

**INFLUENCE OF SOCIO-ECONOMIC STATUS ON KCSE PERFORMANCE OF  
STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA SOUTH SUB-  
COUNTY, NYAMIRA COUNTY; KENYA**

**BY**

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**MATRIC NUMBER: BED/333/12/13**

**A Research Project Submitted to the Department of Education in Partial Fulfillment of the  
Requirements for the Award of the Degree of Bachelor of Education.**

**MARIST INTERNATIONAL UNIVERSITY COLLGE  
(Constituent College of the Catholic University of Eastern Africa)**

**NAIROBI-KENYA**

**SEPTEMBER, 2016**

**DECLARATION**

I hereby declare that this Research Project is my original work and that it has not been submitted to any other University for any academic credit.

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MANYISA DISMAS MOKUNYO

DATE

This research project has been submitted for examination purposes with my approval as the University College Supervisor.

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BOSIRE NYANCHAMA MARION

DATE

This Research Project has been approved by the head of department.

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.....

DR. EVERLYN OLUOCH SULEH

DATE

## **DEDICATION**

I dedicate this work to my beloved mother Mrs. Bilita Bosibori Manyisa my elder brother Jeremiah Nyabuto and Evans Manyisa for their support to in this research.

## **ACKNOWLEDGEMENTS**

It's through the support and dedication from a number of people that I have successfully come to the end of study. I am delighted with great joy to have come to the end of this study. Special thanks to go to the following;

First of all, glory and honor be to God Almighty for his mercy and strength that I have successfully overcome challenges that came my way through my academic journey.

My great gratitude goes to my family for their trust to invest in my education. My sisters support can't be forgotten too; Sophia, Doliphine and Millicent. May God bless you all.

My great thanks to go to my supervisor Ms. Marion Nyanchama Bosire for the knowledge, constructive advice and prompt interest in my academic progress. I appreciate her guidance in the process of this study and my academic journey too at Marist. I can't forget also Sr. Eunice Kamau for assistance towards the same. May the grace of our God Almighty be upon you for your guidance towards the success of this study.

I can't forget my lecturers who gave us direction and encouragement through in this journey. Special thanks to Dr. Cyprian Gandeepo for his dedication to change society through education. Also I can't forget Dr. Kennedy Moindi, Mr. Paul Warambo and Lilechi Melvin. Appreciation to go to my friends who stood with me even when I gave up through the journey. Their concern and encouragement made me forget and face reality. Thanks to Sr. Eznah, Sr. Gitirikia, Sr. Hellen, Br. Philemon, Sarah Mongina and Collins. May God bless you abundantly for your support.

My great sincere to go to all participants; Principals, teachers and students of Nyamira South Sub-County who contributed relevant information for the good of this study. Your participation is highly appreciated.

Lastly, may God bless abundantly all who directly or indirectly contributed to the success of this study.

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## **List of abbreviations & acronyms**

KCSE = Kenya Certificate of Secondary Education

SPSS = Statistical Package for Social Sciences

MOEST = Ministry of Education Science and Technology

CDF = Constituency Development Fund

UN = United Nations

UNESCO = United Nations Educational, Scientific and Cultural Organization

EFA = Education for All

UNICEF = United Nations International Children's Emergency Fund

UNGEI = United Nations Girls' Education Initiative

JICA = Japan International Cooperation Agency

SMASSE = Strengthening Mathematics and Science in Secondary Education

MDGs = Millennium Development Goals

## **ABSTRACT**

This study investigated the influence of socioeconomic status on KCSE performance in public secondary schools in Nyamira South Sub-county, Nyamira County. Specifically, the study sought to establish the influence of socio-economic status on performance of students, the relationship between SES and performance and what can be done to improve performance. Data was collected from four public secondary schools which were randomly selected. In these schools, principals, teachers and students responded to a questionnaire.

The research was guided by the theory of organization in which the school was viewed as a system. The tenet of holism and reductionism was used. However, in the view of holism, it was difficult to administer it fully because of the limitations of this study and therefore all school elements were not involved as it was limited to students and teachers.

The findings were that the parent's level of education did not influence the student's academic performance. However the role of parental involvement in child's education was found to have a great influence on student's academic performance. It was found that financial resources influenced the performance of students greatly. Financial support influenced student's performance greatly as parents who would not pay school fees on time and give their children money for other academic related activities affected the students in their learning process.

Finally, the study recommends that the government should increase funding schools so that the burden does not outweigh the parents and also enable students to take advantage of the little resources available from home and school to better their performance.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The United Nations charter on Human Rights identifies education as a basic and mandatory right for everyone as stated by article 26 of the Universal Declaration of Human Rights (UN 2013a). International organizations are determined to eradicate illiteracy such as United Nation's Educational, Scientific and Cultural Organization (UNESCO) and United Nations International Children's Emergency Fund (UNICEF). Education for all is one of the millenium goals of the UN. The United Nations Girls' Education Initiative (UNGEI) is global partnership of organizations forming a better platform of supporting girl child education globally through the support of UNICEF.

At the launch of UNGEI in the year 2000 by the then UN Secretary-General Kofi Annan in the World Education Forum in Dakar identified that there were millions of children worldwide who were not in school. The Dakar Framework for Action on EFA included a commitment that no country was to be left behind in making progress towards the EFA goals due to lack of resources and significant funding that had been dedicated to education over the last decade. For instance, domestic government spending on education increased at high rates in low and middle-income countries between 1999 and 2011 despite of the global economic crisis and regional food crises (UNESCO, 2012).

Its a challenge to provide EFA in some countries due to inadequate resources. Snilstveit, Gallagher, Phillips et al (2014), identified the increase in aid to Sub-Saharan Africa between 2002 and 2010 by 77 per cent to US \$ 13.5 billion, with the World Bank, the USA and the UK being the largest donors to the sector. Similarly, the World Bank education strategy for the period until 2020 is focusing on learning and skills development, with 'Learning for all, beyond schooling' as the primary objective (Word Bank, 2011). In improving the quality of

education, the Breakout Session 2 (education and related MDGs- Millenium Development Goals) followup meeting (2-3 June, 2011, Tokyo) they facilitated a number of measures to improve education. The formulation of policies for example the National Accreditation Board in Indonesia assisted by Japan International Corporation Agency (JICA) to identify the differences in quality of delivering education services between various education institutions and the actions to be taken and implemented. The followup meeting also suggested the literacy improvement in Asia, Africa and Latin America through the learner-centered approach through the provision of materials to students to improve their performance. The meeting also followed up the process of strengthening the ability of teachers to conduct student-centered lessons for example the case of Kenya and other African countries with the help of JICA, SMASSE (Strengthening Mathematics and Science in Secondary Education), the project for training secondary school teachers to be effective so that they can be able to deliver quality education thus improved performance of students.

Caro, McDonald & Willms, (2009) opined that there was a gap in the academic achievement between students of higher and lower SES families, the disparities associated with family background increased as students advanced in school as of the study in Canada . The children from low SES families performed poorly as compared to those from high SES families due to the fact that the higher SES families would provide more resources to facilitate their children's learning and motivate them towards achieving their educational goals unlike their counterparts from the low SES families who will not be able to access extra resources for their learning. Naidoo, Eeden and Munch (2014), in their research in Cape Town South Africa concur that the availability of extra learning materials has an effect on students' academic performance. Michubu (2013 ), in his study in Igembe south District found out that the SES of the families had an influence on the students' academic performance. He opined

that the case of his study the parental level of education had no effect on student's academic performance.

In Kenya the government has been investing massively in the education sector. For example the National Rainbow Coalition came into power in the year 2002 and made the primary education free to all in public primary schools where the government supplied the required stationery to the pupils which included pens pencils and exercise books. In Kenya the public schools are ranked in groups such as National, County and Sub-county schools. Therefore there is a norm whereby the national schools are well equipped as compared to others in terms of facilities, teachers, teaching and learning materials among other factors which influence the performance of students. These are the disparities which have not yet been solved so that student's cohort will compete effectively on the equal learning environment in schools. Urban schools always tend to perform better than rural schools because the disparities among them.

Jubilee coalition government pledged in their manifesto, Agenda for Kenya 2013-2017 and beyond to raise the standards of education. This is what they said:

"The Coalition is committed to expanding access to and raising the standard of education in Kenya. Our aim is to increase the proportion of students moving from primary to secondary education and then into the tertiary and university level. We will seek to remove both financial and non-financial barriers that undermine or hinder the quest for continuing in education. The Coalition will also increase the amount of funding given to the sector as a whole".

The idea has been to offer free secondary education to the Kenyan child though it has seemed difficult to achieve this goal because of the economy of the country. However the government is determined to make education more accessible. MOEST press release 2014 on the Fees Guidelines in Public Secondary Schools was that, the maximum of KSh. 9374 in

day/sub-county schools while the national, extra county and county boarding was KSh. 53553 with the government subsidy of KSh. 12870 as the result of the 2014 fees review committee proposal. The Jubilee Coalition was also determined to decrease the ratio of teachers to students 1:40 so that teachers will offer quality education hence value added performance (VAP). Therefore the government of Kenya has tried formulating and adopting new policies in the education sector to bridge the gap due to SES differences. In the effort of bridging this gap, it can be evaluated positively in terms of achievement through the increased number of students enrolled into form one and those sitting for KCSE while the number of those dropping out of school has significantly reduced though the performance has not improved. Academic performance is perceived to be a very important factor of measurement after one completes a certain level of education. For the successful years the performance of the students at secondary level in Nyamira South Sub-County has been stagnant in the Kenya Certificate of Secondary Education (KCSE). The number of students transiting to higher level of education is insignificant an indicator that academic performance is questionable. Therefore the results are not pleasing and that why the researcher conducted the study in Nyamira South Sub-County in Nyamira County to analyze the influence of the socio-economic status on KCSE performance. The bar graph (figure 1.1) shows the extent of the average performance as mean student score (MSS) in the four consecutive years which indicates poor performance.

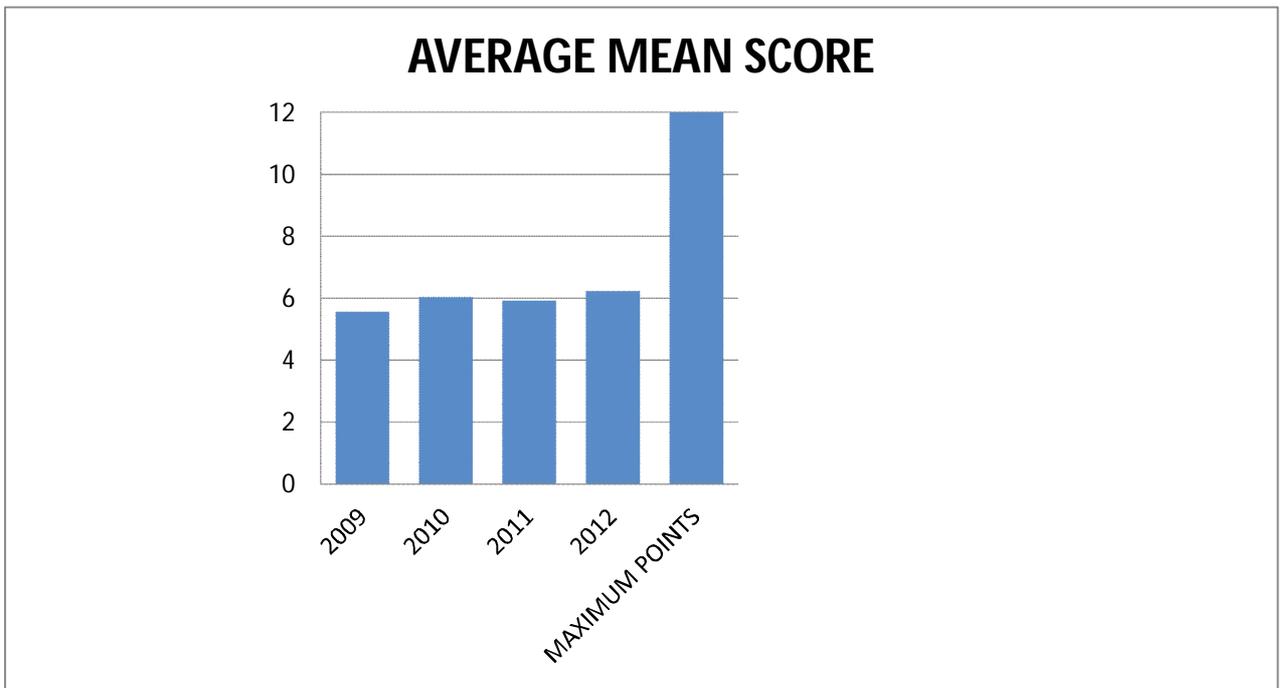


Figure 1.1: Average student mean score by year

## 1.2 Statement of the Problem

Government and parents have invested highly in education in Kenya. In spite of all this there's value reduction in performance of students in schools especially in Nyamira. Many factors have led to the value reduction in performance of students including SES. In fact some schools have qualified teachers and well developed infrastructure like laboratories for sciences and enough classes. This is through the government initiatives through CDF, bursaries and grants with the aim of reducing poverty.

