AN INVESTIGATION OF SOCIO-ECONOMIC FACTORS AFFECTING SECONDARY SCHOOL LEARNERS ACADEMIC PERFORMANCE

A RESEARCH PROJECT SUBMITTED TO IN UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF A BACHELORS DEGREE OF EDUCATION SCIENCE.
DECLARATION:

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This project has been submitted with my approval as the university supervisor

Signature………………….. Date……………………

Supervisor
DEDICATION

I would like to dedicate this research project to my family for their continuous encouragement and support.
ACKNOWLEDGEMENT

Most importantly, I give sincere and special thanks to the Almighty God for the gift of life, good health and for giving me knowledge to write this project.

I also acknowledge the support of my family and my study colleagues who have stood by me throughout my studies and particularly for their unending support. I pay gratitude to my supervisor for guidance, support, patience and understanding throughout the research period.
ABSTRACT

The paper was designed to research into the socio-economic factors affecting secondary school learners' academic performance in Muthambi zone, Maara district. While students from more advantageous socio-economic backgrounds tend to perform better, it is not clear that they exert more effort compared to those from less advantageous backgrounds.

Academic performances, which entail an income premium in the labour market, are strongly determined by effort and the student's ability to benefit from education, which in turn depends on her family background and innate talent.

This research tried to look at some of the social economic factors that affect a student's performance in secondary education with the study setting out objectives as; establishing how the students' family socio-economic status affect their academic performance; investigating to what level the level of family income will influence the academic performance of students; evaluating the effect of a student's family size and structure with regards to the performance of a student; and understanding the role the level of a parents' education plays in ensuring enhanced academic performance of a student in secondary schools.

A sample of one hundred students and sixty students (160) was drawn from Muthambi area; the research instruments to be used were questionnaires and interviews while the data analysis involved the use of the research questions. The study found out that to a great extent...
the socio-economic factors have an effect on the academic performance of the students, since the background where the student resides will indicate a lot about what he brings to school.
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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The fact that education plays a major role in the socioeconomic and technological development of any nation cannot be understated. This is because the development of any nation or community depends principally on the quality of education of such nation. It then becomes imperative that a society takes seriously the development of its human resources. Then again, the academic performance of students impacts their future educational attainment as increase in income and social status is generally associated with increase in levels of education. This associated increase in socioeconomic status affects the students’ access to health care, lifestyle factors such as recreation and nutrition, work environment, and social psychological factors such as self-esteem, emotional stability and assertiveness (Jacobs & Havey, 2005). Academic attainments in higher institutions of learning can be considered as an outcome of two factors: the first is the individual attributes, that is, each student’s unique combination of socioeconomic factors that entail his family background and stability. The second factor is located in the sort of the school attended that is, the systems of education and patterns of imparting knowledge that are organized within schools. This study intends to find strict with regards to the family background that one hails from. Specifically, this study intends to evaluate the impact of family background on student learning, performance, and satisfaction. As a result, factors
reflecting students’ family socioeconomic status, students’ classroom performance, out-of-class experiences and students’ extra-curricular activities are included in this study to investigate the idea that academic performance is a function of complex and interactive conditions in-and-out of classrooms (Jacobs & Havey, 2005).

There is a well-established literature regarding the impact of family background on schooling outcomes in Kenya. At least two channels of family background influence can be identified: parents’ education and private household resources can be viewed to be critical in our case study of Maara district. While these are often grouped together to indicate a student’s socioeconomic status, this paper will treat them separately. Moreover, doing so allows one to identify to what extent parents’ educational attainment limits or promotes their children’s schooling outcomes, i.e. to determine the extent of intergenerational educational mobility. The family background factors to be considered in this research work will include parental education, income and family size and sibling position since it is commonly reported that more educated and wealthier parents have children who perform better on average (Karemera et al, 2003) as such children are better exposed to a learning environment at home because of provision and availability of extra learning facilities (Jacobs & Havey, 2005). This study therefore examines how socio-economic factors affect secondary school learners’ academic performance in Muthambi zone, Maara district.
1.2 Statement of the problem

According to Bozick (2007) the academic performance of any child cannot be separated from the home background in which the child grows up (Bozick, 2007). A healthy home background offers emotional security to a child. This investigation that has adopted refined measure of family, influences have tended to show that they are related more strongly to academic outcome, than global measure of family background. The impact of family background on the academic achievement in school is today receiving with acknowledge. In many, educational circles within the globe, the attention with this factor is receiving is tend to this point of view that influence the home has on the child learning. This highlights the fact that the home and parent occupy the most important position in the child’s educational environment and whatever he could make out of it in the same way trace their view from the time the child is born into the family and that the tone of the child mother or child father interaction and the style of discipline in the family may have effect on the learning rates of the child. The child’s environment outside the school that is his or her home background determines his academic performance of the children (Douglas, 1964).

Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, counselors and school administrators in Kenya. This is because of the public outcry concerning the low standard of education in the country. The declining quality of education
in the country and the breeding of graduates with little technical know-how have resulted in serious setbacks to the industrial development of the nation (Urban Review, 2010).

Different factors are capable of influencing the academic performance of students. Investigation of these factors has produced several findings by researchers. Personal factors relate to the individual's intelligence, knowledge and ability. While institutional factors are family or parental influences, societal influences, institutional influences and school related factors- student/teacher support, teacher related factors, accommodation and living conditions. Moreover, other factors that were identified entail intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety (Flouri, 2006). Notably, looking at these various factors stated above one could say that they all direct to the background of the family. The consequences of these include indiscipline in schools and low level of educational standard.

