

**THE FAMILY BACKGROUND AND SECONDARY SCHOOL
STUDENTS' PERFORMANCE IN GESIAGA
ZONE, NYAMIRA DISTRICT
KENYA**

**BY
SALOME MORAA NYAKUNDI**

REG. NO: BAE/11079/62/DF

**A DISSERTATION SUBMITTED TO THE FACULTY OF ARTS IN
EDUCATION IN PARTIAL FULFILLMENT FOR THE AWARD
OF A BACHELORS DEGREE OF ARTS IN EDUCATION
OF KAMPALA INTERNATIONAL
UNIVERSITY**

JUNE, 2010

Declaration

I Salome Moraa Nyakundi do declare that "*The Family Background and Secondary School Student's Performance in Gesiaga zone, Nyamira district Kenya.*" Is entirely my own original work, except where acknowledged, and that it has not been submitted before to the best of my knowledge to any other University or institution of higher learning for the award of a degree or any award.

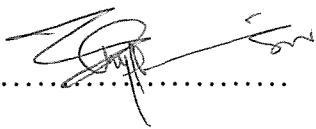
Sign..........

SALOME MORAA NYAKUNDI

Date12/07/2010.....

Approval

I certify that Salome Moraa carried out this research report under my supervision.

Signature 

Name: Mr. Ssemugenyi Fred

Date 12.07.2020

DEDICATION

From the core of my being, I dedicate this work to my beloved parents Mr. and Mrs. Nelson Nyakundi, to my sister and her husband, Mrs. and Mr. John Nyamwancha and to my friend Collins Kotonya.

ACKNOWLEDGEMENT

In the first place, I highly acknowledge the Almighty God, for all he has done in my life up to this level of academic epitome. I also extend my heart felt gratitude to my beloved family. I must also thank my friends; Collins, Hezekiah, Clare, Rose, Vane and my cousin Zipporah.

I am sincerely grateful to all those who sacrifice their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my supervisor Mr. Fred who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

May God greatly bless you.

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ABSTRACT

The research project aim was to find out how family background is affecting education performance in secondary schools.

The study adopted both a quantitative and qualitative research design. This enhanced the researcher to obtain a better understanding on how family background affects performance in secondary schools.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using narratives and statistical figures.

This report provides suggestions for more effective approach to causes of school dropouts in schools in the country. It is designed for policy makers, planners and practitioners who have responsibilities in the area of big number of schools dropouts.

CHAPTER ONE

1.0 Introduction

There are two types of education which are formal and informal type of education .Informal type of education is a kind of education which is people or students without supervision, examination or awarding of certificates, given to for example one in the Traditional African societies. The young people were taught about their culture how to perform some duties like cooking, hunting and so on. Formal education is a type of where supervision is conducted and students or pupils are given knowledge and examination then grading

Education in Kenya was brought about by British colony. The British colonies established at the churches. Like Kereri high School which was established by P.A.G '(Pentecostal Assemblies Of God), Nyabururu girls by The Catholic church and many more ,By the schools belonged to the missionaries and they were called the missions schools but after independence the schools were then taken over by the government and thy become government schools

Most students in Nyamira district are performing poorly in academics because many factors which include family background which mainly interferes with their performance. Most students come from very poor background and the poverty state of their families has resulted to lack of basic needs to the students like food and shelter hence there face hunger during class time which lead to lack of concentration. Other factors include lack of finance to buy reading material , pay for practical and even pay for schools levies which is mandatory to all

student hence they are sent away from school till they get the school fees at this time they the students miss their classes resulting to poor performance.

Family background like conflicts which occurs in families, like conflicts between parents and children results to lack of concentration for this reason students acquire psychological problems hence resulting to poor performance

Some children do well school because of their family environment which has provided them with good preparation for succeeding in traditional classroom others do poorly in part because they have not made successful adjustment to overcome this advantage

For students to perform well in education their family background matters a lot. Years ago, divorce was not common in our societies children experience frustration if their parents are divorced and many lack financial support for getting educated, and this sometimes create problems in a child's performance.

