaction might have positively affected their attitude towards the academic performance. Therefore, there is likelihood that such parents would narrate their fine experience to their children and encourage them. Parents play an immense and significant role in the academic performance of their children. The results are shown in Table 4.9 educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student- school- community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority (Okantey, 2008).

**Table 4.10: Level of Education of parents**

	Parents Response		Pupil's Response	
	Frequency	Percent	Frequency	Percent
No education	4	4.0	4	1.7
Primary	33	33.0	94	37.5
Secondary	46	46.0	79	31.7
College	17	17.0	27	10.8
University	0	0	33	13.3
No response	0	0	13	5.0
Total	100	100.0	250	100.0

#### **4.3.2 Academic Performance of Pupils' whose Parents have no Formal Education**

Looking at pupils' academic performance of the pupils' whose parents have no formal education majority of the teacher's 66.7% said the pupils' whose parents had no education performed averagely, 20.8% were below average while 12.5% were above average. Still finding out the parent's level of education and the pupils' academic performance 91.7% of pupils' said that pupils' whose parents had primary education performed averagely and 8.3% performed below average. The table below also indicates that most of the teacher's 66.7% said that pupils' whose parents have secondary level of education performed averagely, 29.29% above average and 4.2% were below average. On college level of education and pupils' academic performance, 66.7% said that they perform above average, 29.2% performed averagely, while 4.2% below average. Finally looking at academic performance of pupil's whose parents had university level of education, 70.8% perform above average, 25% had average performance while only 4.2% performed below average. The findings above show that the parents' levels of education affects the pupils' academic performance. The parents who have a high level of

education such as university degree their children perform above average as compared to the pupils' whose parents had no education. This findings are in line with the indication on the Third International Mathematics and Science Study (TIMSS) tests that students from economically disadvantaged families where parents had less level of education have systematically performed worse than other students (Putnam, 2000). Wilson et al (2007) also agreed that parental educations are more strongly associated with student's educational attainment. Educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student- school- community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority.

**Table 4.11: Academic Qualification of Pupils' whose Parents has no Formal Education**

<b>Level of Education</b>	<b>Below average</b>	<b>Average</b>	<b>Above average</b>	<b>TOTAL</b>
<b>No education</b>	Freq. 21	Freq. 67	Freq. 12	100
	% 20.8	% 66.7	% 12.5	100.0
<b>Primary</b>	Freq. 8	Freq. 92	Freq. 0	100
	% 8.3	% 9.7	% 0	100
<b>Secondary</b>	Freq. 4	Freq. 67	Freq. 29	100
	% 4.2	% 66.7	% 29.2	100
<b>College</b>	Freq. 4	Freq. 29	Freq. 67	100
	% 4.2	% 29.2	% 66.7	100
<b>University</b>	Freq. 4	Freq. 25	Freq. 71	100
	% 4.2	% 25.8	% 70.0	100

### 4.3.3 Assistance of Academic Related Problems when at Home

The researcher also found out who assisted the pupils' at home on academic related problems, most of the pupils' 40.0% said their mothers assisted them in academic related problems when at home, and 12%% said their guardians assisted them in their academic matters at home. Further findings on how the parents assist their children's both in school at home 30%% said they give them assistance by giving them adequate time to complete their homework, 40%% encouraged them, 12.0% provide study room while 6.0% give them (pupils') reward for good work. This indicates that the parents assist their pupil's in academic matter so that they can help them improve academically by giving them adequate time in doing their homework. The results are shown in the table 4.12.

**Table 4.12: Assistance of Academic related problems when at home**

<b>Assistance</b>	<b>Frequency</b>	<b>Percent</b>
Home work	15	6.0
Adequate time	75	30.0
Study room	30	12.0
Encouragement	100	40.0
Rewards	30	12.0
<b>Total</b>	<b>250</b>	<b>100.0</b>

### 4.3.4 Effects of Educated Parents on the Learner's Academic Performance

The researcher also sought to find out if the education levels of parents affect the learner's academic performance. The results show that most of the teacher's 95.9% agreed that educated parents positively influence the learners academic performance by buying text books for their children,4.2% disagreed while 71.6% of the pupils' agreed

that buying textbooks is an effect of the education level of parents and learners academic performance. This implies that when parents buy textbooks for their children it shows that the parents know the importance of the education of their children because of their level of education. On whether parents help pupils' do their homework, majority of the teacher's 83.3% agreed, 8.3% were undecided and 8.3% disagreed. The findings from the pupil's show that 52.5% agreed that their parents assisted them in their homework, 35% disagreed and 9.2% were undecided. The results indicated that a pupil whose parents' have no education is expected to show a lower performance than others. Schilles et al (2002) urged that parents who are more educated appear better able to provide children with the academic and social support important for educational success when compared to parents with less education

Giving adequate time for private studies was also seen as an effect of educated parents on the learner's academic performance with 91.6% of the teacher's agreeing to that, 8.3% were undecided while 77.5% of the pupils' agreed, 12.5% disagreed and 5.8% were undecided. This shows that parents who are educated know the importance of private studies hence they give pupils' adequate time. This observation provides the evidence that pupils' of educated parents might performed better than pupils of uneducated parents in academic achievement. In many studies, parents' education had a more significant effect on children's scores than income. Through multiple studies, the parents' educational level was a predictor of school completion for all middle adolescents participating in the studies.

Reward for the good work in school was also one of the effects of educated parents and the academic performance of the pupils'. Findings in Table 4.12 show that 83.3% of teacher's accept reward for good work of pupils' and 16.7% of the teacher's disagreed. The findings from the pupils' on whether their parents reward them for the good work most of them 89.1% agreed 12.5% disagreed while 4.2% were undecided. This shows that reward is of importance because pupils' work hard in school hence improve the academic performance.

On the influence of pupils' parents' educational attainment on the academic performance of the pupils, it emerged that parental educational level affected pupils' academic achievement. Findings with regard to the impact of parent's education on school attendance of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school.

It was also important for the researcher to find out if the parents encourage their pupil's in schools. Results from the teacher's show that majority of the teacher's 95.9% agreed that parents encourage the pupils' and 4.2% were undecided that is they were not sure if the parents encourage the pupils'. Also 92.5% of the pupil's agreed that their parents encourage them hence improvement in the academic performance while 5% disagreed. This shows that parents assist their children in school work by assisting on their homework, buying the learning materials, giving them adequate time to study, paying for their school learning materials and rewarding them for good performance hence improvement in academic performance.