Msafiri (2012) explored the poor 2010 National Form Four Examinations in Tanzania and outlined several factors among them the socio-economic backgrounds. Onderi (2014) in the study in Kericho Sub-County found out that the SES background of the students strongly influenced the student's academic performance. Korir & Kipkemboi (2014), identified that family backgrounds affected student's KCSE performance in Vihiga County.

Abdinoor (2012) in his research found out that the socio-economic factors affected KCSE performance in Isiolo County to a greater extent. It's the governments' desire to provide quality education to all children as one of the major objectives in the realization of vision

2030. Governments' move to review fees paid in public secondary schools and free day secondary is the commitment to ensure access to secondary education to Kenyans. Consequently, the researcher conducted the study on the Influence of Socioeconomic Status on KCSE Performance of students in public schools in Nyamira South Sub-County, Nyamira County in order to unveil how SES in Nyamira has contributed to value reduction in performance.

### **1.3 Scope and Delimitations of the Study**

The study was limited to the public secondary schools in Nyamira South Sub-County which were selected for the study. The study focused students from forms three and four and all selected teachers and the principals of the schools who participated in the study as respondents. This is because the academic performance is of concern and all teachers are involved and for the case of students in form three and four would have been exposed to many evaluations than those in the lower forms. The study specifically was to seek and determine the factors that were influencing students' academic performance in the selected schools specifically to Nyamira South sub-county only. The study was limited by the fact that there was limited time in conducting the study and the financial constraints.

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

1. To determine how SES of parents affect student's academic performance in Nyamira South sub-county.
2. To find out the relationship between parent's SES and student's academic performance in Nyamira South sub-county.
3. To find out what can be done to improve student's academic performance in public secondary schools in Nyamira South sub-county.

### **1.5 Significance of the Study**

According to Oso (2009), the significance of the study refers to the relevance of the study in terms of academic contribution practical use that might be made of the findings. It was therefore hoped that the study will help the Ministry of Education Science and Technology and the County department of education, schools, parents and researchers to look for possible ways to improve the academic performance of the students in the low SES areas. The learners will also benefit from the findings as they will be aware of the challenges and will be able to make effort towards overcoming them so that they will perform well in their academic process. To the researcher the information obtained will be of great importance for the future experience in teaching and the further advancement of knowledge in the field of education.

### **1.6 Research Questions**

1. How does SES of parents affect student's academic performance in Nyamira South sub-county?
2. What is the relationship between parent's SES and student's academic performance in Nyamira South sub-county?
3. What can be done to improve student's academic performance in public secondary schools in Nyamira South sub-county?

### **1.7 Limitations of the Study**

The study was limited in the case that it relied on students to provide information about their families socioeconomic factors; some might have given true responses while others might have been ignorant of socioeconomic background. Respondents included principals of the selected schools, teachers and students from form three and four. There were many other factors that influence student's academic performance that the researcher was not able to control. These would include; school resources, teaching learning strategies, class size, teacher competency and adequacy and school administration.

## **1.8 Organization of the Study**

This research is divided into five chapters. The first chapter is an introduction to the research project which highlights the background to the problem, the statement of the problem, scope and delimitations of the study, objectives of the study, significance of the study, research questions, limitations of the study and organization of the study. Chapter two consists of the conceptual framework, theoretical framework and literature review which is relevant to the topic of research. The third chapter entails the research design and methodology used to carry out the research. Fourth chapter contains the analysis and presentation of the findings of the research while chapter five gives the summary, conclusion, recommendations and areas for further studies.

## **1.9 Definition of Terms**

**Academic performance:** Refers to the total score that a student obtains in an Examination.

**Cohort:** Refers to a group of students who join school at the same time.

**(CDF):** Refers to the Constituency Development Fund; schools benefit in terms of infrastructure upgrade and bursaries given to the students to reduce their fees balances.

**Family Socioeconomic factors:** Refers to aspects related to the Family that affects a learner's academic performance. These include parental income, parental educational level and parental involvement in children education.

**Public school:** Refers to schools that are formally supported by Government especially in terms of employment of teachers.

**Mean score:** Refers to average point showing individual or Group achievements in examination performance.

**Student:** Refers to a person studying in school.

**Socioeconomic status:** Refers to the income, parental education levels and parental occupation based on mother's education, father's education, mother's occupation and combined income.

## CHAPTER TWO

### Review of Related Literature

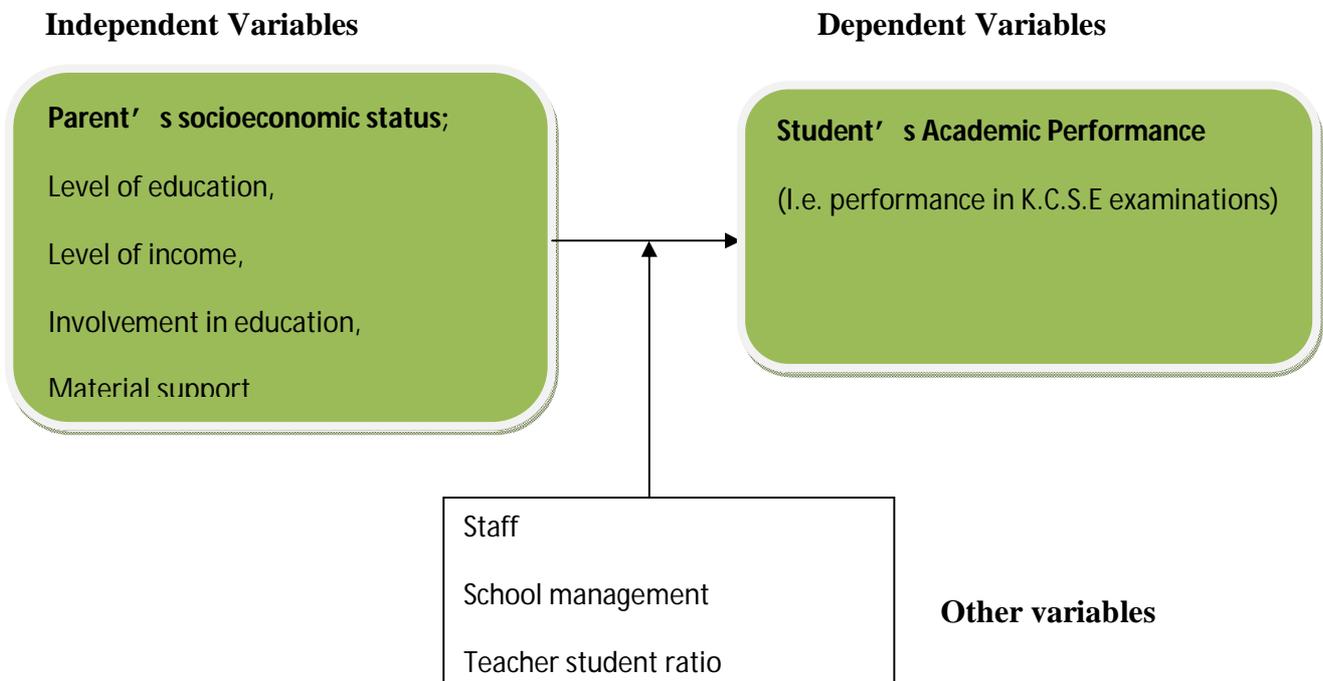
#### 2.0 Introduction

This chapter presents the conceptual and theoretical framework and review of literature on the influence of socioeconomic status of parents on student's academic performance. Literature review is a technique used to identify, evaluate and interpret the research of other scholars (Mugenda & Mugenda, 1999). The variables used are; parental level of education, involvement of parents in the learning process, level of income and financial and material support on KCSE performance and their role in the value reduction in student's academic performance. The review of previous studies will be used to identify the gaps and shows the summary of the literature reviewed.

#### 2.1 Conceptual Framework

The variables involved in the study were conceptualized using the model delineated in

Figure 2.1:



**Figure 2.1:** Conceptual Framework on Influence of Parent's Socio-Economic Status on Students Academic Performance.

From the conceptual framework, the factors that arise from the socio-economic status of parents and other factors that cannot be avoided related to the school influence student's learning thus affecting the academic performance of that student in one way or another.

## **2.2 Theoretical Framework**

The study will be guided by systems theory of organization developed from general systems theory by Ludwig von Bertalanffy in the 1950s. The theory suggests that the inquiry in understanding and dealing with increasing complexities beyond the competence of any single discipline. It seeks the scientific exploration, understanding and controlling of systems. Systems theory indicates that schools are like any other open systems which always engage in various ways of exchange. The theory therefore, emphasizes the consideration of the relationships between the school and its environment as well as what goes on within the school. The fundamental concept in the general system theory is that of the relationship or interaction.

A school as an organization is affected by the environment (social and economic) as it provides key resources that sustain the school and lead to change and survival. Institutional theorists view organizations as a means by which the society's values and beliefs are embedded in organizational structure and expressed in organizational change.

Schools are not independent of their environment. Therefore various factors in the environment affect the adaptation in school policies and implementation which in return will affect students in the learning process. The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support of students for the quality of their

performance. Goddard (2003) says that such social assistance has a crucial role for the accomplishment of performance goals of students at school.

As it will be adapted in this study, the systems theory holds that socioeconomic factors influences student's academic performance in secondary school education while trying to look whether there is any relationship between the variables; parental level of education, parental level of income, financial and material support and parental involvement on students' KCSE performance in Nyamira South Sub-County. However this theory has its own shortcomings as it requires all the interrelationships among the systems to be understood by all people involved. The theory also requires a shared vision so that all people in the school have an idea of what they are supposed to accomplish. Despite its shortcomings the researcher will use the theory because it will investigate the relationship between the variables and the academic performance of students. This came as a result of the theory holding that the school as an organization and an open system it can be influenced by various factors surrounding it. The principles of general systems theory are;

### **2.2.1 Holism**

This is the idea that all the properties of a given system cannot be determined or explained by the sum of its component parts alone. Instead, the system as a whole determines in an important way how the parts behave. However this principle is applicable to the generalization of the entire school as an organization but it is important to note that students come from different homes with different perspectives and social values.

### **2.2.2 Reductionism**

This is the analysis of complex thing into simpler constituents, a theory that all complex systems can be completely understood in terms of their components. This may be seen as the opposite of holism. On the other hand, holism and reductionism they both would be helpful to get a proper understanding of a given system. The reductionist process helps to determine the

parts of a mechanism or structure, but the holistic view helps to determine its purpose and potential applications. This principle applied to the study well as the study collected data from the elements of the system, i.e. students and teachers though this study left out parents and other stakeholders because of its limitations.

### **2.3: Thematic Literature Review**

Orodho (2005) identifies thematic literature review as the process where the researcher identifies the sources in terms of themes or topics which are important in the reviewing of key studies.

#### **2.3.1: Parental Level of Education on Student's Performance**

Globally education has been considered critical in governments in planning and national policies of development. It is viewed as the best means to better society and improve the standards of living. Education is the most important factor in the development of a person and society at large. It's through the education process that an individual becomes a dependable being in society in all aspects of life (Michubu, 2013).

Parent's level of education influences beliefs, knowledge, values and goals about child nurturing and rearing which includes education. Parents can help students develop positive coping skills and expectations of themselves, and help them overcome background conditions that might otherwise affect their chances of being successful in school (Julie, Roberts and Sawyer, 2006). This study helped the researcher to understand the socioeconomic factors clearly and creating a speculation on what is expected in this study.

Research shows that supportive and attentive parenting practices positively affect academic achievement (Eamon 2005). With the assumption that educated parents are likely to give their children more support in their learning process leading to improved performance unlike those students whose parents are not educated and have inadequate ability to ensure education for their children. In this case, the study gives an insight to my objectives to find out whether

there's a relationship between parent's socioeconomic status and student's academic performance.

Musarat, Nadeem, Faqiha, Perveen et al (2013) on their study in Pakistan found out that parent's education level had an impact on the students' academic performance. Level of education influences parent's knowledge, beliefs, values, and goals about child rearing, so that a variety of parental behaviors are indirectly related to children's' school performance. For example higher levels of education may enhance parents' ability in becoming involved in learning process of their children. According to Education Encyclopedia State University, (2002) education helps parents to acquire the basic social skills and problem solving strategies conducive to children's school success. Thus students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation and they may use more effective learning strategies than children of parents with lower levels of education which comes from motivation and support in school work. As of the studies above, there's a clear indication that the socioeconomic status of parents influenced student's academic performance. Therefore, it pointed out the variables of the study more clearly for example parents' level of education.

Suleman, Aslam, Hussain et al (2012) on their study in Pakistan found out that there was significant effect of parental educational level on the academic achievement of secondary school students. Parental educational levels revealed the clearest patterns of variation in the academic achievement of students. Students showed higher academic achievement whose father and mother were more educated as compared those students whose father and mother were not educated or less educated.

According to Eamon (2005), Suleman et al (2012) & Caldas and Bankston (1997), concurs that parental level of education matters a lot in the value addition or reduction in student's academic performance. According to Kemunto (2013), parents' level of education had a

significant influence on the girl student's academic performance in Nyamira District. Also in their findings in Migori, Adhanja, Nyakan and Yambo affirmed that parent's level of education had a significant effect on student's academic performance. Therefore according to the fact that many researchers have concluded that parental level of education influences the performance of a child in school, the researcher will take a keen interest for the case of Nyamira South Sub-County students to determine whether there's a relationship between parent's level of education and the performance of the student. These studies were a good foundation to this study as they gave the researcher more guideline on the socioeconomic status of parents and the effect it may have to student's academic performance.

