



Influence of Home Environment on Academic Performance in Primary Schools in Nyagachi Zone, Nyamira County, Kisii

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Abstract: *The Kenyan Government is keen that its learners gain entry to basic education as evidenced in the gazettement of free primary education programme. The Education sector continues to face several challenges, especially declining performance of learners in the Kenya Certificate of Primary Education (KCPE) in public institutions. This region is among the areas witnessing poor performance in KCPE in the past five years. The objectives of the research include; to establish the influence of parents' income and level of education on the pupils' academic performance in KCPE in Nyagachi Zone, Nyamira County. Descriptive survey design was utilized. The target population included the head teachers, pupils and parents of Nyagachi Zone, Nyamira County. The research employed purposive and random sampling design. The sample size composed of 13 head teachers, 121 pupils and 121 parents/guardians of the sampled pupils. Test- retest method was utilized to test the reliability of tools. Data was analysed by means of SPSS to produce correlations with the various study variables. Frequency counts, means and percentages were calculated for quantitative data and results presented by means of frequency distribution tables. The study revealed that 50.4% of parents in Nyagachi zone attained primary level education, had low income and rarely assists their children in school work. 89.2% of the respondents indicated that the family's income affect's KCPE performance in Nyagachi. The study recommends that parents enhance their economic performance to provide the required resources for their children's education. Stakeholders, parents and other community members can be sensitized to provide conducive environment to improve in academic performance.*

Keywords: *home environment, academic performance, parental level of education*

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1. Introduction

Education is a foundation for human fulfilment, sustainable development, economic growth, gender quality and responsible global citizens (UNESCO, 2015). In the Kenyan context, education has been singled out as the vehicle that will lead the country to become a middle income economy (Kenya Vision 2030). Besides, Kenya's

Constitution (2010) has provision for compulsory and free primary education as a basic human right to the children. Articles 43 (1) (f), 54 (1) (b) and 55 (a) in chapter 4 of the Constitution of Kenya 2010 require both the state and the parents to guarantee that all learners obtain quality education. This shows that the state is dedicated to the implementation of its International, Regional and National Obligations to Education. Education for all (EFA), post education targets, Sessional paper No. 14 of 2012, have

all stressed the necessity to offer quality basic education (Ministry of Education Science and Technology strategic plan(MoEST, 2013 – 2018).

To meet this obligation, the Kenyan government spends greatly in the education segment committing around 6.4% of Gross Domestic Product (GDP) to the Education sector. This is meant to warrant the effective delivery of basic education with assured transition and progress of all learners from one level and grade of basic education to another. With this Government initiative, the net enrolment improved from eighty two percent in two thousand and five when the Free Primary Education policy was initiated to ninety five percent in twenty twelve. Despite this, the MoEST has reported a perturbing tendency of the upsurge in dropout rates and disappointing progress levels. It has been noted that, although the completion rate improved from seventy seven percent in two thousand and five to eighty three percent in two thousand and nine, it dropped to eighty percent in twenty eleven (MoEST strategic plan 2013 – 2018). From that time, this might have increased further. The reason advanced for this is the consequence of added charges at the institutional level. However, poor performance at KCPE can be another key factor contributing to the described scenario. Education is paramount to the society as it hands on the cultural values and behaviour patterns of the society to its young members, besides providing the skills needed for the specialized occupation of the industrial society (Filcher, J. & Scott J. 2011). According to Paul B. Horton and Chester L. Hunt (2004), education prepares people to make a living and help them to attain their potential for personal and social contribution.

In trying to understand the problems that might interfere with the pupils’ progression in education in any given

locality, one may want to know the major forces behind good learners’ performance. Experience has shown that the parents and teachers play a vital part in the socialization process of children within the context of the home and school environments. Scholars and researchers have argued that, the child’s cognitive, emotional, and social development is a function of home and school environments (Kamuti, 2015; Lawrence & Vimala, 2012).

The Kenyan Education System is structured into clearly defined levels through which learners pass to gain the prerequisite knowledge, competency, skills and attitudes essential for self-fulfilment and participate in economic development directly through employment or self-employment. Learners performing poorly drop out of schools early in life, and when the majority of given localities have many dropouts, no meaningful development is registered. Instead many societal ills such as high crime rates, drug abuse, prostitution and etc abounds. It is therefore imperative that all stakeholders in the education sector be always sensitive to the problems that might be interfering with results of learners at any stage of their education.