**Table 4.13: Effects of Educated Parents on Learner Academic Performance**

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents assists in buying text book	90	35.8	95	37.8	15	5.8	25	10	27	8.3
Parents assists in doing home work	68.8	27.5	62.5	25	23.0	9.2	50.0	20	45.8	18.3
Parents give adequate time for private study	108	43.3	86	34.2	15	5.8	17	6.7	25	10
Parents reward for good work	121	48.3	77	30.8	11	4.2	19	7.5	23	9.2
Parents encourage	155	62	75	30	8	3	6	2.5	6	2.5
Parent assists in paying school fees	161	64.2	58	23.3	11	4.2	9	3.7	12	4.6
Teacher's										
Parents assists in buying text book	67	66.7	29	29.2	4	4.2	0	0	0	0
Parents assists in doing home work	25	25	58	58.3	8	8.3	8	8.3	0	0
Parents give adequate time for private study	11	45.5	11	45.8	2	8.3	0	0	0	0
Parents reward for good work	33	33.3	50	50	17	16.7	0	0	0	0
Parents encourage	29	29.2	66	66.7	5	4.3	0	0	0	0
Parent assists in paying school fees	54	54.2	46	45.8	0	0	0	0	0	0

Source: Field Data, 2013

To test the effects of parents' education level and pupils' academic achievement, Pearson Correlation Analysis was performed. The results are presented in Table 4.14.

**Table 4.14: Relationship between parents' Educational Attainment and pupils' academic performance**

	Pupils' academic performance
Parents' Education Level	$r = 0.723^{**}$

$$p = .002$$

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Table 4.14 shows that parents' education level and pupils' academic achievement were significant and positively correlated ( $r = .723$ ,  $p = .002$ ). This indicated that there was a statistically significant relationship between parents' education level and pupils' academic performance. This is supported by Wilson et al (2007) who found out that parental educational levels are more strongly associated with student's educational attainment since educated parents would have increased emphasis on educational excellence.

#### **4.4 Occupation of Pupil's Parents**

The study's third objective was to establish the influence of the occupation of pupils' parents on the pupils' academic performance in public primary schools. To shed light into the objective the researcher sought to find out the parents or the guardians occupation because they are supposed to pay for the school uniform and provide the needs for the children while in school. The results from teacher's response indicated that 62.5% of teachers said that the main occupation of pupils' parents were farmers, 25% said they were casual workers, 8.3% were working in the private sector and 4.2% said the parents were government officials. The findings from the parents interviewed indicated that the main occupation of the parent was farming (70.8%), government officials, private sectors and casual workers were each denoted by 8.3% while 4.2% were clergymen/pastors. From the pupils', their parents/guardians occupation, most of them 58.3% said their fathers were farmers, 10.8% were businessmen and casual workers, .5.8% were teacher's, 5.0% were police officers, 3.3% were pastors, 2.5% were medical representatives.

Still on the occupation of the parents/guardians, the pupils were also asked about their mother's occupation, 44.2% said that their mothers were farmers, 40.8% said they were businessmen, 6.7% said they were teacher's, 3.3% said they were casual workers and another 3.3% were medical representatives. The results imply that there were different professions of which the parents pursue showing that they have a source of income thus able to provide for the educational needs of their children and most of them are farmers. While parents' occupations have positive effect on pupils' academic achievement this may be due to the fact that parents may be guiding their pupil's to pursue the same career with them which the pupils' may not be interested in and this can have adverse effects on pupils' achievement. Engin Demis (2009) argued that sizable research has consistently shown that student's academic achievement has been influenced by background of family characteristics such as family economic status of parents, levels of education, occupation and income.

**Table 4.15: Occupation of pupil's parents/Guardian**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Father's occupation</b>		
Teacher	7	7.0
Farmer	50	50.0
Police	6	6.0
Pastor	4	4.0
Medical	3	3.0
Business	13	13.0
Casual	13	13.0
Total	100	100
<b>Mother occupation</b>		
Teacher	8	8.0
Farmer	44	44.0
Pastor	1	1.0
Medical	4	4.0
Business	40	40.0

<b>Casual</b>	4	4.0
<b>Total</b>	250	100

#### **4.4.1 Effects of Parents' Occupation on pupil's academic performance**

The researchers also found out how the occupation of the parents/guardians influences the children academic performance. The findings show that most of the parents 37.5% said that the parents buy learning materials needed in the school, 33.3% buy textbooks, 16.7% buy school uniform 12.5% of the parents said that the parents had little time to be with their children. On findings from the pupils' response on whether the occupation of parents influences the academic performance 32.5% said that parents bought textbooks for their children; 22.5% said that they buy learning materials, 5.8% bought food, 5.0% bought school uniform while 3.3% provided medical care for their children. This shows that the occupation of the parents influences the academic performance of the pupils because if pupils' are sent home for learning materials under the school requirement they get demoralized. This is attributed to failure by parent to provide due to their occupation. The findings of this study is supported by Kapinga (2014) who in his study suggested that parental occupation is an important attainment of pupils' academic achievement in schools in Tanzania . This study suggested that parental occupation is an important determinant of pupil's' academic achievements. Families with higher occupational prestige often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. They also have easy access to information regarding their children's health, as well as social, emotional, and cognitive development.

Parents further pointed out that parents' occupation had an influence on academic performance of the pupils. It emerged that parents who were employed were having all their children in schools and provided these children with the school needs. It was indicated that employed parents usually paid their children's school levies on time making these pupils to be always in school thus concentrating on their studies. On the other hand children whose parents were unemployed missed school regularly and this translated to wasted teaching/learning time resulting to poor academic performance. Research studies by Zubrick et al. (2005) and Zubrick et al. (2006) in Australia have shown that a student's level of school attendance has a major influence on their academic achievement.

In addition, families with high family economic status often seek out information to help them better prepare their young children for school.

**Table 4.16 Occupation influences pupils' academic performance**

<b>Parents response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Parents buy textbooks</b>	32	32.0
<b>Parents buy uniform</b>	5	5.0
<b>Provide medical care</b>	4	4.0
<b>Parents buy food</b>	5	5.0
<b>Parents buy learning materials</b>	54	54
<b>Total</b>	100	100
<b>Pupil's response</b>		
<b>Text books</b>	75	30.0
<b>Learning materials</b>	50	20.0
<b>Food</b>	10	5.0
<b>Uniform</b>	13	5.0
<b>Medical care</b>	14	5.0

<b>Other requirements needed in school</b>	88	35.0
<b>Total</b>	<b>250</b>	<b>100</b>

**Source: Field Data, 2013**

#### **4.4.2 Parent's participation in school functions**

As to the parents' attitude towards participation in school functions such as annual general meetings, the findings from the pupils' replies showed that 54.2% of the pupils' said that it is absolutely true that the parents are willing to participate and 8.3% said it was not true. This summary shows that the parents participate in school functions so that they can be able to develop the school thus improvement in the academic performance of the pupil's. The results are as summarized in Table 4.17 below.

