

**HOME-BASED FACTORS INFLUENCING STUDENTS' ACADEMIC  
PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN THIKA SUB  
COUNTY, KIAMBU COUNTY, KENYA**

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EDU-G-4-1530-21**

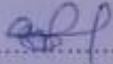
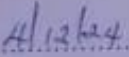
**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION ,  
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT FOR THE  
AWARD OF DEGREE OF BACHELOR OF EDUCATION (ARTS) EDUCATION ARTS OF  
GREYSON UNIVERSITY**

**DECEMBER 2024**

## DECLARATION

### DECLARATION


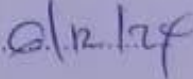
The research project is my original work and has not been submitted for a degree in any other university.

Signature.......... Date..........

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

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## **DEDICATION**

This work is dedicated to my mother, Mercyline Khabaye and friends. Without their care and support it would not have been possible to complete this project.

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I take immense pleasure in thanking madam Seraphine Thiga. for her advice, guidance, motivation and support during the project development. Her guidance and advice always inspired me to seek more knowledge in solving all the challenges I faced throughout this project. Needless to mention all lecturers in the department for the role they played in molding me to be what I am today. Words are inadequate in offering my thanks to my colleagues in class for their encouragement and cooperation in carrying out the proposal work. I would like to express my heartfelt thanks to my mother, Mercyline Khabaye and friends for their tolerance, blessings, moral and material support.

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## ABSTRACT

The study investigated the home-based factors that influences students' academic performance in public secondary schools in Thika Sub- County in Kiambu County. The objectives of the study were to establish; parents' level of education, social economic status, parent's professional qualification and home chores. The study used the descriptive survey design and sampling techniques to select the schools and simple random sampling to select teachers and students who were involved in the study. A total of 22 public secondary schools were used for the study. The researcher used two questionnaires for teachers and students.

The study randomly selected the teachers and students from the 22 public day schools. Questionnaires and interview schedules were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data were collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data were obtained from journals and schools data base. Data collected were analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used. This assisted in determining the level of influence the independent variables have on the dependent variable. The study findings indicated that educated parents assist their students in doing their school work. Parents' socio-economic status influences the students' academic performance. Professional parents participate better in academic performance and understand the importance of academics better. Teachers perceived that parents contribute to students' participation in home chores. More time is spent on home chores than on school work. The government through the Ministry of Education should sensitize parents about the home-based factors affecting students' academic performance. The head teacher should hold meetings with parents that address the influence of parents' education on their students' academic performance. The government through the Ministry of Education and Constituency development Fund should enhance issuance of bursaries and other necessary financial needs. Therefore, the government through the Ministry of Education should sensitize parents on the importance of parents' professionalism on students' academic performance. Students' participation in home chores was another factor that influenced students' academic performance. The parents should therefore create a conducive environment at home to enable the students' study privately. The parents should balance between the home chores and students' academic work and allocate adequate time equally for both. The study concluded that the home-based factors; parents' level of education, socioeconomic status of parents, parents' professional qualifications and home chores influenced the student's academic performance. There should be research on the other home base factors affecting students' academic performance in public day secondary schools since this study only focused on four factors.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

In this chapter the researcher discussed the background of the study the statement of the problem, the purpose of the study, the research questions, conceptual framework, significance of the study , objectives of the study , hypothesis, significance of the study, delimitation and limitations of the study.

### **1.1 Background of the study**

Many factors affect the home environment, including the parents' educational background, financial situation, employment, religious background, values, and interests, as well as family size and expectations for the kids. Such variances have varied effects on students from various family settings (Ogoye, 2007). The difficulties that students in American public school's encounter cannot be resolved alone by teachers, just as they cannot be resolved solely by families or parents (Ray, 2003). America's students face serious issues with social, emotional, and environmental issues in schools. Dealing with these issues requires increased school and home collaboration (Drake, 2000).

The family environment has an impact on students' academic success as well.

Parents that are educated can create an environment that is ideal for their children's academic performance. In order to increase the quality of pupils' work, the school administration can offer parents counseling and advice on how to create a pleasant home environment (Marzano, 2003). To achieve a greater degree of quality in academic accomplishment, students' academic performance strongly relies on their parents' involvement in their academic activities (Barnard, 2004).

A study by Kunje (2009) found a substantial correlation between parents' educational attainment and their children's educational goals.

There is strong evidence to suggest that lower social classes are responsible for the majority of education-related deaths (Kunje, 2009). Children from low-income families typically live in educationally deficient homes where conditions are nearly nonexistent.

The lack of access to education is sustained by the low background status. It will undoubtedly be challenging for poor families to afford the payments. Additionally, compared to families

with higher incomes, impoverished families typically have more children who are school-age at home. Parents who are wealthier and more educated make use of basic education and use resources in a way that fosters preschool environments that are favorable to a successful school performance. This offers initial benefits that are difficult for the impoverished, illiterate slum dwellers and rural Kenya to match (Ayoo, 2002). Families determine a child's way of life and affect their prospects for success in life. The importance that a family places on education determines the drive with which its children pursue a foundational education.

According to a study done in Mombasa by Ogoye (2007), parents who are illiterate are unable to help their children with their homework. It is a given that parental participation is crucial for kids to succeed academically. Numerous research has shown a majority of positive relationships between this characteristic and students' academic achievement, regardless of the parents' level of involvement in education or schooling (Muola 2010).

According to Mwoma (2010), expenses associated with education typically include paying for supplies like books and stationery. This calls into question the aspect of family economic standing. As a result, research has found that parental involvement in their children's schooling depends on economic status. Less likely to actively participate in their children's education are parents who lack literacy, are financially strapped, and cannot afford to buy extracurricular educational resources.

Contrarily, children are expected to participate in some type of child work that can contribute to family provisioning and nourishment as they are engaged with various activities to support their families.

According to Ogoye (2007), socioeconomic status is a significant problem in many African communities where there is a high rate of illiteracy and poverty, which limits parental involvement in homework. Some students must share their reading materials and other resources, and not all parents can afford to purchase their children individual subject-specific text copies. More significant is the fact that some parents expect their kids to assist them after school, when they are supposed to be doing their homework.

Parental education level and socioeconomic status have an impact on how children are raised. According to a study by Muola (2010), adolescents who have fathers who have earned high incomes and have advanced degrees likely to have higher levels of motivation for academic success. Evidence suggests that working class people are more motivated to achieve than middle class people. The educational goals of the student are directly impacted by the

educational level of the parents (Okantey, 2008). Because children often emulate their parents and strive to have the same level of education as them, there is a positive relationship between parents and education for children.

Children are more disadvantaged when their parents are less educated, creating a cycle of less educated family members and preventing future generations from outperforming their parents in terms of education.

Children from households with greater levels of education are more ambitious and achieve more in education. Jeyne (2005) examined five different variables including, mother's education, father's education, father's occupation, mother's occupation, and family income. Operationalized similar variables which included family income, mother's education, father's education, mother's occupational status, father's occupational status, household size and marital status. The results of (Jeyne, 2005) the research demonstrate a clear link between mathematics test scores and income. Other scholars have also reported that the fact that a child is working increases the probability of failing a grade (examination or grade repetition) and even dropping out of school (Heady, 2003). Yet some other studies have corroborated the finding that child labor has adverse effects on children's reading competence (as assessed by parents) and mathematical skills (Akabayashi & Psacharopoulos 1999). But while Heady (2003) used direct measures of reading and mathematics ability (test scores), a negative effect of child labor on school examination performance was still found. Finally, Ray and Lancaster (2003) in an aggregate study of seven countries, also found a negative effect of child labor on school outcomes.

It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of home-based factors has vital role to play in academic achievement of their students. The focus of this study is to examine home-based factors influence on academic performance in public day schools in Thika, Kiambu County. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase.

## **1.2 Problem Statement**

In Kenya, a number of elements affect students' academic performance, including poor classroom conditions, a shortage of teachers, lack of discipline, low intellectual quotient , anxiety, and students' drive to succeed (Muola, 2010). These elements have typically been more school-focused than family-based. While students are exposed to a similar learning

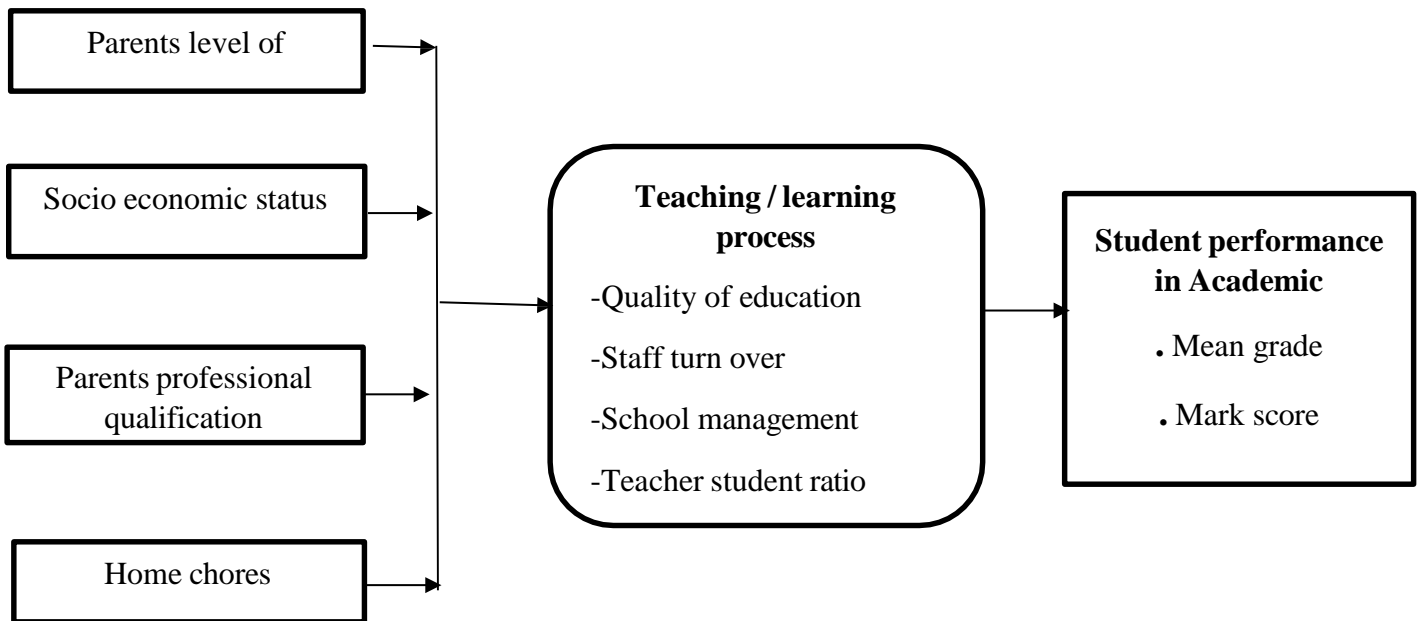
environment at school, their homes may differ in terms of social status and economic standing. Urban settings exhibit these traits more overtly than rural ones.