Statistics from KNEC and Nyagachi education office indicate that the education performance of pupils in KCPE in the zone has been less than satisfactory for the last few years compared to the national mean of over 250 marks as shown in Table 1 and Table 2 below. This has been ascribed to a number of issues comprising of inadequate number of teachers, learning resources, syllabus coverage, school environment, and home environment, to name but a few. It is a major concern to all education stakeholders within the Zone, given that in the long run, the negative impact this trend will have in terms of development of this locality.

Table 1: KCPE Mean Scores in Nyagachi Zone 2011-2017

Educational Zone	YEAR/ KCPE MEAN STANDARD SCORE ZONE.						
	2017	2016	2015	2014	2013	2012	2011
Nyagachi	231.14	220.68	221.23	219.35	218.76	222.08	218.96
Gesiaga	216.85	207.37	208.13	203.31	202.41	206.13	201.02
Kebirigo	219.91	213.82	215.14	203.13	216.14	208.91	215.23
Township	258.13	249.19	257.26	248.17	246.12	249.23	247.46
Keera	231.72	224.03	226.16	219.18	212.13	209.44	216.5
Nyamaiya	223.14	212.16	211.37	209.69	219.3	221.5	223.15

Table 2: KCPE Mean score in Nyagachi compared to national performance

YEAR		MEAN GRADE
2013	Nyagachi zone	221.23
	National	250.31
2014	Nyagachi zone	219.35
	National	250.39
2015	Nyagachi zone	221.23
	National	250.29
2016	Nyagachi zone	220.68
	National	250.28
2017	Nyagachi zone	231.14
	National	250.27

(Source: KNEC KCPE School Specific Report 2015)

While the government's initiative has minimized some of school environmental factors hindering performance, there is little knowledge in regard to the contributions of home environment towards the learner's educational results in this zone and consequently, there was a justified need to find out how the home environment affects pupils' educational outcomes in Nyagachi zone primary institutions. This research purposed to find out the influence of home environment on the pupils' educational outcomes, focusing on two variables that define the home environment in this context: education and income levels of parents.

1.2 Statement of the problem

Poor educational outcomes in primary institutions in Nyagachi Zone are an issue of concern to all education stake holders within Nyamira County following the poor trends in KCPE performance for the last five years. In 2015 the mean score in the Zone was 221.23 which slightly improved to 231.14 out of 500 marks in 2017; this is way below the national mean score of 250.29, KCPE, School Specific Report (2017). Certainly, these results are unimpressive and require urgent intervention measures. While the government's initiative has minimized some of school environmental factors hindering performance like understaffing, elimination of school fees through the Free Primary Education (FPE), there has been continued dismal performance in KCPE in Nyagachi Zone. Of more importance, there is little knowledge on how home environment contributes towards the pupils' school

performance in this zone and therefore, there is need to establish if there is connection among the two variables and if there is any connection how significant is the home environment to the pupils' school performance. Scientific evidence shows that home environment plays a major role in a learner's performance in school.

Onukwo (2004); Otieno (2012) notes that a good home environment enhances a child's growth and development. Thus, it is true that home is origin of child, hence the origin of performance. Home related factors could be a major reason in the dismal performance by pupils in KCPE in Nyagachi. However, the home factors influencing academic performance in Nyagachi Zone have not been evaluated until now. Most similar studies tend to focus more on teacher related aspects and school environment factors (Osero and Orodho, 2015). This study therefore takes a different approach and tries to fill the home environment research gap by determining the home factors behind the continued dismal performance in KCPE in the area with the intent of providing lifelong remedies to the challenge. The research specifically focussed on education level of parents, income level of parents.

1.3 Objectives

The study sought to establish whether there is a relationship between parents' level of education and

pupils' academic performance at KCPE in Nyagachi Zone, Nyamira County

- i. Assess the extent to which the income of parents predict the pupils' academic performance at KCPE in Nyagachi Zone, Nyamira County