**Table 4.17: Parents Participation in School functions**

Level of Participation	Frequency	Percentage
Absolutely true	55	55
Partly	45	45
False	10	10
Total	100	100

#### **4.4.3 Categories of parents who visit school to check children's performance.**

Most of the teacher's, 37.5% said that parent with no education rarely visit the school to check the children performance, 50.0% with primary education also rarely visit the school with a close percentage of 41.7% who often visited the school. While 66.7% of the parents with secondary education often visited the school and 37.5% of the parents with university education very often visit the school to check on their children's performance. These results indicated that parents with high level of education often visit the school to check the performance of students academically. The results are as summarized in table

4.16 below. This result is supported by Cotton and Wikelund (2005) who asserted that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects.

**Table 4.18 Categories of parents who visit to check children's performance** *N=100*

<b>Response</b>		<b>Very often</b>		<b>Often</b>		<b>Rarely</b>		<b>None</b>	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Level of education</b>									
<b>No</b>		5	20.8	4	16.7	9	37.5	6	25
<b>Primary education</b>		2	8.3	10	41.7	12	50	0	0
<b>Secondary education</b>		2	8.3	16	66.7	6	25	0	0
<b>College education</b>		3	12.5	12	50	8	33.3	1	4.5
<b>University education</b>		9	37.5	7	29.2	7	29.2	1	4.2

Parental involvement in education is a factor in student success. Parents with more education are more likely to get involved in the school. Better-educated parents are familiar with how schools work and are likely comfortable with school structure. Children are aware of their parents' comfort levels with education and it is reflected in their grades. This therefore shows that parental level of education has an influence on pupils' academic achievement.

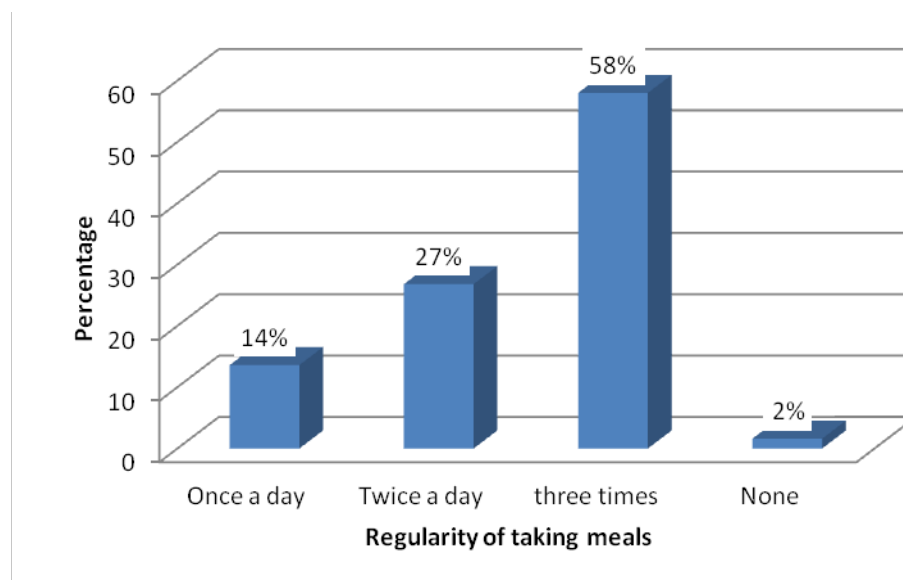
#### **4.4.4 Employments and Its Influence on Academic Performance of Pupil's**

Employment has both financial and social dimensions. The social dimension includes involvement in the social arena, which is particularly important and useful in societies. The findings showed that 45.8% of the teacher's said that parents who are government employees are satisfied with the academic performance of pupils', 37.5% said that the performance is excellent, 16.7% of the teacher's said that the performance of the pupil's whose parents are government employees perform well academically. This implies that the parents who work as government officials are satisfied with the academic performance of the pupil's. The findings of the response of teacher's on the concern of pupil's' education by the parents who work in private sector indicated that 41.7% of the teacher's said they are satisfied with the academic performance, 37.5% said the performance was excellent while 20.8% said the performance was good. Parents who are farmers were also asked to rate the academic performance of the pupils', 70.8% were satisfied with the academic performance, 25% said the performance was good while only 4.2% said the performance was poor. Also looking at the parents who are casual workers, 50% said the performance was good, 33.3% were satisfied, and 12.5% said the academic performance was poor, while 4.2% said it was excellent. Finally looking at the parents who are business men/women most of the teacher's 58.3% were good, 33.3% said they were satisfied, 4.2% said it was excellent and 4.2% said it was poor. These results indicated that there is a strong and positive relationship between parent's occupation and pupils' performance. The findings therefore agreed with Kapinga (2014) found out that parents from formal occupations had better position and assurance of helping students at home than those from the informal occupations.

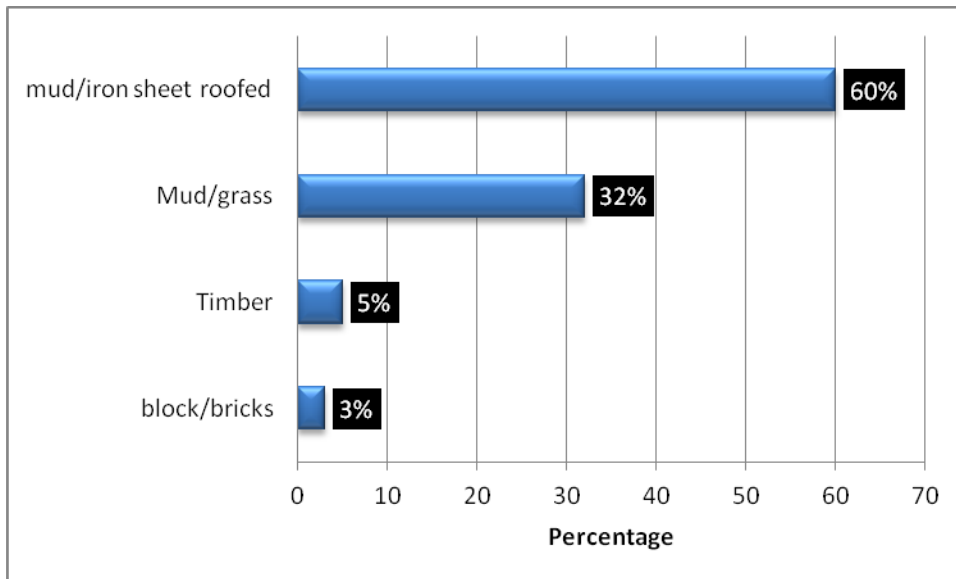
**Table 4.19 Parents employment and its influence on performance of pupils**