Public day secondary schools in the Thika area have always had below-average academic performance. According to data from the District education officer offices, Kiambu county has managed to achieve a mean score of 4.0 over the last four years.

### 1.3 Purpose of Study

The purpose of this study was to investigate how home-based factors are influencing academic performance in public day secondary schools in Thika sub-county, Kiambu County.

### 1.4 Conceptual Framework



*Figure 1: Conceptual Framework*

The figure 1.12 shows that academic performance is being affected by four variables as the independent variables. These variables are parents' level of education, socio economic status, parent's professional qualification and home chores

The parameters that were used to measure student's high academic performance includes: quality of education, staff turnover, student management and teacher- student ratio

### 1.5 Research Questions

The research questions of study are;

1. To what extent does the parents' level of education influence academic performance in public day secondary schools in Thika sub county?
2. How does socio-economic status of parent's influence students' academic performance in public day secondary schools in Thika sub-county?
3. To what extent does parents' professional qualifications influence students' academic

performance in public day secondary schools in Thika sub-county.?

4. How do home chores influence students' academic performance in public day secondary schools in Thika sub-county?

### **1.6 Significant of Study**

The study was significant to the field of education in that it might build upon the available body of knowledge relating to the influence of homebased factors on the academic performance of students .This study focused on geographically unique school system with characteristics and challenges .The public day secondary schools system has been experiencing many challenges .This study was to help principals on ways to enhance students' academic performance as regards to contribution of homebased factors .The outcome of the study was to help parents ,teachers and Ministry of Education officials in understanding the effects of homebased factors on students' academic performance among the public day secondary schools in Kenya.

### **1.6 Objectives of the Study**

#### **1.6.1 The objectives of the study are:**

- i. To establish the influence of parent's level of education on students' academic performance in public day secondary school in Thika sub county.
- ii. To examine the influence of socio-economic status of parents on students' academic performance in public day secondary school in Thika sub county.
- iii. To determine the influence of parent's professional qualification on students' academic performance in public day secondary schools in Thika sub county.
- iv. To establish the influence of home chores on students' academic performance in public day secondary schools in Thika sub county.

### **1.7 Hypotheses of the Study**

- i. There is no relationship between parent's level of education and student's academic performance
- ii. No socio-economic status of parents related to student academic performance
- iii. Parents professional qualification is not related to student academic performance
- iv. Home chores have no relationship on students' academic performance

### **1.8 Significant of the Study**

The study was significant to the field of education in that it might build upon the available body of knowledge relating to the influence of homebased factors on the academic performance of

students. This study focused on geographically unique school system with characteristics and challenges. The public day secondary schools' system has been experiencing many challenges. This study will help principals on ways to enhance students' academic performance as regards to contribution of homebased factors. The outcome of the study will help parents, teachers and Ministry of Education officials in understanding the effects of homebased factors on students' academic performance among the public day secondary schools in Kenya.

### **1.9 Delimitations of the Study**

The study was basically concerned with investigating on how the homebased factors have been influencing academic performance in Academic in public day secondary schools in Thika sub-county. This was because the schools have been having poor performance in Academic as compared to the neighboring counties. Although there are several home-based academic performances, this study was concerned with specific factors, parental level of education, socio-economic status, parent's professional qualification and home chores that influence academic of students in day public secondary schools

### **1.10 Limitations of the Study**

A questionnaire was used to collect data; where it relied on honesty of the respondents. Some hesitated to respond to the questions for fear of victimization. To solve this the researcher assured the respondents that the data was for academic purposes only.

### **1.11 Basic Assumptions of the Study**

The study is premised on the following assumptions;

The respondents were willing to co-operate & comment honestly & truthfully on the extent to which home-based factors influenced student's performance in the public day secondary schools

All public day secondary schools were having well-kept academic records and reflecting the influence of home-based factors on student academic performance.



## **CHAPTER TWO: LITERATURE REVIEW**

### **1.1. Introduction**

This chapter presents the review of literature on the influence of parental level of education, socio-economic status, professional qualifications and home chores on academic performance and theoretical framework review of previous studies the research gaps summary of the reviewed literature

### **1.2. Parental Level of Education as A Contribution to Student's Performance**

According to Sentamu (2003) the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near somehow the same the one their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zapalla (2002) in their study in Australia on the influence of education disadvantages in the academic performance of a school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support of their children. According to a study conducted by Muol (2010) there was a significant relationship between parental level of education and the student's education aspirations. Evidence that the highest of education casualties come from the lower social classes is overwhelming. Poor children come from environments that are educationally impoverished and the conditions nearly affect every aspect of life. The low background status perpetuates educational deprivation. Poor families will certainly find it difficult to pay fees. The wealthier and better educated parents utilize their education and deploy resources and create school conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match those of the poor, uneducated slum dwellers and rural Kenyan. (Jeynes,2005). Families set lifestyle which influences life chances for their children. The life which a family attaches to school education determines the motivation with which its children pursue basic education. According to Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in their children's academic success is an unquestionable assumption. Independent of the parent's type of involvement in education or schooling, I general hundreds of studies have demonstrated a predominance of positive correlations between this variable and students' academic achievement. According to (Onkatey,2008) has indicated that parents can be regarded as the

child's first teacher, but when the child enters school, parents begin to ask themselves how they can be to ask themselves how they can be positively involved in their children's education.

### **1.3. Socio-Economic Status Influence on Students' Academic Performance**

According to Ogoye (2007) he says that's Socio-economic status is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases, learning and reference materials have to be shared among pupils and not all parents are able to buy for their children personal subject-specific text copies. More important is the fact that some parents expect to undertake their homework assignments. Based on the traditional gender division of labor, this is the time when the boys have to look after the animals and girls to fetch water, firewood and help in the evening to prepare the family food, clear tables and wash dishes. High poverty levels lead to crowded homes where distraction little opportunity for concentration on studies. This leads to lack concentration and thus homework is not guided, poorly done, incomplete or never done which leads misunderstanding in school and at home. According to Rothstein (2004). Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as of the average tendencies of families for different occupational classes. Eze (2002) also argued that Socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to complete well their counterparts from high Socio-economic background to under the same academic environment. Smith (2002) asserted that significant predicator of intellectual performance at age of 8years included parent's Socio-economic status (SES). In the same vein, other researchers have posted that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules. Adewale (2002) reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental Socio-economic background.

### **1.4. Parents Professional Qualifications and Student's Academic Performance**

According to Christenson and Sheridan (2001) education usually entails expenses such as buying reading materials, stationery among others. This introduces the element of family economic status into question. As a result, scholars have noted that economic status determines the extent of parent's involvement in their children's education. Parents with high professional

qualifications earn high income and hence enjoy high economic status. Parents who are illiterate and poor and can't afford to buy supplementary learning materials and are less likely to be actively involved in their children's education. They are preoccupied with different chores to fend for their families and paradoxically, children are expected to engage in some provisioning and sustenance. The development of high need for achievement can be traced to childhood training techniques in which successful parents are known to provide independent training which is likely to foster high achievement motivation. Adewale (2002), child rearing practices vary with Socio-economic background and parental level of education. The findings also support earlier findings by other researchers. A study by Muola, (2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and in high income occupations tend to be high. Achievement motivation has been shown to be higher in the working than middle class. The development of high-level achievement motivation is attributed to early independence training and achievement training accordingly to Adewale (2002) Akabayashi and Psacharopoulos (1999) argue that successful parents tend to provide early independence training which is necessary in the development of achievement motivation. According to Rothstein (2004) found, in the course of his investigation, that the parents of higher academic achievers practice more professional, administrative and clerical occupations, while the parents of the under achievers pursued relatively more occupations such as trader's production work and semi-skilled and unskilled occupations. Jeyne (2005) examined five different variables including mother's education, father's education, father's occupation, mother's occupational status and family income. Stop (2002) operationalized similar variables which included family income, mother's education, father's education, mother's occupational status, father's occupational status household size, marital status, and the percentage of students at the mother's high school who are poor.

### **1.5. Home Chores Influence on Student's Academic Performance**

The growing body of literature regarding the relationship between child labor and children's education has demonstrated mostly a negative effect on school examination, performing although different measures of education enrollment, attendance, days absent, lateness to school grade repetition, years of schooling attained and reading competence have been used, thus, scholars have consistently noted a tradeoff between child labor and human capital measures. The general consensus is that child labor has detrimental effect on children's education. For instance, students time use has been found to have significantly reduced school

attendance, and consequently reduces student's educational attainment. Beagle et al. (2005) an exception is the study by Buchmann (2002) who found that in Kenya, child labor does not significantly impede school enrollment or attendance because children could combine both working and schooling. However, she did not rule out the possibility that child labor could hinder children school examination performance. Beagle et al. (2005) observes that the home environment is rarely mentioned as factor contributing to poor academic performance. The family is obviously a major socializing agent and therefore important in determining the remarks that the motive to excel in academic work as an activating force, a driver or an urge to achieve good results and recognition which, to some degree, accounts to progress in school. Different home environment varies in many aspects such as the parents' level of education, economic status occupational status, religious background, attitudes, values, interests, parent's expectations for their children and family size. Muola (2010) research on parental characteristics and how they impact on children's educational matters has been looking in Kenya. This study investigated the home-based factors influencing children's academic performance. Children from poor family settings combine schooling and other activities such as household chores, farm work, work outside homes and family business. Moyi (2011) he points out that most of students who work and attend school may be at a disadvantaged because this constitutes educational inequality, learners who combine schooling and work and those who do not. Studies have shown that children in Kenya are engaged in domestic chores, often to the detriment of their education. In Kenya it is estimated that approximately 2 million children are working in the various sectors of domestic work fishing, prostitution, mining, quarrying and transport. These are the children who constitute part of 3.5 million children who were estimated to be out of school report from NGO. In spite of the government attempt to introduce free primary education year 2003 where 1.5 million children were reported to have enrolled back to school, the number of children engaged in the worst form of child labor have not reduced. This is due to high school dropout rates occasioned by problems of poor school environment and family destination and poverty which then translate to lack of food for majority of school going children

## **1.6. Theoretical Framework**

Theoretically according to Macibi (2005) a good environment should be provided at home if our children in school must learn, if the school administration must be successful and then f the school must develop. Onsono (2006) observes that student's success at school is closely

related to their home backgrounds. These can be related to these studies objectives that include; level of education of parents, Socio-economic status, parent's professional qualifications and home chores influence on students' academic performance in day secondary schools. According to skinner (1945) learning theory achievement varies among individuals due to several reasons. Level of performance and aspirations of pupils depends on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means the home environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Research methodology chapter is divided into the following, research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis techniques.