### **2.3.2: Parental Involvement in Student's Academic Performance.**

Sanders, Watson and McNeal (2004) in their study understanding parental involvement in public education in America found out that parent partnership with schools brought about good outcomes; school attendance, behavior, grades and efforts in completing homework. All these factors lead to a better academic performance of students. Xitao (2001) in the study on Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis asserts that parents' Education Aspiration for their children may be much more than just expectation. Such aspiration on the part of the parents may translate to a variety of educationally beneficial activities and behaviors during a child's life. The studies enumerated above gave an indication that parental participation in school system matters a lot putting in mind the objectives of this study which will look to assertion if parental involvement really matters.

Schiller, Khmelkov and Wang (2002) in their study of achievement in mathematics which was conducted in 35 countries from Europe, Asia and America found that the family structure had an influence on the students' academic ability towards mathematics. They argued that the family structure for example students with single parents may not have a relationship on

performance. The greater economic development marginalizes the role of families in society, increasing the influence of intangible social resources in the process of educational stratification. The greater relative advantage of living with two parents in more developed nations suggests an increasing importance of parents' strategic investments of time and attention for their children's academic success. Therefore the outcome of having parents around was significant to the child in the process of schooling. The findings above helped the researcher to put in mind that in school we have special cases for example orphans, students with single parents or divorced parents and there was need to capture it in the study.

Suresh, (2010) while studying the parental involvement in childrens' education in Tamil Malaysia found out that regardless of the parents' education level, most of the parents seemed to have invested their educational interest in the form of participation. However, the quality and the quantity of knowledge and skills of the parents especially those who are from the low level of education remain uncertain. Xitao (2001) on his study on Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis showed parental activities had an impact on the student's performance. The reason was that parents' Education Aspiration for their children may be much more than just expectation. Such aspiration on the part of the parents may translate to a variety of educationally beneficial activities and behaviors during a child's life which will lead to better performance. The findings from the review above helped in this study as to what will be the case in the area of study.

Reay (2004) opines that most middle class mothers have a good educational background and it is invested in their children's educational success in the form of self-confidence and participation. However, Borgonovi and Montt (2012) in their study states that the parents' involvement was of benefit to the students by either associating with teachers or assisting in doing homework and participating in school activities can improve the performance of the students. Parental involvement in children's education formed a basis of the students' success

(Watson, Lawson & McNeal 2012). Although these studies were conducted in various places they have been a lime light to the topic of this study. It is evident that there is a relationship between parent's socioeconomic status and student's performance and this study was done to found out whether the findings of various scholars is applicable especially to students in public secondary schools in Nyamira South sub-county.

Alkhuba (2013) in his study in Jordan found that the economic and social factors had an impact on student's academic performance. Zahya (2008 as cited in Alkhuba 2013) Mother's and father's educational backgrounds were related to student's academic performance. Xitao (2010) affirms that parents' aspirations for their children's education had a consistent and positive effect on student's academic growth. Parents who tend to be more involved in their children's work influence positively the academic performance of their children hence the sought to take this ideas and find out the situation in the case of the area of this research under study.

Children learn by example and observation. Parents that model certain behaviors are more likely to see the same behaviors displayed in their children. The effects can be positive or negative depending on what examples a parent sets (Markey, 2010). This can range from spending time together with the child, rewarding and other factors which motivate the child's perception towards education. On the other hand parents with higher education have higher intellectual development which fosters them to be involved their children's education at home and school. They use the education to communicate with their children, assisting them with their homework and identifying their children's academic problems (Suresh 2011). He also found that those educated had better skills of managing their children's education. From this ideas and life experience the researcher concurs with the findings of the stated works above which have given a roadmap towards the better understanding the variables included for this study.

Parents who get involved in child's education positively influence the child's chances of success (Cook 2014). She continues to argue that kids whose parents are involved in their education tend to perform better than their peers who have uninvolved parents.

Teachers recognize parental involvement in school activities and on student's work as integral to successful academic performance. The appeal of parental involvement programs lies in their cost effectiveness and expected multiple positive effects. Parental participation can be influenced by parents, teachers, and students; it usually involves grass-roots, low-cost programs that are presumed to have positive effects on multiple domains, for example, on parent attitudes and behaviors, quality of parent-school and parent-teacher relationships, and student academic performance (Griffith, 1996). Therefore parental involvement has a great influence on students' general performance in school and it was more helpful to the researcher to find out the case of the area under study to ascertain whether parental involvement influences student's academic performance.

### **2.3.3: Influence of Income of the Parent on Student's Performance**

Income refers to the sources of finances of the parents or in the family. The sources may include money from the employment salaries, business enterprises or from the well wishers and donations. At this point the researcher will focus only the family income and its influence on the student's academic performance.

American Psychological Association (APA) journal, in a publication of the nationwide study in America (2009) asserted that children from low-SES families and communities were developing academic skills slowly compared to children from higher SES groups. Academic skills were correlated with the home environment in which low literacy environments and chronic stress negatively affected the child's pre-academic skills. On the other hand Aiken & Barbarin, (2008) concurs with the APA journal that the schools in the low SES areas had inadequate teaching-learning resources for quality education. This negatively affected

student's academic progress hence value deduction in performance. As of this argument the high SES refers to high income groups/families in which students perform better as compared to those from low income families. The studies show the relationship between financial status and student's academic performance and it was of importance as it showed the kind of that relationship.

According to Susan (2010), in the the review of the research done in USA indicates children of affluent parents are more likely to succeed in life than the children of poor parents. For example compared to more affluent children, poor children, score lower on tests of cognitive skill in early childhood. Have more behavioural problems in school and at home, are more likely to have children at a young age, and are more likely to be poor themselves when they are adults. The most initiative explanation for this difference is that rich parents can spend more than poor parents on their children and that these investments lead to better outcomes for their children.

Naidoo, Munch and Eeden (2014) on their research finding in of high school performance in Cape Town South Africa found that students from high SES families would perform well than those from low SES families. Haveman, Barbara & Spaulding (1991), in their study based their argument on human capital and viewed income or assets to having a great impact on student's performance in high school in America. Also Suleman et al (2012), in their study affirmed that those students whose parental level of income was high their academic achievement/performance was good as compared to those students whose parental income level was low. These studies therefore helped to build a firm foundation of the objective of this study towards finding out whether their findings apply to the case of Nyamira.

Ghazi (2013) concluded that the family income in the case of Khyber in Pakistan had a significant effect on students' academic performance. As a result in analyzing the socioeconomic status of parents they made a suggestion for the government to look at

especially increase of the income and providing education to their children. Naidoo, Eeden and Munch (2014), in their research in Cape Town South Africa they found characteristics such as parents' employment, schooling and ownership of computers influenced the student's academic performance in school. As result of these findings it is clear that the availability of extra learning materials can have an effect on students' academic performance. According to them income played an important role in motivating the students by availing what they needed for their learning process.

According to the results of the research in Kericho Sub-County, (Onderi, 2010) found that 56.3% of the respondents agreed that the level of income of parents influenced a child's academic performance. This implies that parents who were capable financially were able to afford extra tuition for their children or take them to schools which have high and quality learning inputs leading to a positive impact in performance unlike the low income parents who will only take their children to village government schools which lack facilities and understaffed affecting the students negatively in their performance. Taking into consideration the findings of the study, it contributes to the topic of this research due to its close proximity and the sense that these are tea growing zones and in small scales which have poor returns and inconsistent.

Therefore, from these observations it's evident that students from higher income earning families had high chances of performing well in school as compared to those from the middle and low earning families. In this case, the findings of Kericho has shown that parents go an extra mile to provide private tuition to their children and the question is what will be the case of Nyamira South sub-county which is particularly a low SES area.

### **2.3.4: Influence of Parental Financial and Material Support to their Children's Successful Learning on Student's Academic Performance**

Parental financial and material support refers to the ability of the parents to provide extra equipments to their children while in school. Apart from mandatory requirements like paying of school fees, uniform and course textbooks, these may include revision books, money for educational field trips among others. Inability to pay school fees may force the student to stay at home and miss learning when others are in school. UNESCO (2004) indicated that youngsters from lower socio-economic states were less likely to succeed in school. The report stated that the social class and economic condition were important factors that related to success in school and cannot be ignored.

The study by Curtis (2010), in New Hampshire USA opined that (SES) had a strong relationship with the average performance of students in public high schools in which they looked into parent's education, income and unemployment rate. Relationship between aspects of socio-economic factors and academic achievement concluded that parent socioeconomic factors are related to adolescents' academic achievement in his study which was based on the rural area (Zahyah 2008). He said that it is not so much of the geographical settings but more of the parents' economic status. The educational level and reading materials in the home to a certain extent do influence children's school performance. He further states that poor performance in school does not fully depend on location but more so on parents' socio-economic status. The presence of reading materials in the home is found to be moderately associated with adolescents in purchasing the appropriate reading materials based on their own academic ability compared to parents with lower educational background. Therefore, this study shows that there is need to find out more whether families have their own libraries in order to ascertain the availability of the material needed for smooth learning.

In his study in Jordan, Akhutaba (2013) opined that the socio-economic status of families had the influence on the students' academic achievement. Children from those families had lower educational performance. Other factors he considered were the type of schools the children attended. He found out the children from the high SES families went to private schools and were likely to achieve higher end of school scores as compared to children from the low SES families who attend state schools. As result, those parents who sent their children to the public schools were not able to provide fully towards their children's education unlike those who preferred the private schools. This is also in the case of Kenya particularly in Nyamira whereby parents who are able take their children out of the region because we do not have good private schools thus leaving the public schools for the poor.

Udida (2012) in the study in Nigeria agreed that parents who earn big salaries can effectively take responsibilities of their children's education compared to parents that earn meager salaries. This was indeed evident as the financial and moral support a child gets from his/her parents' influences him/her psychologically, which is reflected in his/her performance in school. Juma, Atieno, Simatwa et al (2012) in their study in Kisumu East District opined that family SES affected children's education. For instance it has been noted that high level of Parental education of the family, high income and conducive home environment positively influences academic achievement of children. They concluded that the parents whether of low or high income should be sensitized about the importance of providing for the needs of the students and its impact on their academic performance.

Mirera (2012) in his study in Nyamira District found out that materials determined how and what learners learn. He argued that the systematic transmission of knowledge and values from teacher to learner's needs must proceed smoothly. This was only possible if there is adequate learning and teaching materials. The parent in this case is responsible for the provision of support materials for curriculum and instructional activities apart from those the

school has. For curriculum innovation to succeed, the teachers must have the tools for the job, relevant textbooks, teachers' guide and other materials needed for instructional purposes should be availed to teachers as in the case of students too for them to learn better must have all the required necessities for example the dictionary, mathematical tables and sets, literature set books and other revision materials. Though Mirera studied the responsibility of the head teachers, his study is relevant to the topic of this study in the sense that the factor of finances and income is reflected. Therefore, the findings that availability of instructional resources physical facilities significantly influenced performance in schools was to see if they are still applicable.

#### **2.4: Summary of Review of Related Literature**

As the review of the related literature has shown, there is a significant relationship between the SES of the parents and student's academic performance. The higher the level of education of parents the higher the influence to the child's education. Also, the education of the parent has a relationship with parental involvement in his/her child's education. The parents who have high levels of education will tend to be more involved in their children's education as compared to those with low levels of education. Educated parents will show more support to their children in the process of their education (Eamon, 2005). As discussed earlier, Caldas and Bankston (1997) outline the importance of the parent's education towards the education of the child.

Parental involvement in the child's academic progress and performance is critical in the process of learning. The involvement of the parents gives the child the motivation of doing more in the learning hence value added performance. As of Markey (2010) the parent's behaviors displayed towards the children influenced them as they learn through observation and examples. Therefore the involvement of the parents in the education of their children affects the students positively bearing in mind their parent's expectations from them. The

involvement is part of the investment on the child's education. On the contrary the students whose parents may seem not to care about their education may lose hope due to lack of motivation especially from their parents hence leading to the value reduction in performance. Finally as shown, it is evident that parental involvement is important in any institution of learning and the learners themselves (Griffith, 1996).

Parental income had a significant effect in student's academic performance in various regions as indicated by the findings of the researchers in their studies. Those with higher incomes will tend to finance their children and materially support them in school which in turn positively influences their performance. The students from the low income families experience difficulties in meeting the school requirements like paying of school fees and school uniforms; as a result they may be forced to stay at home until they pay for their tuition. As a result of being out of school they lose much time as the learning will still continue while they are at home because of school fees. The result is that there will be value reduction in academic performance due to absenteeism and lack of morale unlike their counterparts from families which are financially stable. Onderi (2010) outlined the benefits the students whose parents were able to provide extra money for the extra tuition to their children's education and the result was that there was value addition in performance. Therefore, the level of income affected the student's academic performance according to the reviewed literature studies.

