

**PARENT RELATED FACTORS INFLUENCING LEARNERS'
ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION IN IGEMBE NORTH SUB-COUNTY,
MERU, KENYA.**

Judith Mwendu Muyalo

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DECLARATION

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

Muyalo Judith Mwende

E55/76940/2014

This research project has been submitted for examination with our approval as university supervisors

Dr. Grace Nyagah

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Mercy Mugambi

Senior Lecturer and Chairman

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research project to my dear husband Naman Kimathi, my children Aryanna Mukiri and Reagan Munene and my dad Bernard Muyalo.

ACKNOWLEDGEMENT

I wish to acknowledge God for giving me the ability to study, good health and the energy to overcome the challenges I have gone through in my studies. I appreciate my family for giving me time, motivation and support that is needed in undertaking this research and in my entire learning. May the good Lord bless you. I also thank my lecturers and more particularly my supervisors Dr. Grace Nyagah and Dr. Mercy Mugambi for guiding me and taking my studies as a mutual responsibility. I thank them without limits. Moreover, I thank my Group 41 colleagues in the graduate school for the encouragement and support throughout the course. My appreciation to all the respondents for their time and the co-operation they accorded to me. God bless them abundantly.

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ABBREVIATIONS AND ACRONYMS

CDF	Community Development Funds
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
NACOSTI	National Council of Science, Technology and Innovation
NCDS	National Child Development Study
PPMC	Person Product Moment Correlation
SES	Social Economic Status
SPSS	Statistical Packages for Social Science
UK	United Kingdoms

ABSTRACT

Academic performance in schools has remained low in Kenya national examinations for many years. Public secondary schools in Igembe North sub-county have in past years recorded decline in the national exams and this has raised concerns amongst the many education stakeholders. The major cause of these poor results can be attributed to parents and guardians. This study aimed at investigating the parent related factors that influence academic performance in K.C.S.E in public secondary schools in Igembe North Sub-County. The rationale of this study focused the education gap experienced in public secondary schools due to parent related factors (parent income, parents of education, parental guidance and parents occupation) and analyze how each of the aspects affecting the results could be approached. The descriptive survey design was used whereby interview schedules and questionnaires were administered to students, teachers, and principals to help gather the relevant data. The target population was 3440 individuals. The researcher piloted ten questionnaires to ensure reliability of the collected data. Both quantitative and qualitative methods were used to collect and analyze the data. There was a summary of findings, conclusions and recommendations to guide on any future step(s) to be taken in ensuring satisfactory performance and proper parental input. Parents' income in students' education, parental level of education, parental guidance and parent's occupation were all found to influence students' academic performance in Igembe North Sub-County but in different proportions. This research proposes that incomes of the people should be upgraded by the government, parents should be regularly trained to improve their literacy, parents should engage in their children's learning activities, and the government should come up with job creation in order to enable its citizen to secure a good job hence accord their children with the best support indoor to improve learner's performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Parent related factors are the social and economic experiences and realities that help mold one's personality, attitudes and lifestyle. Among parent related factors is Education, income, occupation and Guidance. When analyzing the parent related factors, the household income, parent's education level, parental guidance and occupation are examined. (Marmot, Michael, 2004) Studies have repeatedly found that parents affect student outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998). Parental factors are based on family income, parental education level, parental occupation and parental guidance in the community such as contacts within the community, group associations, and the community's academic performance of the family.

Education of secondary school level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country. Secondary education is an instrument for national development that fosters the worth and development of the individual for further education and development, general development of the society and equality of educational opportunities to all children, irrespective of any real or marginal disabilities.

In most African countries and western world, economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kiths and kin and even at the global level. Ford and Harris (1997) followed this logic while examining parental influences on African American students' school environment by focusing on specific socio demographic factors, including parents' level of education, marital status, and family income.

The poor academic performance of students is posing a problem to educators and a serious Concern to parents. It is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. Academic performance most especially of senior secondary school students has been largely associated with many factors which are parent's income, parent's level of education, parental guidance and parent's occupation among others.

In UK, a study conducted by Goldberg (2011) revealed that there was a drastic fall in student's academic performance in national examination compared to performance in similar examination in Far East like in Singapore and Shanghai, China. The education authorities claimed that lack of parental involvement as

well as societal factors led to a decline in the year 2013 compared to a decade ago. These results show an ironic yield compared to Britain's government high spending on student's secondary education. Other countries in Europe showed an improvement in results raising the question why the difference is being experienced. It was also found that students whose parents have a higher performance expectation perform better in their national examination. A number of studies have found a strong link between earnings of the parent (typically the father) and of the child with the intergenerational correlation in earnings between fathers and sons between 0.40 and 0.50 in the US and 0.60 in the UK.

There is also a relationship between parental education and the education of their offspring. Estimates of the elasticity for intergenerational mobility in education lie between 0.14 to 0.45 in the US and 0.25 to 0.40 in the UK Dearden(1997) for the UK and Mulligan and Solon (1999) for the US. Children brought up in less favorable conditions obtain less education despite the large financial returns to schooling Heckman and Masterov (2004). However, the mechanism by which such intergenerational correlations are transmitted is not clear. Krueger (2004) reviews various contributions supporting the view that financial constraints significantly impact on educational attainment.

On the contrary, Carneiro and Heckman (2003) suggests that current parental income does not explain child educational choices but that family fixed effects such as parental education levels, that contributes to permanent income, have a

much more positive role. This is the central conclusion of Cameron and Heckman (1998) using US data, and Chevalier and Lanot (2002) using the UK National Child Development Study data. Chevalier (2004), using the Family Resources Survey cross-section data, finds that including father's income in the schooling choice equation of the child, while itself a significant and positive effect, does not dramatically change the magnitude of the parental education coefficients. However, the potential endogeneity of income means that this correlation does not necessarily imply that parental income matters for children's human capital accumulation. Indeed, if income is endogenous and is correlated with education, then the education coefficients are also biased.

Ipaye (1996) in the same vein reiterated the effects of economic status of parents on the Nigerian child. According to him, poverty syndrome imposed by economic crunch, maladministration, corruption and emergency closure of firms, has imposed hardship among parents/workers. They in turn have not been able to provide adequately for the fundamental, social and academic needs of the students. Many students have abandoned school to engage in commercial sex or child labour to make ends meet to support self and others. By this, they spend much time on these acts than schooling; this has terrible effect on their academic performance in their school work and public examination.

Students from low economic background who attend poorly funded schools do not perform as well as students from higher economic classes. Eamon(2005). This trend is posing huge problems to parents, government, political parties and

stakeholders in education. Ahmad (2013) suggested that a series of questions were asked to parents and guardians about the financial circumstances surrounding children school enrolment in Tanzania. Their answer was no more than economic problem militating against their children to school.

Children of low-income families are disadvantaged in many areas, especially in academia. Low-income families often do not have the resources to save for their children's college education and lack information about financial aid options other than scholarships. Parents who expect their children to attend college encourage them to maintain good grades in order to obtain scholarships. In most cases, however, scholarships are not enough Rockwell (2011).

Kenya, has made huge investment in day secondary school education has shown a tremendous growth over the past few years in terms of physical facilities (laboratories, classrooms), student enrolment, human resources and increment in Free Secondary allocation funds. However, 70% of the parents in Kenya especially in rural areas have little or no time to spend with their children Yap (2010). Their professions, family stability, behavior, social class and those other related aspects leave students under the care of their teachers in entirety which could be detrimental for their children' education. Poor academic performance in school or failure to reach a satisfactory level of literacy and numeracy is a national problem and its caused by various factors such as parent related factors as reported by research done by Kenya National Examination Council (KNEC, 2009) on learners' academic achievement.

A study conducted by Kobia (2011) on problems associated with day secondary schools in Meru Central revealed that there was laxity on the side of parents and guardians. The study showed that some parents have left the duty of parenting to teachers and school administrators. The study further reveals that 40 percent of parents are not concerned with what their children do in school and they do not liaise with teachers to know the problems or issues that could be affecting their students in schools. This translated in some students' not attending classes regularly yet they leave home every morning but never reach school.

Consistency in class attendance is a vital practice if all students have to maintain good grades in school. Most of the parents were found to control their children on ensuring school attendance and general attendance of school meetings but failed to go deep into the root of academic performance aspects among the students. The study also revealed that monitoring of results, instilling discipline and counseling are very effective strategies to enhance students' performance. Attending school meetings was found to be highly practiced but not as effective as close monitoring of results and assignments. Approximately 16 percent of the total numbers of respondents feel that parental involvement in education is not effective in terms of academic performance.