### **3.2 Research Design**

This study used descriptive research design, Creswell (2002) observes that a descriptive research design is used when data is collected to describe person, organizations. The study aimed on observations and description of behavior of the subjects which was under the study without influencing them in any way and therefore descriptive survey research design seemed to be the best in the study.

### **3.3 Target Population**

The target population is the population which the researchers used to sum up the research study. According to Thika Sub County Education Office there were 22 student's day secondary schools with a population of 550 teachers and 3500 students the year 2023. These are numbers which were sampled and data collected.

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

Morse (2000) suggests that for descriptive studies, it is adequate to consider 30 percent of the target population. The target population was divided into two strata, teachers and students. A sample of 30 percent each stratum was selected. The study used random sampling to select the students and teachers from 22 students' day secondary schools. This was to ensure that all the strata within the study area are included in the study.

In calculating sample size, we use the formula below

According to Morse (2000) Sample size is calculated as.

$$\text{Sample size} = Z^2 \times P(P-1) E^2$$

Z = z-score

E = margin of error

P = standard of deviation

$$\sigma = \sqrt{(\sum (x_{\{i\}} - \mu)^2)/N}$$

= population standard deviation N = 1 the size of the population  $x_{\{i\}} = 1$  each value from the population = the population mean

Standard Deviation of the tabulation below is 167.99

Category	Target Population	Target
students	Kimuchu Mixed secondary	1500
	Broadway Secondary	1000
	Kenyatta girls	1000

*Table 1: Sample size*

### Sample Size

Sample size

$$= (1.962^2 * 167.99(167.99-1))/5^2$$

$$=4310$$

To calculate the sample size, we considered an acceptable margin of error of 5% and a confidence level of 95%.

The estimated proportion of the population (p) was determined during data collection, and it was used to calculate the sample size for each stratum.

*Table 2: Sample size*

### 3.5 Research Instruments.

The study utilized a questionnaire guide for students and a questionnaire for teachers. In the process of developing the instruments the researcher consulted the supervisor who is the expert and was used. The questionnaire for the teachers was open ended and closed ended questions. Kothari (2004) emphasizes that while open ended type of questions gives the informal freedom of responses, the close ended type of questions facilitates constituency of certain data across the formal. Questionnaires have the ability to collect a large amount of information in a reasonable quick space of time and also saves on time as large number of people are also

involved and questions can easily be analyzed. The questions are also standardized so as everyone gets the same question Orodho(, 2009)

### **3.6 Validity of Instruments**

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept Kothari (2008) It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. This study the content was validity done through piloting of research instruments which involved 10 percent of the 22 targeted schools. The researcher pre- tested the research instruments for clarification and ascertained their ability to capture all the data which was required to give feedback that will lead to improvement of instruments.

### **3.7 Reliability of the Instruments**

In order to establish the reliability, the instruments test re- test method was used to estimate the degree to which the same results can be obtained with repeated measures of accuracy of the same concept in order to determine the reliability of instruments.

### **3.8 Data Collection**

The researcher visited the schools which were selected and made appointments for the administration of the interview schedules and the questionnaire. The interview session was carried by the researcher in person. Questionnaire were administered by the researcher in the selected schools. The respondents were guided and requested to respond to the questions for they were assured confidentiality.

### **3.9 Data Analysis Techniques**

According to Kothari (2004) the most commonly used method in reporting descriptive survey research is by developing frequency distribution tables calculating on percentages and tabulating.



## **CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

### **4.0 Introduction**

This chapter presents data, analysis and the interpretation of findings. The data presented includes background information of the respondents, influence of home chores, socio-economic status, parents' professional qualification and level of education of parents as some of the home-based factors influencing students' performance in public day secondary schools in Thika Sub-County, Kiambu County.

In order to analyze the structured sections of the questionnaires, content analysis technique was used. The researcher read through the responses in the interview guide as given by Teachers and in questionnaires as given by teachers and classified them into categories according to the study objectives. Quantitative data was analyzed using descriptive methods. Accordingly, frequencies of responses were filled and the results were tabulated in accordance with Neuman's (2000) recommendation of "counting the number of objects in each category after assigning each to its proper category." In this manner the data for these sections were quantified according to objectives.

### **4.1 Response Rate**

A total of 138 questionnaires were given out to students and interview schedule conducted on 86 teachers. All the questionnaires were returned and interviews conducted giving a total of 224 responses resulting to a 100% response rate. According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 100% was very good.

### **4.2 Demographic Information**

For the researcher to find out the home-based factors influencing students' performance in public day secondary schools in Thika Sub-County, Kiambu County, it was considered important to establish the demographic information of the respondents which included: gender, experience of the respondents, age and level of education. The distribution of the respondents according to the above demographic characteristics was as shown in tables and graphs below.

**Table 3: Gender of Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percentages</b>
Female	61	44
Male	77	56
<b>Total</b>	<b>138</b>	<b>100</b>

Table 4.1 indicated that a majority 77 (56%) of the respondents were male teachers while 61 (44%) were female. This implies that the study sampled both gender and therefore the response on the home-based factors influencing students' performance in is a reflection of both genders. After finding out the gender of respondents, the researcher found it important to find out the age of the teachers.

**Table 4: Age of the teachers**

<b>Age</b>	<b>Frequency</b>	<b>Percentages</b>
Below 30 years	52	37
30 – 40 years	43	32
Over 40 years	43	32
<b>Total</b>	<b>138</b>	<b>100</b>

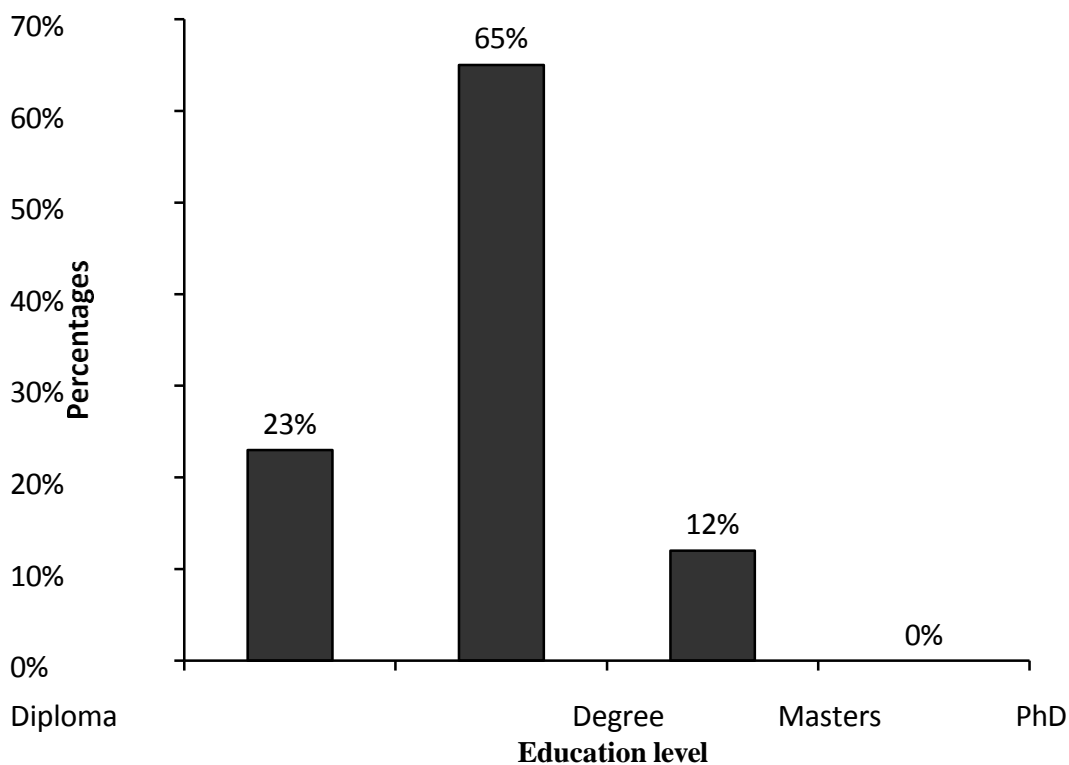
Fifty-two (37%) of the teachers had ages of below 30 years while 43 (32%) had ages between 30 – 40 years. Another 43 (32%) had ages of over 40 years. This shows that the teachers' respondents were mature enough to respond to questions touching on home-based factors influencing students' performance.

The researcher further investigated the highest level of education of the respondents. This was to establish if they were educated enough to understand the home-based factors affecting the academic performance of the students.

### 4.3.5 Highest Level of Education of Teachers

The teachers had the following level of education as illustrated in the Figure 4.1.

*Figure 2: Highest level of education of teachers*



The Figure 4.1 shows that a majority 90 (65%) of the teachers had a degree as their highest level of education while 32 (23%) had a diploma. These findings show that the respondents had the required qualification to teach at secondary level and would understand the home-based factors influencing students' performance in public day secondary schools in Thika Sub-County, Kiambu County.

The researcher further found out the years worked as a teacher in the schools.

**Table 5: Years worked as a teacher**

<b>Years worked</b>	<b>Frequency</b>	<b>Percentages</b>
1 – 3 years	70	51%
4 – 5 years	20	14%
5 – 10 years	26	19%
Above 10 years	22	16%
<b>Total</b>	<b>138</b>	<b>100</b>

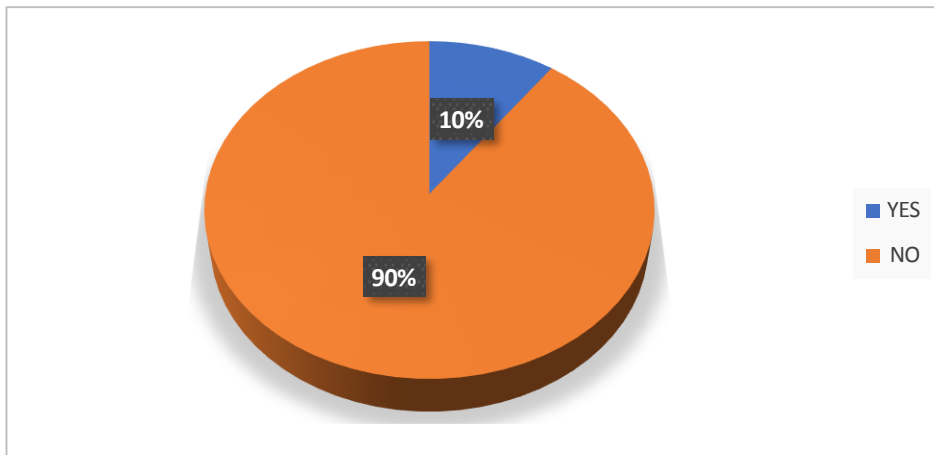
The findings indicated that majority 70 (51%) of the teachers had worked for between 1 – 3 years. This shows that the teachers’ respondents have enough experience to offer reliable data on the home-based factors influencing students’ performance. The findings concurred with Brown and Duguid (2003) who found that highly experienced personnel enhance production of high-quality outcomes and effective quality improvement in a venture.