Lastly, the financial and material support has had an impact on the student's academic performance positively. As of the report of UNESCO (2004) stated that the social class and education cannot be ignored. This was as result of their findings that those students from lower social class/states were hardly to succeed in school as compared to those from high social class. Those students from high class had adequate financial support from their parents unlike those from the lower social class. The support included the schools attended, books

and other learning materials parents/guardians provided for their children. For example the study in Cape Town South Africa by Naidoo and Munch (2014) those students who accessed and owned computers were from the high social class thus they were advantaged more than those from the lower social class. In the case of Nyamira Mirera, (2012) found out that the availability of learning materials and physical property influenced student's academic performance.

As a result of the literature review, the finding show how the independent variables relate with one another and their influence on the dependent variable. The relationship shows that the theory used above will be of help to determine and come up with possible conclusion from the data that will be analyzed and will have a well practical use in the field of education.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter dealt with the procedure that was used to conduct the study. It focused on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis technique.

#### **3.1 Research Design**

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose, Kombo and Tomp (2009). It is the conceptual structure within which research is conducted.

The study employed descriptive survey design to assess the influence of socioeconomic factors on the student's KCSE performance in public secondary schools in Nyamira South Sub-County. Orodho (2003) defines descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The descriptive survey design was used in this study aiming at observing and describing the behavior of the variables under study without influencing them in any way. The data collected will be simply expressed numerically.

The survey design has two categories: Longitudinal and Cross-sectional Survey Designs. The researcher used the quantitative study due to the short period of the study. Therefore descriptive survey research design was found to be the most appropriate design for this study according to the short period of the research.

#### **3.2 Target Population**

According to Oso (2009), target population is the total number of subjects, or the total environment of interest to the researcher. Mugenda and Mugenda (1999), a population is the

entire group of individuals, events or objects having a common observable characteristics. The research will be conducted in four public secondary schools. The population of the study will consist 4 principals, 20 teachers and 100 students.

### **3.3 Sample size and Sampling Procedures**

A sample size is the number of participants in a given study. Orodho and Komb (2002) define sampling as the procedure a researcher uses to gather people, places or things to study. Since the research cannot cover all the public secondary schools in Nyamira South Sub-County a sample will be used. Multistage random sampling will be used to select the four schools for the study. All the principals or their deputies will participate in the study because they have more information concerning their learners. Lastly the simple random sampling will be used to select four teachers and the twenty five students from each school.

### **3.4 Research Instruments**

The study utilized questionnaires for data collection. The questionnaire were chosen because of the limitations of the study. The method can reach a large number of subjects who are able to read and write independently. Research instruments helps the researcher to collect the required information (Mugenda and Mugenda, 1999). Three questionnaires were used in the study, one for students and the other two for teachers and principals/deputies

The questionnaires were used to collect data from students and teachers on the influence of social economic factors on student's academic performance in the area of the study with the sample which had been selected to take part in the study. The questionnaires contained open-ended and closed ended questions. The questionnaire for the teachers consisted of two parts; Part A which had the Demographic questions and part B the Influence of SES factors on Student's Academic Performance.

Lastly the questionnaire for students consisted of five sections; Section A had Demographic questions, Section B, C, D and E contained both open-ended and closed-ended questions on

Parental Level of Education, Parental Involvement, Income of Parent and Financial and Material Support on Student's Academic Performance respectively.

### **3.5. Validity and Reliability of the Instruments**

The validity of a test is a measure of how well a test measures what it is supposed to measure, Kombo (2009) define content validity as a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of particular concept. Content validity was ensured by checking whether the items in the questionnaires reflected the research question.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda 2003). Reliability of the instruments therefore enables the researcher to estimate error and make correction if any. The larger the reliability the smaller the random error and conversely, the larger the random error the smaller the reliability (Mugenda 2003). The administering of the questionnaire may reduce the error hence the validity of the instrument.

### **3.6 Data Collection Procedures**

Data collection is the gathering of specific required information from the population of the study (Mugenda, 1999). A research authorization letter was obtained from the college from which the researcher was able to obtain the permission from the schools through the respective principals. The researcher personally visited each of the school and gave out the questionnaires to relevant teachers for assistance. The researcher explained the importance of the study and the necessity of the respondents to give genuine and honest contributions to the study. Teachers and students were voluntarily asked to give their consent to participate in the study.

### **3.7 Data Analysis Techniques**

This entails separation of data into constituent parts or elements and examination of the data to distinguish its component parts or elements separately and in relation to the whole (Oso, 2009).

Data collected from the field were coded and entered into the computer for analysis using the statistical package for social sciences (SPSS) computer software for windows programme to enable analysis. Quantitative data was analyzed using descriptive statistical tools. Frequencies and percentages from the findings were presented in pie charts, tables and bar graphs which were used for interpretation.

Qualitative data was organized into themes and patterns based on analysis of meanings and implications emanating from respondents' information and documented data on academic performance.

### **3.8 Ethical Considerations**

All the ideas of other people have been acknowledged in the text and on the references page. To avoid plagiarism and committing crime of using another persons copyright to make it look like another person's work. All the cited and referred materials lawfull belong to those individuals or organisations from which the information was retrieved from.

The data obtained from the respondents in the study will remain private and confidential and their names will never be used or rather the pseudonyms should be used. Questions which were used ensured that they din't cause any physical or psychological harm. The respondents were supposed to volunteer to participate in the study and incase the targeted population is composed of the special or vulnerable groups permission must be obtained from those who care for them. The research willl not ignore the pertinent issues and the experimental design should be treated equally. The tests will not be used in the research process.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

This chapter dealt with the presentation of data which was collected in 4 schools. The analysis aimed at addressing the influence of socio-economic status on KCSE performance of students in public secondary schools in Nyamira South Sub-county, Nyamira County. The student's academic performance in relation to various independent variables mentioned in chapter one are presented and discussed with the following objectives; to determine how SES of parents affect student's academic performance, to find out the relationship between parent's SES and student's academic performance and to find out the way forward towards improving student's academic performance.

#### 4.1 The questionnaire Return-rate

As per sample design, a total of 125 respondents were used comprising of 4 Principals, 20 teachers and 100 students. A summary of the questionnaire return rate is shown in table below.

Table 4.1: Questionnaire Return rate

Response rate

Category of respondents	Total	Frequency of received	Percentage (%) of received	Frequency of not received	Percentage (%) of not received
Principal	4	4	100	0	0
Teachers	20	16	80	4	20
Students	100	94	94	6	6

(Source: Field Study, 2016)

Table 4.1 shows the number of questionnaires that were given out by the researcher to principals, teachers and students. The sample population included 4 principals, 20 teachers and 100 students. The questionnaires given to the principals were 4 which represented 100% of the response. The questionnaires given to teachers were 20 representing 80% of the response while those which were given to students were 100 representing 94% of the response.

#### 4.2 Participant Schools

The researcher collected data from four public secondary schools in Nyamira County. The four schools that were reached were all co-educational whereby two of them were both day and boarding while the other two were day schools as shown in table 4.2

Table 4.2

*Distribution of participant schools*

Category of School	Gender			
	Boys	% of Boys	Girls	% of Girls
School A	9	20	14	29.0
School B	12	27	12	24.5
School C	14	31	11	22.0
School D	10	22	12	24.5
<b>Total</b>	45	100	49	100

(Source: Field Study, 2016)

Table 4.2 shows the number of students who participated in the study. School A contributed (20%) boys, B (27%), C (31%) and (22%). On the other hand the girls were as follows (29%), (24.5%), (22%) and (24.5%) for school A, B, C and D respectively.

### 4.3 Demographic Information about the Respondents

The researcher obtained background information about the respondents who participated in the study which relates to their gender, level of education and teaching experience. This was because the respondents were knowledgeable of the variables that were involved in the study and to which the data was generalized to present the entire population. The information obtained is summarized in table 4.3

Table 4.3

*Distribution of Respondents that Participated in the Study by Gender and Position*

Variable	Categories	Frequency	%
<b>Gender</b>	Male	59	52
	Female	55	48
	Total	114	100
<b>Position</b>	Students	94	82
	Principals	4	4
	Teachers	16	14
	Total	114	100

(Source: Field Study, 2016)

Table 4.3 indicates the gender composition of overall respondents who participated in this study. The distribution was (52%) and (48%) males and females respectively.

Table 4.3.1

Category	Gender	Frequency	%	Valid %	Cumulative %
Teachers	Male	11	68.8	68.8	68.8
	Female	5	31.3	31.3	100.0
Total		16	100.0	100.0	
Principals	Male	3	75.0	75.0	75.0
	Female	1	25.0	25.0	100.0
Total		4	100.0	100.0	

*Gender of Teachers and Principals*

(Source: Field Study, 2016)

Table above indicates the gender of teachers who participated in this study. A total of received questionnaires was 16 and there were 11 males and 5 females which represented (68.8%) and (31.3%) respectively. On the other hand there were four principals of the four schools who participated in study. They were 3 males (75%) and 1 female who represented (25%).

**4.4 Age of respondents and Class**

Table 4.4

*Distribution of Students' and class*

Variable	Category	Frequency	%
Age	14-16	29	31

	17-19	59	63
	Above 20	6	6
	Total	94	100
<b>Class</b>	Form 3	61	65
	Form 4	33	35
	Total	94	100

(Source: Field Study, 2016)

Table 4.4 shows the age bracket of students and the class in which they are. It shows that most of them (63%) were between 17-19 years. Others were between 14-16 years (31%) and above 20 years were a minority (6%). However, according to the target population the participants were to be from form three and four in which there was 61 and 33 students respectively.

Table 4.4.1

Distribution of teacher's age

Variable	Category	Frequency	Percent	Valid %	Cumulative %
	Below 30 years	7	43.8	43.8	43.8
	31-35 years	3	18.8	18.8	62.5
	36-40 years	3	18.8	18.8	81.3
	41-45 years	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

(Source: Field Study, 2016)

From table 4.4.1 most of the teachers were mostly below 30 years (43.8%) while those between 31-35 years, 36-40 years and 41-45 years represented (18.8) each as summarized in figure 4.1.

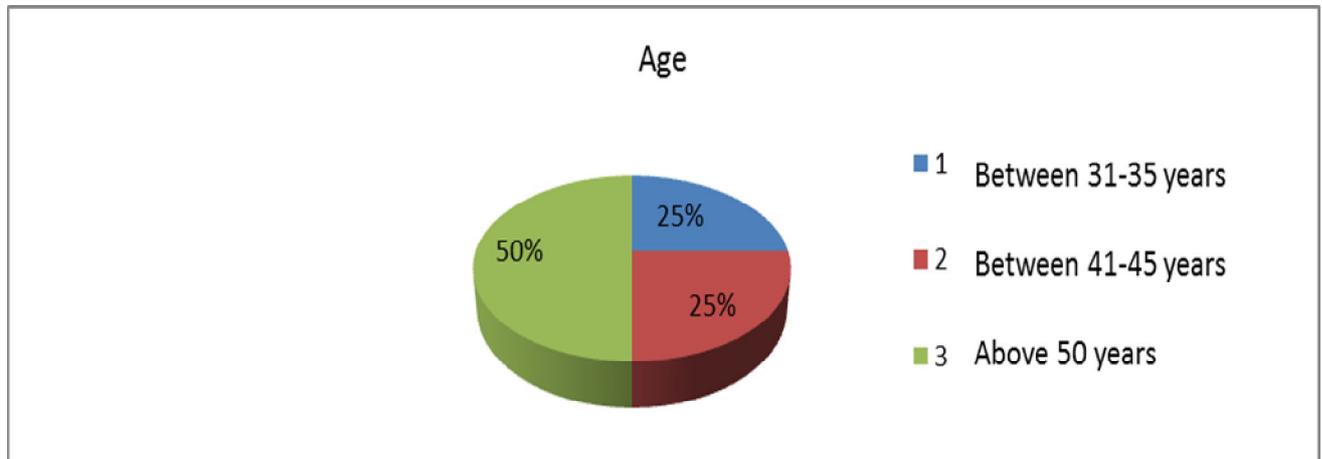


Figure 4.1: Distribution of principal's age.

(Source: Field Study, 2016)

Figure 4.1 shows the age distribution of principals from the four schools. Two principals were above 50 years (50%) while the two were between 31-35 years and 41-50 years respectively representing (25%).

#### 4.5 Education level of teachers and work Experience

Teachers were asked to indicate their education levels of education and the years they have been in the teaching profession. The findings are summarized in the figure below.