Parents occupation	Excellent		Satisfactory		Good		Poor	
	F	%	F	%	F	%	F	%
Government employees	9	37.5	11	45.8	4	16.7	0	0
Private sectors	9	37.5	10	41.7	5	20.8	0	0
Farmers	17	70	6	25	1	4.2	0	0
Casual workers	1	4.5	8	33.3	12	50	3	12.5
Business women/men	1	4.2	8	33.3	14	58.3	1	4.2
<b>TOTAL</b>	<b>24</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>24</b>	<b>100</b>

Further study analysis in figure 4.5 indicated that majority (58%) indicated that they take meals three times per day, 27% showed that they take meals twice a day and 14% reported to take their meals once a day, however, 2% revealed that they have none to take as their meal

**Figure 4.5: Regularity of Taking Meals**

The findings indicated that majority (60%) of the parents interviewed indicated they live in mud houses which are iron sheet roofed, 32% lived in mud/grass, 5% lived in timber while only 3%.

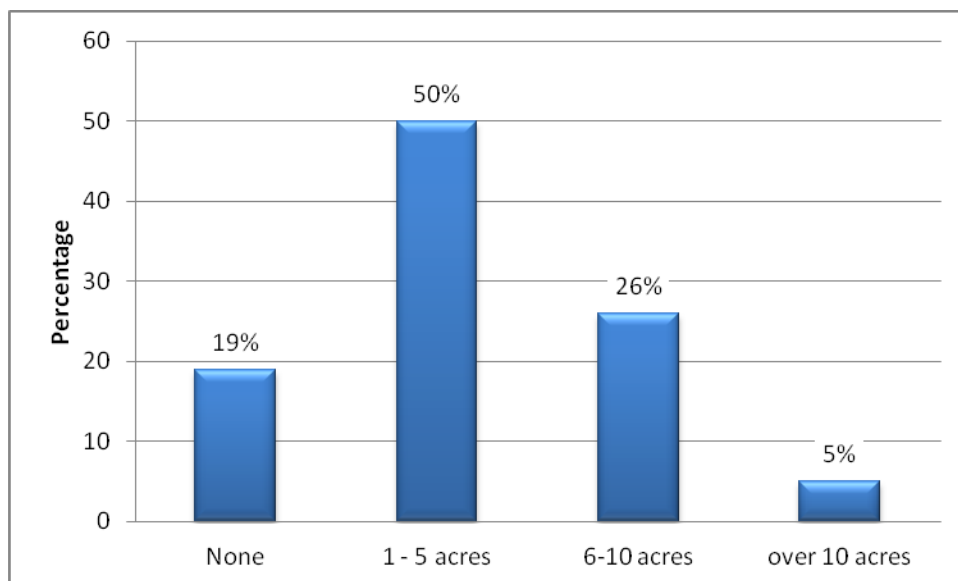
**Figure 4.6: Types of House**

More Analysis in Figure 4.7 Indicated revealed that majority of the parents interviewed had private studying rooms in their home, while 30% did not have

**Figure 4.7: Room for Private Studying**

Finding showed that most (50%) parents owned 1-5 acres, followed closely 26% of them. surprisingly, none of the parents had land.

**Figure 4.8: Land ownership**



To test the effects of parents' education level and pupils' academic achievement, Pearson Correlation Analysis was performed. The results are presented in Table 4.14.

**Table 4.20: Relationship between parents' Occupation and pupils' academic performance**

	Pupils' academic performance
Parents' Occupation	$r = 0.641^{**}$ $p = .001$

Table 4.14 shows that parents' occupation and pupils' academic achievement were positively correlated and significant ( $r = 0.64$ ;  $p = .001$ ) indicating that there is a statistically significant relationship between parents' occupation and pupils' academic performance. This concurs with the findings of Muola (2010) in a study on the relationship between academic achievement motivation and home environment among standard eight pupils found out that there was a positive and significant relationship between parents' occupation and pupils' academic achievement. This shows that parents' occupation influences pupils' academic achievement.

#### **4.5 Family Size**

The last research objective was to establish the effects of the size of the pupil's family on the academic performance of the pupil's. Based on this objective, the researcher sought to find out the family size of the respondents. Majority of the teacher's 75% said the average number of family members in the family was between 6-11 members, 16.7% said they were 12-16 members, 4.2% said the family members were less than five members. From the parents' interview schedule, 62.5% said they had 4-6 family members, 20.8% said they had 7-9 family members while 16.7% said they had 1-3 family members. Majority of the pupil's 97.5% said that they had siblings while 2.5% did not have siblings. Further the findings on how many siblings they were indicated that 35% said they had 5 family members, 22.5% said they had 3 members and 4 family members each 13.3% said they had two family members each, 13.3% said they had two family members while 14.2% said they had one family member. The finding suggest that children with few siblings perform as well as those with many siblings. This is line with Phillips (1999)

who suggests that while children with few siblings may have access to more resources, children with many siblings have more people to provide social support. Children with few siblings may have access to more resources, children with many siblings have more people to provide social support. For example, there is a slight positive effect on math scores for children from large families (Guo, 1999) perhaps because they are more likely to have siblings who recently studied the same math. Also Skousen (2004) observed that children with many siblings have less pressure to fulfil all parental dreams and ambitions. Parents of many children recognize the differences among siblings and do not expect any one child to excel in all areas. Successful large families stress cooperation and flexibility; they also encourage children to develop independence and patience.