2. Literature Review

2.1 Parents' education level and pupils' educational achievement

A number of researches have been done on the connection between the parents' education level and the students' academic performance. Studies by Azhar, Nadeem, Naz, Perveen, and Sameen (2014); in Pakistan showed there is a positive association between parental schooling and educational achievements at master's level. A study by Suman in (2011) in Western Uttar Pradesh, a location in India, examined how parents' educational level and their profession, family scope influenced how their offspring performed in school. The study revealed that home environment variables such as parents' education level had a positive and noteworthy relationship with the performance of their youngsters in institutions (Suman, 2011). The study attempted to separately calculate the effect of fathers and mothers based on their occupations and levels of education. The research revealed that housewives' mothers had the lowest influence on their children performance at 70.89% while the highest percentage influence on performance of about 78.38% went to the youngsters of mothers who are teachers. Other parental careers had an average influence of 74.9%. This led to a conclusion that the occupation of a parent had a great influence how a child performs in school. It was realized that learners associated to labourer or farming households attained bottommost scores. The mean scores of learners associated to this group were worked out and it was 68.14% which was least amongst all other groups. He further established that the career of the parents positively enhanced the educational attainment of the offspring. But the influence of mother's career was more on the educational attainment of the offspring as opposed to father's career.

A study by Khan, Iqbal, & Tasneem, (2015), on the impact of parents' level of education on secondary institutions learners' educational attainment in District Rajanpur indicates that there is a significant positive association between parent's level of education and educational achievements of learners. According to Laura & Mahia (2019) there is an association between the schooling background of parents and educational outcomes of learners. This came out in a connection between academic and career levels of the household and children's performance in the CPE examination (English, Mathematics and General Paper). The association was positive though not high.

A study in Nigeria by Muruwei (2011) revealed that the parents' academic level is an important predictor of learners' educational outcomes. This study's results are supported by the fact that parents with lesser education levels might not feel competent enough to assist their youngsters or take part in their educational venture as they might not comprehend the materials or feel contented with their capabilities (Hill, Castellino, Lansford, Nowlin, Dodge, Bates, & Pettit, 2004; Mengjie, Wangyangi, & Yu 2019).

Studies by Nannyonjo (2007) ; Otieno (2012) showed that learners with parents who didn't complete primary or just completed primary, and learners with parents who completed senior 4 or senior 6 or university achieved considerably well. The uppermost surge in test scores was for learners whose fathers had attained university education. Fathers' schooling had a robust effect on youngsters' achievement than mothers. This is attributed to parents' capability to help their kids with schoolwork or assist them to synthesize challenging learning activities. Another study by Okumu, Nakajjo, Isoke, (2008); Donald, Lazarua, & Lolwana,(2010) on Socioeconomic Causes of Primary Institutions Dropout in Uganda established that educated mothers are better managers of time and children's activities at home. This enabled them to have sufficient time to interact with their kids while doing homework and revision at home in contrast to uneducated mothers.

Consistent with the above, is a research of the environments of instruction and quality of education, carried out by the Southern and Eastern Africa Consortium for Monitoring Education Quality SACMEQ (2010) Project in Kenya which found out that parent's status of education has some direction on their kids' schooling. "Kids whose parents have attained some education are likely to gain from bigger parental help in schooling than those whose parents didn't attain any education".

According to Orodho (2005); Kudzui, & Narainsamy,(2020) parents' education background has a crucial bearing in the learners' understanding of the English language. This was as a result of scrutinizing test outcomes from dissimilar groups of institutions and parents' education level. This is in line with Sentamu (2003); Otieno (2012) findings which indicate that the parents' level of education relates positively with the educational outcomes of their kids. Studies by Juma, Simatwa, & Ayodo,(2012), in Kisumu East found that education level of the parent impacts educational achievement of girls and that the manner the parent perceives his girl's abilities could inspire the daughter to do well in school. If the learner thinks that she is having potentiality to achieve more then she will labour tirelessly to realize the parent's prospects.

A research done by Mogaka (2012) in Keumbu Division Kisii County on: Influence of parents' socio-economic status on their Learners' outcomes in KCPE established that the income level, parent's setting and sibling's number were very significant in influencing learner's educational attainment. The research revealed that learners from households with more kids, and unschooled parents achieved minimally as compared to learners from households with few kids whose parents were schooled.

From the above, it is clear that level of education of parents influences learners' educational outcomes. The reason being schooled parents are more likely to offer their kids extra scholarship tasks at home, supervise, mark their assignment and guide the learners based on the results besides ensuring that their children do their homework promptly at home. They are also likely to call the schools to establish the academic development of their kids.

