FAMILY SIZE AND PARENTAL EDUCATION ON STUDENTS' ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN MOMBASA DISTRICT

A thesis
Presented to the school of
Postgraduate studies and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the requirements for the Degree
Master of Arts in Education Administration
and Management

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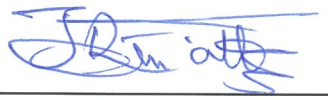

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This dissertation entitled "**Family Size and Parental Education on Students' Academic Performance in Selected Secondary Schools in Mombasa District**" prepared and submitted by **Thuita Ezra Muchoki** in partial fulfillment of the requirements for the degree of **Master of Arts in Education Administration and Management** has been examined and approved by the panel on oral examination with a grade of PASSED.

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DEDICATION

To my parents Isabel and John with love, gratitude and admiration for generously showering me with support in all my academic endeavors.

To my future family, to be an encouragement for high academic achievement.

ACKNOWLEDGEMENT

My gratitude goes to my Supervisors Dr. Bosire Josephat and Fred Ssemugenyi for every piece of academic advice they gave, without which my research work wouldn't have been possible. Special thanks goes to Dr. Sumil for her encouragement during the time I was preparing for the viva voce of my research work.

I am highly indebted to my parents, brothers and sisters for tirelessly giving towards my education and for their keen interest and encouragement throughout my studies. Special thanks goes to my work Colleagues Nandwa and Kibiro who either directly or indirectly helped and without whom this research work wouldn't have come to its fulfillment. I would not forget thanking the family of cousin Peter for playing host at one time during my studies. I also register my appreciation to Mr. Mugo of University of Nairobi, Prof Wamukoya of Kenyatta University and Staff of Rahimtula and Macmillan Libraries for their insurmountable assistance to access library services. Special mention goes to my friends for their patience while I was undertaking my post graduate studies.

Thanks to God Almighty for enabling me achieve my dream.

ABSTRACT

This study set out to establish the relationship between family size and parental education factors on students' academic performance in selected public day schools in Mombasa District. The study tested two research hypotheses that; i) family size and ii) parental education factors significantly influence students' performance in Mombasa district. The study employed both cross sectional and correlational survey designs, with a sample of 72 students selected following Mugenda & Mugenda (1999)'s suggestions, using simple random, stratified random and purposive sampling. One set of questionnaire directed to form four students was used to collect data. Data analysis was done using SPSS's simple frequency tables, mean, standard deviation, Pearson's Linear Correlation Coefficient and Linear Regression Analysis. The findings indicated that on average students rated their family sizes as moderate (mean index ≈ 3), parents' attention, parents' presence and occupation, family nutrition and economic status AS medium while parents' attention as low (mean index ≈ 2). Parents offer inadequate coaching and mentorship (mean index ≈ 2) and parents' encouragement and follow-up was low (mean index ≈ 2). Fathers' education level was medium while mothers' level was low. The findings indicated that students' performance was average in terms of participation, attendance, scores and improvement (mean index≈3), and poor in terms of doing corrections and revision (mean index≈2). Pearson's Linear Correlation Coefficient and Regression results found that; i) family size factors significantly influence students' performance in Mombasa District ii) parental

education factors significantly enhance students' performance, with parents' coaching and mentorship being the most important factors. The researcher concluded that; i) while Parents' attention significantly improves students' performance, family size, parents' presence and occupation, Nutrition and family economic status positively correlate with students' performance, although the correlations are not significant; ii) Parental education factors significantly influence students' performance altogether, however while coaching significantly improves students' performance, Parents' encouragement and follow-up do not. Mother's education contributes more than for father's.

The researcher recommended that; i) Parents' attention to students' education, at home, should be increased to improve' performance, all parents need to plan for their children irrespective of the number, increase on number of hours they stay with them at home, ensure they are fed well and adequately (e.g. breakfast, lunch and supper), parents should send their children to educated relatives and friends (e.g. in holidays) to make them admire the goodness of education and strive to achieve the same; ii) Parents, schools, NGOs and the government should assist in educating the girl child as mothers contribute more to students performance, parents should always get time to coach their children at home and give them encouragement to study well.

TABLE OF CONTENTS

DECLARATION A	i
DECLARATION B	ii
APPROVAL SHEET	iii
DEDICATION	iii
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Introduction	1
Background Information	1
Statement of the Problem	3
Purpose of the Study	4
Research objectives	4
Research Questions	5
Hypotheses	5
Scope of the Study	5
Significance of the Study	6
Operational Definitions of key Terms	7

CHAPTER TWO

LITERATURE REVIEW

Introduction 9

Theoretical Review 9

Conceptual Framework 11

Related studies 12

Family Size and students' performance 12

Parental Attention and students' performance 14

Family economic status (FES) and students' performance 16

Nutrition and students' performance 17

Parental Education and students' performance 19

Career Coaching , Mentorship and students' performance 20

Parental Encouragement and Follow up on students' performance. 21

Academic Performance 22

CHAPTER THREE

METHODOLOGY

Introduction 26

Research Design 26

Research Population 26

Sample Size and Sampling Procedure 27

Research Instrument 28

Validity and Reliability of the Instrument 28

Data Gathering Procedures 29

Data Analysis 29

Ethical Consideration 30

Limitations and Deliminations of the Study 30

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction 31

Profile of respondents 31

Measuring the independent variables 32

Family size 32

Measuring the dependent variable 34

The relationship between family size and students' performance in Mombasa District secondary schools 36

The relationship between parental education and students' performance in Mombasa District secondary schools 39

CHAPTER FIVE

FINDINGS, CONLUSIONS AND RECOMMENDATIONS

Introduction 43

Findings 43

Conclusions 45

Family size factors and student performance in Mombasa District 45

Parental education factors and student performance in Mombasa District 47

Recommendations 49

REFERENCES 53

APPENDICES 57

APPENDIX I 57

TRANSMITTAL LETTERS 57

APPENDIX II 58

CLEARANCE FROM ETHICS COMMITTEE 58
APPENDIX III 59
RESEARCH INSTRUMENT 59
APPENDIX IV 67
TIME FRAME 67
APPENDIX V 68
BUDGET 68
APPENDIX VI 69
LIST OF SECONDARY SCHOOLS 69
RESEARCHER'S CURRICULUM VITAE 70

LIST OF TABLES

Table 1: Population and Sample size selection 27
Table 2: Profile of Respondents by gender .31
Table 3A: Mean average and standard deviation for family size factors
. 32
Table 3B: Mean average and standard deviation for parental education factors 34
Table 3C: Mean average and standard deviation for academic performance 35
Table 4A: Correlations of family size factors with students' performance in Mombasa District Secondary Schools 36
Table 4B: Regression analysis results of students' self rating on family size and students' performance in Mombasa District 38
Table 4C: Correlations of students' performance with parental education factors 40
Table 4D: Regression analysis results of students self rating on parental education and performance in Mombasa District 41

LIST OF FIGURES

Figure 1: Conceptual framework 11

LIST OF ABBREVIATIONS

Ag.	Acting
DEO	District Education Officer
FES	Family Economic Status
GOK	Government of Kenya
HOD	Head of Department
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
M.A	Master of Arts
TIQUET	Totally Integrated Quality Education and Training
IQ	Intellectual Quotient
KNEC	Kenya National Examination Council

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Introduction

This chapter presents the background, problem statement, purpose, specific objectives, questions, scope, and the significance of the study.

Background Information

Education all over the world is viewed as the vehicle towards realization of economic development. Provision of education however presents a serious challenge. Despite the huge sums of money being invested in education, poor performance continues to curtail the efforts put. Various variables have been thought to contribute to this; some school related while others personal and home related.

In most societies in the world, the home and the family are the most powerful entities for transmitting values and shaping behaviors of children. Learning begins at birth and continues during infancy and early childhood, serving as a strong preparation for schooling. The role of parents and other caregivers is especially important in fostering social, intellectual, emotional and physical characteristics that enhance later learning both in school and in life. In addition, parents individually and collectively provide the opportunities given to their children. Parenting is therefore key in nurturing the future educational pursuits of children. There are far much too many parents who bring forth children but have absolutely no idea on good parenting. They

ignore the children's psychological and sociological needs with regrettable consequences. Low parental education and large families denies an opportunity for good parenting. Poor parenting is becoming a major cause of indiscipline in schools. It is also a major cause of 'heart ache' to teachers.

Students whose parental education is low and their family large have higher chances of low academic performance in school. Students who come from such families are likely to be missing on parental attention. Such parents may be indifferent towards their children's education. They place no value on facilitating quality education for their children since there could be other pressing basic needs that are crying for attention. They may even depend upon the labour of their children in order to supplement household income. In Mombasa District for instance, it is reported that an increasing number of students are doubling up as bread winners for their families. They are taking days off from school to engage in income generating activities to supplement family income.

It has also been recognized that children from broken homes averagely record more days absent, have more discipline problems and post poor academic performance. This similarly happens to orphaned students. The stability of a family is a very important factor in determining the performance of children in school. Similarly the environment in which a child is brought up greatly contributes in shaping up the character. A conductive home environment produces a child with high self-esteem, an individual who can fit well in the society and one who respects authority. This can be achieved where leadership is provided by parents.