1.3 Objectives of the study

To find out the socioeconomic factors that affect secondary school learners’ academic performance
1.3.1 Specific Objectives

i) To establish how students’ family socio-economic status affects their academic performance

ii) To investigate to what level family income influences the academic performance of students

iii) To evaluate the effect of a student’s family size and structure with regards to their academic performance of a student

iv) To understand what role the level of a parents’ education plays in ensuring enhanced academic performance of students in secondary schools

1.4 Research questions

i) How does the socio-economic status of one’s family affect one’s academic performance?

ii) What influence does the family income of parents in Muthambi Zone have on students in secondary schools?

iii) Is the family size and structure of students in Muthambi Zone a significant factor with regards to students’ secondary academic performance?

iv) Does the level of education of parents in Maara District play a role in enhancing the level of academic performance of their students in secondary schools?
1.5 Purpose of the study

This study was designed specifically to find out and understand how the child’s socioeconomic background determined his academic performance, the child’s environment have helped to bring about a lowered or increased outcomes in the child’s academic performance.

1.6 Significance of the study

This study was basically designed to investigate the effect of socioeconomic background as regards the academic qualification of the student with regards to the home environment. The study therefore highlighted on the significant difference in various home backgrounds. The study is likely to enable educational and curriculum planners to take full cognizance of individual differences among children in any teaching learning environment while planning of it will enable the teacher to adopt new dimension approaches while teaching. Finally parents perspective or their educational qualification should encourage the children at home and also provide the maximum stimulation at all time. Furthermore the findings of the research will be instrumental in the provision of a comprehensive explanation into the dynamics revolving around families and its influence on the socialization and professional development of their children.

1.7 Scope of the study

The study focused on the socio-economic factors affecting secondary school learners’ academic performance in Muthambi zone, Maara district. The study constituted of a sample
1.8 Limitations of the study

Due to time scheduled the researcher sampled few schools, and also since some of the respondents were busy and a one to one conversation would have been hard to achieve, hence use of questionnaire. Due to restrictions made by the management of the school it would be hard to speak and gather information from the students. Some of the respondents were not be willing to cooperate hence giving false information of what they know. Due to financial constraints the researcher carried out the research in this zone and not the whole count

1.9 Delimitation of the study

The researcher being a resident in the Muthambi zone made it easy to interact with the respondents in the area while conducting the research; financial and moral support from my family members made the study successful; support from friends with reading material and sharing their life experiences from their fellow students in high school.

1.10 Theoretical framework

The study employed the social learning theory propounded by Albert Bandura (1953); it argues that the individuals in society acquire their behaviour through social learning where what they see is later assimilated into being part of their behaviour hence acquiring new behavioural tendencies.
The theory provides a platform of understanding how socialization of individuals can either encourage or deter them from high academic achievements. Students from rich backgrounds are endowed with resources that facilitate adequate motivation to further their academic career. In contrast, those from poor families may lack the resources despite the fact that they may be well motivated hence negatively impacting on their career progression (Woodward, 2000).

In relation to academic performance the students within certain socio-economic status are faced with a myriad of challenges in attaining their academic and professional development. However, how they cope with this challenge is greatly determined by their socialization. Individuals from more advantageous socio-economic backgrounds can easily cope due to the availability of resources while those from poor backgrounds may lack the ability to balance academic and economic life due to many retrogressive challenges. Poor families lack resources and sufficient motivation to achieve career progression due to the limited avenues promoting this course.
1.11 Conceptual Framework

Conceptual Framework

Student’s academic performance

- Parent’s social status
- Family income level
- Parent’s level of education
- Family size
- Family structure
- Student’s academic performance

1.12 Definition of Terms

Certain key words were used in this study, which were explained for the purpose of clarity.

The words include academic performance.

Family:

A basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not.

Academic performance:
This is regarded as the display of knowledge attained or skills, shown in the school subjects such achievements are indicated by test scores or by marks assigned by teachers. It is the school evaluation of students’ classroom work as quantified on the basis of marks or grades.

Socio-economic factors:

This refers to factors such as culture, religion, education background, financial status, etc.
2.1 Introduction

The Family is an essential factor for a human’s whole-being, everything about a man, his background, attitude, all of his achievements, his honor and dignity, relies on the structure of the family a man lives in. A family is composed of a father, a mother and their offspring, bonded by their love for each other. Even in the modern age a family could be two things, complete or broken. A broken family is believed to be a cause of a child’s mislead in life, some people give it as the main reason of the rebellious and unclear acts of students (Karamera, 2003).

Higher schools, another factor which aid us on becoming successful, but how will it make us successful if we can’t focus, we can’t do schooling like others cause we mind the problems we encounter in our homes. Reviewed literature indicated that there is an awareness of the importance of the home environment or family on student’s academic performance. The home has a great influence on the students’ psychological, emotional, social and economic state. Consequently, the state of the home has a significant effect on the individual since the parents are the first socializing agents in an individual’s life. This is because the family background and context of a student affect his reaction to life situations and his level of performance (Hume, 2004). Although, the learning institution may be termed as responsible.
for the experiences that make up the individual's life during the learning period, yet parents
and the individual's experiences at home play tremendous roles in building the personality of
the student and making the student what he or she is. Thus, one could imply that the
environment in which the student comes from can greatly influence his performance at
school.

The responsibility of training a child who turns to the student always lies in the hand of the
parents. This is congruent with the common assertion that education can be an
instrument of cultural change hence what is being taught from home is relevant in this
discussion. It is not out of place to imagine that parental socio-economic background can have
possible effects on the academic achievement of children in school (Rothestein, 2004).

Whatever effect the development environment of students would possibly effect their
education or disposition to it. Parental status is one of such variables. For instance, generally
it could be said that when a woman's nutritional status improves, so too does the nutrition of
her young children. Rothestein has asserted that; 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 (Rothestein, 2004).
2.2 Theoretical Review

2.2.1 The Family Process Perspective Model

Researchers who take the family process perspective argue that family processes influence students' academic well-being, and these processes mediate the effects brought about by family structure. Two family processes important for children's academic performance are the quality of the parent-child relationship and the quality of the relationship between parents. Theorists who favor the family process perspective argue that if children have good family processes, such as high quality parent-child relationships and low parental conflict, then their well-being will be high regardless of their family structure. Family structure, however, can have an impact on family processes. For example, in family structures where biological parents are separated from their children, the parent-child relationship can be more difficult to maintain. However, maintaining ties with non-residential parents is possible, and parent-child emotional ties that could concern his or her education more important than the physical presence of a parent in the household.