2.2 Parents' Revenue and Learners' Educational Achievement

The revenue level is usually determined by the type of occupation. Household income is a significant aspect in influencing academic performance education. This follows since instruction attracts a variety of expenses both direct and concealed. It is perceived as a determiner of kids' academic performance and is associated with a variety of aspects. When kids begin schooling, how frequently do they attend school, whether they have been provisionally withdrawn and how they eventually perform?

In US, studies demonstrate that learners from underprivileged households are twice as likely as their more prosperous colleagues to perform dismally in exams. This underscores the connection between family revenue and how it interrelates with success in educational outcomes. Cardoso (2007); Dixon-Roman, Everson, & McArdle (2013) whereas recounting segregations other than dropping out of school, portrays paucity as the most dominant and causative motive for learners not excelling in exams. Hunter and May (2003) call paucity "a believable reason of institutions interruption". Inadequate revenue is a role of paucity. According to Ezewu (2003); Donald, Lazarus & Lolwana (2010) citizens of firm economic set-up usually take education more seriously than those of unstable economic base. These categories of citizens frequently use their revenue in providing learning materials to their children. This coupled with encouragements motivates the children to work harder hence posting good performance. Households with unstable economic base have insufficient resources to purchase learning materials and acquire sufficient information that can aid encourage and assist pupils' outcomes. This retards the development of children's academic skills. Morgan, Farkas, Hillemeier and Maczuga

(2009), noted that kids from unstable economic families and societies progress more sluggishly in acquisition of educational skills as compared to kids from stable economic base. A study by Blanden, Gregg, (2004); Kudzai, & Narainsamy (2020) on the household revenue and academic achievement: evaluation of tactics and proof from Britain and Zambia indicates that revenue has a causative connection with scholastic attainments. They further argue that the parents who are strained about finances and occupation, labouring unsocial hours roving in more than one career are most likely to have little time to offer their kids with a setting conducive to better scholastic results.

Additionally, institutions in unstable economic communities setting are frequently under facilitated in terms of competitors, mentors and secondary facilities, thus undesirably distressing the pupils' educational growth (Aikens and Barbarin, 2008). Incomes of parents determine the type of school where their children enrol. For instance, in Britain, the lads of the upper category are likely to join the few of private institutions which are valued within the state Laura & Mahia (2019). According to Bjorkman (2005), spending in kids is associated to family revenue. For households with little sources of revenue, very limited girls attend schooling and there is a huge gap between girls and boys admission and that revenue jolts not only impact spending in kids' schooling but also kids' achievement. It was found out that households with meagre revenue are unable to hire house maids, thus overburdening the girl child with domestic tasks causing her to achieve weak scores as opposed to the boy child.

From the above literature review there is an overall anticipation that high income of parents definitely compares with the kid's good educational outcomes, irrespective of his or her intelligent level. However, other researches reveal that income level of parents appears to have no impact on the educational outcomes of primary institutions learners (Kathuri, 1993); (Otieno 2012); (Laura & Mahia 2019). This is a noble trigger for this research to ascertain the facts.

3. Methodology

3.1 Research Design

This research utilized a descriptive survey design to gather information about the influence of home environment on academic performance in primary schools in Nyagachi Zone, Nyamira County. Data was analyzed descriptively where the Teachers and parents responded to scaled items focusing on the influence on home environment on performance in KCPE.

3.2 Population

The study population included head teachers and parents in Nyagachi zone, Nyamira South Sub County, Nyamira County. The study focus was on thirteen public day primary institutions with thirteen head teachers in Nyagachi Zone with pupils totalling to 374 who sat for KCPE in 2017.

3.3 Sample Size and Sampling technique

A census technique was utilized in which all public primary institutions were researched. Census survey was espoused in this research because the scope under examination was a lesser one, that is, 13 schools. Similarly all the head/teachers in the 13 institutions were engaged. Purposive sampling was applied in which only former KCPE 2017 candidates were utilized in the research. Then simple random technique was utilized to select the parents. The sample size for selecting pupils was

calculated using the formulae by Krejcie & Morgan (1970).

To determine reliability of the tools, test retest technique was utilized in this study. Reliability was calculated using Pearson's product moment coefficient (r). A Coefficient of 0.7 and above was deemed appropriate for this study.

4. Results and Discussion

The following research question guided the study.

What was the influence on the parent's economic background and education level on the education performance of the learner? The study was guided by the two objectives: to establish whether there is a relationship between parents' level of education and pupils' academic performance at KCPE in Nyagachi Zone, Nyamira County and assess the extent to which the level of income of parents influenced the academic performance of their offspring's. In order to answer the question a descriptive analysis was done.