This research concerned itself with the causes of poor performance of children in schools with special reference to parental education and family size and intended to suggest its management. It was motivated by realization that recent education policy reforms in Kenya appear to be based on the understanding that given the appropriate opportunity to learn, all children can master the knowledge and skills specified in the basic education curriculum.

Statement of the Problem

Despite the governments' effort to provide equal education opportunities through funding secondary education, performance differentials continue to be evident among students coming from different family backgrounds in Mombasa District. According to the National Examination results released in the last three years between 2007 and 2009, schools in the district have been posting dismal performance, producing very few students eligible for University and tertiary college enrolments (less than 15%) and a big majority having poor grades (85%).

In the recent past and to date, there is a growing concern among educationist, teachers and parents about the sorry state of performance posted by students. Parents have been blamed severally for taking little interest in the education of their children. For instance a survey released by KNEC in June 2010 reported that out of 88% pupils who went home with homework, only 44% received assistance from parents, 17% received assistance from fathers leaving mothers at (36%) and siblings (43%) to check the work. On school attendance 79% reported missing a class during the term for reasons ranging from illness to not having uniform. (Daily Nation-Kenya June 22, 2010)

If this trend continues unabated, the region will become marginalized in the production of trained manpower and as a result undermine the governments' effort of attaining Vision 2030 on social, economic and political development. This study therefore looks at family size and parental education in an attempt to explain their relationship to academic performance of students in Mombasa District.

Purpose of the Study

The purpose of the study was to determine the implications of family size and parental education on performance of students in public day schools in Mombasa District using cross-sectional survey design. It was carried out with a view to improve parental involvement in children's academic work for better academic achievement. In particular, the study determined and described the effect of parental support, involvement and facilitation on students' academic work.

Research objectives

The objectives of the study were:

1) To determine the profile of the respondents
2) To determine the average mean of family size factors, parental education and academic performance
3) To establish the relationship between family size factors and students' academic performance in selected secondary schools of Mombasa District
4) To establish the relationship between parental education factors and academic performance of students in school

Research Questions

1) What is the profile of the respondents?
2) What are the average mean for family size factors, parental education and academic performance?
3) What is the relationship between family size factors and students' academic performance in selected public day schools in Mombasa district?
4) What is the relationship between parental education factors and students' academic performance in selected public day schools in Mombasa district?

Hypotheses

1. Family size factors significantly influence students' academic performance in selected public day schools in Mombasa district.
2. Parental education factors significantly influence students' academic performance in selected public day schools in Mombasa district.

Scope of the Study

This study was conducted between August 2009 and August 2010 through cross-sectional sample survey. The study was conducted in five selected day schools in Mombasa district. Data was collected by the researcher using questionnaires. The study specifically sought to determine the effect of family size and parental education on academic performance of those students selected. Indicators of parental education such as mentorship abilities, career coaching and level of parental involvement were examined in the right of their relationship with academic performance. Also examined was the effect of family

size in terms of facilitation abilities, nutrition and attention accorded to children by parents.

Significance of the Study

The research findings will help the teachers to understand their students' family backgrounds and enable them look for ways of helping students in their studies.

The findings will also help the parents to understand their social responsibility and realize how their parenting style can affect children academically.

For managers of schools in the country, it will act as a tool for measuring the rate of the parents' social responsibility. This will help the school managers to discover how much they have done and what more they can do for society to address the differences in academic performance.

Non-Governmental Organizations and the government may use the findings of this study to formulate appropriate parenting educational programmes.

The findings will provide an opportunity for educational researchers to exchange, share and discuss policy implications of the research results with a view to formulating an effective policy for improving equality in education.

Operational Definitions of key Terms

Attendance: The act of being present in school or in class.

Career coaching: Creating and developing strategies on how a student will achieve his education goals.

Facilitation: Degree of provision of learning resources and facilities needed to stimulate learning achievement

Family size: Refers to number of members in a family which determines whether a family is large or small.

Follow-up: Maintaining awareness of the progress of students.

Mentorship: Helping children identify their passion and career prospects

Parent: A person who holds the position or exercises the function of such a parent.

Parental attention:	Level of parental contact and involvement in a child's academic work:
Parental education:	Education given by parents to their children
Parental encouragement:	Term used to refer to the moral support given to children by parents in their academic work.
Parental level of education:	Highest level of schooling attained by a parent.
Participation:	Taking an active part in learning
Performance:	A student's academic achievement under test conditions

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter discusses and presents a review of some related literature to family size, parental education and performance. The review is conceptualized under the objectives of the study and focuses mainly on parental level of involvement and facilitation in relation to their influence on performance. The categorization of variables in this chapter is done for convenience sake because all home factors are overlapping in their effect. In this section, both theoretical and empirical literature will be reviewed.

Theoretical Perspective

This research was modeled on the theory of achievement motivation advanced by Atkinson (1964). The theory postulates that the strength of motivation to achieve varies from individual to individual. As applied to this study the probability of success and the incentive value of success are specific situational influences on a particular activity. The tendency to achieve success in academic work in this theoretical frame work is conceived as a function of the degree to which success is seen probable and the incentive value attached to educational goals. The home environment is a determinant of academic achievement motivation. A student who comes from a home where academic success is valued is likely to be motivated to do well in school. Indeed Artkinson in 1966 found the need for achievement in

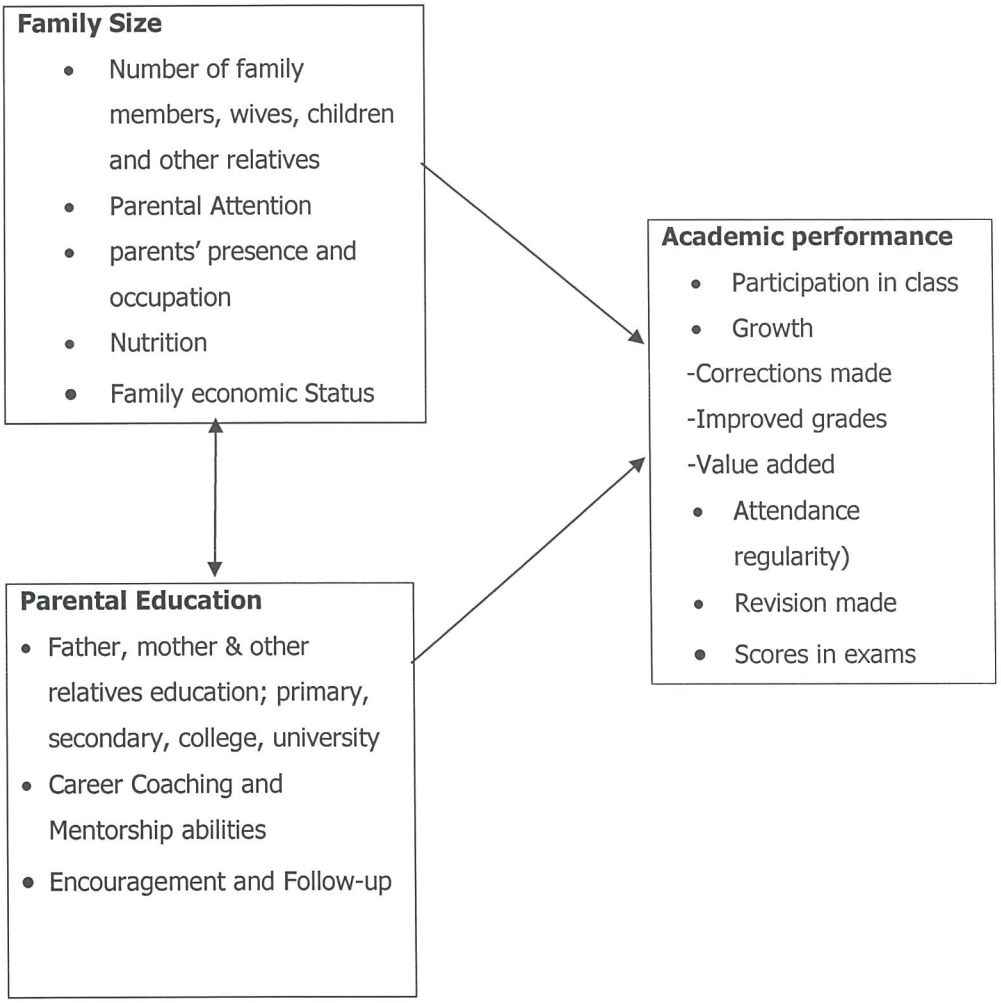
children whose fathers had attained high education, who were in white-collar jobs and who were living in large cities to be high as a result of early independence training.

However in adopting this theory, the researcher is not ignorant of the fact that personality traits such as intellectual quotient (IQ) have a strong influence on academic achievement. Students with high IQ will outweigh those with low IQ in academic achievements irrespective of the specific situational influences.

Conceptual Framework

INDEPENDENT VARIABLES;
FAMILY SIZE; PARENTAL EDUCATION

DEPENDENT VARIABLE;
STUDENTS' ACADEMIC PERFORMANCE



Source: Researcher, 2010

Figure 1: Conceptual framework

The framework depicted in figure 1 shows that parental education aspects such as mentorship abilities, career coaching,

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encouragement and follow-up have an influence on academic performance. These aspects develop deferring behaviors during interaction with children. Most children grow up to act as the family expects them to. Family size factors such as parental attention, nutrition, parental presence and family economic status determine how well facilitated a child will be and the degree to which attentions accorded, which will in turn have an impact on performance. Consequently it would be expected that children from small families would always outperform those from large families in academic performance. Likewise in natural setting it seems reasonable to expect children from academically endowed parents to perform better than those from poorly educated or illiterate parents exonerating the effect of other extraneous variables.