This means that over 3/4 of the respondents believe that parental involvement in their children' education is effective. The effectiveness of parental

involvement aspects regarding academic performance is further illustrated in figure 1.1

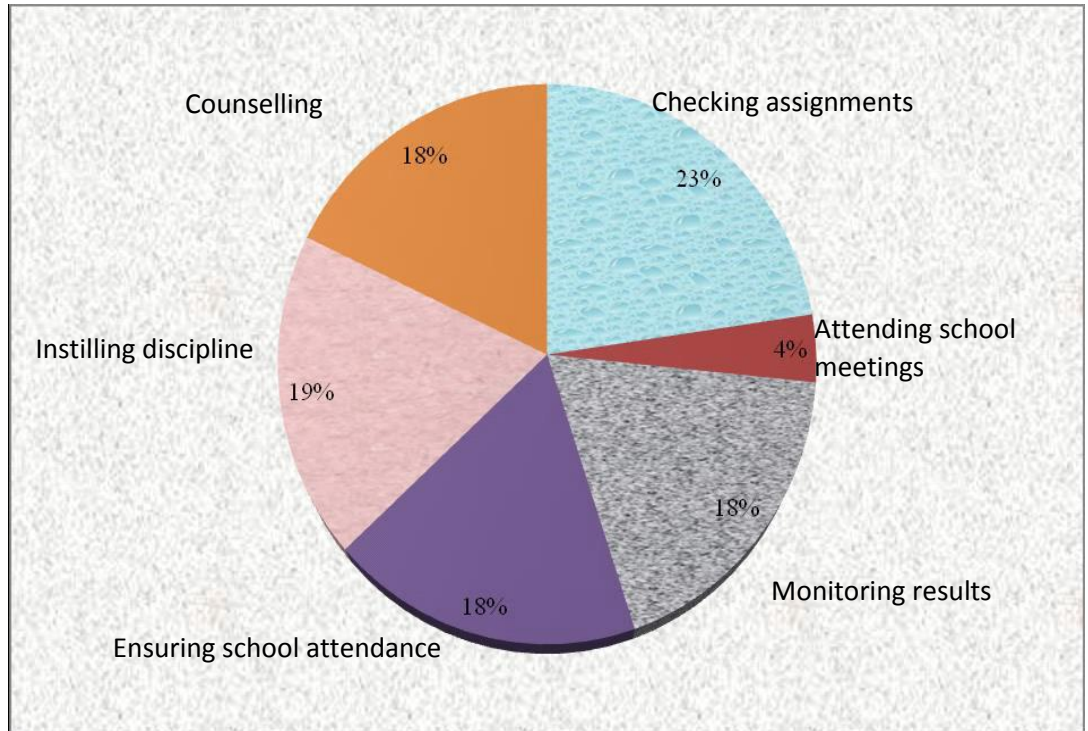


Figure 1.1: Parental Involvement Aspects and their Academic Effectiveness

From figure 1.1, it is evident that most of the parental involvement in education aspects affects academic performance in many day secondary schools in Meru Central. Most of the respondents felt that checking children assignments and ensuring that they are done leads to good grades in school. At the same time instilling discipline is efficient in impacting on excellent academic performance in day secondary schools. Monitoring of results, counseling and ensuring school attendance were found to be vital in ensuring good grades in schools.

However, attending school meetings was found to be the least effective aspect in academic performance determinants with less than 5% of the respondents thinking that it is the most effective parental involvement aspect.

The researcher agrees wholly on the finding of the mentioned researchers that there exists a relationship between parent related factors and learner's performance in national examinations. Parents who are fully involved in their student performance by attending general meetings, academic days, monitoring students' performance, instilling discipline, have their students doing better in the national examination than students of parents who are not involved. Although the research by Kobia was carried out in Meru central, it did not include Igembe North Sub-County which has been performing poorly as Compared to other neighboring sub-counties.

The following table consists of K.C.S.E results analysis for Igembe Central, Igembe South, Igembe North and Tigania East sub-counties for the past five years (2012-2016).the analysis shows there is significant gap between Igembe north and the rest of the neighboring sub-counties. The table 1.1 shows the academic performance trend of K.C.S.E in Igembe North in comparison with neighboring sub-counties.

Table 1.1

Meru county KCSE performance in 2012-2016

Sub county	2012	2013	2014	2015	2016	Average
Igembe Central	55.1	56.2	53.8	59.8	55.2	56.1
Igembe South	52.8	54.6	55.7	58.5	53.8	55.1
Tigania East	51.5	53.7	54.6	55.6	53.5	53.8
Igembe North	48.3	49.8	47.6	51.2	43.3	48.0

Source: The Meru County Education Offices

From the table 1.1, there was a need to establish underlying factors for the poor academic performance. This study will therefore look into parent related factors influencing learner's performance in K.C.S.E such as parent income, parent's level of education, parental guidance and parent's occupation.

1.2 Statement of the Problem

The government of Kenya has in the recent years invested in secondary school education. The government has financed the establishment of numerous day secondary schools with a view to help primary school leavers to get a chance in public secondary schools in Kenya, the annual investment in education is approximately 30% of the total recurrent expenditure Since the introduction of Community Development Funds, subsidized Primary and Secondary Education in 2002, in Igembe North Sub-County, day secondary schools have grown from 10 to the current 17 schools. This is increase which shows that the numbers of

day scholars are increasing over time. This implies that most of the students spend considerable time with their parents within the course of their studies. This may have a positive or a negative impact in their performance. Therefore, the study aimed at finding out the contribution of parent related factors on the academic performance of the student in public secondary schools in Igembe North Sub county, Meru County.

1.3 Purpose of the study

The purpose of this study was to investigate on the influence of parent related factors on learner's performance in Kenya Certification of Secondary Education in public secondary schools in Igembe North sub-county, Meru, Kenya.

1.4 Objectives of the study

To achieve this, the study more specifically set out to:

- i) To determine the extent to which parent's income influences learner's academic performance in secondary schools in Igembe North Sub County.
- ii) To examine the extent to which parent's level of education influences learner's academic performance in secondary schools in Igembe North Sub County.
- iii) To establish the extent to which parental guidance influences learner's academic performance in secondary schools in Igembe North Sub County.

- iv) To establish the extent to which parent's occupation influences learner's performance in secondary schools in Igembe North Sub County.

1.5 Research questions

The study was guided by the following questions:

- i) To what extent does the parent's income influence learner's academic performance in secondary schools in Igembe North sub-county?
- ii) To what extent does parent's education level influence learner's academic performance in secondary schools in Igembe North sub-county?
- iii) To what extent does parent's guidance influence learner's academic performance in secondary schools in Igembe North sub-county?
- iv) To what extent does parent's occupation influences learner's academic performance in secondary schools in Igembe North sub-county?

1.6 Significance of the study

The information gathered can assist in making a manual to train parents and the communities thus improve performance in public secondary schools. The research also provided a lime light and a guide to education stakeholders so that these stakeholders to be able to create benchmarks and proper forecasts to student performance in both day and boarding secondary schools. Although boarding schools seemed to rank high, this research also provided adequate

recommendations to parents and the community which can be used to make day secondary schools better than they are today.

1.7 Limitations of the study

Some respondents were reluctant to give responses sincerely due to inferiority complex. To increase the degree of sincerity, the respondents were requested not to disclose their names and their schools. The researcher was courteous with the respondents and the confidentiality of their responses and assured them that the data was to be used only for academic purpose.

1.8 Delimitation of the study

The study targeted only public secondary schools the private schools were not featured. The study was carried out in Igembe North targeting 40 public secondary schools. The study is targeted form four students because they have long stay in the institution. Teachers were also involved because they are key implementers of the curriculum at the classroom level. The principals were key to this study because they oversee curriculum through monitoring, supervision and provision of teaching and learning resources.

1.9 Basic assumptions of the study

The study assumed that the

- i) The sample size would be representative of the target population.
- ii) The respondents would co-operate and respond to questionnaires.

- iii) That the KCSE examination is an acceptable instrument for evaluating the student's academic performance.

1.10 Definitions of significance terms

- Influence** The capacity to influence character development, behavior or something.
- Performance** The outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in school.
- Parent** Is an adult who is having significance input to a child's life
- Parent Guidance** Parental support, advice or information aimed at resolving a problem
- Parent Income** The money that a parent receives in exchange for providing goods or services.
- Parents level of Education** It is the level of knowledge, skill, values, beliefs and habits a parent has acquired.
- Parent occupation** It is a job that a parent occupies himself or herself with.

1.11 Organization of the study

The study is organized in five chapters. The first chapter is the introduction highlighting the background to the study, statement of the problem, purpose of the study, limitations and delimitations, basic assumptions of the study and definitions of significant terms.

Chapter two deals with the review of related literature. The literature review is under different sub-topics which are guided by the research objectives. This

chapter presents theoretical and conceptual frameworks of the study. The third chapter entails research methodology which covers research design, target population, sample size and sampling procedures, research instruments, validity of instruments and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four consists of data presentation, interpretation and discussion of findings. Chapter five covers the summary, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on parent related factors and its influence on academic performance in public secondary schools. The literature is presented under the following sub-headings: parent income, parent's level of education, parental guidance and parent's occupation. It also presents the theoretical and conceptual framework of the study.

2.2 Learner's Academic performance

Simpson and Weiner, (1989) defines Academic performance as measurable behavior in a standardized series of tests. Achievement test is usually constructed and standardized to measure proficiency in school subjects. In most cases, according to them "accomplishment" is sometimes used in place of "achievement". According to Bruce and Neville (1979) educational performance is measured by standardized achievement test developed for school subjects. What this means is that academic performance is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long-term objective of education. What is important is that the test should be a standardized test to meet national norm. For a test to be standardized, it must be valid for over a period.

Academic performance of a student can be regarded as the observable and measurable behavior of a student in a situation. Students' academic performance

consists of his scores at any time obtained from a teacher- made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of or statement of educational intention in a research. Simpson and Weiner (1989) contended that achievement test intends to measure systematic education and training in school occupation towards a conventionally accepted pattern of skills or knowledge.

2.3 The parent's income and learner's academic performance.

Simiyu (2001) argues that the family income refers to wages salaries, profit, rents and any flow of earnings received. Income can also come in the form of employment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate.

It is generally believed that children from high and middle economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. The use of data about family possessions may be thought to be connected to economic status, students who used a computer both at home and at school achieved a significantly higher science score than those who only used a computer at school (Thompson and Fleming, 2003). Children from low socio-economic status parent do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy.

Drummond and Stipek (2004) while discussing the “low-income parents” beliefs about their role in children’s academic learning mentioned that a few of these parents indicated that their responsibilities were limited to meeting children’s basic and social/emotional needs, such as providing clothing, emotional support and socializing manners. So, these parents’ shortsightedness towards their responsibilities in the educational processes of their children and scarcity of fund to intensity such processes could be a challenge to their children’s success.

In and of themselves such socio-demographic variables do not fully account for the academic successes or failure of minority students Smith; Schneider and Ruck (2005). It is believed that low Social Economic Status (SES) negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). The economic hardships that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflicts, and an increased likelihood of depression in parents and single-parent households Eamon (2005). For these reasons SES is closely tied to home environment and one could argue that SES dictates the quality of home life for children.