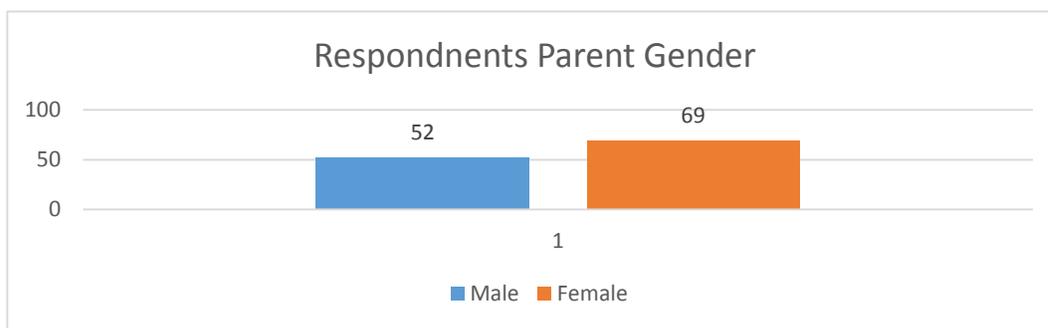


Figure 1: Nyagachi zone parent respondents' gender

Findings from figure one above indicate that there are more females 69% who are engaged in taking care of the households than males. This is because more males are

engaged in looking for means to sustain their families while more females remain to maintain their homes.

Table 3: Nyagachi Zone 2017 KCPE Mean Scores

	N	Minimum	Maximum	Mean	Std Deviation
mss2	121	111	371	231.21	57.358
Valid N	121				

4.1 Head Teacher’s Perception of Home Factors that Influence Pupils Performance in Nyagachi Zone

Table 4: Parents with high level of education are likely to positively influence their children’s academic performance

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	3	23.1	23.1	23.1
STRONGLY AGREE	10	76.9	76.9	100.0
Total	13	100.0	100.0	

All the head teachers (100%) agreed that high levels of education had positive influence on pupils’ academic performance. See table 4 above.

Table 5: Financial status of a family strongly affects the pupil’s academic performance

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	1	7.7	7.7	7.7
DISAGREE	1	7.7	7.7	15.4
AGREE	5	38.5	38.5	53.8
STRONGLY AGREE	6	46.2	46.2	100.0
Total	13	100.0	100.0	

Majority of the head teachers (84.7%) agreed that financial status of a family strongly affects a pupil’s performance. The findings indicated that poverty hinder participation of pupils in schools activities. Poverty makes pupils to stay away from school and finally poor academic performance. This concurs with Achoka (2007) who indicated that poverty is the main cause of poor academic performance

The first objective of the study was to establish whether parents’ level of education had any influence on pupils’ academic performance in KCPE in Nyagachi zone. In order to achieve this objective, parents and pupils were asked to react to several questions intended to establish the influence of the parent’s level of education on the learner’s achievement. The study sought the parent’s responses on their level of education and their perception on this influences the learners’ performance. Table 6 below shows the results.

4.2 Relationship between Parents’ Level of Education and Pupils’ Academic Performance at KCPE in Nyagachi Zone

Table 6: Parents Education Level in Nyagachi Zone

Frequency		Percent
NEVER WENT	3	2.5
PRIMARY	61	50.4
SECONDARY	45	37.2
CERTIFICATE	7	5.8
DIPLOMA	4	3.3
DEGREE	1	0.8
Total	121	100

Table 6 shows that majority of the parents 61 (50.4%) indicated that they were primary school leavers. The finding is in line with the argument of Akeri (2015) that the parents' level of education is a determinant of pupils' performance either high or low in academic performance. The finding are also on line with Holmes (2003) who had

shown that pupils from more educated parents are more likely to be enrolled and more likely to progress further through education. The education of both parents is significantly related to children's academic achievements (David, 2005).