Related Studies

Family Size and Students' Performance

Number of Family Members

Family size refers to the number of family members. The number of family members determines the sharing of family resources and the parental attention given to children. Large families put strain on the limited family resources as well as denied parental attention due to diverse family responsibilities.

The main contributors of large families may be considered to be poverty and religion. Families of low socio-economic status experience high degree of idleness which provides room for child bearing. Some religious faiths such as Islamic religion allow polygamy marriages

which translate to large families. Maillu (1988) indicates that continuation of birth of children in a family has substantial economic implications. He further states that majority of Africans in such situations grow poorer as they grow older for the obvious reason that they cannot produce as much, as energetically and effectively, as they could when they were young. New births to the family every now and then are the replacement of the economic cells that have been or are wearing out. A large family therefore comes with a number of responsibilities: additional children, additional accommodation, more emotional burden, additional extended family responsibilities and commitments, and increased economic responsibility. All these compromise the education option due to the limited family resources. In such families, discipline of children is neglected due to parents' divided attention and bitter disagreements, characteristics of many large and especially polygamous families (Maillu, 1988). In most cases the standard of living in large families deteriorate as the available limited resources get depleted by the huge demands of family members. Children in such families will not only be denied material support but also their educational opportunities are limited. In his study of 400 school children, Fraser (1959) found the academic performance of children from large families to be significantly lower than that of children from smaller families. She argued that a large family implies overcrowding, lack of reading space, insufficient quietness for doing homework, and disrupted reading which adversely affect a child's school work.

Parental Attention and Students' Performance

Children of large families tend to have less contact with their parents. As a result they do not receive attention, encouragement, stimulation and support needed for intellectual development. On the other hand, children from small families are in constant touch with their parents and therefore receive the needed support.

Absence of a parent in a household has a tendency of widening the gap between parents and children. This greatly impacts on the parent- child relationship. For instance, absence of a father due to separation or divorce appears to have a negative effect on childrens' discipline. Stabo (1973) intimated that those students who drop out of school are usually from broken homes or single parent families. According to a study in the United States, divorce rates have continued to increase. In 1930, the divorce rate was 1.6% and this increased to 3.6% in 2005. The study indicates that children from such families develop hatred for teachers. They are pessimistic in their outlook and usually engage in activities that are anti-social and unacceptable in the society. They engage in drug abuse, alcoholism, lesbianism, gayism and prostitution (Cutbill, 1974) .Forcey (1987) points out that children tend to do best when their parents are able to organize their lives and responsibilities in accordance with their own values and preferences. He further adds that father-absent and father-present families differ socially and economically. Radni (1981) observes that children whose fathers are absent tend to perform more poorly at school than children from two-parent families especially in lower class families. Perhaps this is because single mothers in lower class families are subject to more severe economic and socio-emotional stresses, which affect their ability to guide and stimulate their children.

The effect of father absence usually appeared during adolescence and those females from fatherless homes experience difficulties in relating to males. This also affects their intellectual achievement. Boys in the absence of the father tend to show their masculinity in aggressive behaviour. They show a tendency to exhibit more anger and disobedience, resulting in more discipline problems. Girls on the other hand seek the fatherly love form 'a lover-out-there' hence compromising their education endeavours. Brown (1980). Triano (1990) and Brown (1980) expresses similar sentiments in their studies, that lack of one parent in the family tends to influence the behaviour patterns of children. They both indicate that children from broken families pre-maturely take on adult worries at home. Most of the time they are at odds with their school roles. They tend to burden the single parents with their feelings. Children from single parent households suffer from emotional deprivation. They are denied the reasonable share of pleasant emotional experiences such as curiosity, joy, happiness and affection. The effect of increased paternal involvement on intellectual performance may reflect father's traditional association with achievement, or it could reflect the benefits of having extensive stimulation from two highly involved and relatively competent parents instead of one as suggested by Radni, (1981).

Research done in the United Kingdom within the field of violence and discipline highlight community and parental influences as having the greatest impact upon pupils' behaviour within schools. European research studies identify socio-demographic characteristics and psychological health of pupils as key risk factors that often lead to indiscipline and violence occurring in schools. Dena (2003) attributes indiscipline in schools to students emotional factors arising from the

home, family status, family discord and distance between children and parents. According to Lamb (1981), appropriate responsiveness to infant signals and needs appears to foster the development of a sense of personal efficacy, which is a basic component of achievement motivation. Parents who provide stimulation that is developmentally appropriate and plentiful have more cognitively competent children (Stevenson and Lamb, 1981). Warm encouragement from fathers may be important to many highly achieving women, since there are often few female role models for them to emulate (Barnett and Baruch, 1978).

Family Economic Status (FES) And Students' Performance

Court and Ghai (1974) suggests that those students who are likely to benefit from secondary education are those with previously advantaged parents who are able to provide first, the kind of school which enables the child to take the most advantage of the present selection procedures. Boadu (2000) observes that boys from wealthier households in Ghana, had enrolment rates 34% points higher than boys from poor households; the gap in favour of girls from rich background compared with girls from low income background was 55.4% points. He observed that wealth gap greatly exceeded gender gaps in enrolment. The allocation of scarce household resources affects girls more than boys.

Majority of children who do not school are from poor households. Two main reasons exist as to why poorer households may choose not to send their children to school. First, the direct costs may

be too high even with the Universal Free Primary and Secondary Education. Parent incurs expenditures for school uniforms, texts and exercise books, construction, and other inputs. Second, poorer households may depend, more so than richer households, upon the labour of their children in order to supplement household income.

Miako (1998) intimates that children from families of low socio-economic status hardly read after school hours due to poor facilitation. Ramey (1994) expresses similar views that poor families have inadequate resources to promote and support children development and school readiness. Families that live in abject poverty will struggle to satisfy the most basic needs of food before anything else. They may have no money to spare for education, thus the high drop out in poor families. In his study in Nigeria, Yoloye (1968) points out that the socio-economic status of students is crucial in determining decisions of drop out or stays in school. He indicated that 42% of dropouts in Eastern Province of Nigeria were students of unemployed parents. Sifuna (1978) and Peng (1983) express similar views that economic factors are responsible for a large percentage of those who leave school before completion.

Onsomu, Nzomu and Obiero (2005) suggested that the child who is being held back in his school work by inadequate care at home or by bad housing conditions should be helped to overcome the handicaps to educatability to which he is exposed. They further revealed that pupils from homes with better quality houses, many possessions and more educated parents achieved better in school.

Nutrition and Students' Performance

Good nutrition helps a child's mental growth which will in turn affect their health and performance. Mwiria (2005) intimated that in

Kenya, school attendance and performance is linked to crucial role of nutrition. He adds that attendance rates and students performance can increase significantly when food is available at home and in school. Onsomu et al.(2005) observed that children who eat at least three meals per day achieved better than those who ate fewer meals.Ndaaru (1997) cites Debal (1982) who holds the view that in most poor homes, children are not provided with adequate nutrition. According to Boadu (2000), poor health which is a consequence of either malnutrition or of common diseases is a constraint on schooling. It is an impediment because parents fear sending their children to school when they cannot even afford meals for their children.

Many poor families engage their children in income generating activities either in their homes or outside or both. This creates a negative attitude towards schooling and many of them end up dropping out due to the heavy load of responsibilities. According to, Koech Report of 2000 on Totally Integrated Quality Education and Training (TIQUET), child labour is a rampant practice that continues to keep children out of school in the prevailing situation of poverty at the household level. Work prevents many children from gaining or benefiting from education, while at the same time education fails to take account of the special circumstances of working children. All these forms of labour, whether paid or unpaid, interfere with children participation in education either denying them access or reducing effective participation thus causing absenteeism from school and eventually drop out.

Boadu (2000) established that early domestic responsibilities among pupils from low-income families conflict with the pursuit of education. Miako (1998) adds that where they are expected to perform household

chores and to look after young siblings, the demand on their time may be great and their school attendance may be more affected.

Parental Education and Students' Performance

There is a popular saying that, like father like son, like mother, like daughter. From this point of view, education of parents can thus be seen to influence the behaviour and performance of their children.

Parents' Level of Education and Students' Performance

Parents who are poorly educated may lack the awareness of the importance of education and are also less likely to be able to contribute positively to the school work of their children. Such parents may not be interested in the education of their children making their children in turn to lose interest. Women in general happen to suffer a great deal of illiteracy compared to men. Therefore, they do not offer a challenge to their daughters in academic affairs. Much of what the daughter learns from the mother are domestic responsibilities. On the other hand, educated parents will have favorable attitude towards education and will encourage and help their children to do their school work in order to do well in their academic work. The educated parent is likely to have a wider knowledge of school subjects by which the child would benefit. .

Maurice (1967) associates well-to-do families with an educational inheritance with which they endow their children. They induct them to the right career choices. Cervantes (1965) reported that

parents of children who drop out have a low education, or would have themselves dropped from school, such parents tend to marry at a very early age and have large families as a result. Children from such families lack understanding and acceptance since these families are not integrated. They are mostly not involved in community and school activities.