Different family structures are also likely to have different scores on various background variables and individual characteristics. The most important variation is resources across family structures is income. Single-parent families typically have the lowest household income. Another important variable is mother's psychological well-being. Married adults have been found to have higher levels of psychological well-being than divorced adults.
Theorists argue that the differences in family processes and other variables across family structures cause the different levels of children's academic performance.

2.3 Empirical review

Subsequently, in the following discussion below we take a closer look at the various factors that are deemed as significant with regards to the socioeconomic background of secondary school students with relation to the research that has been carried out.

Family income has been identified as having a positive effect on student persistence and academic achievement. The logic behind this was that secondary school students from lower income families have to work more than students from higher income families especially those in day schools. Those who were fortunate enough to utilize government financial aid typically had to negotiate a complex process for receiving it. These financial pressures may cause many low income students to disengage from school or drop out (Bozick, 2007; Leppel, 2005).

Walpole (2003) similarly found that students from low socio-economic families were less engaged in academics because they worked more and studied less than students from high socio-economic families. Low socio-economic students also were less likely to participate in student study groups. Furthermore, Walpole studies suggested that students from high-income families outperformed students from low-income families academically by grade.
point average (GPA). Stinebrickner's and Stinebrickner's (2003) study revealed that students from high-income families had an 18% higher probability of successfully completing more than six semesters than students from low-income families. This was supported by Khan and Meang (2009) findings that family income and liquid assets had a significant impact on secondary school attendance as well as graduation rate.

In contrast to studies that showed the negative effect of low family income on academic achievement, Terenzini, Cabrera, and Bernal (2001) found that more similarities existed than differences in terms of overall grade performance, when comparing students from low and high socioeconomic backgrounds. They acknowledged that variation would increase when taking into account the institution type and length of enrolment (Terenzini, Cabrera, & Bernal, 2001). The academic performance and persistence rate of students with low socioeconomic backgrounds from Paulsen and St. John's (2002) were higher than their high socioeconomic counterparts. However, the age of these students might have been a circumstance, as many of those from the low socioeconomic group were older than those from the high socioeconomic group. While their findings were in contrast to Walpole (2003), and Denick's (2007) study, clearly there were other factors that influence student achievement.

Suizzo and Stapleton (2007) articulated parental involvement as the level of support that parents give to their child's learning and development. This includes learning inside of the
and goals. Parental involvement in a students’ education influenced the students’ pursuit of education, and has been shown to positively influence academic achievement. Furthermore, parents’ beliefs and expectations about their children’s intellectual abilities were predictors of academic performance. Students’
academic achievement and career goals. Ortiz and Dehon (2008) concurred with the importance of parental education levels and its impact on the student academic achievement. However, they found that the mothers’ education level to be significant as opposed to the fathers’.

Flouri (2009) stated that parental support was the most influential factor contributing to educational attainment (Flouri, 2006). Further research suggested the impact of paternal and maternal influence on children’s schooling. Flouri found father involvement and mother involvement at age 7 independently predicted educational attainment by age 20; they reported that fathers who are involved in their child’s education typically supported them financially, which enhanced education opportunities and resources. Flouri concluded that families in which fathers were involved; mothers were commonly involved, which resulted in a support system that fostered educational attainment and positive long-term contributions (Flouri, 2006).

Theorists who take the family composition perspective argue that two-parent intact families are the best family structure for children. They claim that children who are not raised by both of their biological parents will suffer lower levels of well-being than children from intact families. Children who grow up in single-parent families or reconstituted families have lower levels of well-being because they lose social capital. Social capital refers to the emotional, economic and educational support that parents provide their children. When biological
parents do not live in the same household, children lose a close connection to the non-residential parent. When the non-residential parent does not feel emotionally involved in their children's lives, they are less likely to feel financially responsible for their children. As a result, many children from non-intact families are likely to receive lower levels of emotional, educational, and economic support.

2.3.1 Parents' Social Status and Students' Performance

Parental interest is one of the variables of the environment that contributes positively to academic performance. Previous studies in this field such as that of Douglas (1970) and Band (1972) have shown that parents can transfer to their children some kind of characteristics which include self-reliance, drive for independence, self-confidence, and competence that are necessary for strong achievement orientation. Also, parents deliberately and deliberately play a guiding role in their children's success in school. Parenthood therefore involves communicating worthwhile ideas to children as well as encouraging them. Parents owe their children the duty of explaining certain theoretical phenomena and other known as they arise during their developmental stages. Parents also have the responsibility to set standards for their children as well as work seriously towards their realization. Douglas in his findings, points out that parental attitude and interest have greater correlation with students’ performance than with material circumstances or variations in school and classroom organization of structural materials and teaching aids. Parental interest includes showing
concern in whatever activity the child engages in, such as homework, hand writing, school work and class work. It had also been stated by Grinder (1978) that the most significant environmental factors that influence intelligence include cultural interest, parental encouragement, parental educational level and home reading facilities.

In another research, it was reported that parental educational achievement was positively related to intelligence test scores of both boys and girls from three to thirty years of age. This means that when parents are really concerned and involved, children are likely to be more education conscious and as such they put more effort in their educational quest. The implication of all the above is that no matter what the schools are like, the quality of a child’s mind is basically nurtured at home by his parents.