Table 7: Correlation between Parents Education and 2017 KCPE performance

		MSS	PEDUCLEVEL
MSS	Pearson Correlation	1	.159
	Sig. (2-tailed)		.054
	N	121	121
PEDUCLEVEL	Pearson Correlation	.159	1
	Sig. (2-tailed)	.054	
	N	121	121

However, as seen in table 7 above the study didn't establish a significant correlation between parents' education and pupils' performance in KCPE. This could be attributed to the individual capabilities and extra efforts the pupils put to prepare for the exam. Table 8.0 below shows that there is a significant correlation between parent's education background and being assisted to do homework and this in turn affects KCPE performance. Those with poor academic background remind or supervise their children and hence they perform poorly academically. This is also shown in Table 7.0 above where

we see a relationship between parents academic background and reminding pupils to do homework This is asserted in Standard Newspaper (2011) which reported that a large number of children who are having difficulties in their academic progress are not receiving adequate help at home. It appears that fathers are not willing or are unavailable to devote much time to their children's academic performance. It is the duty of parents to spare much of their time to shoulder more responsibility towards their children's academic performance, even if it just means to supervise home work see table 8 below.

Table 8: Correlation between Parents Education and Reminders to do Homework

		PEDUCLEVEL	PRNTSREMINDS
PEDUCLEVEL	Pearson Correlation	1	-.199*
	Sig. (2-tailed)		.016
	N	121	121
PRNTSREMINDS	Pearson Correlation	-.199*	1
	Sig. (2-tailed)	.016	
	N	121	121

*. Correlation is significant at the 0.05 level (2-tailed).

Table 9: Bivariate Correlation Test - Parents Education Level and Engagement of Tutor

		PEDUCLEVEL	ENGAGETUTOTORS
PEDUCLEVEL	Pearson Correlation	1	.217**
	Sig. (2-tailed)		.008
	N	121	121
ENGAGETUTOTORS	Pearson Correlation	.217**	1
	Sig. (2-tailed)	.008	
	N	121	121

** . Correlation is significant at the 0.01 level (2-tailed).

The study revealed that there was a positive significant relationship between well-educated parents and the engagement of tutors. It was established that educated parents realize the need to go an extra mile to ensure their children pass KCPE compared to children from less educated parents. Although there may be a cost implication even the rich but less educated parents tend not to engage part time tutors or do extra activities to ensure their children pass examinations. The findings are supported by Pryor and Ampiah (2003); Otieno (2012) who argued that uneducated parents cannot provide

support or often do not appreciate the benefits of schooling.

4.3 Relationship between Income of Parents and Pupils’ Academic Performance in KCPE in Nyagachi Zone

Household income is very important factor in determining the success of pupils in academics (Cardoso, 2007). To determine the study had to establish the income of families living in Nyagachi zone as seen in figure 3 below.