Career Coaching , Mentorship and Students' Performance

Parents order, direct and limit the career choices of their children. Crites (1969) noted that much as the family arranges the woman's marriage for her, a man's father chooses his career for him. Social class affects vocational choice in several ways such as availing opportunities and necessary contact to start off in a certain career.Maurice (1967) additionally intimates that families with blood relatives in the professional classes or with middle class links took advice about the choice of careers their children should pursue.

Occupational sociologists have asserted that the major factor in the determination of an individual's vocational choice is the impact of the culture and society in which he lives.

Children draw their role models majorly from close family members when charting out their careers. Many children admire their parents and want to be like them. Consequently they will imitate their parents. Kinyanjui (1997) agrees to this view by quoting a report from a nation weekender magazine about two prominent personalities. Inspired by her oldest brother who was studying medicine while she was in primary school, Dr. Gikonyo says that she would have taken up whatever his brother was pursuing. "If my brother was an astronaut, I

would have wanted to be an astronaut" Dr. Kahansi, a medical doctor who decided from an early age to follow the footsteps of her father who was a clinical officer is a second case in point quoted.

In most families of low socio-economic status, hardly do parents, elder brothers and sisters advice their young ones to work hard. This is majorly because they have either not attended school themselves or have dropped out before completion. This leads to low motivation and absence of role models, thus contributing to poor performance (Mugwe, 1985 cited by Ndaaru, 1997).

Parental Encouragement and Follow Up on Students' Performance

The available literature consistently seems to underline the importance of parental encouragement on children's academic performance. Children whose parents encourage them to do well in school show interest in their schooling and are actively involved in their school work perform better in school. Children who are encouraged to excel tend to be academically motivated and are likely to work hard in order to please their parents. Parents who know the importance of education and have a positive attitude towards school will always press their children to complete homework and assist them in do it. Parents who visit school to enquire the children's performance progress impress on the expected results to their children. Teachers will also be motivated to monitor closely and assist such students whose parents have shown concern.

As cited by Kinyanjui (1997), a study done by Kipkemboi in 1990 shows that educated parents enhances their children's education through follow-up, encouragement and even guidance. He further cites Kamanda (1996) reporting that female parents spend relatively more time with their children and therefore have a great impact on their career. A mother who is educated will understand the difficulties which her child encounters in school work and therefore provide the necessary moral and intellectual support and guidance.

Academic Performance

Performance refers to a students' academic achievement under test conditions. This can be measured using various aspects such as participation in class, growth, attendance ,revision made and scores in examinations and tests.

Regular school attendance is an important part of giving students the best possible start in life. Promoting regular school attendance is a key component in raising education standards. Going to school regularly ensures every pupil has access to full time education to which they are entitled, ensures that pupil succeed while at school and ensures that they have access to the widest possible range of opportunities when they leave school. School attendance can be affected by housing or care arrangements, transport to and from school and work.

Many children are quick to pick up new concepts and make satisfactory progress through all the exercises in class. However a couple of weeks later they have moved on to new topics, they appear

to have forgotten everything to the chagrin and despair of teachers. Some times a single word or comment is enough to trigger the memory and set them off into the correct sequence but unfortunately this help is not available in examinations. In order to establish concepts in long term memory every new step and concept must be rehearsed immediately. This is the whole logical of revision. Students can do this by always setting time every day to revise what has been learnt. When a child has made an error, it is necessary to go back to the beginning when explaining his mistakes.

The value of examinations, tests and homework extends beyond school. Good assignments completed successful can help students develop wholesome habits and attitudes. Home works can help parents learn about their children education and communicate both with the children and the school. It can encourage a life long love of learning in addition to helping with homework there are many other important ways to help children learn. They can be encouraged to spend more leisure time reading than watching Television, can talk with their children and communicate positive both values and character traits. Parents can keep in touch with the school and can express high expectations for children and encourage their efforts to achieve. Indeed family involvement in education is crucial if children are to succeed in school and throughout life.

The aim of home work is to let students thoroughly learn the lesson taught in the school, to encourage the children toward self study and to fill the inadequacies of class teaching as stated by Chaube and Chaube (2000) in their studies of the importance of assignment given to students to do at home. This implies that students should

always take assignments to do at home, which ought to be corrected the next day. This also calls for parents to provide time and space for their children at home.

According to Vigotsky (1978) as quoted by Kyolabe students must take responsibility for their own learning. Reflection or self-assessment allows the student to complete the learning cycle. Through participation the student will develop an ability to identify relevant learning problems that warrant further discussion or self study. It reinforces the development of an effective reasoning process including the skills of problem synthesis, critical appraisal, analysis, evaluation, recall and application. This view is also shared by Tara (1999) who asserts that learning takes place only through self activity.

In summary, the literature reviewed have shown evidence that family size has an influence on facilitation levels while parental education influences mastery motivation and career prospects of children.

Parents in high income occupations tend to be in a position to provide adequate learning facilities for their children For instance, by virtue of being a member of the high social class society, one will get a good education, go into the best schools, interact with high flying professionals, and this will naturally influence their career choice. On the other hand a child from low social class society meets so many obstacles. This is likely to make them set lower aspirations. High income occupations may motivate children to work hard in school so that they can occupy the same or higher position than their parents. On the other hand, parents who are placed in low income occupations will be financially handicapped and as a result they will not be able to provide adequate learning facilities for their children. They will opt to

send their children to poor schools which lack the necessary learning facilities. Due to financial constrains, the low income parents will tend to have low ambitions for their children's education and may look forward to the time they would finish schooling to help supplement the meager family income.

Kamanda (1996) observes that those students whose parents are in more prestigious occupation tend to perform better than those in less prestigious occupation. Students whose parents are farmers tend to perform poorly compared to those whose parents are managers, lawyers, accountant, engineers and doctors. Those students whose parents featured prominently in higher levels of education performed better than those students whose parents are on lower educational level. Those whose parents attended colleges were average in performance (Kamanda, 1996).This view is also held by Onsomu et al. (2005). Further, they noted a correlation between mother's occupation and the child's occupational choice.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the methods and approaches that were used in the study. It describes the research design, the research instruments used to collect data, the research procedure, and data analysis techniques. It also mentions limitations of the study.

Research Design

This research study used both cross sectional and correlational survey designs. The use of cross-sectional design is justified because data was collected once across the selected sample. Correlational design was used because the study was interested in relating family size and parental education factors with students' performance. It was a survey because it involved quiet a big sample.

Research Population

There are 23 secondary schools in Mombasa district and each school has four classes (form 1 to 4). The target population of this study comprised of all students from form one to four in all the 23 public day secondary schools in Mombasa district. This population was big enough to provide the required sample.

Sample Size and Sampling Procedure

The researcher used simple random sampling, stratified sampling and purposive sampling techniques. Simple random sampling was used to select five schools from a total of 23 schools. Using stratified sampling, form four class was selected from each school. This was purposively selected because it was the class having students with the highest exposure to the study variables. The total population of each form four class was ranging between 135 and 150 students. Mugenda and Mugenda (1999) suggested that 10% of the accessible population is adequate to serve as a study sample. The researcher selected 10% of the form four students from each school giving a total sample size of 72 respondents. This sample size was justified because it gave an acceptable representation of students' population in the five schools selected. Table 1 shows the population and sample size selected.

Table 1: Population and Sample size selection

School	**Form four population**	**Sample (10%)**
Serani Secondary School	150	15
Coast Girls Secondary School	145	14
Mbaraki Secondary School	135	14
Tudor Day High School	148	15
Tononoka Secondary School	137	14
Total	**715**	**72**

Research Instrument

There was one set of research devised questionnaire directed to form four students in Mombasa District. Questionnaires were equally distributed to all the schools. The questionnaire consisted of the main title, an introductory letter, then questions on the independent variables, namely family size (operationalised into questions on number of people in the family, parental attention, parents' presence and occupation, nutrition and family economic status) and parental education (operationalised into questions on father, mother & other relatives education, career coaching and mentorship abilities and encouragement and follow-up). There is also questions on dependent variables (family size and parental education), operationalised into questions on student participation in class, corrections from tests, attendance/ regularity, revision, scores in exams and tests and improvement in performance as indicated in the conceptual model (Figure 1). Most questions in the questionnaire are closed-ended, based on the five point Likert Scale

Validity and Reliability of the Instrument

Content validity of the questionnaire was ensured through use of valid concepts and/or words which measure the study variables as cited in literature and as indicated in Fig. 1. Fellow masters students in the department of education management; School of Post Graduate Studies and Research (SPGS) were also used to evaluate the relevance, wording and clarity of questions or items in the instrument. Supervisors and other staff from faculty of education and other related faculties were also used in this endeavor. A content validity index of 0.7 was

used to determine content validity, as per Amin (2005). Construct validity was ensured using factor analysis. Cronbach alpha was used to ensure reliability of the instrument, using SPSS. A Cronbach Alpha stated by Amin (2005) of at least 0.7 was used to determine reliability of the instrument.

Data Gathering Procedures

The researcher visited to individual schools before the instruments were administered. To sensitize school administration on the purpose of the research, seek consent of the respondents and to make appointments on when to administer the questionnaires to them.