### **4.3 Influence of The Level of Education of Parents on Students’ Academic Performance**

For the researcher to study the home-based factors influencing students’ performance in public day secondary schools in Thika Sub-County, Kiambu County, the researcher sought to know the influence of the level of education of parents on students’ academic performance. In the light of this the researcher enquired whether this is the case, the extent of influence, level of agreement on: educated parents’ students have better performance, educated parents’ seriousness in education and educated parents’ school work assistance. The distribution of the respondents according to the above level of parental education characteristics was as shown in charts below.

The researcher investigated the Influence of parents’ level of education on students’ performance.

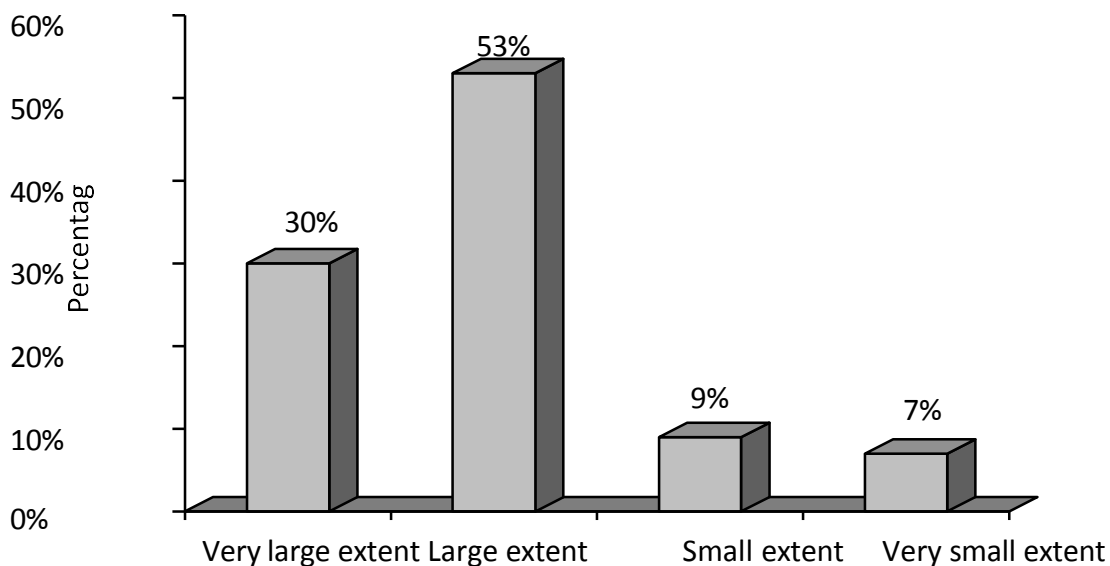
**Figure 3: Influence of parents' level of education on students' performance**



Majority of the teachers, 124 (90%), agreed that the parents' level of education influenced student's performance. This tends to lay a foundation for better performance of their children while at school. This finding is in line with indication of Sentamu (2003) who said that the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near somehow the same to the ones their parents attended.

The researcher then investigated the extent of parents' level of education influence on students' performance. The findings are shown in Figure 4.3.

**Figure 4: Extent of parents' level of education influence on students' performance**



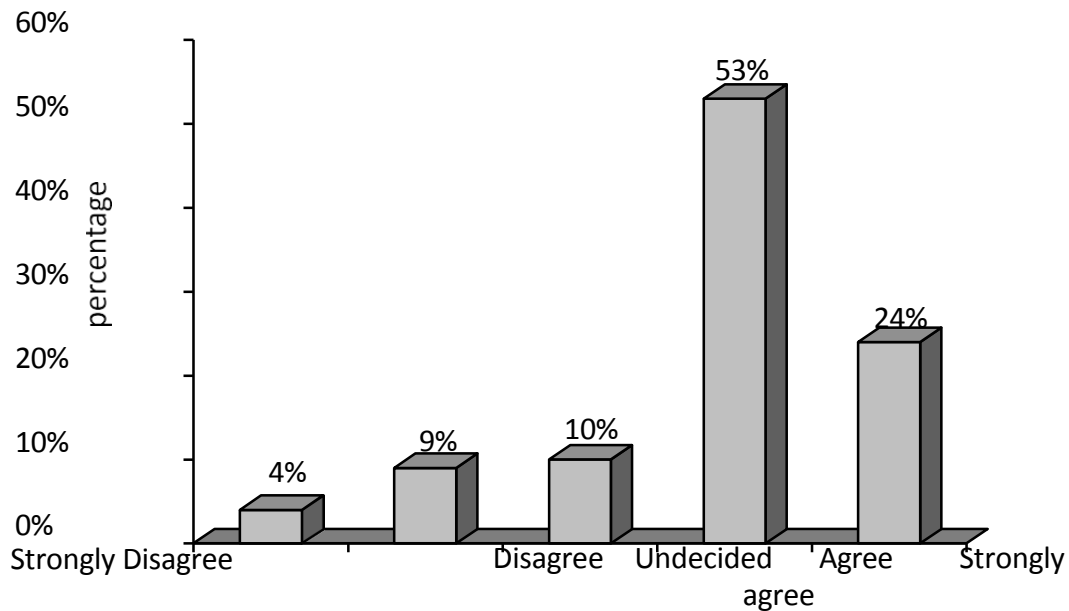
The researcher found out that majority of the respondents 73 (53%) agreed that parents' level of education influenced students' performance to 'a large extent'. These were followed by 41 (30%) who agreed to 'a very large extent'. These were followed by 12 (9%) who agreed to 'a small extent'. This finding was also heightened by the Teachers who indicated that parent's level of education influences students' academic performance. It can therefore be concluded that

parents' education influences greatly students' academic performance and therefore should be enhanced.

Parent's educational value has direct impact on their student's educational aspirations (Okantey, 2008). Students schooling is positively related to their parents' education because children tend to imitate their parents and also aspire to be highly educated as their parents.

The researcher then investigated the level of agreement that students with educated parents perform better.

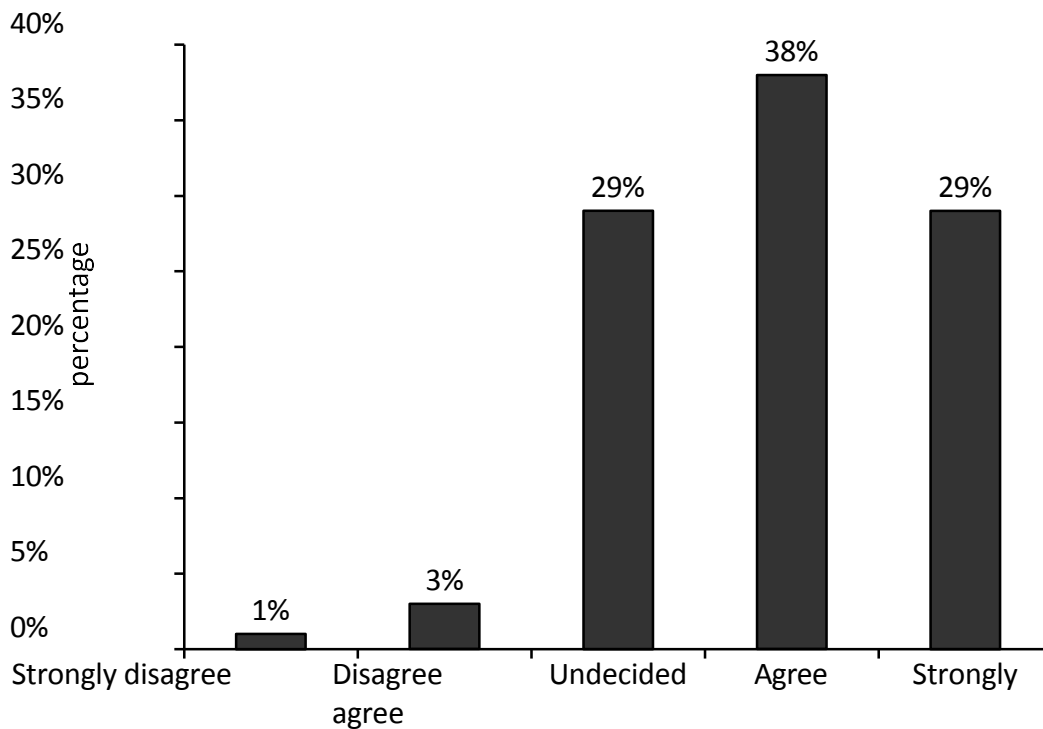
**Figure 5: Level of agreement that students with educated parents perform better in academics**



From the above Figure 4.4, majority 106 (77%) of the teachers agreed that students with educated parents perform better in academics. A few 15 (11%) disagreed that students with educated parents perform better in academics. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of a school found that families where parents are educated fostered a higher level of achievement in their children because of providing psychological support for their children.

The researcher investigated the level of agreement that educated parents are more serious with their children academic work. The response is presented in Figure 4.5.