2.4 The parent’s education level and learner’s academic performance

One’s level of education can shape how he or she views the world and can contribute to social growth. It can also lead to increased earning capacity which can lead to quality of life issues. Education can also contribute to decision

making process that determines the paths that people take in life. Gould (1993) described those who are wealthy and have secure and well-paying jobs; and live a high-quality life, by most objective measures to be those with same education. A research carried out by Becker (2011) also asserts that a parents' academic interaction propels the ways in which parents influence secondary school students' academic achievement by shaping students' skills, behaviors and attitudes towards school.

Parents influence students through the environment and discourse parents have with their children. Academic socialization (interaction) can be influenced by the parents' socio-economic status. Highly educated parents tend to have a more stimulating learning environment. Karue (2009) affirms that a parent, being a stakeholder in education sector influences student's performance in several ways such as financial provision, discipline, provision of learning time to their children, leisure activities, family culture, monitoring of assignments, and involvement in school's activities among others. It is also worth noting that day secondary school's students have very little time for self-study, therefore this translates to home environment study. Those parents who have an average or excellent academic know-how help their children better compared to the illiterate parents.

Ominde (1964) observes that Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher from lower Social economic status. Annette Lareau speaks on the idea of concerted

cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Laureau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rear.

According to National Institutes of Health (2013), education level of a parent is a significant predictor of a child's educational achievements and behavioral outcome. Parents who are educated raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioral problems that may hinder their learning experiences. According to Mattison (2014) parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their child to do well. The confidence they have in their child enable the child to build his own confidence in his academic abilities hence succeed in life.

According to Ermisch (2012), the extent of each parent's education measures the effect of their education net of the effects of their endowments, which are likely to be correlated with their educational attainments. A research conducted

by Larzelere (2013) suggests that parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. It further established that a parent's self-efficacy, children's academic abilities, level of parent education and program participation are significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predict children's academic abilities.

2.5 Parent's guidance and learner's academic performance

According to Keith (1993), when a child returns from school with assignment, the parents' role is to make sure that it has been done in the right way and at the right time. Parents checking child's homework, has shown a positive association with academic achievement in some studies. Students whose parents are involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework. Other studies, however, have shown a negative association between parents checking their children's homework and academic achievement Kurdek (1995).

What parents do is more important to student success than whether they are rich or poor, whether parents have finished high school or not. Every school will promote partnerships that will increase parental participation in promoting the academic growth of children. It is known that children who spend more time on homework, on average, do better in school, and that the academic benefits increase as children move into the upper grades Tizard (1993). Good assignments, completed successfully, can help children develop wholesome habits and attitudes. However, homework can help parents learn about their

children's education. This can encourage a lifelong love for learning Tizard (1993). Studies conducted by Education Research International in USA and Uganda shows that, parental affective support and participation appeared to be one of the strongest predictors of students' academic achievement Deslandes (1997).

The meta-analysis conducted by Jeynes (2007) showed a strong positive association between parental style defined as supportive, loving, helpful, and maintaining an adequate level of discipline and academic achievement. These positive associations may be due to the ability of parents with an authoritative parenting style to be loving and supportive and yet maintain an adequate level of discipline in the household. Parents with this parenting style also demonstrate qualities such as trust and approachability that motivate children to discuss academic problems and expectations with their parents. Additionally, such parents are more likely to make contact with teachers when students have academic or behavioral problems Deslandes; Sophia and Reifel (1997). Busy parents can include children in such everyday activities as preparing a meal or grocery shopping.

Finally, another example of Parents' participation in educational activities at home is education tours career guidance sessions and educational forums with their children. This can make the children to interact with the outside world therefore broadening their minds in terms of career. Becker also found that parental involvement in education increases educational effectiveness of the

time that the parents and their children spend together. The teachers, parents and the administrators of various secondary schools have established schemes of operations where there is an arrangement to encourage the trio to work together. Becker further affirms that 71% of the principals and 59% of the teachers believed that the greatest part of student's performance is played by the parents.

2.6 Parent occupation and learner's academic performance

According to Charles (2013) occupational status measures social position by describing job characteristics, decision making, ability & control and psychological demand on the job. According to Marmot, (2004) Occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical & biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The job consider as high status in classification provides more challenging works, ability and greater control over working conditions. While those considered less valued in classification paid significantly less and more laborious, very hazardous and provided less autonomy.

Gachathi (1976) states that Occupational prestige as one component of socio-economic status encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job.

Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job Erick; Nyakundi (2012).

Memo (2010) in their research on the impact of socioeconomic status on students' educational achievement at secondary school's districts of Malir, Karachi, in Indian. They found that there was significance relationship between parents' occupation and students' academic performance in matriculation examination. Students whose fathers have better occupation performed well in matriculation examination than those students whose fathers have a less prestigious occupation. Fathers with the high occupation are in a better condition to assist and encourage their children toward educational attainment. They can provide whatever is needed to support and encourage their children morally, intellectually, spiritually and psychologically.

However, parents with less prestigious occupation due to instability and financial problems cannot provide adequate modern facilities to enhance their children education. Mother's occupation also influences students' academic performance. It was observed that students with a mother who have better occupation performed well in matriculation examination than their peers from mothers with less prestigious occupation.

Also, Saifullahi (2011) pointed out that parents' occupation significantly influences students' achievement. He used the data from three different colleges

in Gujarat district. The result indicated that children of government employees secured more marks (60.02%) than the private job holders, because of the certainty and reliability of the government jobs. Parents with government jobs are more secured, and their family is at peace relatively compared to those who work in the private organization. They are always in frustration and lack of confidence at been permanent. Likewise, occupation of the mother has an influence on students' scores.

Therefore, it is important to note that parents' occupation plays a significant role on students' academic performance. The study indicated that parents with prestigious occupation provide necessary facilities needed for the enhancement of their children education. They also give them support and encouragement toward the attainment of educational achievement. On the other hand, students from less prestigious occupations lack so many advantages as compared to those from the parents with high prestigious occupation. They face challenges both at home and school which hinder them from participating fully in classroom activities, and result in poor academic performance.

Parents with lower or less prestigious occupation are always battling with how to satisfy their basic needs in the life as such they pay little attention to their children education. Therefore, the influence of parents' occupation cannot be overemphasized, even though; other socioeconomic status variables such as income, education do affect students' academic performance. Faisal (2014) in his research conducts to find out the influence of parental socioeconomic status

on their involvement in their children's education in Jordan. He revealed that the relationship between parental occupation and parental involvement at home was moderate in some strategies. It shows that parent with the prestigious occupations is more likely to identify their children's problem to give a possible solution. They also help them to do their homework by providing facilities necessary for learning development. It is possible as a prestigious occupation relates to income level. Prestigious occupation parents have better income stability that would make it easier for them to make adequate provisions to their children's learning development.

2.7 Summary of Literature Review

The review has dealt with the various factors that influence learner's performance in K.C.S.E. The four factors that have been examined are namely: parent's income, parents' level education, parent's guidance and parent's occupation. A study by Erick and Nyakundi (2012) found that occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Kitavi (2005) in his thesis observes that parents and the community influence are the two most important components in the home background affecting both learning and performance in schools. He argued that good home environment supplements teacher's efforts in school.

Krueger (2004) reviews various contributions supporting the view that financial constraints significantly impact on educational attainment. On the contrary, Carneiro and Heckman (2003) suggests that current parental income

does not explain child educational choices but that family fixed effects such as parental education levels, that contributes to permanent income, have a much more positive role. However, the study differs with the study of Carneiro and Heckman in that it looks at students' performance in general while present study aims out establishing parent related factors influencing learner performance in Igembe North Sub- county. From the literature review, there exist knowledge gap on parent income, parent's education level, parent's guidance and parent's occupation all of which may influence learner's academic performance in K.C.S.E.

2.8 Theoretical framework

Due to many challenges affecting the education sector, numerous players have injected their input to assist in bringing changes which can be effected to achieve a better academic structure and results. This research has addressed the historical, past and present parental aspects affecting education as well as the students' performance in secondary schools. The study has analyzed and evaluated these factors and at the end provided a conclusive approach to help improve students' performance in school.

This study was based on the Epstein's Theory (a theory formulated in Baltimore America) of Parental Involvement which is concerned with creating a family-like school and a school- like family. The proponent of this theory is Epstein. Epstein proposed that a school needs to work hand-in- hand with the parents if any positive results are to be obtained. He argues that there should be cooperation from the parents not just with the school but also with the regional

and the national stakeholders. Students' performance is a function of the family and the community through parenting, communication, volunteering, learning at home, decision-making, collaboration with the community and creation of the study interests. Epstein also views that where parents deny their children time, proper communication, close monitoring and resources, then failure in exams may result due to the fact that parents, teachers and students have divergent perceptions of education. This theory is closely related to Sheridan and Kratochwill's model of family-school partnership which promotes proper roles for family members, shared responsibility, proactiveness, monitoring and perceptual accommodation from both parents and teachers/ school administrators.