A student born with a silver spoon tends to make faster in development and achievement to underprivileged ones. Children from high socio-economic status performed academically better than their peers from low socio-economic status more often, the low socio-economic situation are found in rural areas, ghettos and slums. A study carried out showed a significant difference academic performance of student that is from rural areas and urban areas at the secondary schools (Grinder, 1978). In a bid to cater for the family, the parents care less about their students’ academic performance. The time supposed to be devoted to study is used to look for money which affects the performance of the student. Consequently, the student may
be asked to give the family a helping hand in providing for the needs of the family from what he could be earning in some extreme cases. Notably, a study revealed that students from low socio-economic status but were opportune to get connected to high socio-economics status perform better in their endeavours probably because of the background that they are brought up. Parental socioeconomic characteristics to a greater extent determine student’s performance in school and their adjustment to life. The poor performance of students in academic in recent times could be attributed to the changing life pattern in some families coupled with the present economic hardship which has made most families unable to meet up with their responsibilities of ensuring a healthy and literate family.

2.3.2 Family Income Level

This factor was viewed as one of the critical ones in the study since a family’s financial status influences a number of factors that can help or hinder the student in gaining an education. Wealthy families have the financial resources to send a son or daughter to high-quality secondary school, get them enough money for upkeep and obtain supplemental education sources. Students from low-income families may not be able to attend school because no school is available in the first place and in the case of day schools in the area there is financial stress on the parents can cause a student to drop out or alternatively take what resources students have embezzled on which is to work avenues to work so that they can earn
extra cash for their maintenance. Consequently, worries about the financial lack at home can negatively affect low-income students' ability to learn (Paulsen, 2002).

We could detail that more family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home as well as in school. Further still, poor parents also have limited access to community resources that promote and support their students' developments and secondary readiness as compared to the others that have the necessary exposure. Notably, we cannot run away from the fact that there is a relationship between parental involvement and academic achievement of children. It was discovered that parents of higher socio-economic status are more involved in their children’s education than are parents of lower socio-economic status. These involvers of course fasters more positive attitude towards school reduces truancy amongst students, school and enhances academic success. On the other hand, performance of students is negatively related to economic status of the parents (Walpole, 2003).

It is discussed that low income of parent is a major impediment to academic success and development on the part of the students. This is because poverty or low income of parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their educational requirements and this leads to poor performance of their children. On a positive note, the idea of escaping from poverty and other issues, the students who come from poor family backgrounds may study very hard for secure jobs. Students from poor
family background may also know that their parents expect financial assistance from them after graduation, thus they work very hard to achieve the goal (Nam, 2009).

On the other hand, a study conducted by Douglas (1970) and Bond (1973) indicated that students from families of lower income levels perform better in their academic performance as compared to those who come from families of higher income brackets. This is so because in Mamba District where there is significantly a large population of the low earning bracket that cannot be termed to be from the higher income brackets have done well in their studies as compared to the rich because those from the higher earners spend too much time on other activities as a result of their financial ability hence giving little attention to their studies.

Moreover, families of the rich once they have completed the payment of fees do not fulfil their parental part of following up whether the student is doing well as a result of being busy on other things that they could be involved.

2.3.3 Parents' Level of Education

Parents' education level directly correlates to the importance and influence of education in their children's lives. Educated parents can assess a son or daughter's academic strengths and weaknesses to help that child improve overall academic performance. The educated parent also sets expectations of academic performance that propel students forward in their achievement levels. However, even if educated, parents who struggled academically and do not think highly of formalized education may have negative attitudes toward education that
can still hinder the child academically. Family education background is an important factor found to be significant in this study (Suizzo, 2007).

Parental education is found to be a key determinant of student achievement, but the roles of father's education and mother's education differ across child gender and levels of ability. It was deduced that the effect of father's education matters for lower ability children, while mother's education matters for higher ability children. There are indications that the more the father is educated the better are the performances of the student. This may be due to the fact that educated fathers are well aware to challenges in education, and thus provide their children with moral strength to perform very well. Educated fathers may exempt their children from doing some household activities when they get low scores (Halpern-Felsher et al., 1997).

Better-educated parents can contribute to their student's learning through their day-to-day interactions with their student and involving themselves in what they do while at school. Parents with higher occupational status and educational attainment may also have higher aspirations and expectations for their children's occupation and education, which in turn can influence their commitment to learning well while at campus. Moreover, students take cues from their parents as they develop their educational ambitions (Ortiz, 2008). If parents have attended college, their experience offers the student easy access to a similar possibility.
However, parents and extended families that predominantly miss higher education tend to produce students who don’t develop higher or continued educational goals. In addition to the education level, the mother’s education level has an effect on student academic achievements.

Consequently, the socio-economic background of parents is crucial to the academic performance of the students, since it is their first source of learning. Education covers all aspects of life and human endeavour but the environment which includes the school, market, church, playground and neighbour-hood, play vital role in the students’ academic performance. Additionally, their parent’s profession, occupation or level of education tends to sharpen their academic horizon (Oribhabor 2003) and (Akahomen 2008). In a conclusive manner, the language development, which is the basis for educational attainment, differs between literate and illiterate family. Children from illiterate home are deprived from future learning processes and good academic performance because they lack basic academic foundation which children from literate home enjoy. Parent’s involvement in scholastic activities of a child goes a long way in giving the child a head start among his peers that can only be guaranteed by literate parents.

2.3.4 Family Size and Students Academic Performance

The size of the family in which a child grows affects his intellectual development. In a large family, a student may not be given maximum attention especially in his academics since others have also to be attended. The issue of payment of school fees; following up of the child once he is in school; and many more may not be convenient for the parents as they have
to cater for many children while the children who are well catered for perform better in the school work as a result of a small sized family. The case of large family is more prevalent in third world countries which make it difficult for children from a country like Kenya to perform optimally in their academic pursuit (Jacobs, 2005).