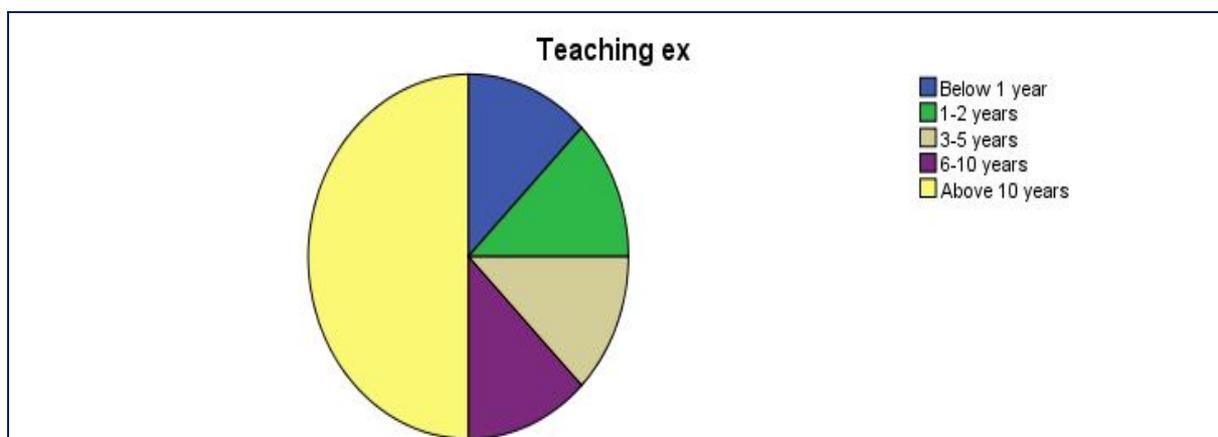


Figure 4.2: Distribution of the teaching experience of teachers

(Source: Field Study, 2016)

Figure 4.2.1 shows the distribution of teacher's experience. Most of them indicated that they have been teachers for more than ten years (50%) meaning that they had been exposed more to the students and aware of the student's challenges pertaining to this study. Those who indicated that they had been in the profession for less than 1 year composed (12.5%) while those who had been in teaching between (3-5 years) and 4 (5-10years) composed (12.5%) each.

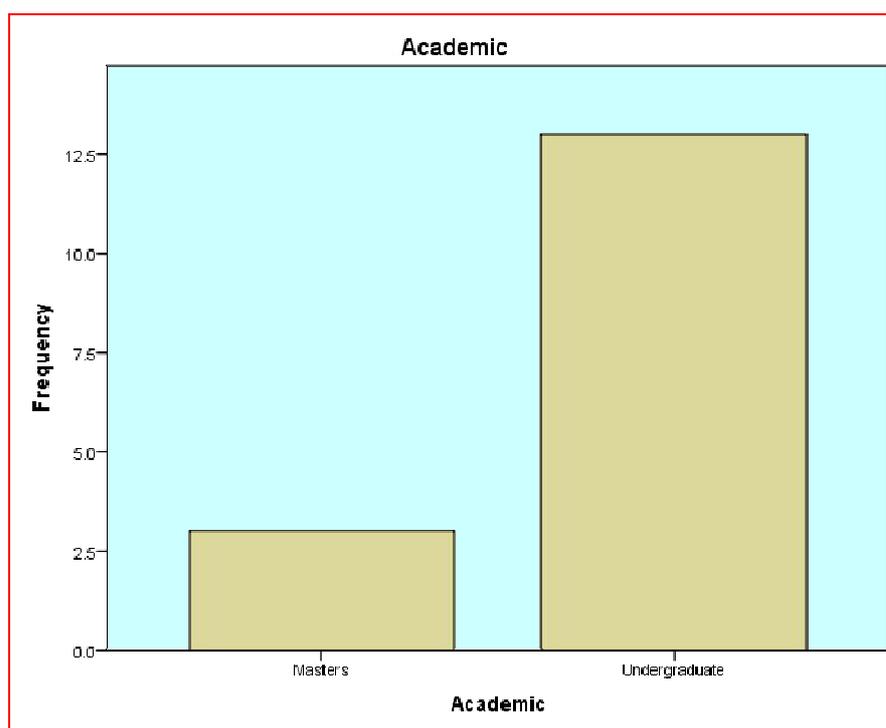


Figure 4.2.1: *Academic qualification of teachers*

(Source: Field Study, 2016)

Three (18.75%) teachers indicated that they had masters while thirteen (81.75%) had the undergraduate degrees in arts and science.

#### **4.5.1 Education Level of Principals and Experience**

Among the four principals, (50%) indicated that they had a masters degree while the other (50%) indicated that they had the undergraduate degree as summarized on figure 4.2.2. Also (75%) indicated that they have been in the teaching profession for more than 20 years while

(25%) indicated between 16-20 years meaning that they were more exposed to learner's challenges and parent relationship. (50%) indicated that they had been school principals between 6-10 years and another (50%) Over ten years. On the period as the principal in their current schools (50%) indicated that they had been in the current school between 3-6 years while the other (50%) indicated between 6-10 years as indicated on table 4.2.2.

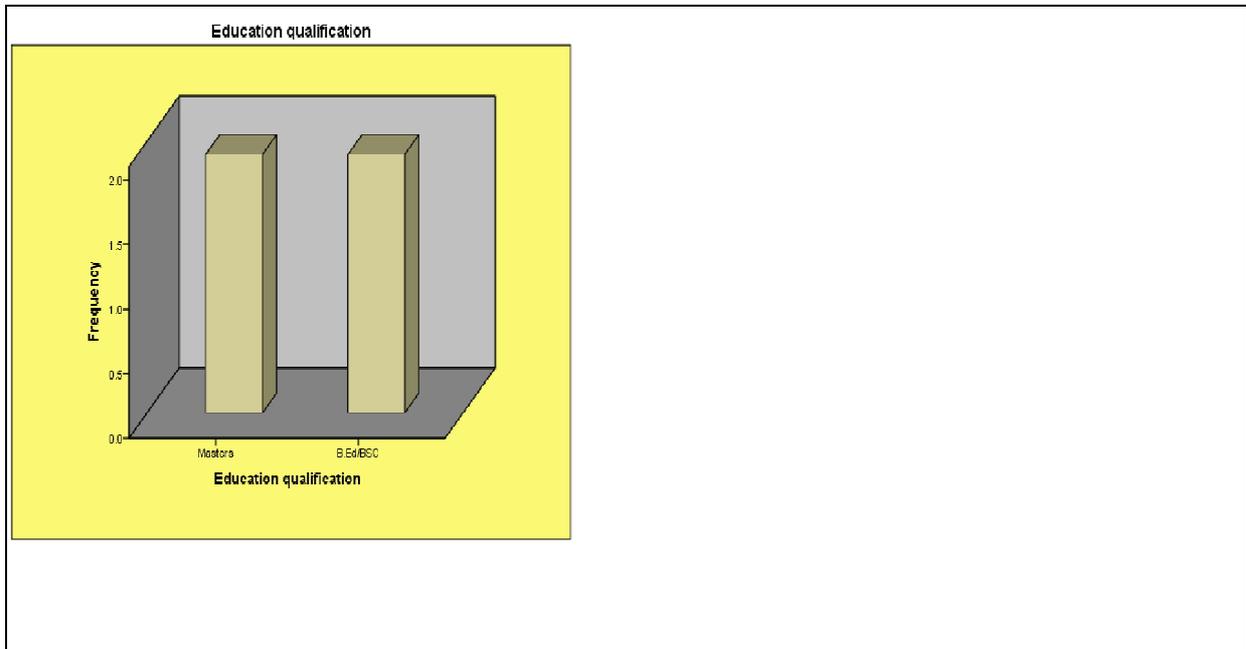


Figure 4.2.2: Principals Academic Qualification

Table 4.2.2

*Principals Teaching Experience, Time in Current School and Academic Qualification*

Teaching profession	Frequency	%
16-20 years	1	25.0
Over 20 years	3	75.0
<b>Total</b>	<b>4</b>	<b>100.0</b>
<b>Principal</b>		
4-6 years	2	50.0
11-15	1	25.0

16-20 years	1	25.0
Total	4	100.0
<b>Current school</b>		
3-5years	2	50.0
6-10 years	2	50.0
Total	4	100.0

Table 4.2.2: Distribution of Principal Teaching experience and Duration in Current School

#### 4.6 Student's Performance

The researcher obtained the grades from the students on their performance in their academics. It was evident that most of the students fell under the two categories according to their responses. The outcome was that only (4.3%) indicated that they perform well in their studies. The larger category fell under the second and third category that was good and average that had 35.1% and 41.5% respectively. However, the fourth category of students was of concern as 19.1% indicated that they are below average. The performance distribution is summarized in table 4.5

Table 4.5

Distribution of students as to Performance

Grade	Frequency	%
Excellent	4	4.3
Good	33	35.1
Average	39	41.5
Below average	18	19.1

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(Source: Field Study, 2016)

#### **4.7 Objective One: Influence of SES of Parents on Student's Academic Performance in Nyamira South sub-county.**

##### **4.7.1 Fathers' and Mothers' Education Level and Occupation**

The questionnaire sought the information from students about the socioeconomic status of their parents. This included academic levels and their occupation. According to the responses it was indicated that most of the parents had reached secondary level and a large number was involved in farming. The fathers' level of education indicated that (12.8%) had reached university while those who had attended college or polytechnic were (25.5%). The majority were educated to secondary level (41.5%) and (8.5%) reached primary level. (11.7%) represented the reaction of the students that their fathers either did not attend any school or they were uncertain about their level of Education. On the other hand, the mothers' level of education was that (2.1%) reached university while (28.7%) attended college/polytechnic, (40.4%) were educated to the secondary level. (22.3%) had reached to primary level while (6.4%) said that their mothers never attended school or they were uncertain of their academic qualifications. Nadenge (2015) indicates that parent's level of education and occupation affected the performance of their children pertaining to the time they had with them to be involved in their learning process.

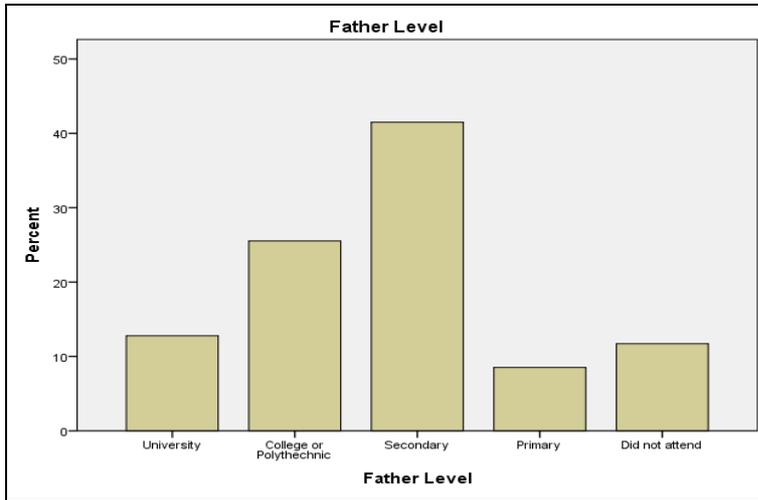


Figure 4.3: Father Level of Education

(Source: Field Study, 2016)

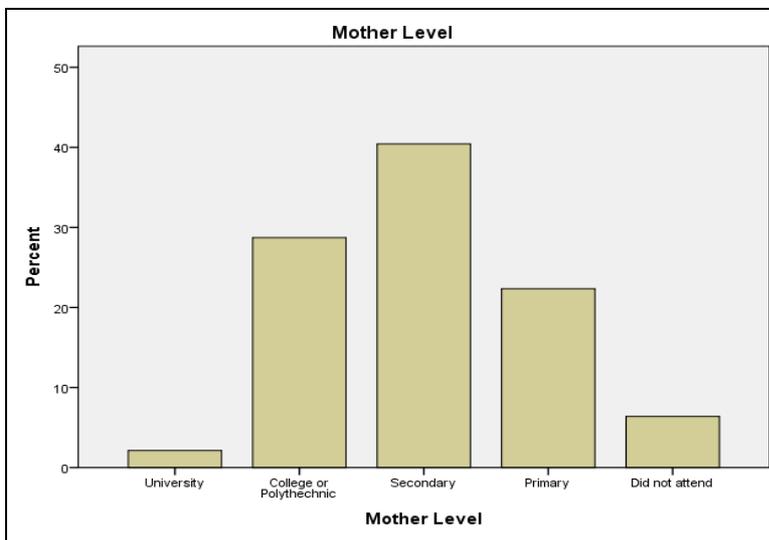


Figure 4.3.1: Mothers' Level of Education

(Source: Field Study, 2016)

Dealing with the matters of occupation, (16.0%) indicated that their fathers' were engaged in business activity while (30.9%) for mothers. (26.6%) of the fathers' were employed while (9.6%) represented mothers. Those who indicated that their parents were involved in farming were (45.7%) for fathers' and (56.4%) for farmers and finally those who indicated any other activity were (11.7%) and (3.3%) for fathers and mothers respectively as summarized in the figure 4.4 and 4.4.1. Mwaura (2014) found out that children whose parents earned a high

income performed better against the findings of this study where the majority of parents are farmers.