**Table 4.21: Responses about family Size**

	Frequency	Percentage
<b>Average family</b>		
<b>0</b>	0.0	0.0
<b>1-3 members</b>	17	17.0
<b>4-6</b>	63	63.0
<b>7-9</b>	20	20.0
<b>Total</b>	100	100
<b>Other family members</b>		
<b>&lt; 5</b>	4	4.0
<b>6-11</b>	75	75.0
<b>12-16</b>	17	17.0
<b>&gt;17</b>	5	5.0
<b>Total</b>	100	100

#### 4.5.1 Other Relatives living with the Pupils' Family

It was also important for the researcher to establish how many family members that their parents lived with apart from their children, 6.5% of the pupil's agreed that they lived with other family members while 35% of them disagreed. The findings on how many family members they lived with indicated that, most of the pupil's 18.3% said they were five family members, 17.5% said they live with one, 11.7% said two, 9.2% said three while 8.3% said four. This shows that apart from the children they stay with other family members as shown in the table below;

**Table 4.22: Family Members**

<b>Number of Family Members</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1</b>	93	37.2
<b>2</b>	45	18
<b>3</b>	22	8.8
<b>4</b>	21	8.4
<b>5</b>	71	28.4
<b>Total</b>	250	100

#### 4.5.3 Influence of Family Size on Academic Performance of pupils'

The fourth research objective was to establish what resources the parents provided to their children. 29.2% of the parents said they provide writing materials, 25% said they provided reading materials for their children, 25% also said they provided food for their children, 12.5% said they provided uniforms for their children. This implies that the parents provided learning materials for their children in school so that they can have an

easy time when learning in school. Further findings from the teacher's on how family sizes influences the academic performance of the pupils' indicated that, most of the teacher's 54.2% said that the families which have 0-5 members performed averagely in class, while 45.2% performed above average. Looking at the families which have 6-11 members and their pupil's academic performance, 70.8% said they performed averagely, 25% had performed above average while 4.2% performed below average. A further look at the family size those between 12-16 members, 66.7% performed averagely, 29.2% had performance of below average and 4.2% perform above average. Finally looking at the family size of 17 and above members and their performance academically, 50% said they averagely performed, 45.8% performed below average while only 4.2% performed above average. This shows that pupil's from large families performing well academically. Booth and Kee (2006) confirmed that children from larger families have lower levels of education. Research on the effect of sibling's size and position has been based on a theory of the allocation of parental resources.

**Table 4.23 Influence of family size on academic performance**

<b>Aspects</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Provide writing materials</b>	29	29.0
<b>Uniform</b>	11	11.0
<b>Foods</b>	25	25
<b>Reading materials</b>	25	25
<b>Total</b>	100	100
0-5 Family members		
<b>Average</b>	54	54.0
<b>Above average</b>	46	46
6-11 Family members		
<b>Below average</b>	4	4.0
<b>Average</b>	70	70.0
<b>Above average</b>	26	26.0

<b>Total</b>	100	100
12-16 Family members		
<b>Below average</b>	29	29.0
<b>Average</b>	66	66.0
<b>Above average</b>	5	4.0
<b>Total</b>	100	100.0
Above 17 Family members		
<b>Below average</b>	46	46.0
<b>Average</b>	50	50.0
<b>Above average</b>	4	4.0
<b>Total</b>	100	100

#### 4.5.4 Siblings Highest Level of Educational Attainment

The researcher also sought to find out the highest educational attainment of the pupil's brothers and sisters. Results in table 4.21 indicated that 60% of the their siblings had primary level of education as their highest level of education attained, (25%) had secondary education as the highest level of education attained, 6.7% had college level of education, 5.8% had university education and only 1.7% of the pupils' brothers and sisters had never been to school. This findings indicate that most of the siblings have primary education as their highest level of educational attainment hence have at least the knowledge of reading and writing.

**Table 4.24: Parents' Responses on Siblings highest level of education attainment**

<b>Aspects</b>	<b>Frequency</b>	<b>Percentage</b>
No education	2	2.0
Primary education	60	60
Secondary education	25	25
College education	8	8.0
University education	5	5.0
<b>Total</b>	100	100.00

#### 4.5.5 Provision of a Room for Private Studies

It was also important for the researcher to find out if the pupils' respond had room for private studies, 71.7% disagreed that they do not have room for private studies while 27.5% agreed that they have rooms for private studies. Further findings on how often the pupils' use the room for private studies, 72.5% did not respond, 13.3% often used the private rooms for studies, 10.8% very often use the private room for studying and 3.3% rarely used the rooms for private studies. This implies that there are no rooms for private studies because they (the family) do not have the money to create or build a study room. Most of the children use common rooms for study i.e. sitting room. In the sitting room there is little concentration because of the disturbances from the rest of the family members who use the same room watching T.V or listening to radio. Lack of such facility affects the academic performance as shown in Table 4.25.

**Table 4.25: Parents' Provision of a Room for private studies *N=100***

	Frequency	Percentage
<b>Room for private studies</b>		
<b>Yes</b>	27	27.0
<b>No</b>	73	73.0
<b>How often they use the room for private studies</b>		
<b>Very often</b>	10	10.0
<b>Often</b>	13	13.0
<b>Rarely</b>	4	4.0
<b>No response</b>	67	67.0

#### **4.5.6 Number of Siblings and its Influence on Pupils' Academic Performance**

Lastly looking at the number of siblings and the academic performance, 91.6% of the teacher's agreed that the number of siblings affects provisions of text books and other school requirement, 4.2% were undecided while 4.2% disagreed. This show that the number of siblings affects the academic performance because it affects how the parents provides school text books and learning materials of their children because they have many responsibilities to take care of and they start with the most basic needs first other than buying text books and learning materials for their children's. Finding out if the family size affects the availability of food.91.7% agreed that the number of siblings affected the availability of food while 8.3% were undecided that is they were not sure if the number of siblings affected the availability of food showing that the number of mouths to feed affect the availability of food. Most of the teacher's 91.7% agreed that the number of siblings affects the provision of health care and 4.2% were undecided, 4.2% disagreed indicating that the number of siblings affected the provision of health care. Finally most of teacher's 83.3% agreed that the number of siblings affected the private studies at home, 8.3% were undecided and 8.3% disagreed. This shows that the number of siblings affected the private study at home because they do not have room to have their private studies hence it affects their performance academically. This is in agreement with Skousen (2004) who observed that children with many siblings have less pressure to fulfill all parental dreams and ambitions. Parents of many children recognize the differences among siblings and do not expect any one child to excel in all areas. Skousen maintains that, successful large families stress cooperation and flexibility; they also encourage children to develop independence and patience.

**Table 4.26 Number of sibling and its influence on academic performance**

Statement	SA		A		U		SD	
	F	%	F	%	F	%	F	%
<b>Aspects</b>								
<b>Provision of school learning materials</b>	58	58.3	33	33.3	4	4.2	5	4.2
<b>Availability of food</b>	50	50	41	41.7	9	8.3	0	0
<b>Provision of health care</b>	41	41.7	50	50	5	4.2	4	4.2
<b>Private studies at home</b>	46	45.8	38	37.5	8	8.3	8	8.3

Further it emerged that parents were of the opinion that family size could influence the academic achievement of pupils. It was shown that larger family size resulted in scarcity of educational resources leading to poor academic achievement.