2.9 Conceptual frame work

Academic performance is a function of various variables. Such variables include time, parental factors, government policy, behavior, conditions of study, teachers' ability etc. However, this study focuses on parent related factors which influence students' performance in K.C.S.E in public secondary schools. The independent variables for this study were parent's income, parent's level of education, parental guidance and parent's occupation. The dependent variable on the other hand was learners' academic performance in public secondary schools in Igembe North Sub-county. The illustration of such performance in relation to the parents is illustrated in figure 2.1

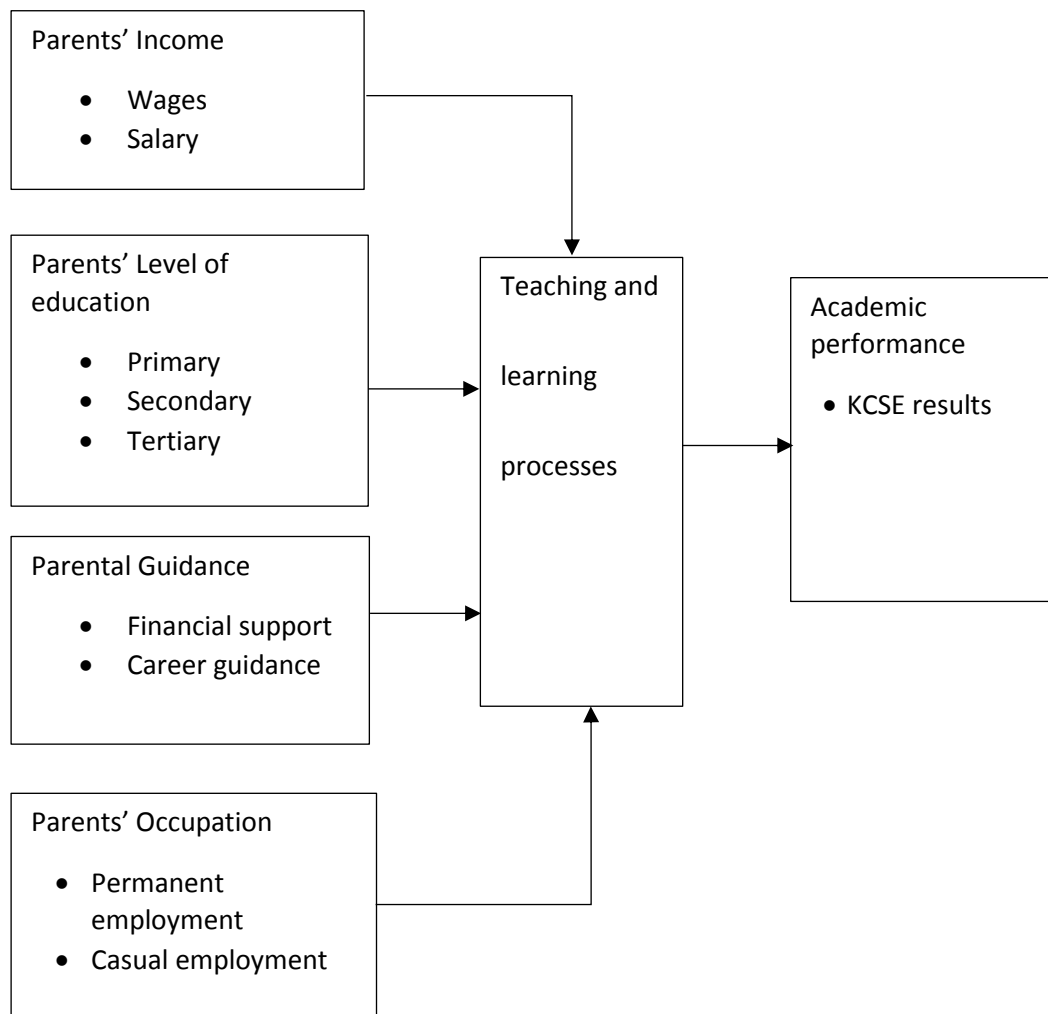


Figure 2.1 conceptual framework

The variables are inter-related and each plays a distinctive role in academic performance. The availability of these input variables (parent's income, parent's level of education, parental guidance and parent's occupation) enhances the implementation of curriculum. Implementation of all these influences the learner's academic performance in K.C.S.E in public secondary schools in Igembe North sub-county

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the research design, target population, the sample and sampling procedure, development of research instruments and finally data collection, data analysis procedure and ethical considerations.

3.2 Research design

Research design is the overall strategy for conducting the research. This study adopted a descriptive survey design in conducting field work. A descriptive survey is a method of collecting information by interviewing or administering a questionnaire to sample of individuals Orodho (2009). It can be used when collecting information about people's attitudes, opinions, habits or any variety of education or social issues. Survey research is therefore a self-report study which requires collection of quantifiable information from the sample Mugenda (2003). This research design was appropriate for the study because by identifying parent related factors which influence academic performance in K.C.S.E, it will enable the parents, teachers and the learners to understand the factors that could either led to their improvement or decline in academic performance in recent years.

3.3 Target population

Target population is a population of interest from which the individual participant or object for the measurement is taken. Cooper and Schindler (2006)

explains that, population entails all cases or individuals that fit for specifically being sources of the data required in addressing the research. The target population was 40 public secondary schools, 80 class teachers, 3200 students and 40 principals in Igembe North sub-county. The total target population was 3320 respondents.

3.4 Sample size and sampling procedure

A sample is defined as a subject of a population, while sampling refers to the selection of a subject of cases of a population of interest (Sommer, 2003). Sampling is a systematic process of identifying many individuals for a study to represent the larger group from which they are selected. Igembe North has got 40 public secondary schools. According to Mugenda and Mugenda (2003), a sample of 30 percent of the respondents represents target population. Regarding this the researcher sampled 30 percent of public secondary schools in Igembe North Sub County by use of stratified random sampling technique based on their level of influence by parent related factors on learner's performance. Therefore, the study encompassed 12 public secondary schools of Igembe North Sub County. The sample population included 960 students, 24 class teachers and 12 principals.

3.5 Data collection instruments

Questionnaires and interview schedules were used in data collection. Data analysis was done both qualitatively and quantitatively.

3.5.1 Questionnaires

Kombo and Tromp (2006) states that a questionnaire is an instrument that gathers data over a large sample. Questionnaires are used in collection a lot of data within a short period of time. Kerlinger (1973) states that the questionnaire elicits information on appropriate area to which respondents respond objectively. The researcher used open-ended- and closed-ended questions which enabled the researcher in balancing the quality and quantity data collected. These questionnaires were used because the study concerned with some variables that cannot be directly observed such as views, opinions and attitudes of the respondents.

Such data is best collected through questionnaires Touliatos and Compton (1988). The respondent is assured of anonymity. There were two questionnaires: for class teachers and students. Student's questionnaire consisted of five sections A, B, C, D and E. Section A comprised of demographic data, Section B consists of parent's income, section C consists of parents level of education, Section D consists of parental guidance and Section E consists of parent's occupation. Teacher's questionnaire will comprise of sections A, B, C, D and E. Section A comprised of the demographic information and section. Section B consists of parent's income, section C consists of parent's level of education, Section D consists of parental guidance and Section E consists of parent's occupation.

3.5.2 Interview schedules

Kombo and Tromp define interviews as questions asked orally. Interview schedule is among the best method that involves direct verbal interaction between individuals. It provides depth data which is not possible to get using questionnaire (Mugenda and Mugenda ,1999). The interview schedule was used to obtain data from principals.

3.6 Validity of instruments

Orodho (2003) define validity of instruments as the accuracy and meaningfulness of inferences which are based on the research. The instrument should be able to give accurate and relevant data for study. According to Best (1998) validity of instruments is that quality of a data gathering instrument or procedure that enables it to measure what is supposed to measure. The instrument was pre-tested to assess its validity. A pilot study was carried out in three schools which were randomly selected in order to determine the suitability of the instruments. These schools were not part of the main study.

Mugenda and Mugenda (2003) defines pilot study is a mini version of the study. Four public schools, four principals, eight class teachers and 320 students were used in the pilot study. This represents the sample size as recommended by Mugenda and Mugenda (2003) that the pretest sample can be between one percent and 10 percent depending on the sample size. The respondents were issued with the questionnaires to fill. After the pilot, the instruments were fine-tuned before the main study to ensure validity with expertise guidance of

supervisors. Borg and Gall (1989), content validity of an instrument is improved through expert judgment.

3.7 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). Reliability is also defined as a measure of how consistent the results from the test are (Kombo and Tromp, 2006). According to Orodho (1998), reliability concerns the degree to which the particular measuring procedure gives similar results over a number of repeated trials. An instrument is reliable when it shows consistency upon being used in many times in data collection. Test retest technique was used to assess the reliability after the pilot study. The researcher used three public schools, six class teachers and 30 students. The test retest method was used because the instrument used both open-ended and closed items. The research instrument was administered to the pilot group and then re-administered to the same group after two weeks. The Pearson Product Moment Correlation formula was used to determine how the scores of questionnaires correlate.

$$R=1-\frac{6\sum d^2}{n(n^2-1)}$$

According to the above formulae the closer the correlation coefficient value to +1.00, the stronger the correlation (Mugenda and Mugenda, 2003). After the pilot study the score of the first test and the second study were correlated in order to come up with a judgment of the instruments whether they are reliable for the study.

3.8 Data collection procedures

Data collection procedures refer to the protocol followed to ensure that data collection tools are applied correctly and efficiently (Mugenda and Mugenda, 2003). The researcher obtained a letter of introduction from University of Nairobi in order to seek permit for research. The researcher obtained a permit from National Council of Science and Technology and Innovation (NACOSTI), Ministry of Higher Education through District Education Officer giving authority to conduct the research before proceeding to the field. The school principals of the affected schools were requested by the researcher to co-operate through written letters three weeks before the study was taken. The researcher visited the schools and administered the questionnaires to students in form four.

3.9 Data analysis Techniques

Data analysis is the process of examining data with the purpose of drawing conclusion about the information. After collection of data, the questionnaires were cross examined to ascertain their accuracy, completeness a uniformity. The data was coded and organized into different categories. Data analysis was done both qualitatively and quantitatively by use of Statistical Package for Social Sciences version 23. T-test was used to examine the relationship between the independent and dependent variables. Data was analyzed using descriptive statistics such as frequencies and percentages. The findings were presented in form of tables and charts. Discussions of the findings of the study were guided by research questions. Qualitative data was analyzed by organizing the responses based on research objectives and questions. Finally, the inferences, conclusions and recommendations were made in narrative form.