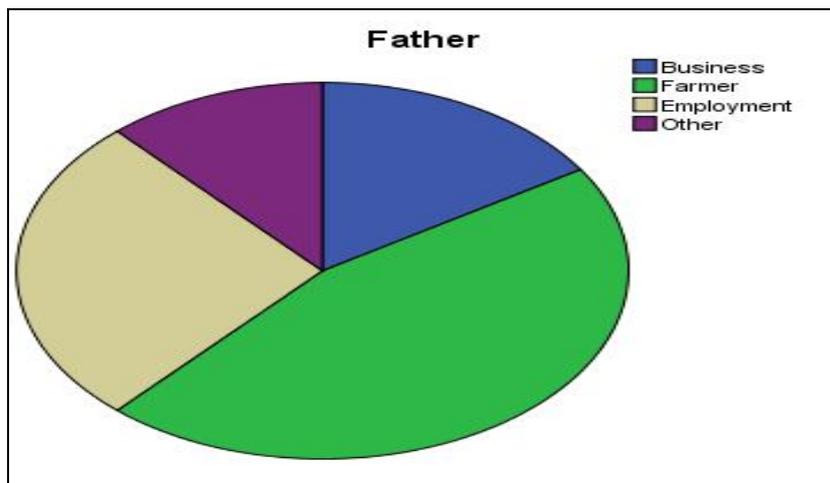


Figure 4.4: Fathers' occupation

(Source: Field Study, 2016)

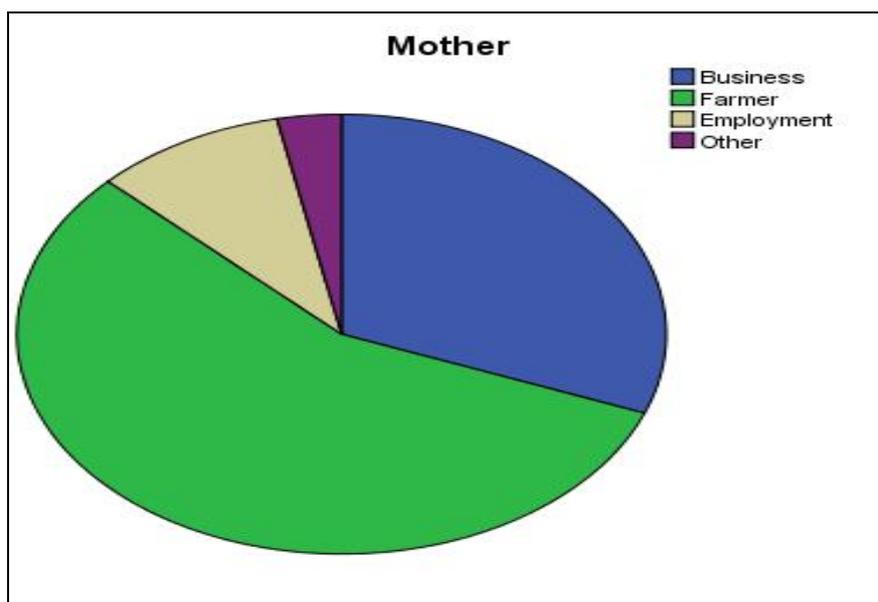


Figure 4.4.1: Mothers' Education

(Source: Field Study, 2016)

Also, the students provided information about who they lived with, who pays their school fees and how many sibling they had in school. The majority of the respondents lived with both parents (67.0%) while (6.4%) and (18.1%) were living with their fathers and mothers

respectively. (7.4%) were living with guardians while (1.1%) lived with relatives as the findings are shown in table 4.6.

Table 4.6

Distribution of students and who they live with

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Both parents	63	67.0
Father	6	6.4
Mother	17	18.1
Guardian	7	7.4
Relatives	1	1.1
<b>Total</b>	<b>94</b>	<b>100.0</b>

(Source: Field Study, 2016)

Most of the students indicated that the school fee was paid by the ones they were living with. However, it was indicated that it was not paid on time and therefore it affected them because they would be out of school when they are sent back home for the same. Most of the respondents pointed out that the school fee was paid in installments as most of their parents were lacking a stable source of income. Also they pointed out the struggle their parents go through to satisfy their needs and others in school too. Majority indicated they were not the only ones in school and therefore school fee payment surpassed most family earning. These findings support the findings by Lacovou (2001) who found that children from larger families perform worse than children from smaller families. Most of the respondents indicated that they more than three children in their family. Otherwise parents engaged in small scale business and sometimes they could not fully support all the requirements of their families.

#### 4.7.2 Students' View on the Factors that Influence them

Students were asked if they had enough basic resources that they needed in their learning process.

Table 4.7

##### *Student's View on Availability of Resources*

Category	Yes (F)	%	No (F)	%
I have all stationery	51	54	43	46
I have personal textbooks	34	36	60	64
There is comfortable furniture at home	58	62	36	38
I have personal study room	41	44	53	56

(Source: Field Study, 2016)

The views on table 4.7 were given by students, (54%) said they had all the stationary they required while (46%) said they didn't have all the necessary stationary they required. There was a major challenge in the matter of personal textbooks as only (36%) agreed to have their own textbooks apart from those provided by the school and (64 %) didn't have their own. Mwaura (2014) indicates that the lack of enough resources negatively influences the performance of students in their learning process. On the matters of furniture at home most of the students agreed they were comfortable (62%) while (38%) pointed out that they lacked them. A large number of the students were not having the personal study rooms (56%) and on the other hand (44%) agreed to have the study room.

The views categorized in table 4.8 were given by the teachers, (68.8%) agreed that lack of enough textbooks influenced performance greatly while (12.5%) agreed that there was some influence and (18.8%) opined that the influence was minimal. They also there was a slight influence due to lack of furniture at home (37.5%) and (12.5%) moderate influence while

(12.5%) agreed that there was great influence as the case to those who indicated that there was no influence. On the other hand, (43.8 %) agreed that lack of food influenced performance greatly while (37.5%) indicated that it influenced moderately and another (18.8%) indicate slight influence. (18.8%) agreed that there was no influence due to unavailability of personal study while (6.3%), (31.3%) and (43.8%) pointed out that the influence was great, moderate and slight respectively. Finally there was great influence between student's performance and the lack of basic needs, (68.8%) and (25.0%) agreed that it influence greatly and moderately respectively while (6.3%) indicated that there was a slight influence as summarized in table 4.8

Table 4.8

	IG(F)	%	IM	%	IS	%	NI	%
			(F)		(F)		(F)	
Lack of adequate textbooks	11	68.8	2	12.5	3	18.8	0	0
Lack of desks / tables for study at home	2	12.5	6	37.5	6	37.5	2	12.5
Lack of food at home	7	43.8	6	37.5	3	18.8	0	0
Unavailability of personal study rooms	1	6.3	5	31.3	7	43.8	3	18.8
Lack of basic needs	11	68.8	4	25.0	1	6.3	0	0

*Teachers' rating of the family factors that influence performance*

(Source: Field Study, 2016)

#### **4.8. Parental Involvement**

Students indicated the responsibility and concern of their parents towards the progress of their learning in school. (88%) affirmed that parents ensure that the school assignment is done while (12%) declined. Majority of the students agree that their parents ask them about

their school work (94%) against (6%) who the parents are not concerned. However, most of the students declined the fact that the duties they were given at home interfered with their performance. (64%) were against this fact of doing home chores by saying it did not affect their learning progress while (36%) said that they were affected by them. Some of their responses was that parents relax and much of the work to them especially girls. According to the involvement of the parents, majority of them (79%) indicated that parents visit the schools they are to inquire about their progress while (21%) declined. More than half (54%) pointed that their parents provided them with all learning materials while (46%) said that their parents did not provide all the materials.

The indication that parents praise and buy presents when students excel was reflected by (94%) and (65%) while those against were (4%) and (35%) respectively. (98%) indicated that their parents encourage them to work hard while those against were (2%). (32 %) and (61%) said that parents bought extra textbooks and paid for their educational trips (68%) and (39%) indicated that they neither bought books nor paid for the trips respectively.

Table 4.9

*Student's View on Parental Involvement in their Learning Process*

	Yes (F)	%	No (F)	%
Parents ensure homework is done	83	88	11	12
Parents ask about school work	88	94	6	6
Duties at home affect me	34	36	60	64
Parents visit school to inquire	74	79	20	21
Parents provide all learning materials	51	54	43	46

Praise when doing well	88	94	6	6
Buy presents when excel	61	65	33	35
Parents encourage to work hard	92	98	2	2
Buy extra textbooks	30	32	64	68
Parents pay for educational trips	57	61	37	39

(Source: Field Study, 2016)

From the categorized views of the students it is evident that to a greater extent parents are more concerned and involved in their children's education. However, the rate at which the students indicated that they did not have enough reference books was of concern, (68%) is a big number indicating the struggle students go through to access books and there this interfered with their learning. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in children's academic success is an unquestionable assumption. The students also pointed out the factors that influence their performance apart from those that were captured in the questionnaire. Motivating parents are more likely to motivate their children to do better while parents who are too permissive and uncaring may not be able to correct the mistakes of their children in time (Ndege, 2010).

Some of the factors they highlighted include theft among the students in the school making them suffer psychologically affecting them thus influencing their performance. Peer influence was highlighted by the students too. Lack of enough books in the school libraries was rampant among the four schools. They indicated lack of motivation as they pointed out that there were no educational trips for them.

Teachers also pointed out this as summarized in table 4.10

Table 4.10

## Teachers view on parent's involvement in their children's education

	1 (F)	%	2 (F)	%	3(F)	%	4 (F)	%
Lack of interest by parent in child's learning	16	100.0	0	0.0	0	0.0	0	0.0
Failure by parents to supervise students learning at home	8	50.0	6	37.5	2	12.5	0	0
Parents prefer to give children work instead of study	11	68.8	3	18.8	2	12.5	0	0.0
Family breakdown (single parent or orphaning)	14	87.5	2	12.5	0	0.0	0	0.0
Failure of parents to motivate children to study hard	10	62.5	3	18.8	2	12.8	0	0.0
Failure of parents to follow up on children's school work	11	68.8	5	31.3	0	0.0	0	0.0
Poor communication between parents/guardians and students	13	81.3	1	6.3	1	6.3	1	0.0
Poor role modelling by parent/guardians	12	75.0	5	25.0	0	0.0	0	0.0
Lack of communication between parents and teachers	8	50.0	5	31.3	2	12.5	1	6.3

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*Teachers view on parent's involvement in their children's education*

(Source: Field Study, 2016)

Teachers entirely (100%) indicated that lack of interest by parents in their children's education influenced their performance greatly. Therefore, parental involvement is more important on the student's performance as the child will put in mind that the parents expect much from him/her. According to Epstein & Sanders, (2000) effective parental involvement in school programs influences student's achievement. On failure to supervise learning at home (50.0%) indicated that it influenced greatly, (37.5%) influenced moderately and (12.5%) influenced slightly.

On preferring to give children work instead of learning, (68.8%), (18.8%) and (12.5%) indicated that it influenced greatly, moderately and slightly respectively. Family breakdown also influenced greatly the performance of students (87.5%) and moderately as indicated by (12.5%). In this case single parents experience difficulties in educating their children and making sure that they are comfortable. In the case of orphaning students can it too difficult to be treated well by the guardians. They easily fell intimidated and this can lead to stress thus affecting their performance.

On the matter of motivation teachers indicated (62.8%) influenced greatly, (18.8%) influenced moderately and (12.8%) influenced slightly while poor communication between parents and students (81.3%) influenced greatly and (6.3%) influenced moderately, slightly and no influence respectively. Poor role modeling by parents indicated (75%) influenced greatly and (25%) influenced moderately while lack of communication between parents and teachers (50%) influenced greatly, (31.3%) influenced moderately, (12.5%) influenced slightly and (6.3%) indicated no influence.

Teachers' opinion added that discipline matters affected student's performance and could not be ignored. They also pointed out the teacher student ratio which is a big burden to them as the number of students is too large than the required maximum per class. The overload also

leads to poor performance as teachers can also get exhausted. This definitely leads to the poor academic performance of the students within the sub-county since when a teacher is overloaded he tends to follow the way of least resistance, Ndege (2010). Some also pointed out on attitude; students have the tendency of having negative attitude towards subjects and teachers. This leads to students selecting subjects without taking into consideration their ability. Peer pressure was another factor that affected student's performance as students choose to be together and take same selective subjects.

Principals on the other hand mutually (100%) indicated that lack of adequate textbooks influenced greatly the performance of learners at their schools. Lack of furniture for study at home (25.0%) influenced moderately, (50.0%) slightly and (25.0%) indicated that there was no influence. Lack of food at home influenced moderately (75.0%) while (25.0%) influenced slightly. Lack of stationery influenced moderately (25.0%) and (75.0%) influenced slightly while unavailability of study rooms influenced moderately and slightly at (50.0%) each.

Ngare (2010) in his study in Nyamira North District opines that the lack of materials to students negatively affects their smooth learning progress thus poor performance. Therefore, according to the findings of this study, the student's performance is affected by the limited access to the required resources. The findings are summarized in table 4.11.

Table 4.11

*Principals' rating of the family factors that influence performance*

	IG(F)	%	IM	%	IS	%	NI	%
			(F)		(F)		(F)	
Lack of adequate textbooks	4	100.0	0	0.0	0		0	0.0
Lack of desks / tables for study at home	0	0.0	1	25.0	2	50.0	1	25.0

Lack of food at home	0	0.0	3	75.0	1	25.0	0	0.0
Lack of stationery	0	0.0	1	25.0	3	75.0	0	0.0
Unavailability of personal study rooms	0	0.0	2	50.0	2	50.0	0	0.0

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(Source: Field Study, 2016)

According to their view, they rated parental involvement in table 4.12. They indicated that lack of interest by parents in their children’s education influenced greatly and slightly at (50.0%) each which also is the case on supervision of learning at home and poor communication between parents and teachers. On the preference of parents choosing to give their children work than to leave them to study they indicated (75.0%) influenced greatly and (25.0%) influenced moderately. They (100%) agreed that family breakdown either single parenting or orphaning influenced the performance of students greatly.