Smaller family size is believed to be one of the reasons of high academic performance in most institutions of education. In the case of small family size, student gets more parent attention and participation compared with another child who has to share parents’ attention with brothers and sisters. It is fact that parents of many children cannot afford to share quality time with them. So, parents with one, two or maximum three children will be able to increase their children’s academic potential hence enabling him to grow in a better position than others. This will lead to possession of a greater advantage as compared to other students who might be sharing the parent with the other siblings (Kopp, 2004). On the other hand, Skousen (2004) observes that students with numerous siblings have less pressure to fulfill all parental dreams and ambitions. Parents of many children recognize the differences among siblings and do not expect any one child to excel in all areas. Skousen maintains that, unlike the picture portrayed as regards the large family, the non-blended, all from the same two-parent kind are seldom chaotic (Skousen, 2004). Moreover, successful large families stress cooperation and flexibility; they also encourage children to develop independence and patience.
Phillips (1999) suggests that, while students with few siblings may have access to more resources provided by the parents while in the schools, students with many siblings have more people to provide social support. For example, there is a slight positive effect on a problem that one could be experiencing in the school and through the consultation of an older sibling who could have passed through secondary schools could provide a better platform for advising him or her on it. Conclusively, some family researchers argue that parents who have few children are in a position to offer more adult-to-child contact, meaning that such adult contact promotes higher academic achievement in children. Others argue that a child who has more siblings will have more interaction with other children, leading to more assistance with school problems, and in turn higher grades.

The size of the family in which a child grows affects his intellectual development; this is because in a large size family, a child may not be given the required attention especially in his/her academics as the family will have more persons to cater for.

2.3.5 Family Structure and Students Academic Performance

Though, there are many types of family in third world countries but they can be classified under two major types which are monogamy and polygamy. In most third world countries polygamy is more prevalent. This makes it competitive for children to contest for limited resources available and parent's attention. In a situation whereby a man marries two or more
wives at a time, it tends to lead to unequal treatment of children, jealousy and survival for the fittest. For a student in the situation to succeed in life, he has to struggle, which may be detrimental to his academic performance. Because of unplanned children, father caters for certain numbers of children from each with which could disadvantage some.

While the mother’s significant role in this cannot be over-emphasized. Studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Agbubua 1999). Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s). For instance, in the instance of a student not having been accorded the support by the parents in day secondary schools could lead him or her to engage in other things that might not be in line with his education such as seeking for part time employment hence a drop in his academic performance. For example, structurally a student’s family could either be broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, dissertation and illegitimacy in which case, the family was never completed (Conkline 1996). This analysis becomes necessary because life in a single parent family can be stressful for both the student and the parent. Such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules. These conditions are not conducive for effective parenting. This is
because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children’s needs (Nzewunwah 1995).

2.4 Hypotheses

In pursuit of the research problems and to realize the objective of this study, the following hypotheses were raised and tested:

1) There is no significant difference between the academic performance of students and their family's socio-economic status.

2.5 Conclusion

In this chapter, literature reviewed shows that there is a significant effect with regards to students' socio-economic background on their education. The reviewed literature facilitated this study and also helped the researcher to see what others have done so that the techniques previously used can equally be adopted or possibly improved upon. Various studies carried out on the influence of socio-economic status on the academic performance of their children in learning institutions show that the factors significantly impact on the children's academic performance. There is need therefore for all hands to be on deck, especially the parents, education planners and policy makers towards building the educational life of these students.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sampling techniques and sample size, research instrumentation, data collection techniques.

Consequently, the chapter introduces the research methodology that was employed in this study, and elucidates the rationale for choosing the research methods used. Furthermore, in this chapter the process of the research from defining the research questions to the actual implementation were detailed. After these sections, the quality of the study was assessed through the viewpoints of reliability and validity. In this study, a qualitative research method was utilized. The data gathered for the case study consisted of interviews as well as additional written material. Interviews were conducted with two methodologies: semi-structured and thematic interviews.

3.2 Research Design

Survey research method was used. Data was collected using a questionnaire which consisted of both open and closed ended questions. The data collected was analyzed using SPSS software; classified, tabulated and summarized percentages and frequency distribution tables and graphs. The methods are not mutually exclusive and in some studies, both methods are used. Differences between qualitative and quantitative or statistic methods are mostly on the
means which are used to point the scientific hypothesis. The research was quantitative due to the nature of the phenomena investigated. With a quantitative study, it was possible to gather in depth knowledge about the means and effects of information sharing in governance of outsourcing relationship.

Quantitative studies are often defined by their goal of objective research, which in effect ensures a result that is independent from the research and the methods used. Qualitative studies on the other hand see the subjectivity of research as strength rather as a weakness.

3.3 Study Population and Sample Size

The target population for this study constituted the entire secondary schools in the district of Maara. The sample size included all school head teachers, 4 teachers from different classes in each of the secondary school, and 10 students from every class from form four to form one in each institution. The selection from each class was based on equal number of students 5 from single-parent family and 5 from two-parent family. This made a total of 160 students that participated in the study. Furthermore among the sample 10 poor performing students and good performing students were selected from the institution. There were 20 students from single-parent family and 20 from two-parent family and consecutively teachers also were involved hence totalling to 180 respondents.
3.4 Sampling Techniques

Stratified random sampling design was used in the study. Kombo and Tromps (2006) point out that it involves dividing ones population into homogenous sub groups and then taking a simple random sample in each sub group. The stratified random sampling method which is best suited in this research because the population consisted of different people who are in different contexts. This method was appropriate because it is able to represent not only the overall population but also the key sub groups at the populations. The method was best because it minimized biasness. The general procedure for taking a stratified sample is to stratify population, defining a number of separate partitions using sample size, and then the researcher combined the results to obtain the required stratified sample. The sample was therefore drawn from each stratum from which respondents were selected.

Non-probability sampling procedures were also used through purposive sampling techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allows people assumed to be aware of the issue on socio-economic background along with student performance. Orodho (2003) states that purposive sampling is handpicking the cases to be included in the sample on the bases of one's judgment of their typicality.
3.5 Data Collection instruments.

A number of literature sources were consulted based on the objectives of the study. These sources allowed extraction of data on past trends on the effect of socio-economic background on students’ performance, type of studies and data collection methods to be used and how problems were viewed, answer some of the research questions, make necessary comparisons and were handled in different cultural contexts.