3.10 Ethical considerations

The researcher explained the objectives of the study to the principal and forms four students and form four class teachers. The participants were informed that there was no a physical, psychological risk or financial gain involved and that their participation in the study was purely voluntary. The researcher concealed confidential information and assured the participants that their identity would remain anonymous. The participants responses gathered from the interview schedule and questionnaire were purely used for academic purposes and not any other purpose. Lastly the researcher did not refer to any other persons work without acknowledging the author.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives and research questions. The results from the field and the relevant sources were organized in to tables, charts and graphs to bring out a more logical and meaningful image from the data gathered by the researcher. Data was then analyzed and interpreted which helped the researcher relate the research objectives with the assumptions and the reality on the ground as well. Discussion related to the data was provided in this chapter as well. The study was specifically meant to unveil the following objectives:

- i) To establish the relationship between parent's income and academic performance of students in K.C.S.E in public secondary schools in Igembe North Sub-County.
- ii) To find out how parents level of education impacts on students' academic performance in K.C.S.E in public secondary schools in Igembe North Sub-County.
- iii) To establish how parental guidance affects academic performance in K.C.S.E in public secondary schools in Igembe North Sub-County.
- iv) To find out how parents occupation affects academic performance of Students in K.C.S.E in public secondary schools in Igembe North Sub-County.

4.2. Demographic Characteristics of Respondents

The responses based on occupation, age, gender, education, category of respondents and average income were presented and analyzed.

Sample summary

4.2.1 Gender Distribution of Respondents

Majority of the sampled respondents in the study area were females. The rates of responses based on gender are shown in table 4.1

Table 4.1:

Gender Distribution of Respondents

Gender	Learners		Teachers		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	1860	56.0	52	65.0	26	65.0
Male	1460	44.0	28	35.0	14	35.0
Total	3320	100.0	80	100.0	40	100.0

The same information is presented in figure 4.1

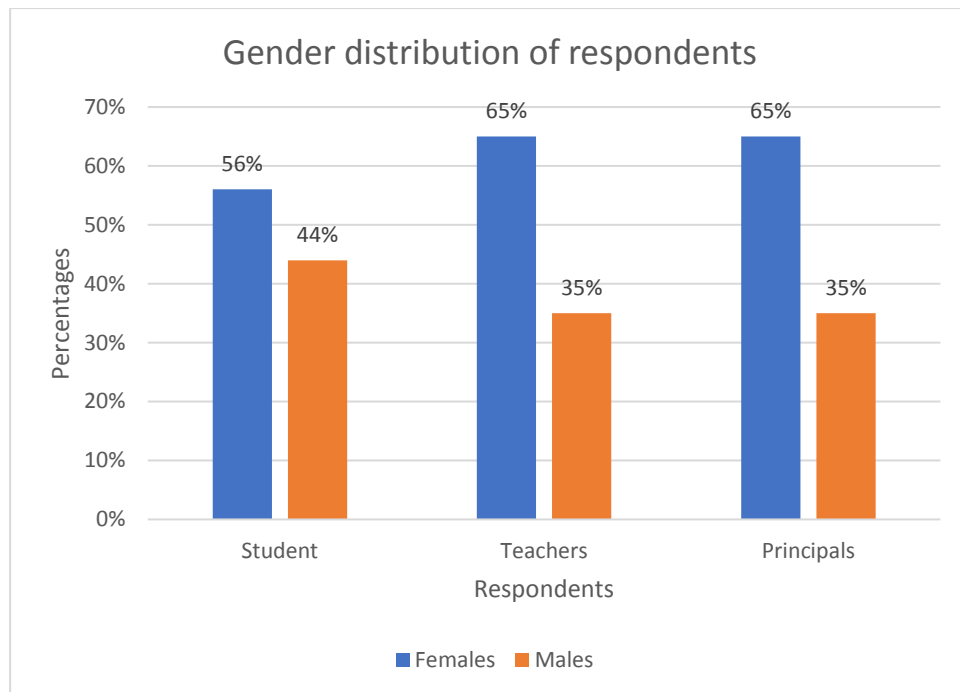


Figure 4.1 Gender Distribution of Respondents

It turned out that the responses provided were gender sensitive. Female students presented approximately 56% as compared to male students who were 44% of the students' category. This could form an indication that there were more female students in public secondary schools in Igembe North. Female teachers and principals also exhibited the same characteristics as students with both approximately 65% respectively available and willing to provide information needed in the study. Their distribution in the study showed that female respondents were more concerned with education matters in Igembe North compared to the male respondents

4.2.2 Respondents Age Distribution

Table 4.2 shows distribution of respondents by age.

Table 4.2

Tabular Representation of Responses Based on Age of respondents

Respondents	Age in years				
	16 - 20	21 - 25	26 - 30	31 - 40	Above 40
Learners	2982	218	0	0	0
Teachers	0	3	47	22	8
Principals	0	0	0	6	34
Total	2982	221	47	28	42

The same information is presented in figure 4.2

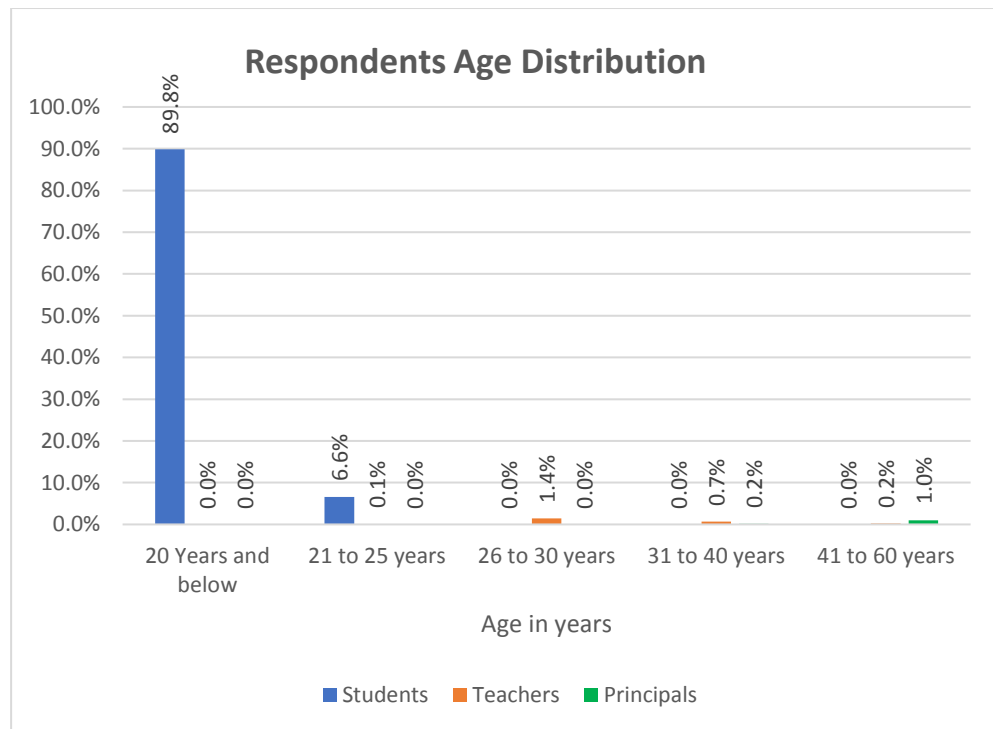


Figure 4.2 Respondents Age Distribution

As shown in figure 4.2, 89.8 percent of the respondents were below 20 years of age forming more than half of the total respondents. The representation of principals and teachers was relatively low compared to the students in this research.

4.2.3 Distribution of Academic Qualifications of the Respondents

The student's respondents had a minimum of KCPE certificate. The academic trend represented by the figure 4.3 indicates that the least represented were respondents with a Master's degree and above. Less than 12% of the respondents had a Diploma which may have been attributed by the fact that most of the secondary school teachers have attained a Bachelor's degree.

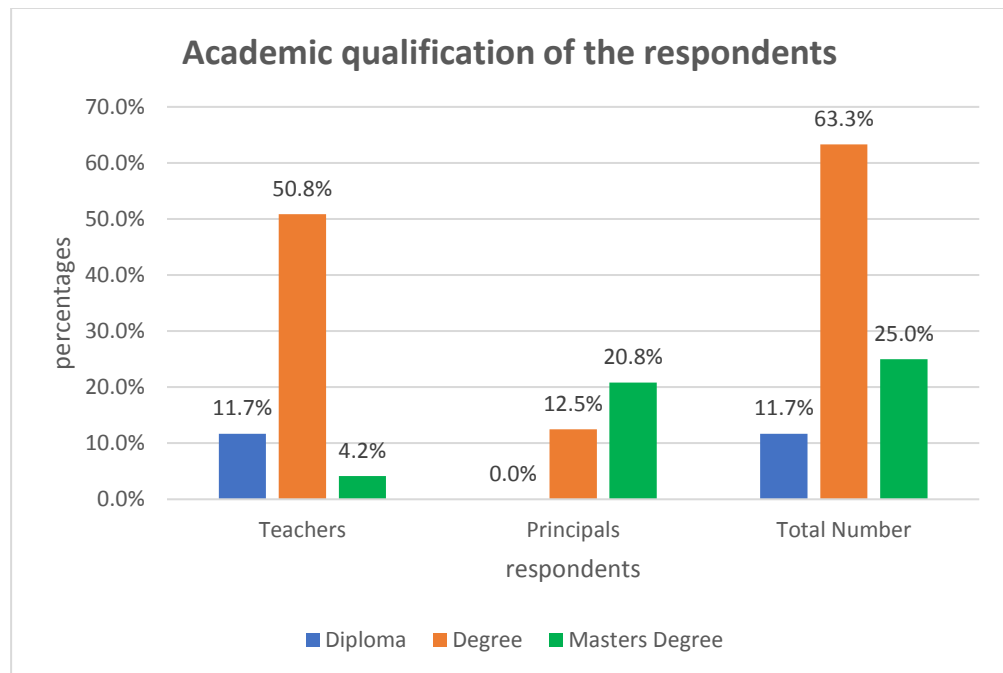


Figure 4.3 Tabular Representation of Responses Based on Academic Level of Respondents

The sample population had individuals who had masters degree and above respondents were approximately 25% showing that there are some schools which had teachers with a masters degree certificate.