The factor of family background has been ignored for years since many people think that if a student is provided a good environment in school then they are able to perform well. Many teachers concentrate on imparting knowledge to learners and tend to ignore others factors which may make students not to perform well even though they are taught what is supposed to be taught by teacher

1.1 Background to the study

Despite the fact that education has become almost a basic need in Kenya, performance in Gesiaga zone, Nyamira district is still demanding from the trend of K.C.S.E (Kenya Certificate Secondary Education) results produced by Kenya National Examination

Council (K.N.E.C). In the recent years students are always performing poorly although teachers according to what is required of them is to concentrate in class work and less concerned about other needs of their students. Like their family background like the marital status of their parents, level of education of their parents, economic status and more. Family background is really affecting student performance. In order to concentrate in education one must be peaceful and should have enough materials like for studying and food.

1.2 Statement of the problem

There has been a poor performance in secondary education national examination in Gesiaga zone, Nyamira district. From the researcher's personal teaching experience, a domestic problem that is family background has affected the performance of secondary students, in Gesiaga zone. This problem is not given much attention. This lack of attention is the most important drive to academic achievements driving the researcher to carry out the study.

1.3 Purpose of the study

The main purpose of the study is to find out how the family background affects the performance of the students in Gesiaga Zone in Nyamira District.

1.4 Objectives of the study

The research will be guided by the following objectives,

1. Parents marriage status (polygamy or monogamy), affects students' performance
2. Parents level of education affects their children's' performance

3. Parents economic status affects their children's' performance

1.5 Research questions

1 How does parents' marriage status affect students' performance?

2 How does parents level of education affects their students' performance?

3 How does parents' economic status affect their students' performance?

1.6 Scope of study

The geographical scope of study will be confined to Gesiaga zone, Nyamira district in Kenya. The Gesiaga zone is about 30kilometes square and is composed of 14 secondary schools with an average of 400 students per school. The study is limited to the objectives of the study any other aspects of the topic apart from that mentioned in the objectives will be investigated because of resources ant time constraints

1.7 Significance of the study

The study is of the following importance:

Is to analyze how the family background is affecting performance of secondary schools. This could educate the society about the mistakes different family members commit whenever they do not take into account of giving learners conducive environment

The study will show the roles teachers, pupils, parents and other leaders may play to prevent and control poor performance secondary schools taking into account the family background to .Because if parents support their children financially, emotionally they would be able to perform well.

Likewise to teachers and community at large

The study is to be a source of reference for future research into related studies

to this subject.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews literature of other scholars about the research topic being studied. It is guided by the objectives of the study outlined in chapter one.

2.2 Parent's Marriage Status (Polygamy or Monogamy) Single Parents, Divorced, Affects Children's Performances

A) Divorce

Divorce is a common factor hindering performance. According to Myra Pollack Sadker (2003) "Children who have experienced divorce may exhibit a variety of problem behaviors. Symptoms from depression to aggression diminish school performance." This problem is experienced in many families. Divorce also brings about step families. Step families are created when divorced or widowed parents remarry. Step families consist of biological and legal relationships with step parents.

b) Single parents household.

Single parenthood is another problem in raising children. According to Ornstein Levine (1997), "Much research has concentrated on specific effects of growing up in a home where the father is absent. A few studies conclude that there is a little measurable impact on children. But most others find a variety of negative effects including a greater likelihood that families will fall into

poverty and the children will suffer serious emotional and academics problems.” Single parents are many currently and this is a problem in raising children since children feel comfortable when raised by both parents.

2.3 Parents’ level of education

According to Baum rind, Diana

“Traditionally, family status variables such as parents' level of education have been regarded as predictors of children’s’ academic achievements. Increasingly, research has suggested that, rather than having a direct association with children’s academic achievement, parents’ level of education is part of a larger constellation of psychological and sociological variables influencing children’s school outcomes”

Also according to Baumrind Diana, Literature also suggests that level of education influences parents’ knowledge, beliefs, values and goals about childrearing, so that a variety of parental behaviors are indirectly related to children’s’ school performance for example, higher levels of education may enhance parent’ facility at becoming involved in their children’s education’ and also enable parents to acquire and model social skills and problem-solving strategies conducive to children’s school success” Thus, students whose parents have higher levels of education may have more positively enhance regard for learning, more positively ability beliefs, a stronger work orientation, and they may use more effective

Learning strategies than children of parents with lower levels of education

According to institutor Nacional de calidad, “In one case and the other parents with greater educational and professional and level seem to provide more support for their children’s’

education, which confirms the influence of the cultural and economic context on academic performance.”