Failure of parents to motivate and follow up on their children’s work (50%) influenced greatly, (25.0%) moderately and (25.0%) slightly. Poor communication between parents/guardians and students (25.0%) influenced greatly, (50.0%) influenced moderately and (25.0%) slightly. Poor role modeling from parents/guardians influenced the performance of students greatly at (75.0%) and (25.0%) moderately. Parents who are educated get more involved in their children's education thus enhancing their performance, Nzoka (2015).

Table 4.12

*Principals’ view on parent’s involvement in their children’s education*

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	1 (F)	%	2 (F)	%	3(F)	%	4 (F)	%
Lack of interest by parent in child’s learning	2	50.0	2	50.0	0	0.0	0	0.0

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Failure by parents to supervise students learning at home	2	50.0	2	50.0	0	0.0	0	0.0
Parents prefer to give children work instead of study	3	75.0	3	25.0	0	0.0	0	0.0
Family breakdown (single parent or orphaning)	4	100	0	0.0	0	0.0	0	0.0
Failure of parents to motivate children to study hard	2	50.0	1	25.0	1	25.0	0	0.0
Failure of parents to follow up on children's school work	2	50.0	1	25.0	1	25.0	0	0.0
Poor communication between parents/guardians and students	1	25.0	2	50.0	1	25.0	0	0.0
Poor role modeling by parent/guardians	3	75.0	1	25.0	0	0.0	0	0.0
Lack of communication between parents and teachers	2	50.0	2	50.0	0	0	0	0.0

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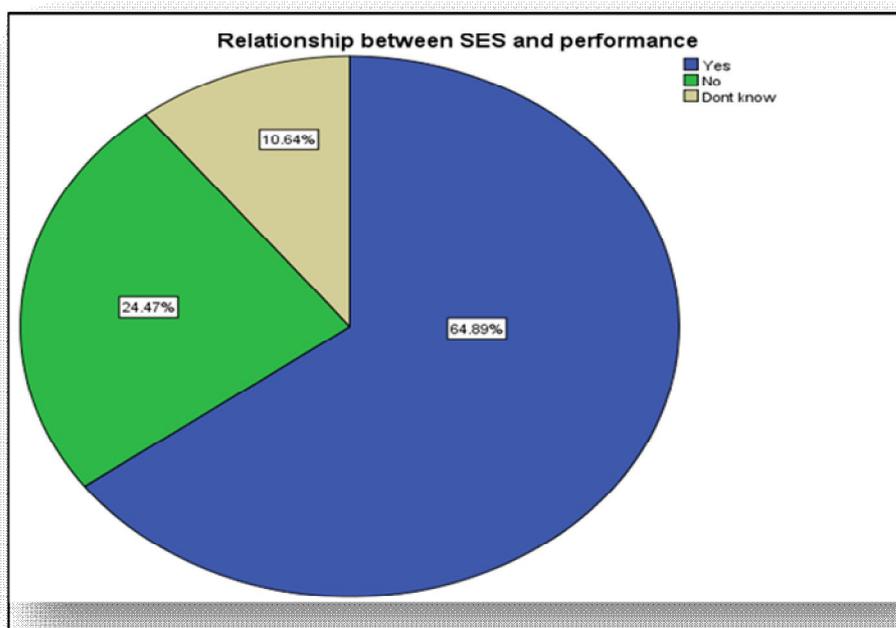
(Source: Field Study, 2016)

Other highlighted factors by the principals included absenteeism that was brought by sickness or by the student not willing to attend school on daily basis. The main problem was through school fees. They indicated that the main source of funding was through school fees from parents and government. However, this funding comes late and they had no choice than to send the students back home for the same. This as a result affected the performance of most students as they missed class. Poverty was not excluded as it was mentioned. Early

pregnancies among the female students was a challenge to student as they would either drop out of school or spend more time as young parents and by the time they report back to school their academic performance dropped.

Brewery was another challenge as it was indicated by the respondent. Some of the students are influenced into drinking of alcohol and in this case it was difficult control them as most of the students were day scholars. Indiscipline amongst students was also a factor majorly emanating from class related activities. Doing assignments was a challenge as students would use an excuse of lacking books.

#### **4.8 Objective Two: Relationship Between Parent’s Socioeconomic Status and Student’s Academic Performance in Nyamira South sub-county.**



*Figure 4.5: Students’ View on the Relationship between SES and Performance*

(Source: Field Study, 2016)

Majority of the students opined that there existed a relationship between their parents’ SES and their academic performance. (64.89%) said there existed that relationship and (24.47%) indicated that there was no relationship while the other (10.67%) said they don’t know. Those

who indicated that there existed the relationship pointed out that they were affected because their parents were not able to full provide every required material they needed. They pointed out sharing of books with their friends and sometimes missing to access them because their friends are also students like them and they need them. Ogoye (2007) noted that socioeconomic status was a critical issue in many African communities where illiteracy and poverty levels were high, thus limiting parental involvement in homework. In some cases learning and reference materials have to be shared among pupils, and not all parents are able to buy for their children personal subject-specific text copies.

On the part of teachers, (87.50%) indicated that there existed a relationship between parent's SES and academic performance of students while (12.50%) rejected of such an existence without giving any reason to that. The relationship existed because the socioeconomic background was the backbone of everything to the student from school fees payment, school co-curricular activities and other basic requirements. They indicated that students from poor families were being sent home from time to time and spent most of the time thus affecting their performance as they miss the learning process.

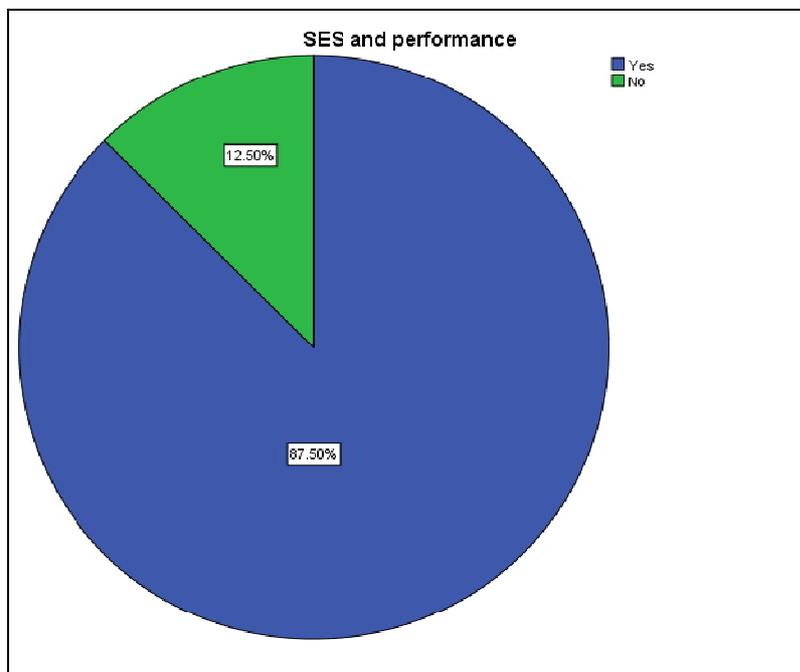


Figure 4.5.1: Teachers View on the Relationship between SES and Performance

(Source: Field Study, 2016)

The principals also (100%) indicated that there existed a relationship between family SES and student's academic performance. The argument was that the family socioeconomic background was the foundation of the requirements a student needed from school fees, basic needs and any other necessary requirements. However, they said that rich families paid school fees on time and availed required academic facilities as compared to poor families. Absenteeism largely affected performance as they had no choice but to send students home for school fees. Nzoka (2015) indicated that students from poor families would spend more time at home looking for school fees while their colleagues were busy studying in school. As the school managers they pointed out that student sent home for school fees missed a lot as the learning process continued even if they were away.

#### **4.9: How to Improve Student's Academic Performance in Public Secondary Schools in Nyamira South sub-county.**

Students, teachers and principals gave their opinion on what they deemed best to improve the academic performance. A summary of their opinion is discussed as follows:

##### **4.9.1 How to improve student's academic performance as perceived by students**

Students were asked to suggest ways of improving their performance in one item of the questionnaire. Some of the proposals they gave are not limited to the earlier factors captured in the questionnaire. Congestion in classes hindered them in proper learning as they indicated that they usually didn't participate fully as a result. They put more emphasis on the availability of resources for example textbooks both school books and personal books. The libraries in the school needed to be expanded both materially and structural so that to benefit each one of them pointing the restrictions of borrowing books from their respective school library as challenge to them is required to be uplifted.

The students pointed that they should be more exposed to educational trips and academic seminars and benchmarking to learn and share the ideas and challenges with their fellow students from other schools and how to cope up with them. For them, the school management should avoid sending them home several times within the term and on weekdays for those students who were in the boarding section. Having a positive attitude towards education was another measure they identified would have helped them to focus on their academic journey so that they can perform well for the better future as they will complete secondary level.

Setting up of goals for themselves was to help them intrinsically feel motivated in their studies. Consultation with their fellow students and teachers was a way to go to improve their performance.

Therefore, as seen from the perspective of students it is evident that it is not only their family socioeconomic status that influenced them but also the state of the school in terms of resources and structures. As much as the students were aware of the factors affecting their performance in school they showed that they are focused in their learning for having measures to cope up with the challenges on their way to academic excellence.

#### **4.9.2: How to improve student's academic performance as perceived by teachers**

Teachers are essential in the way the student's performance can be improved. One and every teacher knows the strengths and weaknesses of his/her students. They proposed that teachers and learners should be motivated regularly. Musili (2015) recommended in his study that the school administration should increase the number of education days for parents so that parents can be more involved with their student's academic performance and also parents to improve on their family leadership style since this can affect their children performance.

Proper guidance of students to career choices and encouraging students to select their subjects to their ability not to overlook their friends choose to do will make the students perform well. However, there was need to provide students with all required materials to

ensure smooth learning process. Syllabus coverage and proper preparation of students all the time was key to their excellence.

Discipline amongst students was not to be overlooked as it is a determinant in performance. Students needed to be encouraged not to engage in any violation of school rules and regulations to avoid expulsion from school thus absenteeism. This would ensure that all students move in the same direction and no one is left behind.

There was need to increase the numbers of teachers. They indicated that there existed a gap between students and teachers as the number of students was too large to fully handle each and everyone's need. On parental involvement the point was that parents should create a good link between them, their children and teachers. Therefore, the performance of students was not to be left only to teachers and school management but all stakeholders be involved in ensuring that all that challenges in the school system are handled properly and each one to take the responsibility before him.

#### **4.9.3: How to improve student's academic performance as perceived by principals**

According to the school heads the performance of students to be enhanced there should be motivation of hardworking teachers and students. By doing so others will put more effort thus competition amongst teachers and students which will translate to improvement in performance. Performance can't be improved if the coverage of syllabus is poor. Therefore, for performance to be enhanced the syllabus must be covered in time to give students all they need in their assessments.

Provision of all necessary facilities to the learners and teachers would see performance of students go up. These facilities were limited as compared to the number of students enrolled in the schools. The government should ensure that the funding of the schools is adequate and the money reaches schools on time to avoid forcing the school management with no option but to send students home for the same. Irua (2015) in his study recommends that the

government should grant financial aids to the learners so as to make the education sustainable. Also they emphasis was put on guidance and counseling programs to be put in place in schools so that to handle students who need help.

#### **4.10 Summary of the Findings**

The study found out that, the socioeconomic status of the parents influenced student's performance in their academic progress as the students felt that they were affected by the situation from their families. Most of the students indicated that they fall under average in performance but the result is not wanting and raised a question towards the same. As much as they pointed out that there was a relationship between their performance and their socioeconomic backgrounds they were aware of their expectations as students.

The unavailability of enough resources like personal textbooks, school textbooks and other basic needs influenced the performance of the students. The students even went ahead to point out that they should be provided with those materials for them to see their performance go up. Financial and material support to the students was found to be minimal, the students indicated that their parents didn't give them money for academic tours and the revision books in their possession were minimal according to my observation in this study. In matters pertaining to school fees payment, majority indicated that it was not paid on time which led them to be sent home most of the time. However, even though most of the parents were small scale farmers and business people with fluctuating income they would pay school in installments to ensure that their children remain in school.

The parents seemed to have been more involved in their children's education as perceived by the students. Taking into consideration their education levels, the parents were more involved to know about the progress of their children in school. Family breakdown and orphaning was a major challenge to students who are either separated from one parent or bereaved. Students indicated that their parents did not buy them extra revision books that they needed.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the study was presented after which conclusions were made and recommendations were suggested. Considerations for further study were also highlighted.

#### 5.1 Summary of the Study

The purpose of this study was to investigate the influence of socio-economic status on Kenya Certificate of Secondary Education performance of students in public schools in Nyamira South Sub-county, Nyamira County.

The study was guided by the following research objectives;

1. To determine how SES of parents affect student's academic performance in Nyamira South sub-county.
2. To find out the relationship between parent's SES and student's academic performance in Nyamira South sub-county.
3. To find out what can be done to improve student's academic performance in public secondary schools in Nyamira South sub-county.

Review of related literature indicated that there was significant relationship between the SES of the parents and student's academic performance. Socioeconomic factor is an important factor that determines the provision of all the requirements of the children in school and at home. Therefore, there is need to encourage these students that no matter their family background they should not be swayed away from their objective of excelling in their academics. However, there is a gap as most of the parents though involved in their children's education they have not fully ensured that their children are well equipped for them to lack any excuse to give when they perform poorly in their academics.