4.3 Income of parents on students' performance in public secondary schools in Igembe north sub-county

The occupations of the respondents are of various categories with some taking more than one occupational status.

Table 4.3:

Level of Income and the Rank Analysis as Per Categories of Respondents

Category of Respondents	Number	Rank	Monthly Income (Kshs)	Rank
Students	3200	1	0	4
Parents/Guardian	3200	1	25,500	3
Teachers	80	3	37,500	2
Principals	40	4	57,500	1
TOTAL	3440	(100%)	120,500	

The occupation and the level of income of the study population indicate that close to a half of the respondents in the study earn no income because they represent students therefore rank number 4. Parents earn an average of 25,000 per month which enable them to educate their children in secondary. Parents in secondary schools pay an average of Ksh 4000-15000 per term. Principals

earned higher income compared to teachers and parents. A relationship exists between the level of income and the average number of people. The table indicates that as incomes increase the number of people in that particular level of income decreases. This result implies that there is a strong negative correlation between the income levels and the average number of respondents in the income level. Therefore, as income level increases, the number of the people in that level decreases. The researcher sought to find out if there was any relationship between a parent's income and performance of students in public secondary schools in Igembe North Sub-County. The data collected from the field revealed the following summary shown in figure 4.4

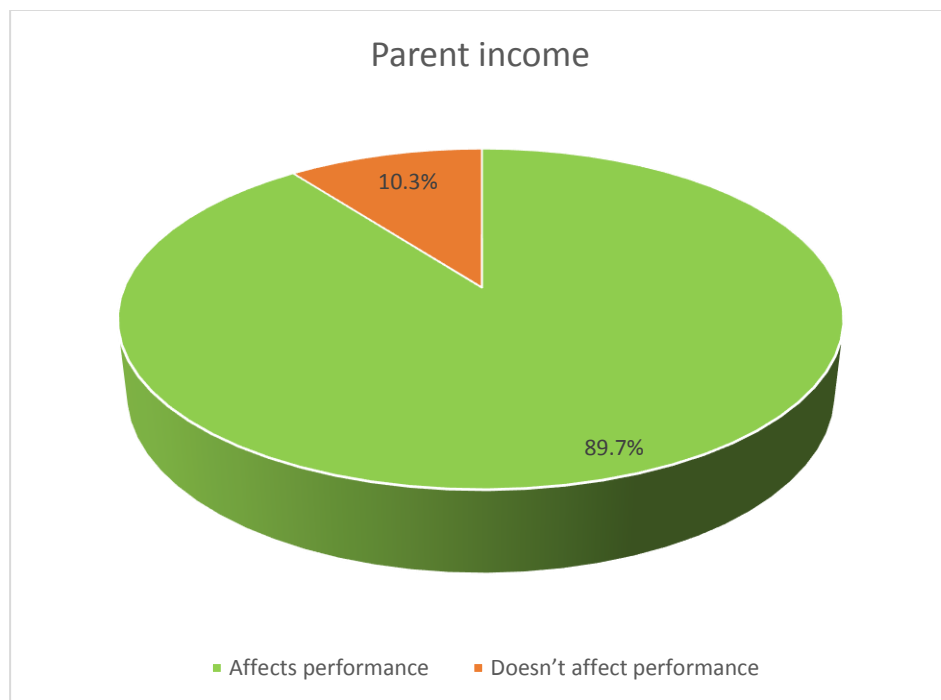


Figure 4.4: Parents income and Academic Performance

Spearman's correlation coefficient indicates that as incomes increase the number of people in that particular level of income decreases. Using the formula; $R=1-6\sum d^2/n(n^2-1)$ and taking n to be 4 then $R= -0.8$ (negative). This result implies that there is a strong negative correlation between the income levels and the average number of respondents in the income level. Therefore, as income level increases, the number of the people in that level decreases by more than three-quarters.

In figure 4.4, the results of the study show that income aspect of parents affects academic performance for their children either positively or negatively. The researcher rated wealthy, average and poor backgrounds with weights of 1, 2 and 3 respectively. The data collected indicates that 89.7% says that parent's income affect the academic performance of the learners either positively or negatively. Thus, it was established that there exists a positive relationship between social economic orientation and academic performance in public secondary schools in Igembe North Sub-County.

T-test Statistic for parental incomes and students' performance in public secondary schools in Igembe North Sub-County. The t-test statistic was also carried out to find out if incomes and occupations had equal impacts on the academic performance of students in Igembe North.

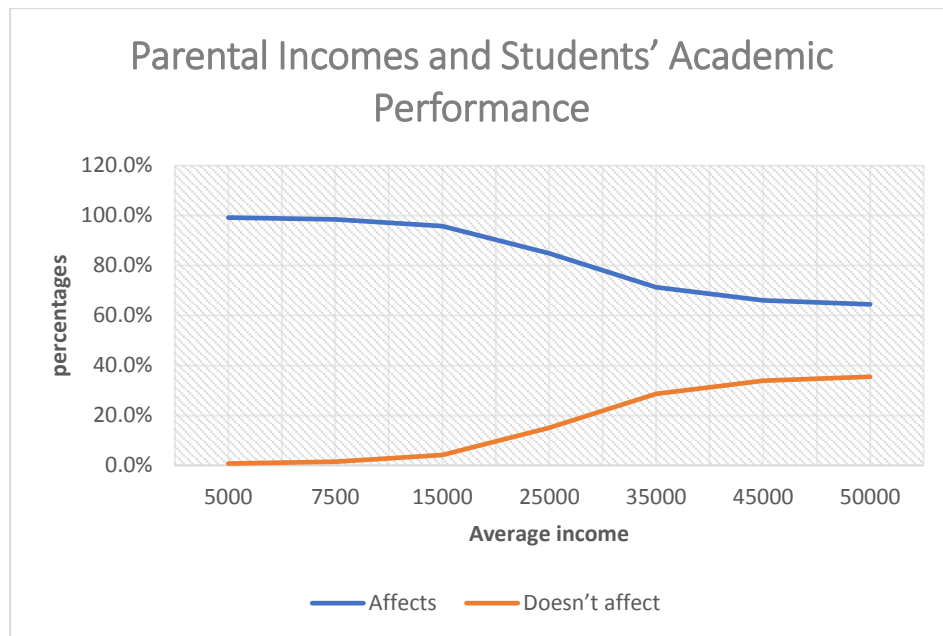


Figure 4.5: Parental Incomes and Students' Academic Performance

The figure 4.5 indicates that parental income and occupation equally affects students' performance in public secondary schools Igembe North Sub-County. Parents of students living in a household with income above the poverty level were more involved in school activities than parents of children living in a household at or below the poverty line. This involvement stimulated academic growth. Lower income families have inadequate or limited access standard to community resources that promote and support students during secondary level examination. Some students were motivated by their parents through the provision of educational materials like text books and exercise books, others were not, where as some students' come to school properly fed, others not. . If the family fails to provide the child with the necessary equipment's to fit him or her into his proper place in the society and guided properly for his or her future career, then the child is damaged.

Although incomes and occupations of parents influence academic performance of students, it was found that the influence was not equally distributed in Igembe North.

4.4 Parents Level of Education on Academic Performance in Public Secondary Schools in Igembe North Sub-County

The researcher further wanted to find out if there exists a relationship between parental level of education and academic performance of students in public secondary schools in Igembe North Sub-County. From Table 4.5 the researcher found that there exists relationship between parent's level of education and students' performance in school. Educated parents seem to be more concerned with their children's academic performance and often offer academic guidance to their children.

According to Mattson et al., (2014) parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their children. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their child to do well. Table 4.3 shows the perceptions of respondents on whether parental level of education affects students' academic performance.

Table 4.4:

Parental Level of Education and Students' Academic Performance

Parent level of education	Affects expected performance		Doesn't affect Expected performance	
	No education	2045	1856	98
O level Education	1105	993	75	25
A level Education	197	398	20	12
Total	3347	3247	193	93

The same information is presented in figure 4.6

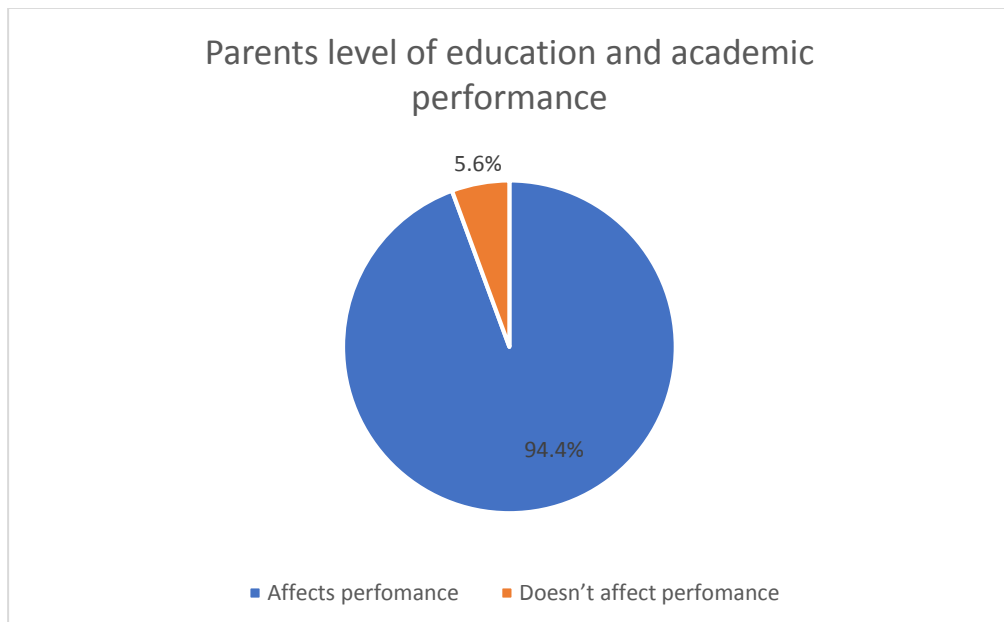


Figure 4.6: Parental Level of Education and Students' Academic Performance

Figure 4.6 represents the two-tailed distribution of parental level of education and students' academic performance. It further shows the actual observed results and the expected results from the field. The expected observations were determined by the researcher based on assumptions on the likelihood that more respondents feel that the parental level of education impacts on students' academic performance. This further verifies the National Institute of Health (2013) that parental level of education is a key determinant of children's academic performance in schools.