The interview guide was the main source of data and although the interviews were time-consuming and rather expensive, they were advantageous in many aspects as they generally helped to minimize non-responses and rephrasing of questions. During the course of interviews, clarifications were sought on different issues. The researcher delivered the questionnaire and gave ample time for the respondents to study them, fill and also seek clarity from him about unclear questions. The interviews were handled at the time most appropriate to the interviewee as the researcher always fixed appointments with them and questions were to be asked in the sequence.

The questionnaire contained both closed and open-ended questions in almost equal proportions. The closed questions were restrictive so as to facilitate the coding exercise while the open-ended questions were to seek for considered answers and opinions and gave freedom to the respondents. This helped in obtaining honest answers because the respondents
felt challenged to exercise their mind and participate freely in the exercise and this made them gain confidence. Answers to the open-ended questions also acted as a check on the closed ones to ensure that there was consistency on the part of the respondent. It was used to gather data from head teachers.

3.6 Reliability and Validity

The reliability and validity of the questionnaires’ test refers to the ability of that test to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. According to the study, reliability therefore implies the degree to which a research instrument yields consistent results or data after repeated trials. To test reliability, the researcher used test and re-test method (Beck et al., 1993). This ensured that the data collection instruments were reliable to collect data. Validity on the other hand refers to the degree to which the test actually measures what it claims to measure thus a valid research results, inferences, conclusions and decisions made on the basis of the score must be appropriate and meaningful.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study focusing on the research questions. The presentation of the findings in categories is intended to allow for comparison and contrast of the data, for the different types of respondents. Based on the research questions of the study, the research findings are presented in this chapter.

The objective of this study is to identify the socio-economic factors affecting secondary school learners’ academic performance. The results of the data analysis show that the most important factors that affect student’s performance are parents’ education, type of work, sibling position, gender, home environment, family size and structure.

4.2 Analysis and Interpretation

4.2.1 Gender of Respondents

Table 4.1 Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>96</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 60% of the respondents represented male while 40% of the respondents were female. This indicates that a large sample of the respondents were male.
How does socio-economic status of one’s family affect one’s academic performance i.e. parents’ education, type of work, sibling position, gender, home environment, family size and structure.

4.1 Parents Socioeconomic status

<table>
<thead>
<tr>
<th>Parents education</th>
<th>Frequency of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educated Parents</td>
<td>64</td>
<td>39.9</td>
</tr>
<tr>
<td>Non-Educated parents</td>
<td>96</td>
<td>60.1</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2 Economic stability of parents’ students

<table>
<thead>
<tr>
<th>Economic stability</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with economically stable parents</td>
<td>30</td>
<td>65</td>
</tr>
<tr>
<td>Students with economically unstable parents</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.1 Economic stability of students’ parents

Family background is an important factor found to be significant in this study. The socio-economic background determines higher academic achievements. From table 4.1, we can...
determine that the majority of the student's parents were educated with a percentage of 63.1 as compared to the uneducated. If father is educated then better is the performance of the student. This may be due to the fact that educated father are well aware to importance of education, and thus provide their children with moral strength to perform very well. On top of this, fathers may exempt their children from doing some household activities when they were at lower grade. Consequently as shown in table 4.3 and figure 4.1 on economic status of parent, we can state that the performance of students on the one hand is negatively related to economic status of the father. That is, students having poor father perform better than those who are coming from better families.

Consequently, from the study it is of much significance to note that parental education is a key determinant of student achievement, although the roles of father's education and mother's education differ across students' gender as well as levels of ability. For instance, for both boys and girls that were interviewed in Muthambi Zone the father's education has significantly positive effect on academic achievements; while mother's education only matters for girls. It was deduced that the effect of father's education matters for lower ability children, while mother's education matters for higher ability children. It is deducible that the more the father is educated the better is the performance of the student. This may be due to the fact that educated fathers are well aware to challenges in education, and thus provide their
Children with moral strength to perform very well. Additionally, educated Fathers may exempt their children from doing some household activities when they get low scores.

It is of great significance to note that parental educational achievement is positively related to intelligence test scores of students in the various institutions of learning. This means that when parents are really concerned and involved, children are likely to be more education conscious and as such they put more effort in their educational quest. The implication of all the above discussion is that no matter what the schools are like, the quality of a child’s mind is basically nurtured at home by his parents.

4.2.1 Students that are working part-time while still in school

The possible reasons for this result may be that education is one of the major sources to remove poverty in underdeveloped countries and thus students coming from poor family background may work very hard for increasing scores. They don’t also have enough money to engage in other activities that take their times. The student who spent more time on study gets good grades. Almost in all universities, only those students who score higher results regularly study during their education. Students who start reading for examinations from the beginning of the classes or early after the begun were also found to perform far better than those who start reading for examinations after examination dates are scheduled. Examination for all courses and departments are also scheduled so that they can be finished within one or two weeks. Thus, those who wait for the announcement of examination dates to start reading their notes could likely perform less.
4.2.2 Family structure of Student

<table>
<thead>
<tr>
<th>Family structure</th>
<th>Poor performance</th>
<th>Average performance</th>
<th>Good performance</th>
<th>Excellent performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parent family</td>
<td>25</td>
<td>18</td>
<td>18</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>10%</td>
<td>10%</td>
<td>5%</td>
<td>42%</td>
</tr>
<tr>
<td>Two parent family</td>
<td>45</td>
<td>11</td>
<td>28</td>
<td>12</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>11%</td>
<td>22%</td>
<td>12%</td>
<td>58%</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>29</td>
<td>46</td>
<td>16</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>21%</td>
<td>28%</td>
<td>17%</td>
<td>100%</td>
</tr>
</tbody>
</table>

A single parent family according to Tenibaije (2005) and Eweniyi (2005) is one that is composed only of father or mother due to various reasons of death of a parent, divorce, separation and dissertation, while a two parent family is the direct opposite. The table indicated that out of the 30% respondents who performed poorly, 14% were from single parent families, while 16% were from two parent families. Information on above average and
good performances showed that 10% and 10% were from single parent families, while 11% and 22% were from two parent families respectively. This therefore indicates that respondents from two parent families have better performances than their counterparts from single parent families. The reason for this is not far-fetched, as these category of respondents enjoy the company and assistance of both parents, as such are mentally stable than their counterparts from single parent families who may lack the necessary parental assistance mostly if the family is that of father. This result corroborates those of Nzewunwah (1995) when he observed a significant difference between children from single parent families and those from two parent families in terms of attitude to examination malpractices, attitude to studies and academic performance. He attributed this to the fact that life in a single parent family can be traumatic and children brought up in such family structure often suffer some emotional problems, while those raised in two parent family structure are often stable emotionally thereby making them less anxious in the pursuit of their academic work.