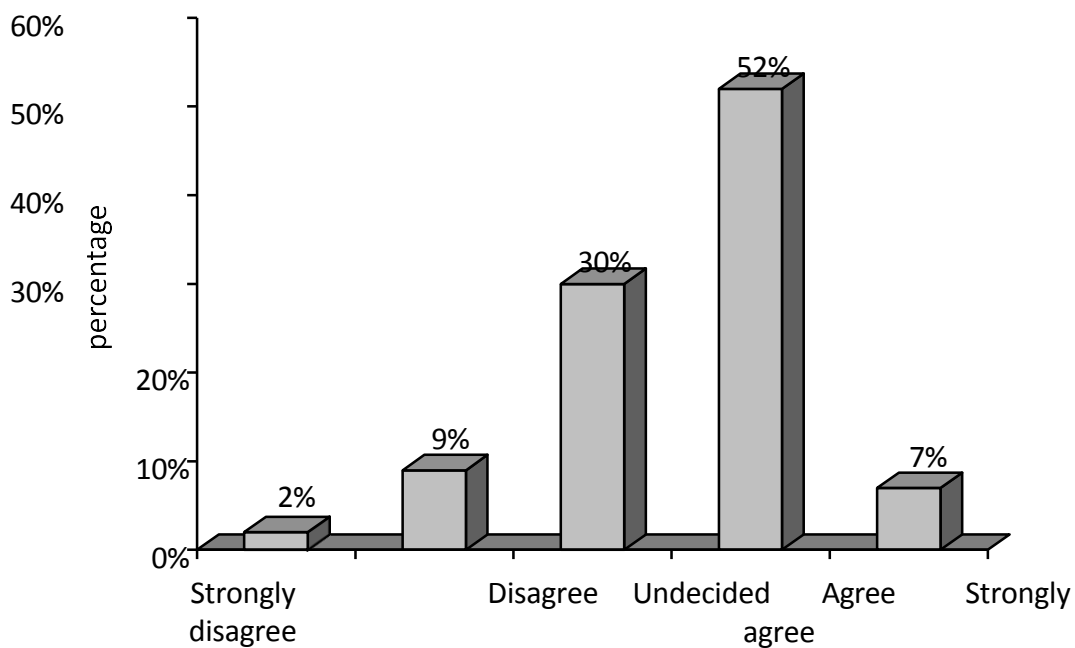
**Figure 6: Level of agreement that educated parents are more serious with their children academic work**



Majority 92 (67%) of the teachers agreed that educated parents are more serious with their children academic performance. Studies by (Okantey, 2008) has indicated that parents can be regarded as the child's first teacher, but when the child enters school, parents begin to ask themselves how they can be positively involved in their children's education. Involvement with reading activities at home has significant positive influences not only on reading achievement but also in language comprehension and expressive language skills.

The researcher further studied teachers' level of agreement as regards to educated parents' assisting their students in doing school work. This was to investigate if their assistance influence students' academic performance.

**Figure 7: Level of agreement that educated parents assist their students in doing their school work**





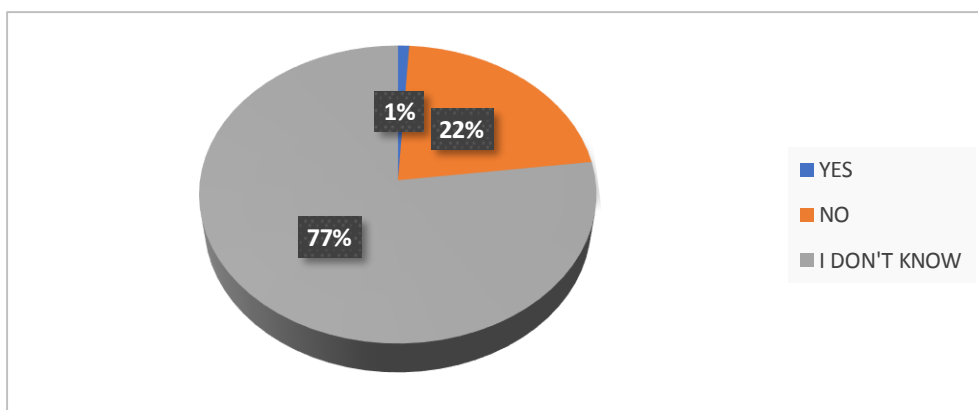
Majority of respondents 79 (57%) agreed that educated parents assist their students in doing their school work. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in their children's academic success is an unquestionable assumption. Independent of the parents' type of involvement in education or schooling, in general, hundreds of studies have demonstrated a predominance of positive correlations between this variable and students' academic achievement (Muola 2010).

#### 4.4 Influence of Parents' Socio-Economic Status on Academic Performance

The researcher sought to investigate the influence of the level of education of parents on students' academic performance. In the light of this the researcher investigated the level of agreement on: learning resource provision influence on academic performance, if high socio-economic status family students perform better in academics, socio-economic status influence on student's school attendance and parents' learning resource provision for their students.

The researcher studied the parents' socio-economic status influence on students performance. The findings are as shown in Figure 4.7.

*Figure 8: Parents' socio-economic status influence on students' performance*

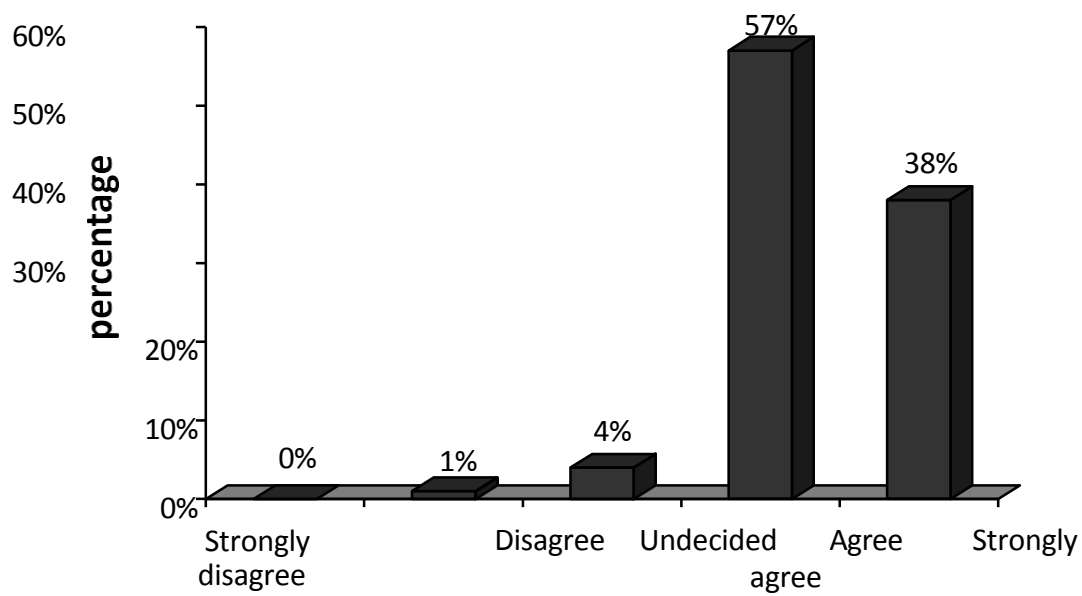


Majority of the teachers 106 (77%) agreed parents' socio-economic status influenced the students' performance. Ogoye (2007) notes that socioeconomic status is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases, learning and reference materials have to be shared

among pupils, and not all parents are able to buy for their children personal subject-specific text copies.

The researcher investigated the level of agreement on provision of learning resources influence on students' academic performance.

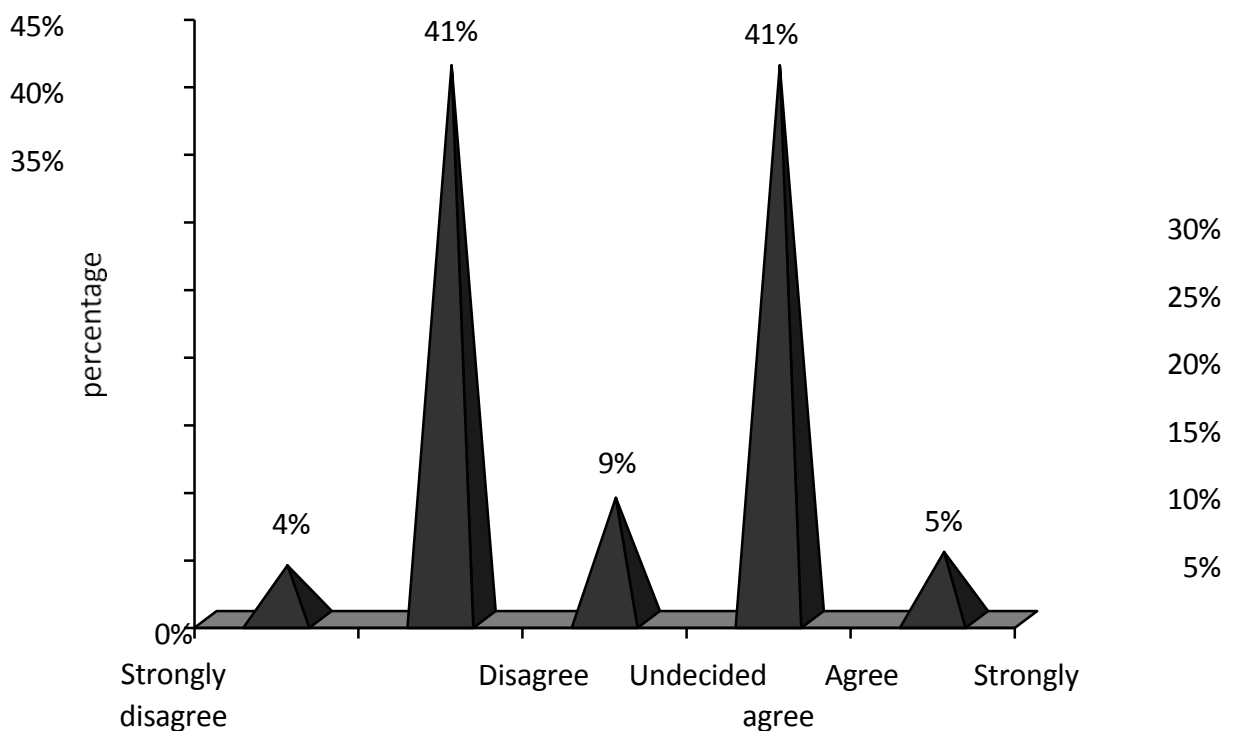
**Figure 9: Level of agreement on provision of learning resources influence on performance**



The researcher sought to know the level of agreement on provision of learning resources influence on students' academic performance. Majority 131 (95%) of the teachers agreed that provision of learning resources influences students' academic performance. The wealthier and better educated parents utilize their education, deploy resources and create school conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match those of the poor, uneducated slum dwellers and rural Kenya (Jeynes, 2005).

The researcher then studied the level of agreement that students from high socioeconomic status families perform better in academics.