Multistage random sampling was used to select schools for the study. Data was obtained using the questionnaire from principals, teachers and students. The quantitative data was then

coded and entered into SPSS version 21 and then analyzed using frequencies, percentages and presented in form of tables, charts and graphs.

The findings of the study on influence of socio-economic status on Kenya Certificate of Secondary Education performance of students in public schools Nyamira County revealed that socioeconomic status of parents had a significant influence on performance of students. It was evident that the financial status of parents was most important because it's through it that parents pay school fees, buy books and provide all the necessary required resources for learning. With this finding, this study concurs with that of Mirera (2012), that only learning was possible if all necessary materials were availed to students and teachers too where the parent is responsible to provide such materials for curriculum instruction activities apart from those provided for by the school. A large number of parents had reached secondary education level and they were mostly farmers and business people. Some students indicated the difficulties to the payment of school fees as the farming was in small scale and struggling small businesses. This affected them because school fees were not paid on time thus making them being sent home for their parents to pay. As a result this finding, this study concurs with Juma et al (2012), that family SES affected children's education. As it was noted, high levels of parental education of the family, high income and conducive home environment positively influenced academic achievement of children.

Parental involvement in the case of this study it influenced positively the performance of students. To a greater extent students indicated that their parents made enquiry about their progress in school, bought presents for them and encouraged them to work hard. In line with these findings it can be related to the argument that parental involvement in children's education formed the basis of the student's success (Watson, Lawson & Mcneal 2012). Markey (2010) also pointed out parental involvement that it would have positive or negative influence depending on the examples parents sets ranging from spending time together with

children, rewarding and even helping to do their assignments. With parental level of education, majority of the parents were educated thus they were more involved in their children's education. As indicated in this study parents tended to be more involved in their children's progress. Therefore, this finding concurs with Musarat et al (2013) that level of education influences parent's knowledge, beliefs, values and goals about child rearing. According to Encyclopedia State University (2002), high levels of education help parents to acquire basic social skills and problem solving strategies conducive to children's school success.

Relationship was found to exist between parents' SES and student's performance. Students, teachers and principals majorly indicated that there existed such relationship. It was pointed that the socioeconomic status background was the backbone of the other factor that influenced student's performance.

## **5.2 Conclusions**

Based on the above findings, the following conclusions were made:

On how the parental level of education affected student's academic performance, it was found out that it had no influence to the performance of students.

Examining the extent to which parent involvement influenced student's performance, majority of the students indicated that parent involvement in their children education influenced greatly their academic performance.

On resources, the students indicated that the factor influenced their performance greatly as they lacked their own books. In the case of parental income, the level of income of parents influenced their performance greatly as it was the backbone of ensuring school fees payment, buying of books and other necessities.

### **5.3 Recommendations**

Based on the findings and conclusions of this study the following recommendations were made:

The government should ensure that the budgeted funds reach schools on time to ensure that students remain in school. It should give more funds because most parents are poor with no regular source of income. Also through the ministry of education, the government should ensure that there are enough teachers and enough infrastructures to avoid congestion.

Teachers should encourage the students to work hard and motivate them. They should encourage students that poverty is not an objection to excellence. Also they should ensure that parents are more involved in their children's education.

Parents should be more involved in their children's education despite their socioeconomic status. They should ensure that their children have the required resources for smooth learning process. They should buy their children more books apart from those provided by the school. However, students should work extra hard and take advantage of the little available resources to enhance their performance.

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

This study suggested for further research:

- (i) Ways through which teacher-parent partnership should be done in public secondary schools in Nyamira County to ensure value added performance.
- (ii) How the socio-economic factors influence student's academic performance in public secondary schools in Nyamira South sub- county, Nyamira County.
- (iii) How the school economic status affect students' academic performance in public secondary Nyamira South sub- county, Nyamira County.
- (iv) Research could be conducted on other areas influencing student's academic performance in public secondary schools.

- (v) A similar research can be conducted by other researchers in private schools for comparison in the county.

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## APPENDICES

### Appendix 1: Questionnaire for students

**MARIST INTERNATIONAL UNIVERSITY COLLEGE**  
*(A Constituent College of Catholic University of Eastern Africa)*  
**DEPARTMENT OF EDUCATION**  
**Questionnaire for Students**

Dear Participant,

The researcher is a student of Bachelor of education in Marist International University College carrying out a study on, ' . This is one of the requirements for the award of a Degree by the college. Therefore, your assistance will be of value. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Name : Manyisa Dismas

Matriculation No: B.Ed /333/12/13

#### **Section A: Demographic Information**

*Instructions: Please tick where appropriate or fill in the required information on the spaces provided.*

1. Gender (a) Male (b) Female

2. Age .....

3. Form (a) 3 (b) Form 4

4. What was your grade during last term's end of term examination? Grade obtained  
.....

#### **Section B: Influence of Socio-Economic Status**

**5. What is your parent's level of education? Please select one.**

University, College / polytechnic, secondary school, primary school, Did not attend or Do not know .

Father .....

Mother .....

6. What is you Parent's occupation?

**Father**

- i. Business
- ii. Farmer
- iii. Employment
- iv. Other

**Mother**

- Business
- Farmer
- Employment
- Other

7. Whom do you live with

Both father and mother  Father  Mother  Guardian   
With relatives  Others

8. Who pays your school fees? .....

9. (a) Is the school fees paid on time? Yes  No

(b) If no, why?

.....

(c) If no when is it paid .....

10. How do you perform in academics?

Excellent  above average  below average

**Part C: Factors that Influence Students' Performance**

The following are factors that influence student's performance. Please tick against the approximate answer or fill in the required information.

**Resources**

11. Do you have all the necessary stationery for learning e.g. geometrical set, exercise books and pens? Yes  No

12. a) Do you have personal text books? Yes  No

b) If yes, how many? .....

13. Do you have a comfortable table and chair for study at home? Yes  No

14. Do you have a personal room for study at home? Yes  No

**Parents' involvement**

15 a) Do your parents ensure that you do your homework? Yes  No

b) Do your parents ask you about your school work? Yes  No

c) If yes, how often? Daily  weekly  Monthly  Once per term

16 a) Does the duties at home by your parents interfere with your performance? Yes  No

b) Briefly explain how.....  
.....  
.....

17. Do your parents visit the school to inquire about your progress in school? Yes  No

(i) Do your parents provide you with all learning resources that you require? Yes  No

(ii) Do your parents praise you when you do well in school? Yes  No

(iii) Do your parents buy you presents when you do well in school? Yes \_\_\_\_\_ No \_\_\_\_\_

(iv) Do your parents encourage you to work hard in school? Yes  No

(v) Do your parents buy you extra personal textbooks not required at school? Yes  No

(vi) Do your parents give you money to attend school organized tours? Yes  No

18. What are other factors that you know affect your academic achievement in school?

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

19. Is there any relationship between your family's socioeconomic status and your academic performance?

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.....  
.....

20. Suggest ways of improving your academic performance.

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THANK YOU

## Appendix 2: Questionnaire for teachers

**MARIST INTERNATIONAL UNIVERSITY COLLEGE**  
(A Constituent College of Catholic University of Eastern Africa)

### DEPARTMENT OF EDUCATION

#### Questionnaire for Teachers

Dear Participant,

The researcher is a student of Bachelor of education in Marist International University College carrying out a study on, 'Influence of Socioeconomic Status on KCSE Performance of students in public secondary schools in Nyamira South Sub-county, Nyamira County'. This is one of the requirements for the award of a Degree by the college. Therefore, your assistance will be of value. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Name : Manyisa Dismas

Matriculation No: B.Ed /333/12/13

#### Section A: Demographic Information

*Instructions: Please tick where appropriate or fill in the required information on the spaces provided.*

##### Part A: Background Information

1. Indicate your gender. Male  Female
2. What is your age bracket? Below 30 years  Between 31 – 35 years   
Between 36 – 40 years  Between 41 – 50 years  Above 50 years
3. What is your highest academic qualification? M.Ed  B.Ed BA/Bsc  with  
PGDE  SI/Diploma  K.C.S.E  Others specify .....
4. For how long have you been in the teaching profession? Below 1 year   
1 – 2 year  3 – 5 years  6 – 10 years  Over 10 years

##### Part B: Factors that Influence Students' Performance

Given below are Family based factors that may influence student's academic performance put a tick to indicate the extent to where each factor influences performance of students in your school.

5. Family resource factor Influences greatly 1, Influences moderately 2, Influences slightly 3 and No influence 4

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lack of adequate personal textbook				
Lack of desks / tables for study at home				
Lack of food at home				
Lack of stationery e.g. pens, exercise books, geometrical sets				
Unavailability of personal study rooms				

6. Parent involvement Influences greatly 1, Influences moderately 2, Influences slightly 3 and No influence 4

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lack of interest by parent in child's learning				
Failure by parents to supervise students learning at home				
Parents prefer to give children work instead of study				
Family breakdown (single parent or orphaning)				
Failure of parents to motivate children to study hard				
Failure of parents to follow up on children's school work				
Poor communication between parents/guardians and students				
Poor role modeling by parents / guardians				

Lack of communication between parents and teachers				
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6. Do you think there is a relationship between parent's socioeconomic status and student's academic performance?

.....

.....

.....

If yes, how does that relationship influence student's academic performance?

.....

.....

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.....

7. (a) In your opinion, what are the factors that influences student's performance in KCSE examination in your school?

.....

.....

.....

.....

(b) What in your opinion can be done to improve the performance?

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.....

.....

THANK YOU

**Appendix 3: Questionnaire for principals**

**MARIST INTERNATIONAL UNIVERSITY COLLEGE**

*(A Constituent College of Catholic University of Eastern Africa)*

**DEPARTMENT OF EDUCATION**

**Questionnaire for Principals**

Dear Participant,

The researcher is a student of Bachelor of education in Marist International University College carrying out a study on, 'Influence of Socioeconomic Status on KCSE Performance of students in public secondary schools in Nyamira South Sub-county, Nyamira County. This is one of the requirements for the award of a Degree by the college. Therefore, your assistance will be of value. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

The purpose of this questionnaire is to solicit information concerning the socioeconomic factors influencing student's academic performance. You are kindly requested to provide the answer to the questions below as honestly and precisely as possible. Responses to the questions will be treated as confidential. Do not write your name or that of your school anywhere on this questionnaire. Please tick where appropriate or fill in the required information on the spaces provided.

Name : Manyisa Dismas

Matriculation No: B.Ed /333/12/13

**INTRODUCTION**

Fill this questionnaire to you at most ability.

**Part A: Background Information**

1. Indicate your gender, Male  Female
2. What is your age bracket? Below 30years  Between 36 – 40 years   
Between 31 – 35 years  Between 41 – 50 years  Above 50 years
3. What is your highest academic qualification? M.Ed  B.Ed BA/BSC   
PGDE  SI/Diploma  Others (specify) .....
4. For how long have you been in the teaching profession? 1 – 5 Years  6 -10 years   
11-15 years  16 – 20 years  over 20 years

5. For how long have you served as a school principal? 1 – 3 years ..... 4 – 6 years .....  
7 – 10 years..... 11 – 15 years ..... Over 15 years .....

6. For how long have you been a principal in your current school? Less than 1 year..... 1 – 2  
years..... 3 – 5 years .....6 – 10 years..... Over ten years .....

7. Given below are Family based factors that may influence student’s academic performance put  
a tick to indicate the extent to where each factor influences performance of students in your  
school.

<b>Family Resource Factor</b>	Influences greatly	Influences moderately	Influences slightly	No influence
Lack of adequate personal textbook				
Lack of desks / tables for study at home				
Lack of food at home				
Lack of stationery e.g. pens, exercise books, geometrical sets				
Unavailability of personal Study room				
<b>Parent Involvement</b>				
Lack of interest by parent Childs learning				
Failure by parents to supervise students learning at home				
Parents prefer to give children work instead of study				
Family breakdown (single parent or orphaning				
Failure of parents to motivate children to study hard				
Failure of parents to follow up on children’s school work				
Poor communication between parents/guardians and students				

Poor role modeling by parents/guardians				
Lack of communication between parents and teachers				

8. What is the main source of financing in your school?

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.....

9. Which other home environment factors that affect student's performance in your school?

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9. How can students in secondary schools be assisted to improve performance?

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10. Is there any relationship between parents' socioeconomic status and student's academic performance?

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11. (a) In your opinion, what are the other factors that influence student's performance in KCSE examination in your school?

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(b) What in your opinion can be done to improve the performance?

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THANK YOU

## Appendix 4: Letter of Introduction



**MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)**  
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA  
P. O. Box 24450 KAREN, 00502 NAIROBI  
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

30<sup>TH</sup> JUNE, 2016

TO WHOM IT MAY CONCERN

RE: MANYISA DISMAS M. (B.Ed/333/12/13)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research topic to be carried out is: *Influence of Socioeconomic Status on Kenya Certificate of Secondary Education (KCSE) Performance in Nyamira South Sub-County, Nyamira County, Kenya.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,

  
BR FRANCIS VERVE, FMS  
DEPUTY PRINCIPAL ACADEMIC