Consecutively, in the study conducted respondents stated that in some cases their father marries more than one wife. This as a result leads to a competitive environment for the children who have to contest for limited resources available along with parent’s attention. In the situation whereby a man marries two or more wives at a time, it tends to lead to unequal treatment of children, jealousy along with survival of the fittest. For a student in the situation...
to succeed in life, he has to struggle, which may be detrimental to his academic performance. Because of unplanned children, fathers are faced with the task of raising a certain number of children from each with which could lead to disadvantage of some children which in most cases are the elderly mostly in universities.

4.2.3 Analysis of gender effect

Past research has indicated that with regards to academic achievement gap, boys have performed well better than girls which come from their social background. From our study respondents, we can state the trend is changing and the academic gap between these two genders is closing down with the girls getting better grades in their various schools. This can be viewed to have originated from the families where the girl child has been relieved of duties that she was supposed to carry out instead of learning along with the fact that in the present day, the society has significantly allowed the girl child, not only to acquire basic education but further with the education to higher institutions of learning. The result of the support has seen stiff competition in institutions since girls are exerting more effort so as to succeed in the various family backgrounds that they originate from. Notably, even with the better performance in reading, the study shows that males still do well in mathematics along with sciences as compared to their opposite sex. This was viewed from the respondents in the various departments that were selected for the collection of data for the study.
4.2.4 Extent to which the socio economic factors affect education in secondary schools.

From the study, both the teachers and the students indicated that to a great extent socio-economic factors that include parents' social status, family income level, parents' level of education, family size, family structure, to a great extent affected the performance of students in their schools. The study showed that students from more advantageous socio-economic backgrounds will tend to perform better, since they exert more effort compared to those from less advantageous backgrounds with regards to their studies. Academic performances, which entail an income premium in the labour market, are noisily determined by effort and the student's ability to benefit from education, which in turn depends on her family background and innate talent.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings, conclusions, and recommendations of the findings are explained and finally additional research areas are suggested.

5.1 Summary of the Research Findings

From the research we can draw that supportive and attentive parenting practices positively affect academic achievement. In addition, high parent aspirations have been associated with enhancing students’ interest in education to higher institutions of learning. Consecutively, we ought to note that parental involvement in the institution is linked to both positive and negative influences on academic achievement, since the type of involvement makes a huge difference in the individual’s school life.

Consecutively, students’ perception of parental academic expectations is one of the most significant predictor for various differences in performances. Students who believe their parent(s) have high academic expectations tend to have higher grades regardless of their family structures. However, larger portion of the students from step or single-parent families expected tend to have very low expectation (probably or definitely will not do better next year, will not graduate, or graduate with relatively low grades) from their parents. They also tend to experience severe stresses at school, which have negative effects on achievement. This
study shows that parents hold certain beliefs and attitude and exhibit behaviors at home that foster the academic success of their children.

We can also contend that maternal characteristics are another key factor that affect academic achievement. Mothers who are more educated and have higher self-esteem have children who receive higher test scores. Correspondingly, mothers who delay childbearing have been shown to provide more “cognitively stimulating” and supportive environments at home which has a positive effect on school performance of the student.

Smaller family size has been linked with higher academic achievement. Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance. For instance, in the case of adolescents who live in higher quality neighborhoods, they typically perform better in school than those who live in poorer neighborhoods since poorer neighborhoods often lack positive role models, adult supervision, and connections to good institutions. That kind of environment often prevents students from creating healthy social networks and leads to a lack of motivation which negatively affects academic performance.

One influence not mentioned here is disposition to learn. For education to be successful it must 1) recognize student's disposition towards academic learning and 2) promote student ownership of the knowledge being taught. How relevant are traditional curriculums to low SES students compared to the relevancy students from the mid-high SES homes perceive
them to be? Could that account for much of the discrepancy in student persistence and achievement?

5.2 Conclusion

From the foregoing findings of the study, we could state that family belief systems on academic relevancy do have a strong influence on a child's disposition to learn in school. If the parents themselves did not find school inspiring due to unmet socio-economic challenges, and therefore not relevant to their personal lives, how authentic can they be in promoting the same experiences for their children? However, educational reform can correct the inequity these parents experienced as students thereby giving them authentic reasons to promote positive attitudes of school success in their children.

Consecutively, after analysis of the data from the research we arrive at the following conclusions:

1. There is significant effect of family size on the academic performance of the students. Students whose family members are more they show poor academic performance. On the other hand, students of small family members show excellent academic performance.

2. There is significant effect of father's and mother's education on the academic performance of the students. Students show good academic performance whose parents are educated.
3. There is significant effect of parent’s socio-economic status on the academic performance of the students. Students whose parents are economically strong show good and excellent performance.

4. There is significant effect of domestic issues and tension among the family members on the academic performance of the students. It means that domestic issues and tension among the family members badly influence the academic performance of the students.

Summary of the Conclusions

From the research, we can conclude that family size; number of brothers and sisters; parent’s education; home tuition; and parent’s participation effect student’s academic performance. Small size of family, least number of brothers and sisters, parent’s education, home tuition, parent’s strong economic status, peaceful domestic environment and parent’s participation play a fundamental and crucial role in the enhancement of student’s academic performance.