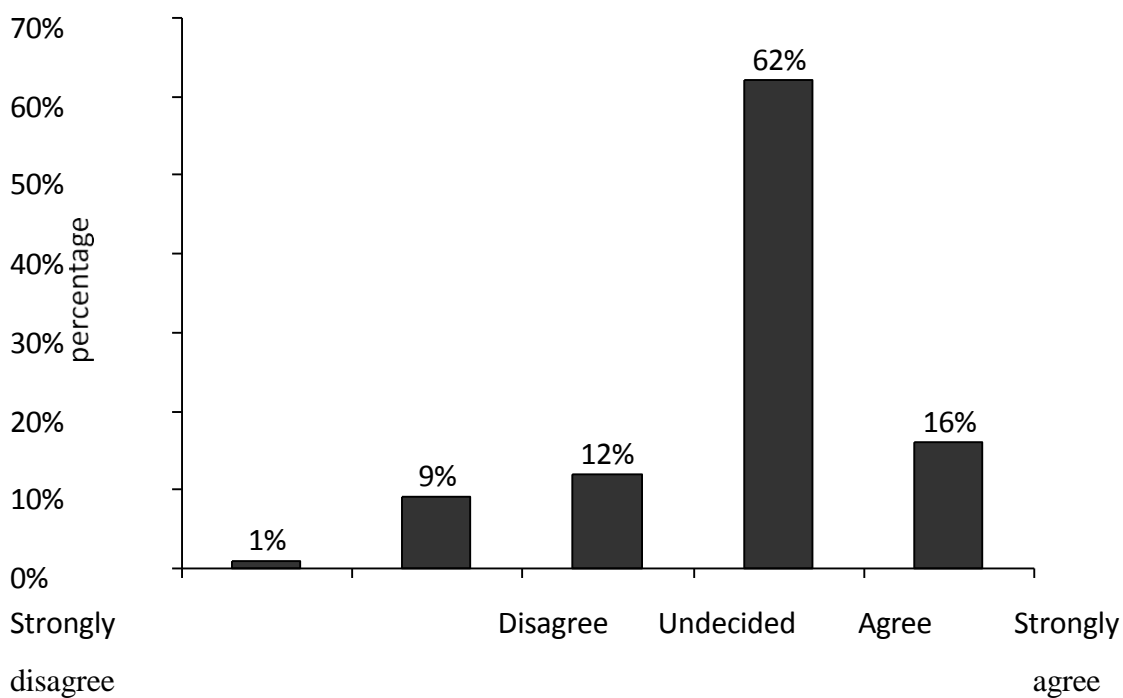
**Figure 10: Level of agreement that students from high socio-economic status families have better performance**



Sixty-three 63 (46%) of the teachers agreed while a close 62 (45%) disagreed. The rest remained undecided. This implies that the teachers were not sure of parents’ education influence on the students’ academic performance. The same finding was reflected by the Teachers’ response on the influence of parents’ education that showed it had a positive influence. According to Eamon (2005) economic hardship are caused by low socio-economic status of the parents and can lead to disruption in parenting, increase amount of family conflicts and increase the likelihood of depression in single parent households.

The researcher sought to know respondents’ level of agreement that socioeconomic status influenced school attendance. The results are shown in the Figure 4.10.

**Figure 11: Level of agreement on socio-economic status of parents influencing school attendance**

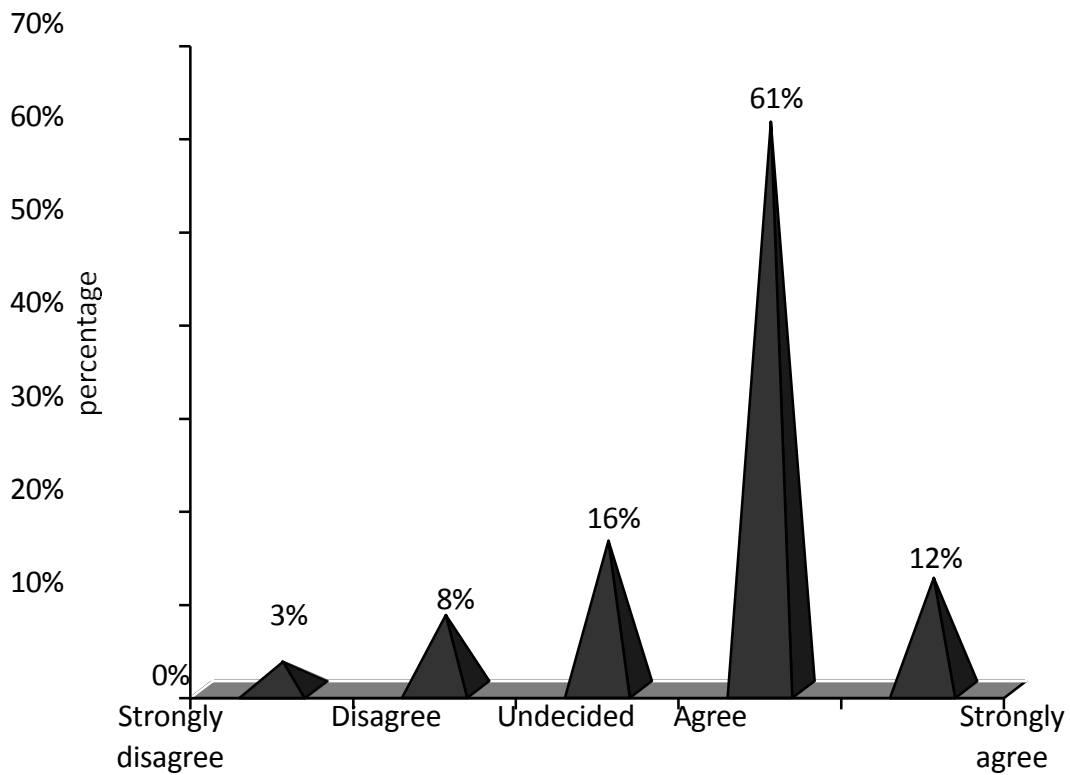


Majority 107 (78%) of the teachers agreed that socio-economic status influences school attendance. “Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational

classes.” (Rothstein, 2004).

The researcher sought to investigate the level of agreement on parents’ provision of learning resources on their students’ performance. The results are shown in the Figure 4.11.

**Figure 12: Level of agreement on parents’ provision of learning resources on their students’ performance**

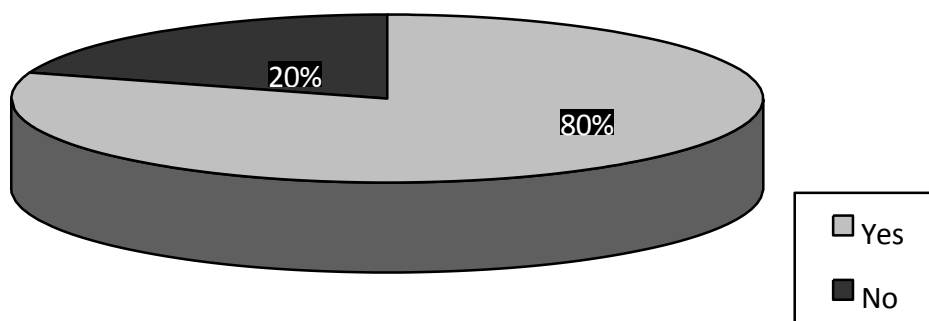


Majority 101 (73%) of the teachers agreed that parents' provision of learning resources has an influence on academic performance. Smith (2001) asserted that significant predictor of intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers have posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001).

#### **4.5: Influence of Parent's Professional Qualifications on Students' Performance**

The researcher sought to investigate the influence of parents' professional qualification on students' academic performance. In the light of this the researcher enquired whether this is the case, how it influences students' performance, whether professional parents understand better the importance of academics, if high socio-economic family students have better academic performance, if the professional parents participate more in their children academics and whether there was better academic participation by students with professional parents.

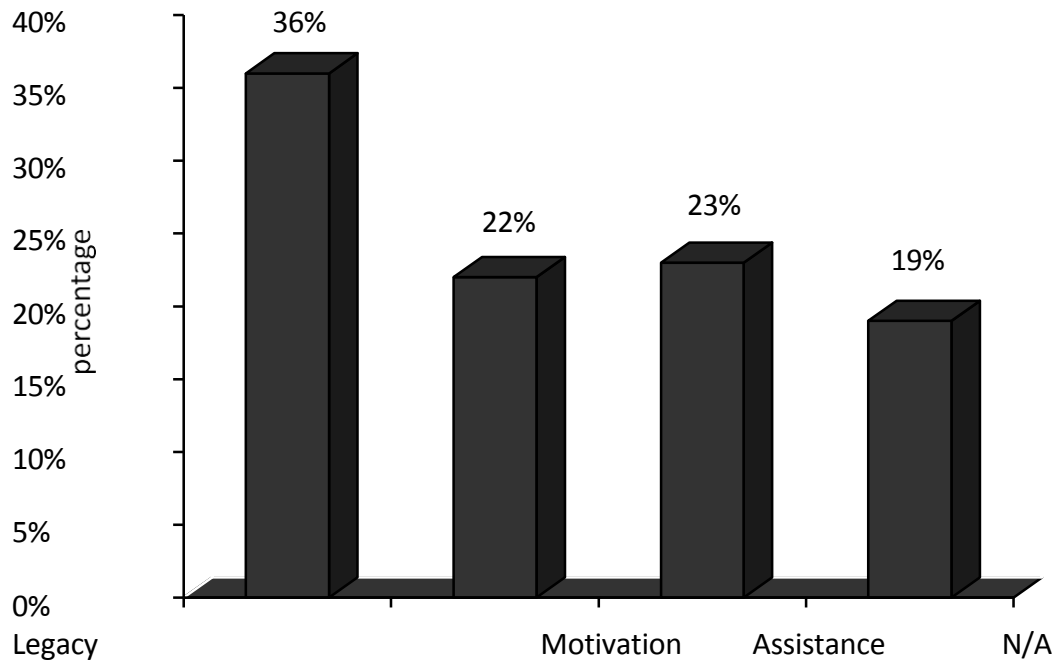
The distribution of the respondents according to the above parental professional qualification characteristics was as shown in Figure 4.12.



***Figure 13: Parents' professional qualification influence students' academic performance***

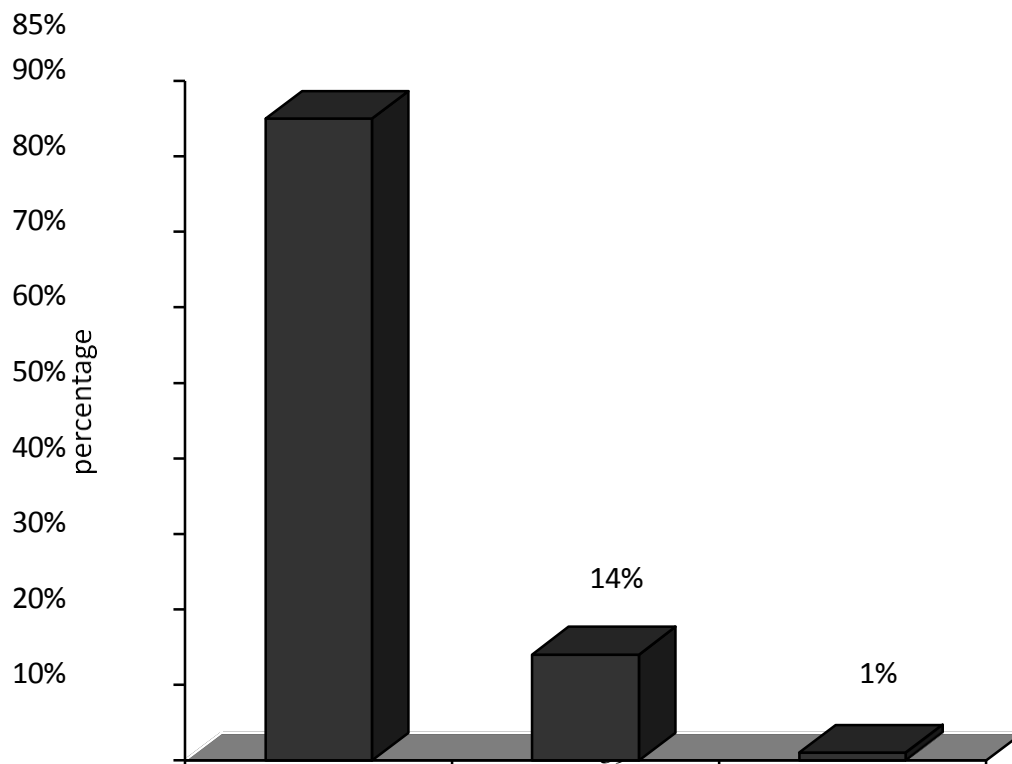
Majority 110 (80%) agreed that parents' professional qualification influence students' academic performance. The development of a high need for achievement can be traced to childhood training techniques in which successful parents are known to provide independent training which is likely to foster high achievement motivation Adewale (2002).