To test the effects of Family size and pupils' academic achievement, Pearson Correlation Analysis was performed. The results are presented in Table 4.27.

**Table 4.27: Relationship between parents' Educational Attainment and pupils' academic performance**

	Pupils' academic performance
Family Size	$r = 0.478$ $p = .560$

Table 4.27 shows that there was a weak positive relationship between family size and pupils' academic performance. However, the results showed that there was no significant

relationship between the two variables ( $r = 0.478, p = .560$ ). This shows that family size does not affect pupil's academic achievement. This was found to support the findings of Tenibiaje (2009) on the influence of family size and family birth order on academic performance of adolescents in higher institution and found out that there is no significant difference between family size and academic performance of students in higher institutions.

#### **4.6 Chapter Summary**

This chapter has presented a detailed account of the results from data collected and analyzed. The next chapter constitutes the summary of findings, conclusions, recommendations and suggestions for further research.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of findings, conclusions, recommendations and gives suggestions for further research. The study was undertaken with the purpose assessing the influence of some selected family factors on pupils' academic performance in public primary schools in soy division, Eldoret west district. The objectives were:-

- i. To establish the influence of pupils' parents income levels on the academic performance of the pupils.
- ii. To establish the influence of pupil's parents occupation on the academic performance of the pupils.
- iii. To establish the influence of pupils' parents educational attainment on the academic performance of the pupils.
- iv. To find out the influence of pupils family size on the pupils' academic performance.

The Summary of the findings is discussed in the section that follows.

#### 5.1 Summary of Findings

##### 5.1.1 Influence of Income levels of pupils' family on pupils' academic performance

The first objective was to establish how the income level of the pupil's family influenced their academic performance. Based on this objective it was found out that the parent's level of income positively affected academic performance of pupils in primary schools in soy division. The findings show that the family economic status affected the academic

performance of the pupils because pupils' from low social economic status were found to have an average academic performance. This could be as a result of lack of resources and materials like uniform, and learning materials hence being sent home from time to time while others continue with their studies. This can make them lag them behind academically.

### **5.1.2 Influence of the occupation of pupils' parents on pupils academic performance**

The Second research objective investigated the influence of pupils', parent's occupation on pupils' academic performance in public primary school in Soy Division Eldoret West District. Based on this objectives it was found out that parents whose occupation was low had more children who performed poorly. Likewise parents with higher occupation had children who aimed higher and performed better. As such occupation problems coupled with low parental income and low level of education face influences negatively academic performance of pupils. This study found a strong and positive relationship between parent's occupation and pupils' academic performance. This implies that the lower the parents' occupational level, the poorer pupils' performance tends to be.

### **5.1.3 Influence of the educational attainment of pupils' parents on pupils' academic performance**

The study findings showed that majority of the teachers from the questionnaire agreed that educated parents positively influenced the learners' academic performance, while majority of the pupils agreed that buying text books is an effect of educational level of the parents. Teachers and parents viewed that parental educational attainment had a great effect on pupils' academic performance. Further majority of the teachers believed that educated parents positively influence the learners' academic performance by buying

textbooks further children while a majority of the pupils agreed that buying textbooks had an effect of the educational level of parents.

This study also showed that the higher the educational attainment of parents, the more likely children are motivated to learn at school and consequently to succeed in learning which corroborates with the assertion of Kapinga (2014) who argued that educated parents who most often fall into high or middle-family economic class families tend to show more concern over their children's performance thereby encouraging better academic outcomes.

#### **5.1.4 Effects of the family size of the pupils' family on academic performance**

The study found out that most of the teachers reported that families which had 0-5 members performed averagely in class. These findings show that pupils from small families performed as well as those from large families. Based on this objective it was found out that family size did not affect academic performance of the pupils'.

## **5.2. Conclusion**

The following conclusions were made based on the findings that the study obtained.

- i. Income earnings increases with each level of education for example, those with highest qualifications make the highest earnings while those with low levels of education attract low earnings. Higher levels of education are associated with better economic and psychological outcomes. In this study it was also found out that majority of the parents lived in mud houses which are iron sheet roofed and own between 1-5acres of land. Income levels affect provision of textbooks,

learning materials, school uniforms, food and medical services. Pupils from lower socio-economic status performed poorly in academic performance as opposed to those from upper family economic status. This study therefore, concluded that parents' income affected pupils' academic performance.

- ii. This study found out that parents engaged themselves in different earning activities showing that they have a source of income and therefore able to provide for the educational needs for their children, the main occupation of the parents was farming. Parents with higher levels of occupation provided for pupils educational needs e.g. they bought text books, learning materials, food, and uniform and provided medical care more comfortably than those from low occupation levels. This study therefore, concluded that the occupation of the parents influenced the academic performance of the pupils.
- iii. Educated parents would have increased emphasize on educational excellence. They are equipped by virtue of their education to take cognizance of the fact that parent-student-school community relationship is important in order to promote educational attainment and academic achievement of their children. Parents who had a high level of education such as university degree had their children perform above average as compared to the pupils whose parents had no education.

Educated parents give their children adequate time in doing their homework, assist them do homework, provide room for study, encourage and reward them to work hard.

Parents with higher levels of education often visited the schools to check the academic performance of students. This study concluded that the parents' level of education affected the pupils' academic performance.

- iv. Majority of the families had an average of six members and at least four relatives who lived with them. This showed that most families had large family members. Children from large family members performed as well as those with few family members. The study concluded that family size did not affect academic performance of pupils.

### **5.3 Recommendations of the Study**

In view of findings of this study, the following recommendations are presented:

- i. The study recommends that social and economic policies should be put in place by the government to enable children from parents of low economic status to have equal opportunity of advancing the cause of their education. The government should organize practical programs to help families start small scale businesses and also pupils to get food, money and learning resources. The government should fund small scale businesses through loans with subsidized interest rates. Programs such as school fees bursaries and school milk should be well funded by government, NGO's and other foreign donors.
- ii. It was further recommended that Educational attainment could be improved through farming now that most of the parents in the area practiced farming. As such there is need to encourage better farming techniques. Loans should also be made available to farmers and businessmen at affordable interest rates.
- iii. Since parents' education influences pupil's academic achievements, the government and all stakeholders in education sector should implement its policies on basic education for all and thus create and enlighten society in which every

parent would be educated beyond primary and secondary school in order to have a positive influence on their children's education.

- iv. There is need for parents to embrace family planning programs for them to be able to plan for their families. This is because increased population can affect our country's economic growth.