5.3 Recommendations of the Study

The following are recommendations based on the findings of this study:

a. Parent’s involvement and participation has a significant effect on the academic performance of the students therefore it is strongly recommended that interaction and communication between the parents and teachers should be strengthened for better growth of the students.
b. Majority of the parents are not aware of the home environment that influences student’s academic achievement and therefore it is strongly recommended that parents should be made aware of the importance of home environment in their children academic achievement. For this purpose, teachers, educationists and leaders may play their role to make them aware of the importance of home environment for their student’s academic achievement.

c. Large size of family badly affects student’s academic attainment. Therefore it is strongly recommended that importance of family planning should be emphasized and parents should be made aware of importance of family planning.

d. As it was found that domestic issues and problems badly influence children academic performance and therefore it is strongly recommended that parents should provide a friendly and favorable environment within the home so that their children may feel comfort. In this way their academic performance will be improved and strengthened.

e. As it was found that low socio-economic status badly influences student’s academic performance therefore, it is strongly recommended that unemployment should be controlled. Poor students should be provided scholarships, free books and other stationary.
f. The female students require a special encouragement to be able to focus on their studies. Extra time and incentives could be made available for them in order for them to measure up with their male counterparts. Also the female students ought to know that life is all about determination and therefore, they should try to emulate those women who have made significant name in this country and the world at large.

5.4 Further Research

This entails commendations for further study:

For education to be successful, it must recognize students’ disposition towards academic learning along with promoting student ownership of the knowledge being taught. Hence in further studies we ought to concentrate ourselves on:

4) How relevant are traditional curriculums to low Social Economic Status students compared to the secondary students from the mid-high Social Economic Status homes prejudice them to be?

5) Additionally, could the curriculums account for much of the discrepancy in student persistence and achievement?

It is also recommended that this type of research study should be conducted at university and tertiary level.
REFERENCES


Durand, M. (2011)


APPENDICES I: INTRODUCTION LETTER

ERIC KNAWE GIGONIA,
PO BOX 92893-00000,
Thika.
16th June, 2013

MINISTRY OF EDUCATION,
MAARA DISTRICT EDUCATION OFFICE.
RO: PO BOX 302 - 00200

MARTIN

Dear Sir,

My name is Eric Kinani Gitonga. I am a student at Mount Kenya University pursuing a course in Bachelor's Degree of Education Science. The course requires me to do a research in partial fulfillment of the degree requirements. It is through this that I require your permission to undertake the research.

I have chosen MAARA DISTRICT to do the research on the socio-economic factors affecting secondary school learners' academic performance. The data that will be collected from various schools will be treated confidential and will not be used for any other purposes other than academic

Thank you in advance.

Yours sincerely,

ERIC KINANI GITONGA
APPENDICES II: QUESTIONNAIRE

Please tick in the boxes where appropriate.

Part A: Students

1. What is your Gender?
   
   Male □
   
   Female □

2. What is the name of your secondary school?

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

3. What is your current class in the School?

   First □
   
   Second □
   
   Third □
   
   Forth □

4. To what level do you agree that students whose father income is average will gain higher scores in their performance?

   Strongly Agree □

   Agree □

   Disagree □
   
   Strongly Disagree □
5. Do you think your home environment affects your academic performance as a student?

   Yes

   No

   If yes, indicate to which extent home environment affects your performance

   To a very great extent

   Great extent

   Moderate extent

   No extent

6. Indicate to what extent does your family structure affect the level of academic performance?

   A very great extent
55

7. What is the number of siblings in your family?

8. Does the number of siblings in your family affect your academic performance?

- Yes
- No

9. To what extent do you think the socioeconomic factors indicated below have an effect on your performance as a student in your institution?

Indicate the extent of agreement with 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree.
### Socioeconomic Status

<table>
<thead>
<tr>
<th>8</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Social Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Income Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents' Level of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Size</td>
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</tr>
<tr>
<td>Family Structure</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

9. Does your parent assist you while doing your studies while at home?

- [ ] Yes
  - [ ] No

10. What is the level of your parent education?

- [ ]
11. What is the name of your secondary school?
12. Do parents make follow up on their students' academic progress with you as their teacher?

Yes [ ]

Yes [ ]

No [ ]

13. How regularly do you organise meetings with the parents to discuss their students' performance?

Monthly [ ]

Termly [ ]

Yearly [ ]

Yearly [ ]

14. Below are some of the socioeconomic backgrounds that affect students' performance, please tick those that you are conversant with in your institution.

<table>
<thead>
<tr>
<th>Socioeconomic Factor</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Social Status</td>
<td></td>
</tr>
</tbody>
</table>
15. To what extent do you think the above factors have an effect on the performance of students in your institution?

Indicate the extent of agreement with 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree.

<table>
<thead>
<tr>
<th>Socioeconomic Factors</th>
<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>Family Income Level</td>
<td></td>
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<tr>
<td>Parent's Level of Education</td>
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<td></td>
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<tr>
<td>Family Structure</td>
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<tr>
<td>Parents' Social Status</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>Family Income Level</td>
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<td>Parents' Level of Education</td>
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<td>Family Size</td>
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<td>Family Structure</td>
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</tbody>
</table>
### Table IV: Budget and Budget justification

<table>
<thead>
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<th>ITEM</th>
<th>DESCRIPTION</th>
<th>UNIT COST</th>
<th>AMOUNT IN KSH</th>
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</thead>
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<tr>
<td>Stationery</td>
<td>1 ream of papers</td>
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<td></td>
<td>Duplicating</td>
<td>1200</td>
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</tr>
<tr>
<td>Travel and meals</td>
<td>Researcher</td>
<td>4000</td>
<td>4000</td>
</tr>
<tr>
<td>Text books</td>
<td>Proposal and Project Writing (Kombo and</td>
<td>2000</td>
<td>2000</td>
</tr>
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<td></td>
<td>Tromp)</td>
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<td>Contingencies</td>
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