On the day of appointment for each school, the researcher physically carried the questionnaires to the schools. With the help of the head teacher in each school, the researchers sampled the students and immediately distributed the questionnaires to them. The researcher left the questionnaires with the sampled respondents in order to give ample time to fill. The researcher went for the filled questionnaires at an agreed date with the respondents. The researcher also left his contact number in case of any need of clarification. This was repeated in all the five schools selected.

Data Analysis

Data on completed questionnaires was edited, categorized or coded and entered into the computer SPSS to summarize them, using simple and complex frequency tables or cross-tabulations. The same

package was used to analyze data further, by computing relative frequencies, means, standard deviations and other relevant statistics at the univariate level. At a bivariate level, students' performance was correlated with the respective family size and parental education factors using Pearson's Linear Correlation Coefficient, was deemed appropriate. At multivariate level, students' performance correlated with all family size and parental education factors using Linear Regression Analysis.

Ethical Consideration

Ethics relating to correspondents was enhanced by keeping information given confidential and their identity anonymous. Self esteem and dignity were maintained to eliminate fear and anxiety among respondents. Subjects were told the truth about the research in order to give reliable information and their consent was acknowledged before the questionnaires were administered. A letter was obtained from the university (KIU) and from the ministry of education agent (DEO Mombasa) approving the carrying out of the research work.

Limitations and Deliminations of the Study

The question items were enormous in the questionnaire owing to the numerous aspects in the variables under study, hence required high level of concentration. This called for ample time to be given to the respondents to enable them fill the questionnaires. To overcome this limitation, the researcher distributed the questionnaires and left them with the respondents to allow them get time to fill and be corrected at a later agreed date.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter presents the profile of respondents, descriptive statistics of variables, the impact of family size and parental education on students' performance in selected secondary schools in Mombasa District, as shown by the study objectives. The hypotheses of the study are also tested here and the research questions are answered.

Profile of Respondents

The first objective of this study was to determine the profile of the respondents. The study respondents were form four students of selected secondary schools in Mombasa District. The students included were only form four candidates for the year 2010. Their description according to gender and religion is shown by the table 2;

Table 2A: Profile of Respondents by Gender

	Gender		Religion		
	Male	Female	Islam	Christianity	Traditional religion
Frequency	43	29	31	24	17
Percentage	59.72	40.28	43.06	33.33	23.61
Total percentage	100		100		

Table 2 indicates that male respondents dominated the sample size with about 60% while female respondents were only 40%. Islam as a family religion dominated with 43%, followed by Christianity while traditionalists lagged behind with only 24%.

Measuring the Independent Variables

The second objective was to determine mean averages of the various aspects of family size, parental education and performance.

Family Size

The first independent variable in this study was family size, broken into six aspects. Each of the six aspects of family size was measured qualitatively using a number of aspects in the questionnaire; Responses on this aspects were summarized using SPSS's summary statistics showing mean and standard deviation, as indicated in table 3A;

Table 3A: Mean Average and Standard Deviation for Family Size Factors

Indicator of Family Size	**Mean**	**S.D**
Number of members in the family	3.19	1.491
Parents' attention	2.30	1.097
Parental presence and occupation	3.08	1.263
Nutrition	2.63	1.159
Family economic status	2.72	1.242
Overall Mean Index	**2.79**	**1.288**

The means in table 3A suggest that on average, students rated their family sizes in terms of number of family members as neither big nor small (means ≈ 3). Most students showed that the number of people in their families is neither small nor big (mean = 3.07), their parents' attention to their education as generally low (mean index ≈ 2), parental presence and occupation as generally medium (mean index ≈ 3), their nutrition as neither adequate nor inadequate (mean index ≈ 3) and their families' economic status as medium (mean index ≈ 3).

To generate a summary picture of how students rated their family sizes, an average index (SIZE) was computed for all the five items in table 3A, which turned out to have a mean index of 2.79, confirming that students on average rated family size as moderate (mean index ≈ 3).

Parental Education

The second independent variable in this study was parental education, broken down into parents (father/mother) education level, parents' Career Coaching and Mentorship abilities and parents' encouragement and follow-up of their children's education. Each of these aspects was measured qualitatively using several items in the questionnaire.

The responses were summarized using SPSS's summary statistics showing the mean and standard deviation, as shown in table 3B;

Table 3B: Mean Average and Standard Deviation for Parental Education Factors

Parental Education	Mean	S.D
Coaching and mentorship abilities	1.99	0.972
Parents' encouragement and follow up	2.25	1.008
Fathers' education level	3.01	1.262
Mothers' education level	2.22	1.012
Overall Mean Index	**2.37**	**1.064**

The means in table 3B indicates that students rated their parents' coaching and mentorship abilities as inadequate (means ≈ 2), their parents' encouragement and follow-up as low (most means ≈ 2), their fathers' education level as medium (secondary level) and mothers' education level as low (primary level)

To generate a summary picture of how students rated their parental education, an average index (parental education) was computed for all the four items in table 3B, which turned out to have a mean index of 2.37, confirming that students on average rated parental education as low (mean index ≈ 2).

Measuring the Dependent Variable

The dependent variable (DV) in this study was students' performance among selected secondary schools in Mombasa District. Students' performance was broken into Participation in class, growth (also broken into corrections, improved grades and value added), attendance and scores in examinations. Each of these aspects of the

DV was measured qualitatively using several items or questions in the questionnaire.

The responses were analyzed using SPSS's summary statistics showing mean and standard deviation, as indicated in table 3C

Table 3C: Mean Average and Standard Deviation for Academic Performance

indicator of Performance	**Mean**	**S.D**
Participation in class	2.802.80	1.394
Corrections	2.64	1.150
Attendance	2.64	1.175
Revision	2.46	1.194
Scores in Exams and tests	2.97	1.148
Improvement in performance	2.72	1.108
Overall Mean Index	**2.68**	**1.195**

The means in table 3C suggest that respondents rated their participation in class as neither poor nor good or as just fair (most means ≈ 3), their doing of corrections as poor (mean index ≈ 2), their class room attendance as neither poor nor good (mean index ≈ 3), their revision as poor (mean index ≈ 2), their performance in terms of examination scores as average (mean index ≈ 3) and their academic performance improvement as average (mean index ≈ 3).

To generate a summary of how students rated their performance, an average index (performance) was computed for all the six items in table 3C, which turned out to have a mean index of

2.68, confirming that students rated performance as average (mean index ≈ 3).

The Relationship Between Family Size and Students' Performance in Mombasa District Secondary Schools

The third objective of this study was to determine the relationship between family size and students' performance in Mombasa District secondary schools. In this section the researcher presents correlations of the independent variable to the dependent variable and finally tests the pertinent hypothesis using Multiple Regression analysis. In the first instance, the computed performance index was correlated with all aspects of family size variable of which results are indicated in table 4A.

Table 4A: Correlations of Family Size Factors with Students' Performance in Mombasa District Secondary Schools

	Pearsons correlation	***Sig (1-tailed)***
FAMILY SIZE	**STUDENTS PERFORMANCE**	
Number of family members	0.284	0.008
Parents' attention	0.763	0.000
Parental presence and occupation	0.046	0.352
Nutrition	0.096	0.211
Family economics status	0.197	0.048

The sig. and r values in table 4A suggest that all the factors of family size have a positive effect on students' performance in Mombasa District. However, though all have a positive impact, for some, the relationship is weak. For example while family size (r = 0.284, sig. = 0.008), parents attention (r = 0.763, sig. = 0.00) and family economic status (r = 0.197, sig. = 0.048), are significantly correlated with students' performance, family resources (r = 0.046, sig. = 0.352) and nutrition (r = 0.096, sig. = 0.211) are not.

The first hypothesis in this study was that family size significantly influences students' performance in selected secondary schools of Mombasa District. Students' performance was broken into six aspects (participation, correction, attendance, revision, scores and improvement) for which indices were computed. An overall mean index (PERFORMANCE) for all these six aspects of performance was computed and was used in the regression model at the bivariate level while the predictors (IVs) included (family size, parents attention, family resources, nutrition and family economic status). In the regression model, these factors (variables) were the predictors of students' performance in Mombasa District. The results of this regression analysis are shown in table 4B;

Table 4B: Regression Analysis Results of Students' Self Rating On Family Size and Students' Performance on Mombasa District

a) ANOVA Table

	Sum of squares	Degrees of freedom	Mean square	F statistic	Sig. level	Adjusted R square
Regression	10.968	7	1.567	14.084	0.000	0.563
Residual	7.120	64	0.111			
Total	**18.088**	**71**				

*Predictors: (Constant), FAMILY ECONOMIC STATUS, NUTRITION, FAMILY SIZE, PARENTAL PRESENCE AND OCCUPATION, PARENTS ATTENTION,

*Dependent Variable: STUDENTS PERFORMANCE

b) Coefficients

	Unstandardized coefficients		Standardized coefficients	t	Sig. level
	B	Std. Error	Beta		
(Constant)	1.277	0.434		2.944	0.005
FAMILY SIZE	0.000	0.046	0.001	0.005	0.996
PARENTS ATTENTION	0.668	0.086	0.902	7.799	0.000
PARENTAL PRESENCE AND OCCUPATIONS	-0.035	0.083	-0.039	-0.423	0.674
NUTRITION	0.083	0.066	0.110	1.245	0.218
FES	-0.038	0.040	-0.086	-0.957	0.342

Table 4B (a) suggests that the family size factors considered in the model were altogether significant explanatory variables of students

performance in Mombasa District (F = 14.084, sig. = 0.000), accounting for about 56% of the variations in students performance (adjusted R square = 0.563). Table 4B (b) further suggests that there was one most important factor affecting students' performance, and that was parents' attention (β = 0.668, sig. = 0.000) at the one percent level of significance. Therefore, basing on these results, the first hypothesis is accepted and its corresponding null hypothesis rejected, leading to a conclusion that family size significantly influences students' performance in selected secondary schools of Mombasa District.