#### **5.4 Suggestion for Further Research**

The study made the following suggestions for further research

- i. Given that the present study was limited to public primary schools in Soy division, similar studies could be carried out in other parts of the country to affirm or refute the conclusion reached. Similar studies could also be carried out by other scholars on the same division to affirm or refute the conclusion reached in this study.
- ii. Further study should be carried out on the perception of family economic stress and personal financial constraints causing emotional distress/depression in pupils' thereby affecting and their academic outcomes.
- iii. A similar study can be conducted at secondary school and University level in Kenya.

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## APPENDICES

### APPENDIX I: TEACHER'S QUESTIONNAIRES

Instructions: Answer all the questions by ticking (√) in the relevant sections or by writing in the space provided. All the information provided will be treated with uttermost confidentiality.

#### SECTION A: BACKGROUND INFORMATION

Answer questions as indicated by either filling in the blank or ticking the option that applies

Tick as appropriate

- 1) What is your gender?                      Male                       Female
- 2) What is your age bracket?
  - a) Below 24 years     b) 24-30 years     c) 31 – 37 years
  - d) 38 – 44 years                       e) Above 45 years
- 3) What is your highest academic qualification?
  - a) P1 Certificate     b) Diploma     c) Graduate Teacher     d) Masters
  - Degree
  - e) Any other (specify).....
- 4) What is your teaching experience?
  - a) 0 – 5 years       b) 6 – 10 years       c) 11- 15       e) 16 years above
- 5) For how have you taught in this school?
  - a) 0-5 years above                       b) 6-10 years
  - b) c) 11 years and above
- 6) What position do you hold in school?
  - a) Head teacher     b) Deputy Head / teacher                       c) Senior Teacher
  - d) Classroom teacher
  - Any other (specify).....

#### SECTION B: FAMILY INCOME LEVEL

- 1) What is the main source of pupil's family income in your school?



Secondary education					
college education (certificate, diploma)					
University education(diploma, degree)					

3) How can you rate the influence of parent's educational level on learner's academic performance?

<b>Education</b>	<b>Rating</b>				
	<b>Poor</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Poor</b>
<b>The parents:</b>					
Buy pupils' text books					
Help pupils' do their homework					
Give them adequate time for private studies.					
Reward them for good work.					
Encourage the pupils					
Provide role modeling					

Any other specify.....

4) How often do the following categories of parents visit the school to get the feedback on their children's performance?

	<b>Parents education level</b>	<b>Very often</b>	<b>often</b>	<b>rarely</b>	<b>never</b>	<b>poor</b>
No education						
Primary education						
Secondary education						
College education(diploma,						

certificate)					
University education(diploma, degree)					

5) Give your recommendations on how parents should improve on their level of education

- a) Register for higher schooling  b) Enroll on adult education programs   
 c) Employ private tutor

#### SECTION D: OCCUPATION OF PUPILS' PARENTS

1) What are the main occupation of pupils' parents in your school?

- a) Government employees  b) Private sector employees  c) Farmers   
 d) Businessmen  e) Casual workers   
 b) Any other (specify).....

2) How would you rate the academic performance of pupil's whose parents occupation are stated below?

Parents education level	Excellent	Satisfactory	Good	Poor	
Government employees					
Private sector employees					
Farmers					
Casual workers					
Others (specify)					

3) How do parents guide pupils' to study both in school and at Home?

- a) Provide study room  b) Buy them learning materials   
 c) Give them sufficient time for private study at home  d) Encourage them by rewarding good work

4) How regular do pupils' get meals at home?

- a) Once a day  b) Twice a day  c) Three times   
 d) None

Other specify.....

5) How does the pupils' parents' occupation influence pupils' academic performance?

a) Provision of learning materials  b) Provision of basic needs

b) Role modeling  c) School fees payment  d) Motivation

Any other (specify).....

### SECTION E: FAMILY SIZE

1) What is the average number of family members in your pupils' families

a) 0 – 5 members  b) 6 – 11 members

c) 12 – 16 members  d) 17 members and above

2) What effects does the family size have on academic performance of pupils?

a) No effect  b) Negatively  c) Positively

3) What effects does the large family have on pupils' academic performance?

a) No effect  b) Negatively  c) Positively

3) What effect do the smaller families have on the academic performance of pupils'?

a) No effect  b) Negatively  c) Positively

4) What effects do the number of siblings in a family have on pupils' academic performance?

1.0 No effect  b) Negatively  c) Positively

**END**

## APPENDIX II: PUPILS' QUESTIONNAIRES

### Background information

Please tick and fill the blank space where it is applicable to you.

- 1) What is your age? \_\_\_\_\_ years
- 2) What is your gender? Male  Female
- 3) What is the type of your school?  
Day  Boarding  Day / Boarding
- 4) What is your Class of study?  
Class 4  Class 5  Class 6  Class 7  Class 8
- 5) What position were you in the last term exam? \_\_\_\_\_

Position	
1 – 3	
4 -10	
11 -20	
Below 20	

- 6) How do you rate your academic performance this year?  
Poor  Below average  Average  Above average
8. How many marks do you expect to get this year?

Marks	
0 – 250	
251 – 350	
351 – 400	
401 and above	

### SECTION B: FAMILY INCOME LEVEL

- 1) What is the main source of income of your family?  
a) Formal employment  b) Self-employment  c) Unemployment   
Explain .....

2) Do you have a room for private study at home?

a) Yes  b) No

3) Do your parents buy you text books and other reading materials?

a) Yes  No

(a) If yes, how often?

	Very often	Often	rarely	never
Text books				
Writing materials				

b) If no who provides?

Relatives  School  Church  Others

Specify.....

4. Do your parents buy you school uniform? Yes  No

a) If yes, how often

Very often  often  rarely  never

b) If no who provides?

Relatives  School  Church  Others

Other(Specify) .....

5. What type of house do you live in?

Mud / grass thatched  Timber  Block / Bricks

Any other specify.....

### SECTION C: EDUCATIONAL LEVEL OF PUPILS' PARENTS

1) What is the highest level of education of your parents/guardian?