Parents with higher levels of education are more involved in their children's life in school. This involvement led to consistent academic achievement in school for children. The more educated parents are, the more likely are their children to perform well in their education. This is because such parents can help and guide their children on several aspects affecting their education as well as physically check their assignments and monitor their results. Educated parents showed interest in their children's academic performance, choice of subjects, met and collaborated with administrators of secondary schools to ensure their children's rate of seriousness in their studies. Less educated parents were also involved in education. Many wanted to see their children attain higher education than they did. This ensures maximum effort by children to achieve good grades in secondary schools in order to impress their parents and make them feel comfortable.

4.5 Parental guidance and Academic Performance of Students in Public Secondary Schools in Igembe North Sub-County.

The researcher established that parents in Igembe North Sub-County secondary schools give guidance to their children's education but in different parenting aspects. Most of the parents were found to control their children on ensuring school attendance and general attendance of school meetings but failed to go deep into the root of academic performance aspects among the students. This is illustrated in table 4.5

Table 4.5:

Relationship between Parental guidance and Academic Performance of Students in Public Secondary Schools in Igembe North Sub-County.

Responses	Not effective		Effective		Most effective	
	F	%	F	%	F	%
Career guidance	148	4.3	1263	36.7	2029	58.9
Attending meetings	20	0.6	994	29.0	2426	70.4
Guidance & counselling	12	0.3	932	21.3	2696	78.4
Monitoring results	38	0.8	827	24.1	2585	75.1
Instilling discipline	18	0.5	1161	28.0	2562	71.5
school attendance	23	0.7	849	24.6	2568	74.7

This researcher confirmed Karue (2009) that a parent, being a stakeholder in education sector influences a child's performance in several ways such as

financial provision, discipline, provision of learning time to their children, leisure activities, family culture, monitoring of assignments, and involvement in school's activities among others. Table 4.6 shows that the most effective tools in academic performance are rarely practiced by parents while the least effective tools tend to exhibit most of the parental aspects in academic involvement.

Table 4.5 is an illustration of the feeling of the respondents on the nature of effective. In the table above, most of the respondents were for the idea that parents should ensure that assignments are done and a close monitoring of how they are being done is essential. The research also revealed that monitoring of results, instilling discipline and counseling are very effective strategies to enhance students' performance. Attending school meetings was found to be highly practiced but not as effective as close monitoring of results and assignments. Approximately 0.3 percent of the total numbers of respondents feel that parental guidance in education is not effective in terms of academic performance. This means that over 78.4 percent of the respondents believe that parental guidance in their children' education is effective.

4.5.1 The relationship of Parental guidance and Students academic performance.

The data labeled on each bar of table 4.5 indicate the actual figures collected from the field for each parental involvement aspect. From the Table 4.6 most parents attend school meetings and ensure that their children leave home and go school without failure. On the other hand, the parents seemed to be reluctant in

monitoring of results, checking assignments and instilling discipline. Therefore, this may be the cause of the poor academic grades experienced in many public secondary schools in Igembe North Sub-County. This is further a confirmation of Armento (2011) that many parents in the world will do anything possible not to offend teachers and do little to what may lead to excellent grades. Armento also argues that parents expect good grades yet they do not input the right material and practice to achieve those grades.

Larzelere (2013) argument that discipline may be instilled by many but little is done to ensure that such discipline instilled gives the expected performance in school. Some parents were for the idea that their children cannot be allowed to watch movies at home yet some movies may be academically beneficial. Some children are also denied leisure time which may be detrimental to academic performance since children need time to relax and reduce the mental fatigue experienced in school the entire week with Saturdays inclusive. Academic performance was found to be related to parental involvement. However, the right combinations of these aspects should be ensured to promote academic growth as proposed by Becker et al., (2011).

Hornby (2011) proposed that a child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Parental involvement has a powerful impact on what children and youth learn, not only in school but out of school as well. This involvement is considerably more powerful than the parent's income and education influencing what

children learn in the first six years of life and during the twelve years of primary and secondary education. This study therefore revealed and affirmed that parental involvement in education is the most powerful strategy that ensures that academic performance is achieved and that there is consistency in good grades in most day secondary schools in Igembe north Sub-County as shown in table 4.5

From the table 4.6, it is evident that most of the parental guidance in education aspects affects academic performance in many public secondary schools in Igembe North. Most of the respondents felt that checking children assignments and ensuring that they are done leads to good grades in school. At the same time, instilling discipline is efficient in impacting on excellent academic performance in public secondary schools. Monitoring of results, counseling and ensuring school attendance were found to be vital in ensuring good grades in schools. However, career guidance was found to be the least effective aspect in academic performance determinants with less than 58.9% of the respondents thinking that it is the most effective parental guidance aspect.

Students with parents who are supportive in their school tended to have fewer behavioral problems and better academic performance, and were more likely to complete high school than students whose parents are not supportive in their school.

4.6 Parents Occupation and Academic Performance in Public Secondary Schools in Igembe North Sub-County

The main variables examined in this study are parental occupation (independent variables), and academic performance (dependent variable). Descriptive finding for all the variables is presented in table 4.6

Table 4.6

Parents Occupation an its Impact on Academic Performance in Public Secondary Schools in Igembe North Sub-County

Occupation	Affects academic performance			
	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Casual laborer	1010	97.9	22	2.1
Business	660	97.8	15	2.2
Farming	1270	99.2	10	0.8
Permanent employment	430	97.1	13	2.9

Based on the data collected from three thousand and four hundred and forty (3440) respondents in the table 4.6, the mean academic performance (dependent variable) of the respondents describes that the type of occupation affects academic performance either positively or negatively. The occupation describes the income to be earned. Students from a parent with prestigious occupation

performed better than those students from less prestigious occupation. The respondents whose parents have better occupation score high marks than those respondents whose parents have list occupation. It is revealed that parents from formal occupation had better position and assurance of helping students at home than those from informal occupation. Parents with formal occupation had monthly salaries that are used to buy books and stationery for their children. But, on the other hand, parents with the informal occupation, who are mainly self-employed people, with an occupation that has no guarantee of turnover cannot afford to spend much on their children.

Therefore, parents with informal occupation mostly failed to provide enough for the education of their children. But parents with formal occupation make sufficient provision for the education of their children. Therefore parental income and occupation equally affects students' performance in public secondary schools Igembe North Sub-County. Although incomes and occupations of parents influence academic performance of students, it was found that the influence was not equally distributed in Igembe North.

4.7 The Expected Trend of Academic Performance in K.C.S.E in Public Secondary Schools in Igembe North Sub-County

By studying the results of students since the year 2013, it was found that there were fluctuations in results with an average of C minus achieved in most years. The comparison between the normal curve and the trend for five years showed that although the results were fluctuating, there was an improved trend although

minimal over the years. The trend line showed that if all factors would remain as they were then improvement in final exam would show a narrow increase in the short run.

Table 4.7:

Expected Trend in Students' Academic Performance in Igembe North Sub-county

Year	K.C.S.E Results	2.p.m.t	4.p.m.t	4.p.m.a (trend)
2013	5.56	11.25	0	0
2014	5.23	11.54	35.65	6.18
2015	5.12	11.64	32.48	6.87
2016	4.85	0	36.24	6.72

The table 4.7 confirms that it's true that the impact that parents can have on their child's learning and achievement cannot be ignored and needs to be addressed without failure. The research therefore shows that a parent's involvement in education is very crucial and essential to a student's achievement in school and in life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents Summary of the findings, conclusion and recommendations of the study about the interpreted data and objectives and suggestions for future study.

5.2 Summary of the Study

The study comprised of related literature that assisted in identifying the study gap. The objectives of the study and research questions were then drawn from the study gap. The data drawn assisted in making a manual to train parents and communities and also in guiding stakeholders to come up with strategies of improving performance. Descriptive survey was used because the data collected was about people's attitudes, opinions and habits. The target population was 40 public secondary schools, 80 class teachers, 3200students and 40 principals. The sample population included 960 students, 24class teachers and 12 principals. Questionnaires and interview schedules were used in data collection. Pilot study was conducted in order to determine the validity of instruments. Test retest method was used to determine the reliability of the research instruments. Data collected was then analyzed using descriptive statistics such as frequencies and percentages it was then presented in form of tables and charts.

Having completed data presentation, analysis and interpretation the researcher was able to come up several observations from the analyzed data. The major

objectives of the study were taken into consideration so that a further conclusion and recommendation could be drawn. It was deduced that majority of the respondents felt that there exists a relationship between parent related factors and the students' academic performance in K.C.S.E in public secondary schools in Igembe North Sub-county.

5.2.1 The parent's income and academic performance of students in K.C.S.E in public secondary schools

The researcher found out that parents of students living in a household with income above the poverty level were more likely to be involved in school activities than parents of children living in a household at or below the poverty line. Lower income families have inadequate or limited access standard to community resources that promote and support students during secondary level examination. Families that can provide for their children are likely to impact positively on children's academic performance. Social problems in the family leads to drop outs and low grades in public secondary schools.

5.2.2 Parent's level of education and academic performance of students in K.C.S.E in public secondary schools

The researcher found out that parents with higher levels of education were more likely to be involved in their children's life school. This involvement leads to consistent academic achievement in school for children. The more educated parents are, the more likely are their children to perform well in their education. Such parents help and guide their children on several aspects affecting their education as well as physically checking their assignments and monitoring their

results. Educated parents usually showed interest in their children's academic performance, choosing subjects, meeting and collaborating with administrators of secondary schools to ensure their children's rate of seriousness in their studies. This ensured maximum effort by children to achieve good grades in secondary schools in order to impress their parents and make them feel comfortable.