The Relationship Between Parental Education and Students' Performance in Mombasa District Secondary Schools

The fourth objective of this study was to determine the relationship between parental education and students' performance in Mombasa District secondary schools. In this section the researcher presents correlations of students' performance to parental education factors and finally the pertinent hypothesis is tested using Multiple Regression analysis. In the first instance, the computed performance index is correlated with all factors of parental education as indicated in table 4C;

Table 4C: Correlations of Students' Performance with Parental Education Factors

PARENTAL EDUCATION	*Pearson correlation* STUDENTS PERFORMANCE	*Sig (1-tailed)*
Coaching and mentorship	0.429	0.000
Parents' encouragement and follow up	0.237	0.023
Fathers' education level	0.349	0.001
Mothers' education level	0.426	0.000

The sig. and r values in table 4C suggest that all the factors of parental education have a positive effect on students' performance in Mombasa District. Again according to the table, all these factors are significantly correlated with students' performance in Mombasa District. The factors with the strongest correlation include parents' coaching and mentorship (r = 0.429, sig. = 0.000), mothers' education level (r = 0.426, sig. = 0.00) and fathers' education level (r = 0.349, sig. = 0.001).

The second hypothesis in this study was that parental education significantly influences students' performance in selected secondary schools of Mombasa District. The performance index (PERFORMANCE) for all these six aspects of performance was used in the regression model at the bivariate level while the predictors (IV) included the factors of parental education (including coaching, parents encouragement and follow-up, father's education and mothers,

education). In the regression model, these factors (variables) were the predictors of students' performance in Mombasa District. The results of this regression analysis are shown in table 4D;

Table 4D: Regression Analysis Results of Students Self Rating on Parental Education and Performance in Mombasa District

a) Anova Table

	Sum of squares	Degrees of freedom	Mean square	F statistic	Sig. level	Adjusted R square
Regression	4.978	4	1.244	6.359	0.000	0.232
Residual	13.111	67	0.196			
Total	**18.088**	**71**				

*Predictors: (Constant), PARENTS ENCOURAGEMENT, COACHING, FATHER'S EDUCATION, MOTHER'S EDUCATION

*Dependent Variable: STUDENTS PERFORMANCE

b) Coefficients

	Unstandardized coefficients		Standardized coefficients	t	Sig. level
	B	Std. Error	Beta		
(Constant)	2.070	0.200		10.371	0.000
COACHING AND MENTORSHIP	0.292	0.123	0.433	2.367	0.021
PARENTS ENCOURAGEMENT	-0.189	0.127	-0.247	-1.485	0.142
FATHER'S EDUCATION LEVEL	0.081	0.048	0.206	1.692	0.095
MOTHER'S EDUCATION LEVEL	0.073	0.055	0.179	1.319	0.192

Table 4D (a) suggests that parental education factors considered in the model were altogether significant explanatory variables of students performance in Mombasa District (F = 6.359, sig. = 0.000), accounting for about 23% of the variations in students performance (adjusted R square = 0.232). Table 4D (b) further suggests that of all the parental education factors there was one most important factor affecting students' performance, and that was parents' coaching (β = 0.433, sig. = 0.021) at the one percent level of significance. Therefore, basing on these results, the second research hypothesis is accepted and its corresponding null hypothesis rejected, leading to a conclusion that parental education factors significantly influence students' performance in selected secondary schools of Mombasa District.

CHAPTER FIVE

FINDINGS, CONLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the findings, conclusions and recommendations following the study objectives and pertinent hypotheses. The areas for further research are also suggested here.

Findings

This study set out to find out the influence of family size and parental education factors on students' performance in Mombasa District. It was guided by four specific objectives, that included determining the profile of the respondents, determining the average mean for family size and parental education factors and describing the relationship between family size and performance and parental education factors and performance of students in Mombasa District.

The findings revealed that majority of the respondents were male (60%) while female respondents were 40%. In terms of family religion, Islam dominated (43%) followed by Christianity (33%) and Traditional religion (24%). Data analysis using SPSS's descriptive statistics like means, standard deviations, Pearson's Linear Correlation Coefficient (r) and Regression analysis revealed that students' performance in terms of participation was average or neither good nor poor (mean index≈3); in terms of doing corrections, students' performance was rated as poor (mean index≈2); in terms of class room attendance, students' performance was rated as average (mean index≈3); in terms of doing

revision, students rated their performance as poor (mean index≈2); in terms of examination scores, students rated their performance as average (mean index≈3) and academic performance improvement was rated as average (mean index≈3). Results also indicated that on average students in Mombasa District rated their family sizes as moderate (mean index ≈ 3); parents' attention to their education as generally low (mean index ≈ 2); parents' presence and occupation as medium (mean index ≈ 3); It was found that family nutrition in Mombasa District was just medium (mean index ≈ 3),and family economic status was rated as medium (mean index ≈ 3). It was also discovered that fathers' education level was moderate (secondary level) while mothers' education level was low (primary level). Parents in Mombasa offer inadequate coaching and mentorship to their children (mean index ≈ 2) and that parents' encouragement and follow-up of children studies is still low (mean index ≈ 2).

Results using Pearson's Linear Correlation Coefficient and Regression analysis found that;

i) family size (first independent variable component, measured by number of people in family, parents' attention to their education, parents' presence and occupation, nutrition and family economic status) significantly influence students' performance (measured by an index PERFORMANCE) in Mombasa district (ANOVA, sig. = 0.000; f = 14.084; adjusted R square = 0.563), however, of all family size factors, the most important factor affecting students' performance was parents' attention (β = 0.668, sig. = 0.000) at the one percent level of significance.

ii) parental education (second independent variable, measured by coaching, parents encouragement and follow-up, father's and mothers

level of education) significantly enhances students' performance (measured by an index' PERFORMANCE) in Mombasa District (ANOVA, sig. = 0.000, f = 6.359; adjusted R square = 0.232), however of all the parental education factors the most important factor affecting students' performance was parents' coaching and mentorship (β = 0.433, sig. = 0.021) at the one percent level of significance.

Conclusions

In this section, the researcher gives conclusion to the study findings in relation to the study objectives.

Family Size Factors and Student Performance in Mombasa District

It was hypothesized that family size factors significantly influence students' performance in Mombasa District. Basing on Regression analysis results, this hypothesis was accepted. Based on the study findings, the researcher generated the following conclusion;

a) Parents' attention significantly improves students' performance in Mombasa District. For example, Parents who take their children to school, wake them up for school in the morning, get them from school after school hours, read and discuss with them academic matters, assist them do home work, encourage them to read books at home, visit them at school, check their books and reward them for good performance, are more likely

to improve performance of their children than those who do not.

b) Family size in terms of number of people in the family, can only significantly improve students' performance, if people at home care and give their attention to education of the child, otherwise it does not. Even if there are many people in a family (e.g. many children, wives and relatives) but they care about education, students' performance will significantly improve, than when there are few people in a family but they do not care about education.

c) Parents' presence and occupation have a positive impact on students' performance, though the impact is not significant as per this study. Parents who come back home early and have enough time with their children, are likely to influence positively performance of their children than those who do not, although the impact may not be significant if parents simply come back home and do not bother talking with their children matters concerning their education.

d) Nutrition positively influences students' performance, although this correlation if taken alone is insignificant. Existence of adequate quantity, quality and varieties of food at home contribute positively to performance of the child, since food is essential for survival (e.g. having breakfast, lunch and supper, is more essential for survival than it may be in performance). But even if food is available but the student is not receiving

adequate attention from people at home, performance may not improve.

e) Family economic status positively correlates with students' performance, although the correlation is not significant. For example, families with good feeding programs, good housing facilities, good house possessions, good parents' job, with many members who are educated, are more likely to influence positively students' performance than those which are other wise. This is true because well-off families can easily pay fees in time, provide scholastic materials, pocket money and provide an example for children to emulate so that they can also enjoy the same when they mature.

Parental Education Factors and Student Performance in Mombasa District

It was hypothesized that parental education factors significantly influence students' performance in Mombasa District. Basing on the regression analysis results, this hypothesis was accepted. Based on the study findings, the researcher generated the following conclusion;

a) Parental education factors altogether significantly influence students' performance. Parents who are educated act as a role model for their children to emulate. They provide every thing concerning education because they know it compared to those who are not educated.

b) Mother's education contributes more to improvement in a students' performance than father's education, though both are important. The higher a mother is educated, the better children in the family are likely to perform and vice versa.

c) Parents' coaching of their children at home significantly improves students' performance. The more parents coach their children at home, the better these children are likely to perform at school and vice versa. Coaching helps children to discover and understand what they are and when they go to school they struggle to get it. Showing a child what he or she will become and helping him or her to achieve it will increase their effort to achieve the same.

d) Parents' encouragement and follow-up positively influences a student's performance, although this influence may not be significant as coaching. Attending school activities by the parent (e.g. PTA meetings, visitation and sports days) contributes positively to students' performance. Supervision of students' educational work at home contributes positively to students' performance. Visiting students at school also contributes positively to students' performance. Promising and giving rewards to students for good performance by the parents encourages and positively contributes to students' performance.