	Highest level of education					
Parent	Illiterate	Primary	Secondary	College	University	Other (specify)
Mother						
Father						
Guardian						

- 2) Who gives assistance to your academic related problems when at home?  
 Father  Mother  Guardian  Nobody   
 Other (state).....
- 3) How do your parents react when you perform academically well?  
 i) Congratulate you and encourage you to keep up   
 ii) Look for negative comments on your report card   
 iii) Not concerned   
 iv) Buy presents
- 4) How do your parents react when your academic performance is poor?  
 i) Encourage you to put more effort   
 ii) Quarrel you for being foolish   
 iii) Have no concern   
 iv) Provide private teaching   
 v) Buy you books to read
- 5) How would you rate in your opinion the interest that your parents have in your education?  
 i) a) Very interested  b) Partly interested  c) Disinterested

#### SECTION D: OCCUPATION OF PUPILS' PARENTS/GUARDIANS

##### Either:-

- 1) a) What is your father's main occupation?  
 Teacher  farmer  police officer  pastor   
 medical officer  businessman  casual worker   
 Any other specify.....

##### And/or

- b) What is your mother's occupation?  
 Teacher  farmer  police officer  pastor  medical   
 officer  Businessman  woman   
 c) Any other specify.....
- 2) How does your parent's occupation influence your academic performances?

- a) Buy textbooks and other materials       b) Buy school uniform   
 c) Provide medical care                       d) Buy food
- 3) Are your parents/guardians willing to participate in school functions i.e. payment of school levies
- a) Absolutely true       b) Partly       c) False

### SECTION E: FAMILY SIZE

- 1) Do you have other brothers and sisters?
- a) Yes                       No
- If yes how many?
- a) 1       2       3       4       5
- 2) Are there other relatives whom you live with?
- Yes                      No
- If yes how many are they?
- a) 1                       b) 2       c) 3       d) 4       e) 5 and above
- 3) Indicate the number of your brothers and sisters who have the following educational levels as their highest attainment.
- Never been to school  Primary       Secondary  College                         
 University
- Any other specify.....
- 4) How regular do you get meals at home
- Once a day       Twice a day       Three times                       None
- Any other, specify.....

**The End**

### APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS

#### SECTION A

Background information

1) Which is your residential location?

Village .....

Location .....

Zone .....

Division .....

District .....

2) What is your Age?

20-30

31-40

41-50

Above 50years

Gender            Male             Female

3) What is the general performance of your pupil's in academics?

.....

#### SECTION B : FAMILY INCOME

1) What is your Profession / source of income

.....

2) What is the estimate income per month in earnings?

Ksh. Below 1,000/=

Ksh. 1,000 – 5,000/=

Ksh. 10,000 – 20,000/=

Ksh. 20,000 – above

Others.....

3) How would you rate your social economic status?

.....

4) Do you provide all the basic needs for your children?

.....

To what extent does the provision of the school teaching and learning materials affect your budget? \_\_\_\_\_

- 5) How does income level affect academic performance of your children?

.....

### **SECTION C: EDUCATIONAL LEVEL OF PUPIL'S PARENTS**

- 1) What is your highest level of education?

Didn't attend school  Primary  Secondary  College   
University  None of the above

- 2) How do you assist your pupil's to study both in school at home?

.....  
.....  
.....

- 3) What is your view on school organized trips outside school?

.....  
.....

- 4) How often do you visit your school to find out the Academic progress of your child?

.....

- 5) How do you react when your child's academic performance is good?

.....  
.....

### **SECTION D: OCCUPATION OF PUPIL'S PARENTS/GUARDIAN**

- 1)What is your main occupation?

.....

- 2)How regular do pupils get meals while at home/school?

.....

- 3)How regularly do you attend school meetings at your child's school?

.....

.....

.....  
4)How does your occupation influence your children academic performances?

.....  
.....

5)Does your child have a room for private study?

a) If yes, how often do they use the rooms for private studies

.....

b) If no, then where do they do their home work?

.....

**SECTION E: FAMILY SIZE**

1) How many children do you have?

1-3

4-6

7-9

More than 9

2) Do you have other children who depend on you?

If yes how many?

1-3

4-6

7-9

More than 9

3. How regular does your family get meals at home?

.....  
 .....

4. What are the influences of your family size on the academic performances of your children?

.....  
 .....

5. What is the number of your children who have attained the following as their highest educational level.

	Nursery	Primary	Secondary	College	University
Boys					
Girls					

**END**

**APPENDIX IV: LETTER OF INTRODUCTION****HENRY NGETICH****P.O. BOX 133****MATUNDA**

The Head Teacher,

Dear Sir/Madam,

**REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a student in Moi University pursuing a Masters degree in Curriculum Development. I am carrying out a research whose purpose is to investigate effects of family socio-economic status on students academic performance at secondary school level: a survey of soy division secondary schools Eldoret west district.

Your school is among the schools selected to take part in this study. I kindly request you to allow me to administer questionnaires to the students, class teachers and guidance and counseling teacher's in your school. The information provided will be used ONLY for the purpose of this study and will be kept strictly confidential.

Thank you in advance,

Yours faithfully,

Henry Ngetich

## APPENDIX V: RESEARCH AUTHORIZATION LETTER



**NOLOGY**

**NATIONAL COUNCIL FOR SCIENCE AND TECH**

PO Box 307  
Nairobi  
Website: www.ncst.go.ke

Telephone: 254-020-2223471, 2241349  
254-020-310571, 2223123, 2229470  
Fax: 254-020-310545, 310548  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 307  
Nairobi  
Web

18<sup>th</sup> April 2012  
Date:

Our Ref: NCSTRCD/14/02/392

Henry Kipsaina Ngetich  
Moi University  
P.O. Box 3900-300 000  
Eldoret.

LETTER

RE: RESEARCH AUTHORITY


Following your application for authority to carry out research on "The inhibitory factors on pupils' academic performance in schools in Soy Division, Eldoret West District," I am pleased to inform you that you have been authorized to undertake research in Eldoret West District for a period ending 31<sup>st</sup> August, 2012.

Following your application for authority to carry out research on "The effects of selected factors on pupils' academic performance in public primary schools in Soy Division, Eldoret West District," I am pleased to inform you that you have been authorized to undertake research in Eldoret West District for a period ending 31<sup>st</sup> August, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Eldoret West District before embarking on the research project.

You are advised to report to The District Commissioner and the District Education Officer, Eldoret West District before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Eldoret West District.

APPENDIX VI: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT** **Date of Issue** 18 April 2012 **Fee received** KSH.1,000


**Prof./Dr./Mr./Mrs./Miss/Institution** Prof. Dr. Jiny Kipsaina Ngetich

**(Address) Moi University**  
**P.O. Box 3900-30100 Eldoret**

**It has been permitted to conduct research in**  
**Location** Eldoret West District  
**El Valley Province**

**of the topic: The effects of selected family factors on pupils' academic performance in public primary schools in Soy Division**

**It is for a period ending: 31<sup>st</sup> August 2012**

**Applicant's Signature**  **National Council Secretary** 