5.2.3 Parents guidance and academic performance of students in K.C.S.E in public secondary schools

Firstly, the researcher found that parental guidance in education allowed parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. This eventually led to good grades in K.C.S.E in public secondary schools. Secondly, students with parents who are supportive in their school tended to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not supportive in their school.

The study also found that teachers of students with highly supportive in terms of guidance, parents tend to give greater attention to those students, and they were more likely to identify at earlier stages problems that might inhibit student learning. Moreover, parents who volunteered their time to attend school activities, meetings and other academic events create a more focused academic orientation and are able to identify any challenges that could be facing their children in their academic life. By doing so parents are able to guide their

children better and also work hand-in hand with the teachers to address academic challenges faced in school.

5.2.4 Parents occupation in Academic performance of Students in K.C.S.E in Public Secondary Schools

It is paramount to note that parental occupation in this research appears to have a significant influence on students' performance. Therefore, based on the result the researcher found that students from a parent with prestigious occupation performed better than those students from less prestigious occupation. Based on the analysis, the respondents whose parents have better occupation scored high marks than those respondents whose parents have least occupation. It is revealed that parents from formal occupation had better position and assurance of helping students at home than those from informal occupation. Parents with formal occupation had monthly salaries that are used to buy books and stationery for their children.

5.3 Conclusions of the Study

The researcher used the findings of the study to establish the relationship between the parents' related factors and academic performance in K.C.S.E in public secondary schools in Igembe North. Various inferences were drawn from the data that was collected and analyzed in order to give a realistic conclusion(s) from the study. The researcher concludes that families that can provide for their children are likely to impact positively on children's academic performance.

The researcher also concludes that the more educated parents are, the more likely are their children to perform well in their education. It was also concluded that students with parents who are supportive in their school tended to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not supportive in their school. Based on the result the researcher found that students from a parent with prestigious occupation performed better than those students from less prestigious occupation.

5.4 Recommendations of the Study

The researcher recommends the following from the findings of the study:

- i) Parents should be involved in school matters of their children; for example, attending meetings once per term especially when receiving the report forms at the end of the term, by making necessary provisions needed, monitoring students' academic performance and counseling students.
- ii) The Meru county government and the national government should uplift the income of the people in Igembe North Sub-County by providing miraa markets since the community depends on miraa as a cash crop.
- iii) Literacy of the parents should be improved through training, seminars, adult education and encouraging them to start and complete formal education.

- iv) The relationship between parents and teachers should be enhanced through regular communication between parents and teachers, by parents regularly visiting the school whether invited or not.
- v) Teachers should understand and appreciate the diverse domestic environment of their students.

5.5 Suggestions for Further Research

This study recommends that;

- i) More research is done to help provide information on the impacts of modern methods of parenting and technologies on the social aspect of a student.
- ii) The researcher calls for a research to study the current trends keenly and shed more light on the future of boy child education in Igembe North Sub-county.

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APPENDIX I: LETTER OF INTRODUCTION

Judith Mwendu Muyalo

Nairobi University,

P. O. Box, 92

Kikuyu

The Principal,

Dear Sir/ Madam,

REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post-graduate student at Nairobi University carrying out a research on 'Parent related factors influencing learner's academic performance in KCSE in Igembe North sub county'.

I humbly request you to allow me to complete the attached questionnaire.

The responses you provide will be used only for the study

Thank you in advance

Yours faithfully,

Judith Mwendu

E55/76940/2014

APPENDIX II: INTERVIEW SCHEDULE FOR PRINCIPALS

Gender: Male () Female ()

1. What is your age bracket?

a) 25 – 35 () b) 36 to 45 () c) 46 and above

2. What is your highest academic qualification?

a) Master degree () b) B.ED () c) PGDE ()

d) BSC / BA () e) Diploma

f) Any other (specify).....

3. What is the average mean score of the school in KCSE for the last five years?

Year	2012	2013	2014	2015	2016
Mean score					

4. a) Are the parents supportive to the school management?

Yes () No ()

b) Explain the response in 5a above

5. How often do you call parents meeting?

i) Termly () ii) yearly ()

6. What is your opinion about influence of parental support on students' performance?

7. Do you think parents' income influences students' performance?

Yes ()

No ()

Please explain your answer

APPENDIX III: QUESTIONNAIRE FOR CLASS TEACHERS

This questionnaire is divided into 5 sections, A, B, C, D and E.

Please complete each section honestly according to the instructions given.

Do not write your name or the name of your school

Please respond to all questions.

Section A: Demographic Information

Please respond to each question by putting a tick (✓) against the appropriate response.

1. What is your gender?

Male () Female ()

2. What is your age bracket?

a) Below 25 () b) 25 – 35 ()

c) 36 to 45 () d) 46 and above ()

3. What is your highest academic qualification?

a) Master degree () b) B.ED ()

c) PGDE () d) BSC / BA general ()

e) Diploma ()

f) Other (specify) _____

4. What is your teaching experience?

- a) 5 years and below () b) 6 to 10 years ()
c) 11 to 15 years () d) 16years and above

5. For how long have you been a class teacher in your current school?

- a) Less than 2 years () b) 2 – 4 years ()
c) 5 – 7 years () d) Over 10 years ()

Section B: Parents Income

6. Please rate the impact of low parental income on learners’ academic performance.

Impact on learners	Strongly Agree	Agree	Disagree	Strongly Disagree
Lower levels of literacy and numeracy				
Lower retention rates				
Less likely to attend university				
Display negative attitudes towards school				

Section C: Parents Level of education

7. a) As a class teacher do you conduct meeting with your parents?

- i) Yes () ii) No ()

b) If yes, then which language of communication do you use?

- i) Kimeru & Swahili ()
ii) Kiswahili ()
iii) English and Swahili ()
iv) If any other specify
-

Section D: Parental Guidance

8. a) In the school that you teach do you have academic day days?

- i) Yes () ii) No ()

b) If yes, do the parents respond to the academic days?

- i) Always () ii) Sometimes () iii) Never ()

9. What are the sentiments of the parents concerning the learner's academic performance?

- i) Learners are not working hard ()
ii) Learners are not well prepared ()
iii) The is not well equipped with relevant facilities ()

10. a) Do the parents visit the school to do follow ups on their children's performance within the term?

i) Yes () ii) No ()

b) If yes, please indicate an approximate percentage

i) 100% () ii) 75% () iii) less than 50% ()

c). How do parents follow up

Section E: Parents Occupation

11. In your school do you have career guiding seminars? Yes () No ()

12.a) Are the parents involved in the seminars? Yes () No ()

b) Explain your response in the above

13. a) The parents occupation affect their children in school.

i) Strongly Agree () ii) Agree () iii) Undecided ()

iv) Disagree () v) Strongly Disagree ()

b) Please explain your answer in (a) above.

14. How do you generally rate the K.C.S.E performance in your school for the last 4 years (2013-2016).

i) Excellent () ii) Good () iii) Average () iv) Poor () v) Very poor ()

If poor, what could be the major causes of the poor performance?

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This questionnaire is divided into five sections

Please complete each section honestly according to the instructions given.

Do not write your name and the name of your school.

Please respond to all questions.

Section A: Demographic Information

1. What is your gender? a) Male () b) Female ()

2. Please indicate your age.

a)15-17 years b)18-20years c) Above 20 years

Section B: Parents income

3. What is the source of income in your family? Please tick as many as appropriate

a) Livestock farming () b) Crop farming/agriculture ()

C) Casual employment () d) Government employment

e) If any other specify

Section C Parents level of education

4 a) Indicate by ticking the appropriate place the educational qualification of your parents.

i) University () ii) Secondary () iii) Primary ()

iv) Never went to school ()

v) Other (specify _____)

b) In your opinion will your parents' level of education affect your K.C.S.E performance?

Yes () ii) No ()

Please explain your response in b) above

Section D: Parental guidance

5a) How do you pay your school fees?

i) Through sale of farm produce () ii) Bursaries () iii) Sponsors ()

iv) Contributions from friends and relatives ()

v) Any other (specify _____)

b) In your opinion is lack of school fees likely to affect your KCSE performance?

i) Yes () ii) No ()

c) Please explain your response in 5b above

6) a) Do you report back to school on time after school holidays?

Yes () No ()

b) If No, what could be the possible causes for your reporting back late?

c) In your opinion will your failure to report back to school on time likely to affect your K.C.S.E performance?

Yes () No ()

d) If Yes, explain _____

Section E: Parents Occupation

7a) What do your parent do for a living?

i) Farming ()

ii) Business ()

iii) Government employee ()

iv) Casual laborer ()

b) Does your parents' occupation affect you in any way? Yes () No ()

c) Please explain your answer _____

APPENDIX V: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/16865/18947**

Date: **7th September, 2017**

Muyalo Judith Mwende
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Parental factors influencing learner’s performance in Kenya Certificate of Secondary Education in Igembe North Sub County, Meru, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **7th September, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Meru County.

The County Director of Education
Meru County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. MUYALO JUDITH MWEDE
of UNIVERSITY OF NAIROBI, 474-60600
MAUA, has been permitted to conduct
research in Meru County
on the topic: PARENTAL FACTORS
INFLUENCING LEARNER'S
PERFORMANCE IN KENYA CERTIFICATE
OF SECONDARY EDUCATION IN IEMBE
NORTH SUBCOUNTY, MERU, KENYA.
for the period ending:
7th September, 2018

Permit No : NACOSTI/P/17/16865/18947
Date Of Issue : 7th September, 2017
Fee Received :Ksh 1000




Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation


CONDITIONS

- 1. The License is valid for the proposed research, research site specified period.**
- 2. Both the Licence and any rights thereunder are non-transferable.**
- 3. Upon request of the Commission, the Licensee shall submit a progress report.**
- 4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.**
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Technology and Innovation

RESEARCH CLEARANCE
PERMIT

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