Recommendations

This section deals with recommendations arising from the pertinent findings and conclusions of this study, hypothesis by hypothesis;

Basing on the findings of the first hypothesis, the researcher recommends that if students' performance in Mombasa district is to be improved, the following should be noted;

a) Parents' attention to students' education, more so at home, should be increased in order to improve students' performance. All parents in Mombasa should be sensitized so that they become more concerned about their children's education, for example by taking them to school, waking them up for school in the morning, getting them after school hours, reading and discussing with them academic matters, assisting them do home work, encouraging them to read books at home, visiting them at school, checking their books and rewarding them for good performance.

b) All parents need to plan for their children depending on the number they have. Even if one has two children it is important those few are well catered for, for example people at home whether many or few, should give care to students they stay with.

c) Parents should increase on the number of hours they stay with their children at home, coming back early before sunset. Then they should put up rules favorable for a child's study and should monitor to see those rules being followed. Parents should

sometimes move with their children in important places and occasions so that they can admire and get encouraged to work harder in their studies.

d) Parents should also ensure that children are fed well and adequately. For example, parents should ensure that children get breakfast, lunch and supper. When they are at school, parents should bother to know whether they have eaten lunch and breakfast. This calls for pocket money or packed lunch or making arrangements at school for the two meals. School administrators and other stakeholders should emphasize this issue and make necessary arrangements.

e) Where parents themselves are not educated, they should be sending their children to relatives and friends who are educated to have their holidays from there so that they can admire the goodness of education and strive to achieve the same.

Basing on the findings of the second hypothesis, the researcher recommends that if students' performance in Mombasa district is to be improved, the following should be observed;

a) NGO's and Government should develop parental education programmes to ensure that the degree of parents' academic support to their children is boosted. This can be done by helping them adapt to modern parenting techniques that ensure parental involvement in childrens' academic work.

b) Parents, schools, NGOs and government should assist in educating the girl child, since it has been discovered in this study that mothers' education is more significant in improving students' performance. Since mothers stay with children more hours than the fathers, then their (mothers) education is more paramount in boosting students' performance and so should be give extra attention.

c) Parents should always get time to coach their children at home. Normally, teachers teach very well and give all the necessary content to students, but when they go back home and relax, their performance will not improve even if they are given enough good content. So they should help their children discover and understand what they are so that when they go to school they struggle to get it.

d) Furthermore, parents should always give encouragement to their children to study well. They should always follow-up their children's education, not just to give them money and leave. They should always check their books, attend school activities (e.g. PTA meetings, visitation and sports days), see them do home work, visit them at school and reward or promise to reward them when they excel in their performance.

Recommendations for Further Research

The researcher recommends that there is need to conduct a study on the influence of birth position of children on academic

performance of students. He also recommends similar research on the effects of parent-child age gap on performance. Establishing a relationship between these variables may reveal some unique causes of performance differentials posted by students coming from different family background and the findings made may give ideas on how best students can be assisted to tap education opportunities availed to them.

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APPENDICES

APPENDIX I

TRANSMITTAL LETTERS

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road, Kansanga PO BOX 20000 Kampala, Uganda
Tel: +256(0) 41-266813 * Fax: +256 (0) 41-501 974
E-mail: admin@kiu.ac.ug *website: http: // www.kiu.ac.ug

INSTITUTE OF OPEN AND DISTANCE LEARNING
OFFICE OF THE DIRECTOR

22nd March 2010

THE DISTRICT EDUCATION OFFICER,
MOMBASA DISTRICT
P.O. BOX 83429
MOMBASA

Dear Sir/Madam,

INTRODUCTION LETTER FOR RESEARCH

I have the pleasure to introduce **Thuita Ezra Muchoki** **Reg. No. MED/21916/81/DF** to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on **"Family size, Parental Education and their Influence on Students' Perfomance in Selected Secondary Schools in Mombasa District, Kenya".** He is at the data collection stage and your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.

Thank you

22 APR 2010
Dept. of Continuing & Distance Studies
DIRECTOR

J.S. Owoeye, Ph.D.
Director-IODL

"Exploring the Heights"

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING",
MOMBASA
Telephone: Mombasa 2312420
When replying please quote

Ref no. EDU/MSA/15/5
And date

DISTRICT EDUCATION OFFICER
MOMBASA DISTRICT
P. O. BOX 83429
MOMBASA

30th June , 2010

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH
THUITA EZRA MUCHOKI

The bearer of this letter is a bonafide student at Kampala International University.

In the course of training, the students are required to conduct a research study on a topic of their choice as partial fulfillment of the requirements for the Award of a Masters Degree in Educational Management and Administration.

Kindly accord him the necessary assistance in order to accomplish the assignment.

DISTRICT EDUCATION OFFICER
P. O. Box 83429
MOMBASA

A. O. ODHIAMBO
FOR DISTRICT EDUCATION OFFICER
MOMBASA DISTRICT

APPENDIX III

RESEARCH INSTRUMENT

SELF ADMINISTERED QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS ON FAMILY SIZE, PARENTAL EDUCATION AND STUDENTS PERFORMANCE IN SELECTEDSECONDARY SCHOOLS IN MOMBASA DISTRICT School Of Post Graduate Studies And Research (Kampala International University)

JUNE, 2010

Dear student;

I am carrying out a survey in Mombasa district, with a purpose of identifying the family factors that affect secondary school students' performance, which is necessary if students' performance is to be improved. The questionnaire below is for students like you. Students are expected to perform well academically (through quality grades, growth, increased attendance, participation and revision). That is why you have been selected to participate in this research by completing this questionnaire. It will be helpful if you assist me by answering the attached questions as per the general instructions provided at the beginning of each section. Please provide the most appropriate answer in your own opinion by ticking the option that applies to your case. The success of this research will entirely depend on your positive cooperation by giving the most right answers. Your answers will be kept with much confidentiality and privacy.

Thank you very much!

Yours faithfully,

.....

Thuita Ezra Muchoki (Researcher)

SECTION A: BACKGROUND INFORMATION

To help us classify your responses, please supply us with the following facts about you.

A1. Your Gender Male ☐ Female ☐

A2. Your Religion Islam ☐ Christianity ☐ Traditional ☐

SECTION B: FAMILY SIZE

B1 Family size in terms of number of family members, wives, children and relatives Please rate the number of the following categories of members in your family. Your respective answers should range between 1= Very small family; 2 = Small family ;3 = Neither small nor big family; 4 = Big family; 5 = Very big family					
B1.1 Number of members in your family (e.g. 10 & above is big)	1	2	3	4	5
B 1.2 Number of wives (e.g. if more than one is big)	1	2	3	4	5
B 1.3 Number of children in your family (e.g. 8 and above is big)	1	2	3	4	5
B1.4 Number of other relatives (e.g. 5 & above is big)	1	2	3	4	5
B 2 Parental Attention Please indicate the extent to which your parents give you assistance/attention in the following aspects. Your respective answers should range between 1 = Very low or no assistance at all; 2 = Low assistance; 3 = Neither low nor high assistance; 4 = High assistance; 5 = Very high assistance					
B2.1 Taking you to school in the morning	1	2	3	4	5
B2.2 Waking you up for school in the morning	1	2	3	4	5
B2.3 Getting you from school after school hours	1	2	3	4	5
B2.4 Reading with you your books or other books	1	2	3	4	5

relevant to study					
B2.5 Discussing with you academic matters	1	2	3	4	5
B2.6 Discussing with you non academic matters (e.g. conversing, joking or playing)	1	2	3	4	5
B2.7 Teaching you about any subject	1	2	3	4	5
B2.8 Assisting you do home work	1	2	3	4	5
B2.9 Encouraging you to read or revise e.g. Waking you up	1	2	3	4	5
B2.10 Visiting you at school	1	2	3	4	5
B2.11 Checking your books	1	2	3	4	5
B2.12 Giving you rewards or appreciating you for good performance	1	2	3	4	5
B2.13 Critizing you for weaknesses	1	2	3	4	5
B2.14 Punishing you for poor performance	1	2	3	4	5
B3 parents' presence and occupation Please rate your parents' presence at home, by showing the extent to which the following statements are true. Your respective answers should range between 1 = very untrue; 2 = untrue; 3 =neither untrue nor true; 4 = true; 5 = very untrue					
B3.1 Your Father takes many hours talking with you each day	1	2	3	4	5
B3.2 Your mother takes many hours talking with you each day	1	2	3	4	5
B3.3 Your father is or comes back home every day	1	2	3	4	5
B3.4 Your mother is or comes back home every day	1	2	3	4	5
B3.5 Your father comes back from work before sunset	1	2	3	4	5
B3.6 Your mother comes back from work before	1	2	3	4	5