**Figure 14: Ways parents' professional qualifications affect academic performance**



The student's wish to establish a legacy was found to be the major way that parent's professional qualification affected academic performance. A study by (Muola, 2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. Achievement motivation has been shown to be higher in the working than middle class.

**Figure 15: Professional parents understand importance of academics in better way**



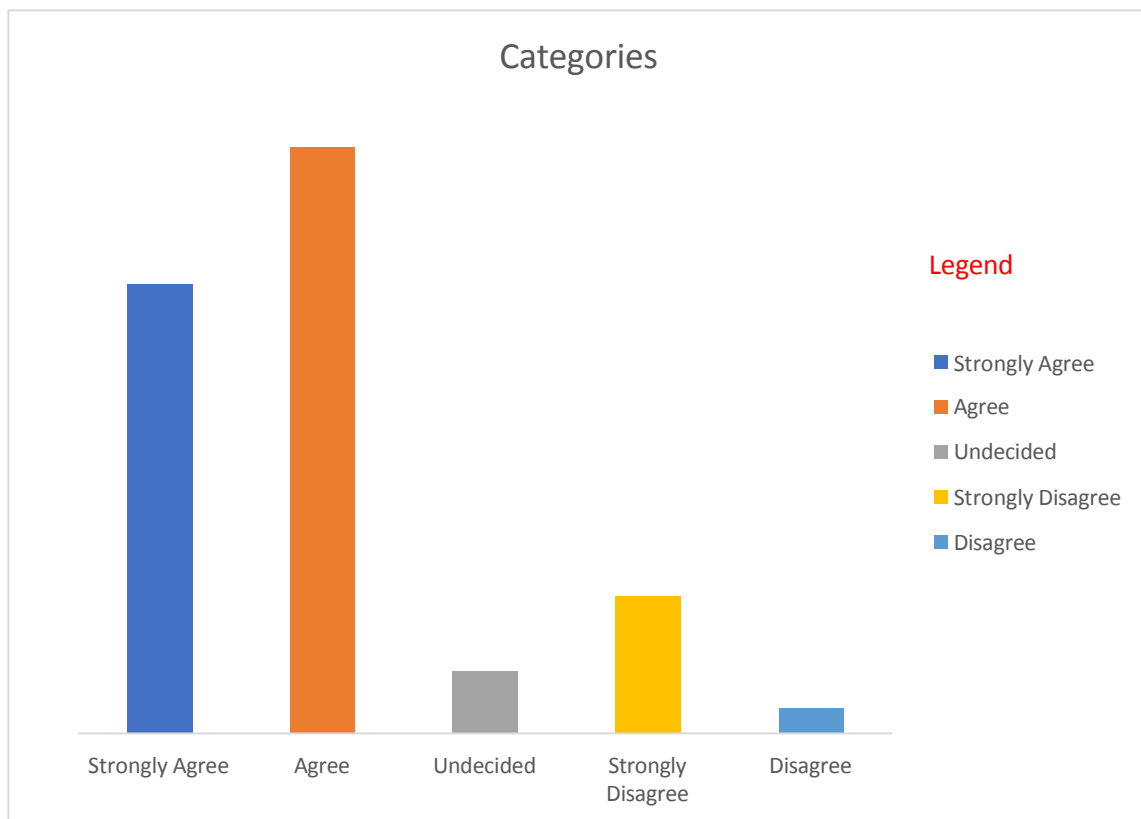
0%  
Yes

No

I don't know

A majority 117 (85%) of teachers agreed professional parents understand the importance of academics better. The Teachers also indicated that professional parents understood better the importance of good academic performance. Akabayashi and Psacharopoulos (1999) argue that successful parents tend to provide early independent training which is necessary in the development of achievement motivation.

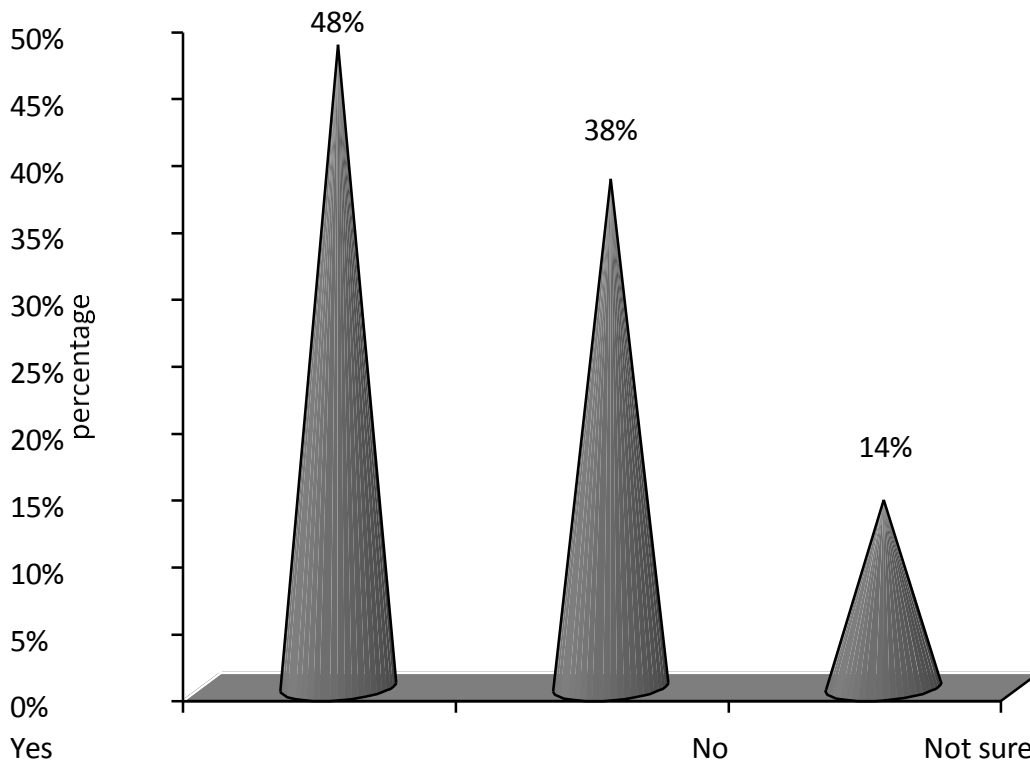
**Figure 16: Professional and nonprofessional parent participation in academic performance**



Majority 114 (83%) of the teachers agreed that professional parents participate better in academic performance. Rothstein (2004) in the course of his investigation found that parents of higher academic achievers practiced more professional, administrative and clerical occupations, while the parents of the under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations.



*Figure 17: Professional parented students' academic participation*

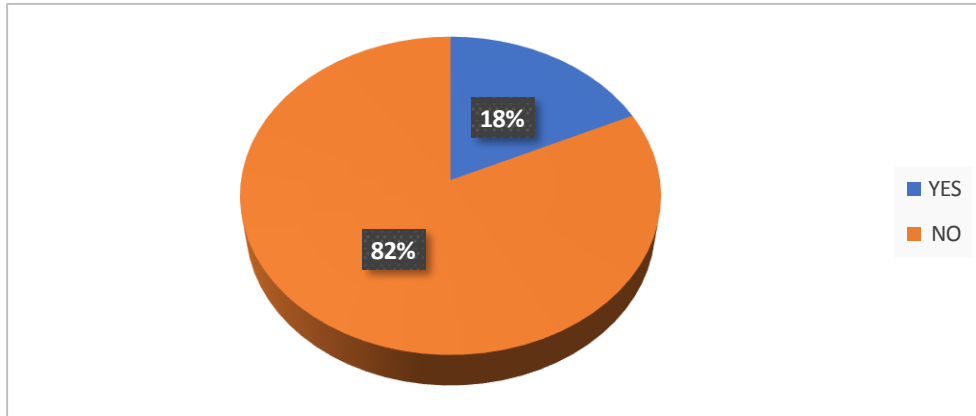


Sixty-six 66 (48%) of teachers agreed with a margin of 52 (38%) as compared to those of that were contrary. A study by Muola, (2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in children's academic success is an unquestionable assumption.

#### **4.6 Influence of Home Chores on Academic Performance of Students**

For the researcher to determine the home-based factors influencing students' performance in public day secondary schools in Thika Sub-County, Kiambu County, the researcher sought to know the influence of home chores on students' academic performance. In the light of this the researcher enquired whether this is the case, level of agreement as regards: home chores and concentration, home chores' beneficence, time spent on home chores and parents' role in assigning home chores.

The distribution of the respondents according to the above home chore characteristics was as shown in charts and tables below.



**Figure 18: Home chores influence on academic performance**

Majority 113 (82%) of the respondents agreed that home chores affected academic performance. Student's time use on home chores has been found to have significantly reduced school attendance, and consequently reduces student's educational attainment (Beegle et al. 2005).

The researcher studied the home chores influencing concentration on school work and the findings are presented in Tables 4.4.

**Table 6: Home chores influence on concentration on school work**

Response	Frequency	%
Strongly disagree	75	
Disagree	4029	
Undecided	129	
Agree	6748	
Strongly agree	129	
<b>Total</b>	<b>138</b>	<b>100</b>

Majority 79 (57%) of the teachers agreed that home chores make students not to concentrate on school work. This shows that the house chores affect education negatively. An exception is the study by Buchmann (2000), who found that in Kenya, child labour does not significantly impede school enrollment or attendance because children could combine both working and schooling, simultaneously. However, she did not rule out the possibility that child labor could hinder children’s school examination performance.