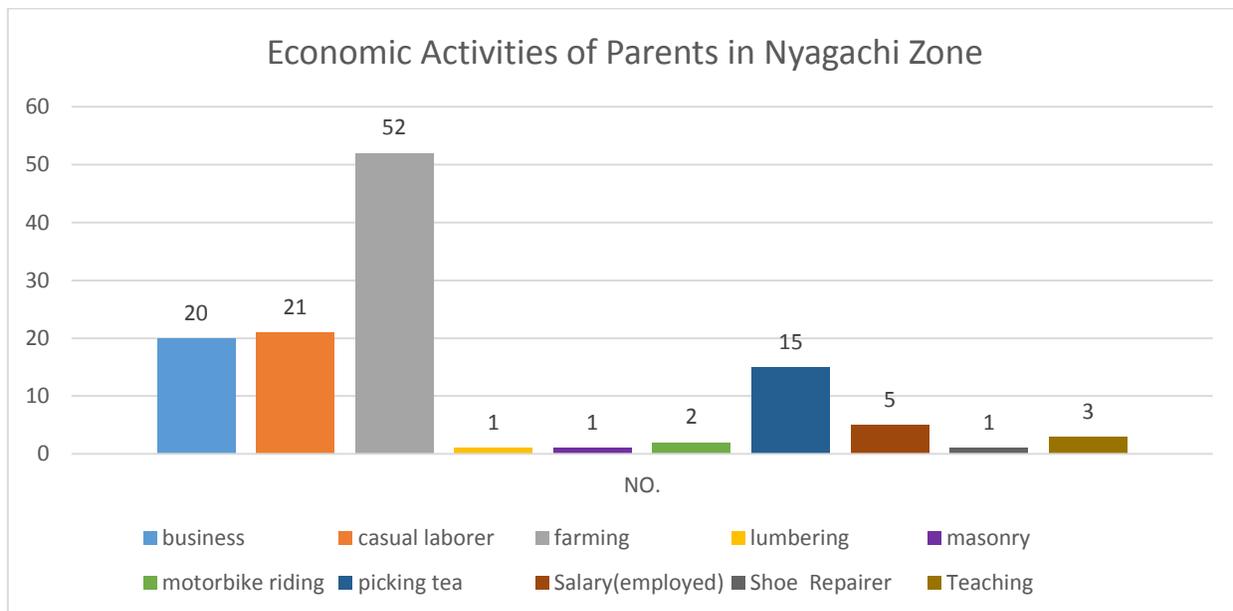


Figure 3: Economic Activities on Nyagachi Parents

From the study findings majority of the pupil respondents’ parents in Nyagachi zone (43%) were farmers. The findings further show that 17.3% of the respondents’ parents were casual labourers and 16.5% as business people. The findings may be interpreted to mean that even

though half of the parents are employed, the other halves are agriculturalists. This shows why the region is an emergency area because the economy here is largely dependent on agriculture which is strained due to erratic weather patterns and low agriculture commodity prices.

Table 10: Economic Rating of Families in Nyagachi

		Frequency	Percent
Valid	RICH	3	2.4
	POOR	108	89.2
	VERY POOR	10	8.2
	Total	121	100

Majority of the parents were rated as poor as seen in Table 10.0. Table 11 established most parents as farmers. These are majorly farmers who produce farm produce for consumption and not for sale thus indicating low income of the parents. Few who are tea farmers complained of low returns. The other major group of parents were casual workers and business people. The findings are in line with Cardoso 2007 who argued that poverty is the most common and contributing reason for pupils' failure in examinations. It is also in line with Shittu (2004); Otieno (2012), who found out that poor parental care with gross deprivation of social economic needs can contribute towards poor performance. Such a situation may arise as

a result of divorce, death or separation. This is in contrary to parents with higher economic status who tend to show more interest on the education of their children and employ part time teachers to teach their children hence increased performance in academics but parents with low level of income are not always able to afford part time teachers. Household income is very important factor in determining the success of pupils in academics. Low income of the parents' is an impediment to academic success and development on the part of pupils (Cardoso, 2007). Turkana has the highest level of poverty in the country as it is ranked 47th county nationally with a 94.3% poverty level.

Table 11: Does Family Income Impact on KCPE Performance

		Frequency	Percent
Valid	STRONGLY AGREE	62	51.2
	AGREE	46	38
	DISAGREE	8	6.6
	STRONGLY DISAGREE	5	4.1
	Total	121	97.4

The results of the study show that a majority (89.2%) of the respondents indicated agree that the family's income affect's KCPE performance as shown in Table 10 above. The respondents explained that due to poverty, the parents are not able to provide for their children's' education needs fully and this makes them miss school at times. The respondents further explained that poverty has made the pupils not to concentrate in their studies. The respondents explained that pupils stay at home to look for food to sustain them. As a result the pupils will not come to school but engage in activities that will either generate income or get them some food. The study findings confirm the report by UNICEF (2005); Mengjie, Wangnyang and Yu (2019) that a combination of harsh climate and poverty has locked out over 60% of the eligible children from accessing schooling.

5. Conclusion and Recommendations

5.1 Conclusion

The study established that there is a significant and positive relationship between parent's level of education and performance at KCPE in Nyagachi Zone ($P < 0.005$) at 0.01 level*). On the other hand the study revealed that 89.2% of the respondents indicated that the family's income affects KCPE performance. The respondents explained that due to poverty, the parents are not able to provide for their children's' education needs fully and this makes them miss school at times. The respondents further explained that poverty has made the pupils not to concentrate in their studies often pupils stay at home to look for food to sustain them. As a result the pupils will not come to school but engage in activities that will either generate income or get them some food.

5.2 Recommendations

1. The head teachers should conduct frequent meetings with the parents to sensitize them on the need to provide quality

- education to their children. They should also invite motivational speakers to address the issue of ignorance to the parents.
2. The government should endeavour to source funds from donors, well-Wishers and NGO's to assist learners from poor families. This will supplement funds released from government kitty which is not sufficient.
 3. Head teachers and teachers to conduct guidance and counselling sessions so that they can guide, encourage and motivate the pupils to work hard and teach them their rights so that they can know what to do in case they are violated.
 4. A similar study to be conducted in other sub- counties so as to establish prevailing conditions in those parts with a view of comparing with this study.
 5. The influence of the home-based factors on implementation of inclusive education in private primary schools.

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