sunset					
B3.7 Your parents set rules for you to follow at home and you know them very well	1	2	3	4	5
B3.8 You some times work or move together with your parents	1	2	3	4	5
B3.9 You do not stay with both parents (e.g. only one or none)	1	2	3	4	5
B3.10 Your father is not employed	1	2	3	4	5
B3.11 Your mother is not employed	1	2	3	4	5
B4 Nutrition Please indicate the extent to which there is adequate nutrition at home. Your respective answers should range between 1 = Very inadequate; 2 = inadequate; 3 = Neither inadequate nor adequate; 4 = adequate; 5 = Very adequate					
B4.1 Food availability at home in general (any type of food)	1	2	3	4	5
B4.2 Provision of different types of food at home (not one type)	1	2	3	4	5
B4.3 Provision of good quality food at home	1	2	3	4	5
B4.4 Provision of breakfast	1	2	3	4	5
B4.5 Provision of lunch	1	2	3	4	5
B4.6 Provision of supper	1	2	3	4	5
B4.7 Provision of food at school (by school)	1	2	3	4	5
B4.8 Provision of pocket money (or packed food at school)	1	2	3	4	5
B5 Family economic status Please indicate the extent to which the followings aspects are adequate in your family. Your respective answers should range between 1 = Very					

inadequate; 2 = inadequate; 3 = Neither inadequate nor adequate; 4 = adequate; 5 = Very adequate					
B5.1 Feeding	1	2	3	4	5
B5.2 Housing (in terms of size and quality)	1	2	3	4	5
B5.3 House possessions (e.g. TVs, radios, cookers, fridge, etc.)	1	2	3	4	5
B5.4 Employment (e.g. job type)	1	2	3	4	5
B5.5 Educated members in the family (e.g. level of their education)	1	2	3	4	5
B5.6 Fees provision (e.g. does it come in time?)	1	2	3	4	5
B5.7 Provision of school materials (e.g. uniforms, books, etc.)	1	2	3	4	5
B5.8 Family income level	1	2	3	4	5

SECTION C: PARENTAL EDUCATION

C1 Father, mother & other relatives education; primary, secondary, college, university and postgraduate Please indicate the current highest education level of your parents and other family members. Your respective answers should range between 1 = illiterate; 2 = primary; 3 = secondary; 4 = college; 5 = university					
C1.1 Your father	1	2	3	4	5
C1.2 Your mother	1	2	3	4	5
C1.3 Any other relative in your family (Mention the highest level)	1	2	3	4	5
C2 Career Coaching and Mentorship abilities Indicate the extent to which your parents give guidance in your education career. Your respective answers should range between 1 = Very inadequate; 2 = inadequate; 3 = Neither inadequate nor adequate; 4 = adequate; 5 =					

Very adequate					
C2.1 Helping you discover and understand who you really are	1	2	3	4	5
C2.2 Helping you identify and clarify what you most want	1	2	3	4	5
C2.3 Create and develop strategies for how you will achieve your goals	1	2	3	4	5
C2.4 Helping you identify your passion	1	2	3	4	5
C2.5 Helping you identify what you will do after schooling	1	2	3	4	5
C2.6 Helping you identify what you can do in life	1	2	3	4	5
C2.7 Helping you identify what will make you happy	1	2	3	4	5
C2.8 Helping you identify what job you will do	1	2	3	4	5
C2.9 Helping you identify a satisfying career	1	2	3	4	5
C3 Encouragement and Follow-up Please indicate the extent to which your parent gives you encouragement and follow-up in your studies. Your respective answers should range between 1 = very low or no at all; 2 = low; 3 = Neither low nor high; 4 = High; 5 = Very high					
C3.1 Attending school activities	1	2	3	4	5
C3.2 Supervision of your work at home	1	2	3	4	5
C3.3 Volunteering in schools	1	2	3	4	5
C3.4 Attending PTA meetings	1	2	3	4	5
C3.5 Promising you prizes for good performance	1	2	3	4	5
C3.6 Visiting you at school	1	2	3	4	5
C3.7 Telling you to work hard	1	2	3	4	5
C3.8 Rewarding you for good performance (e.g. giving you prizes)	1	2	3	4	5

SECTION D: STUDENT PERFORMANCE

D2 Student participation in class Please rate your performance in terms of participation in class, on each of the following items. Your respective answers should range between 1 = Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good					
D2.1 Answering questions asked	1	2	3	4	5
D2.2 Asking questions where you have not understood	1	2	3	4	5
D2.3 Your own contribution of ideas	1	2	3	4	5
D2.4 Completion of exercises and home work given	1	2	3	4	5
D3 Corrections from tests					
D3.1 Taking books for marking	1	2	3	4	5
D3.2 Making corrections after marking	1	2	3	4	5
D3.3 Asking for correct answers for questions you have failed	1	2	3	4	5
D4 Attendance/ regularity					
D4.1 Attending lessons	1	2	3	4	5
D4.2 Punctuality in all lessons you study	1	2	3	4	5
D4.3 Your completion of lessons (start and finish class)	1	2	3	4	5
D5 Revision of your books					
D5.1 Revision of books in the library	1	2	3	4	5
D5.2 Revision of your exercise books in class	1	2	3	4	5
D5.3 Completing home work you are given	1	2	3	4	5
D5.4 Asking questions from teachers during your free time	1	2	3	4	5

B6 Scores in exams and tests (e.g. on average how did you perform in exams or tests)					
D6.1 Your scores in the exams of term	1	2	3	4	5
D6.2 Your performance in exams of previous year	1	2	3	4	5
D6.3 Your performance in the last National exams you did	1	2	3	4	5
D6.4 Your scores in the class test you last did	1	2	3	4	5
D6.5 Your scores in class exercise you have done last	1	2	3	4	5
D7 Improvement in performance (e.g. improved passing subjects you used to fail, promotion and position in class)					
D7.1 Improvement in passing or marks (from low to high marks)	1	2	3	4	5
D7.2 Passing the subjects your failed previously	1	2	3	4	5
D7.3 Improving your position in class	1	2	3	4	5
D7.4 Improving in your attendance	1	2	3	4	5
D7.5 Improving in your revisions	1	2	3	4	5
D7.6 Improving your punctuality	1	2	3	4	5

APPENDIX IV

TIME FRAME

ACTIVITY	TIME (WEEKS)	MONTH/ YEAR
Development of research topic	3	Aug 2009
Development of proposal	16	Sept- Dec 2009
Compiling and presentation of proposal	3	April 2010
Data collection	2	June-July 2010
Data organization, presentation, analysis and interpretation	3	July-August 2010
Production of Thesis report	3	Aug 2010
Submission of Thesis	1	Aug 2010

APPENDIX V

BUDGET

PROPOSAL		
NO	**ITEMS**	**AMOUNT (KSH)**
1	Travel cost	6000
2	Accommodation	5000
3	Typesetting and printing	2000
4	Binding	100
5	Stationary	500
6	Miscellaneous	1000
	TOTAL	**14,600**
THESIS		
NO	**ITEMS**	**AMOUNT (KSH)**
1	Travel cost	8000
2	Accommodation	5000
3	Typesetting and printing	5000
4	Binding	2000
5	Stationary	1000
6	Equipments (laptop)	25,000
7	Miscellaneous	3000
	TOTAL	**49,000**
	GRAND TOTAL	**63,600**

APPENDIX VI

LIST OF SECONDARY SCHOOLS

1. **Tudor Day High School**
2. Mama Ngina Girls High School
3. Allidina Visram High School
4. Sharrif Nassir Secondary School
5. Sheikh Khalifa Secondary School
6. **Tononoka Secondary School**
7. Star of the Sea Secondary School
8. Sacred Heart Secondary School
9. Shimo La Tewa High School
10. Maweni Secondary School
11. **Serani Secondary School**
12. Khamisi Day Secondary School
13. Mwakirunge Secondary School
14. Mvita Secondary School
15. Coast Academy
16. Agha Khan Academy
17. **Mbaraki Girls Secondary School**
18. Memon High School
19. Abu Hureira High School
20. Agha Khan High School
21. Jeffreys High School
22. **Coast Girls High School**

RESEARCHER'S CURRICULUM VITAE

Personal Profile

Name	:	Ezra Muchoki Thuita
Sex	:	Male
ID No.	:	13272844
Passport No.	:	A1110525
Nationality	:	Kenyan
Religion	:	Christian
Telephone	:	0724894325
Address	:	P.o Box 90778 Mombasa
Email	:	ezrathuita@yahoo.com

Educational Background

M.A Education Administration and Management- Kampala International University (2010) (ongoing)

Bachelors of Education (Hons) - Moi University (1999)

KCSE B(plain) - Njumbi High School (1993)

KCPE - Umbui Primary School

(1989)

Working Experience

Teaching- Shimbo Secondary and Serani Secondary School (2002-2010)

HOD Humanities- Shimbo Secondary School (2005-2007)

Assistant Academic Master- Shimbo Secondary School (2005-2007)

Ag. District Manager- Securicor Kenya Limited (2000-2001)

Other Relevant Data

Certificate in Human Resource Management- African Population Consult- Makerere University (2010)

Certificate in Management Development – Eureka Educational training consultants (2001)

Member of Certified Public Accounts (CPA1) (ongoing) (2010)



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