The researcher investigated the home chores and education beneficence. The findings are presented in Table 4.5.

**Table 7: Home chores and education beneficence**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Strongly disagree	15	11
Disagree	75	54
Undecided	19	14
Agree	25	18
Strongly agree	4	3
<b>Total</b>	<b>138</b>	<b>100</b>

The researcher wanted to know if the teachers feel that students find home chores more beneficial than academics. A majority 90 (65%) disagreed. This hence means that the guardians should give enough time for school work. Studies have corroborated the finding that child labor has adverse effects on student’s reading competence (as assessed by parents) and mathematical skills (Akabayashi and Psacharopoulos 1999).

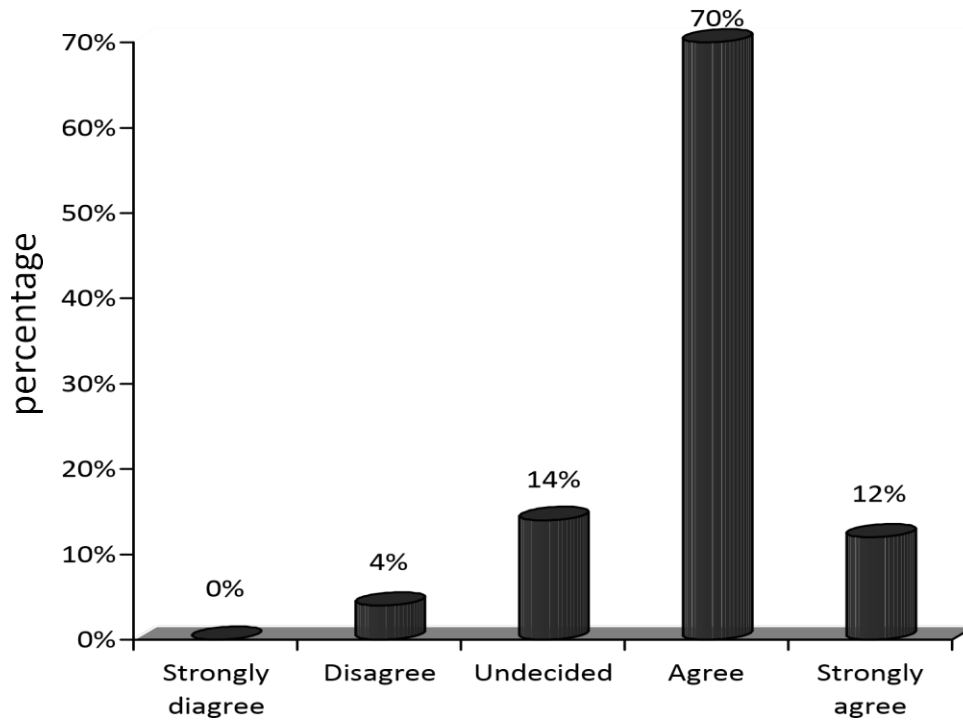
The researcher investigated the time spent on home chores in comparison to academics. The findings are presented in Table 4.6.

**Table 8: Time spent on home chores in comparison to academics**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Strongly disagree	32	
Disagree	3928	
Undecided	2115	
Agree	6749	
Strongly agree	86	
<b>Total</b>	<b>138</b>	<b>100</b>

Majority 75 (55%) of the teachers agreed that more time is spent on home chores than on school work. The Teachers highlighted that the students are overloaded with home chores and felt that there should be a balance between the time allocated for home chores and the time that is allocated for the students' studies. This hence means that guardians should take note to ensure a balance. Children's time use has been found to have significantly reduced school attendance, and consequently reduces children's educational attainment (Beegleet *al.*, 2005; Boozer and Suda, 2001).

The researcher sought to investigate the parents' contribution to students' doing home chores. The results are shown in the Figure 4.18.



**Figure 19: Parents contribution to students’ doing home chores**

The researcher sought to know if the teachers perceive that parents contribute to students’ participation in home chores. A majority 113 (82%) of teachers agreed. This implies that the parents in the district should be encouraged to participate more in their children academic work. This will help improve the academic performance of the students. Though, Kenya ratified ILO convention No 58 of 1936, No 59 of 1937, No 123 of 1965 and signed the memorandum of understanding with the ILO in 2000 to launch a country programme under the International Programme for elimination of child labour, the involvement of children and especially school students in work is widespread in Kenya notwithstanding its negative consequences. Working prevents children from attending schools, reduces study time or leads to fatigue thereby reducing children’s concentration and learning (Heady, 2003).

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

### **5.2 Summary of the Study**

The study aimed to find out the home-based factors influencing students' performance in public day secondary schools in Thika Sub-County, Kiambu County. The four were singled out that deemed to greatly affect students' performance in public day secondary schools. The specific objectives were to establish the influence of level of education, socio-economic status, professional qualifications of parents and home chores on students' performance in public day secondary schools in Thika Sub-County.

The study targeted 22 public day secondary schools with a population of 550 teachers. This gave a target population of 749 respondents. The study sampled 86 Teachers and 138 students. The total sample size was 224 respondents. The study randomly selected the teachers and students from the 22 public day schools. Questionnaires and interview schedules were used for data collection.

The study found out that a majority of respondents 79 (57%) agreed that educated parents assist their students in doing their school work while a mere 15 (11%) disagreed. The researcher found out that majority of the respondents 73 (53%) agreed that parents' level of education influenced students' performance to 'a large extent'. Majority 106 (77%) of the teachers agreed that students with educated parents perform better in . Majority 92 (67%) of the teachers agreed that educated parents are more serious with their children. Majority of the teachers, 124 (90%), agreed that the parents' level of education influenced student's performance.

Majority of the teachers (77%) agreed parents' socio-economic status influenced the students performance. Majority 131 (95%) of the teachers agreed that provision of learning resources influences the students' academic performance. Majority 63 (46%) of the teachers agreed while a close 62 (45%) disagreed. The rest remained undecided. It was deduced that a majority 107 (78%) of the teachers agreed that socio-economic status influences school attendance. A

majority 101 (73%) of the teachers agreed that parents' provision of learning resources has an influence on academic performance.

Majority 114 (83%) of the teachers agreed that professional parents participate better in academic performance. A majority 117 (85%) of teachers agreed professional parents understand the importance of academics better. The student's wish to establish a legacy was found to be the major reason that parent's professional qualification affected students' academic performance. A majority 110 (80%) agreed that parents' professional qualification influence students' academic performance.

It was found out that a majority 113 (82%) of teachers perceive that parents contribute to students' participation in home chores. Majority 75 (55%) of the teachers agreed that more time is spent on home chores than on school work. This hence means that guardians should take note to ensure a balance. A majority 90

(65%) disagreed that students find home chores more beneficial than academics. Majority 79 (57%) of the teachers agreed that home chores make students not to concentrate on school work. This shows that the house chores affect education negatively. Majority 113 (82%) of the respondents agreed that home chores affected academic performance.

### **5.3 Conclusion**

In conclusion, educated parents assist their students in doing their school work. Parents' level of education influenced students' performance and students with educated parents perform better in academics. Educated parents were found to be more serious with their children performance. Parents' level of education influenced student's performance.

Parents' socio-economic status influenced the students' performance and provision of learning resources also influence students' academic performance. It was deduced that socio-economic status influences school attendance. Parents' provision of learning resources was found to have influence on academic performance.

Professional parents participate better in academic performance and understand the importance of academics better. The student's wish to establish a legacy was found to be the major way that parent's professional qualification affected academic performance. Parents' professional qualification was found to influence students' academic performance.

Teachers perceive that parents contribute to students' participation in home chores. More time is spent on home chores than on school work. This hence means that guardians should take note

to ensure a balance. Students find home chores more beneficial than academics. Home chores make students not to concentrate on school work. This shows that the house chores affect education negatively.

#### **5.4 Recommendation**

Based on the conclusion, the following recommendations are made;

1. The study found out that the education of parents influenced the student's academic performance. Therefore, the head teachers should hold meetings with parents that will address the influence of parents' education on their students' academic performance and how to solve the problems.
2. Study findings showed that the socio-economic status like provision of learning resources is a problem that influences the students' academic performance. The government through the Ministry of Education and Constituency development Fund should enhance issuance of bursaries and other necessary financial needs.
3. Parent's professional qualifications were found to influence the student's academic performance. Therefore, the government through the Ministry of Education should sensitize parents on the importance of parents' professionalism on students' performance.
4. Students' participation in home chores was another factor that influenced students' performance. The parents should therefore create a conducive environment at home to enable the students' study privately. The parents should balance between the home chores and students' academic work and should allocate adequate time equally for both.

#### **5.5 Suggestions for Further Research**

The researcher recommends that the following areas can be researched further:

1. There should be research on other home base factors affecting students' academic performance in public day secondary schools since this study only focused on four home- based factors.
2. A study should be conducted on school-based factors affecting performance in public day secondary schools in Thika Sub-County, Kiambu County.



3. Another study should be done in other categories of secondary schools for example the boarding and private since this one only covered the day secondary schools in Thika Sub- County.

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## Appendix 1.

### Students' Questionnaire. Introduction

Do not write your name in this questionnaire

The information you will give will be treated confidential. Indicate your choice by use tick where applicable

1. School\_\_\_\_\_.

2. Age\_\_\_\_\_.

3. Class\_\_\_\_\_.

4. Gender.

Male.

Female

5. With whom do you stay with.

Father only.

Mother only.

Both parents.

Relatives.

Others.

Specify

6. Are any of your parents employed

Yes.

No.

7. If yes state the occupation \_\_\_\_\_.

8. Are your parents educated

Yes.

No

9. If yes state the level of education they have\_\_\_\_\_.

10. Are you given home chores after school in the evening

Yes.

No

11. If yes state which home chores are involved in

\_\_\_\_\_.

## Appendix 2

Dear teachers, as we are aware of the impact of home-based factors on academic performance. It's my pleasure to investigate the influence of home-based factors on students' performance in your school. Your contribution will be highly valued and all the ethical consideration will be put in place as your respond to this questionnaire

1. Gender\_\_\_\_\_.

2. Age

- below 25
- 26-30
- 31-40
- 41-50
- 51-60

3. Category of the school

- Boys.
- Girls
- Mixed

4. Taught in this school for

- 1-5
- 6-10
- 11-15
- 16 and above

5 Do you think the parents level of education influence students' academic performance

- To a very large extent
- To a large extent
- To a very small extent
- To a small extent

6. Does socio economic status of parents influence the students' academic performance

Yes.

No

If yes please explain

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7. Do you think home chores influence students' academic performance.

Yes.

No

8. Do parents professional qualifications influence students' academic performance.

Yes.

No

if yes please explain \_\_\_\_\_.