Also according to institutor Nacional de Calidad “Indeed only 5% of parents assume that their children lack motivation and 39% consider this as “sometimes” so, while 56% state that their children are “always” or “frequently” motivated. Girls seem to be more motivated than boys. In families with father, mother and children the degree of motivation is greater (58% compared with others models) and, indeed the cultural level of the parents has a positive effect on children’s motivation

According to Richard T Shafer, “----- schools teach students various skills and values essential teach their future positions within their labour force. They learn punctuality discipline scheduling and responsible work habits. Family contribute a lot in developing ones character, some parents of a student have lower levels education as a result of that makes students to perform poorly because of bad characters .

2.4 Parents Economic Status

Child care arrangements have changed, because mothers have gone to work. Today only about one-fourth of the young children of working mothers are cared for in their homes .According Ornstein Levine “..... Problematical is the phenomenon of latchkey children, who return to empty homes after school either to sit by the television or roam at streets. Other parents take long hours in work and return home midnight; they do not monitor the education activities of their children”

Due to poverty other people are homeless; this affects the studies of their children. According to Ornstein Levine “..... Several studies indicate that homeless children disproportionately suffer from child abuse and physical ill health. As we would expect they also are relatively low in school attendance and achievements”

Because of poverty it is difficult for other students to have access to things like internet television programmes to get information concerning education. Although students from rich background engage themselves in activities of internet and television like pornography, computer games which makes them not to concentrate in education. According Ornstein Levine “some social scientist refer to television as the first curriculum because it appears to affect the way children develop learning skills and orient themselves towards the acquisition of knowledge and understanding”.

According to James A Johnson, Victor L Dupuis, “students from low income families drop out of high school at a rate of seven times greater than that of students from middle and high income families”. Students from low income families lack materials like books, school fees which make it difficult for them to perform poorly hence dropping out of school

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter, we are going to look at the methods which were used to carry out research. Questionnaires were used to collect data, the frequencies and percentages were used to determine the number of sample and of the participants

3.0 Research design

This study used a descriptive cross sectional survey. The research used both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.1 Scope of the study

The respondents included pupils, teachers and community members were selected to participate in the study.

Pupils – 50 of the sample suffice

Teachers -3 from each school

Parents – 20 of the sample suffice

3.2 Instruments of data collection

Questionnaires were used to extract information from pupils. Interviews were carried out with the teachers and focus group discussions held with the community members. Open ended questionnaires were most suitable for investigating deeper the subject matter. Library search was

used to search for data related to the study and observation was done on the state of the children and the way they coped at school.

3.3 Reliability of data collection

Questioners helped the researcher to get a lot of information in a short period of time. With interviews, the researcher got all the required data since he was interacting with the respondents. With library search, the researcher got all the necessary information related to the study through reading relevant books.

3.4 Data collection procedure

A letter of introduction from the Institute of Open and Distance learning was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before questionnaires were distributed to pupils and interviews with the teachers. Local council leaders were approached on how to organize the community members for focus group discussions. The data collected was sorted and categorized after which it was analyzed. Conclusions and recommendations were made.

3.5 Statistical treatment of data

The frequencies and percentages was used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = F \times 100$$

Total number of respondents

Where F = number of respondents observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization.

Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.1 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage.

4.2 Profile of the respondents

Table 1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	11	55
Female	9	45
Total	20	100
Marital status		
Single	8	40
Married	12	60
Total	20	100
Age		
19-24 yrs	4	20
25-30 yrs	10	50
31 and above	6	30
Educational level		
Diploma	9	45
Degree	5	25
Total	20	100

Source: field data (2010)

Twenty five (25) questionnaires were distributed to the teachers and 20 were filled and returned.

This therefore represents 80% of the total number of questionnaires that were distributed.

The study covered 20 randomly selected teachers of whom 11 (55%) were male and 9 (45%) were female. Of the 20 respondents, 8 (40%) were single while 12 (60%) were married.

The age category of the respondent was divided in the three categories that is: certificate, diploma and degree. 6 (30%) of the respondents had certificate, 9 (45%) had diplomas and 5 (25%) had degrees.

Interviews were carried out with 18 parents both male and female. Eight (8) of the parents were male while ten (10) were female.

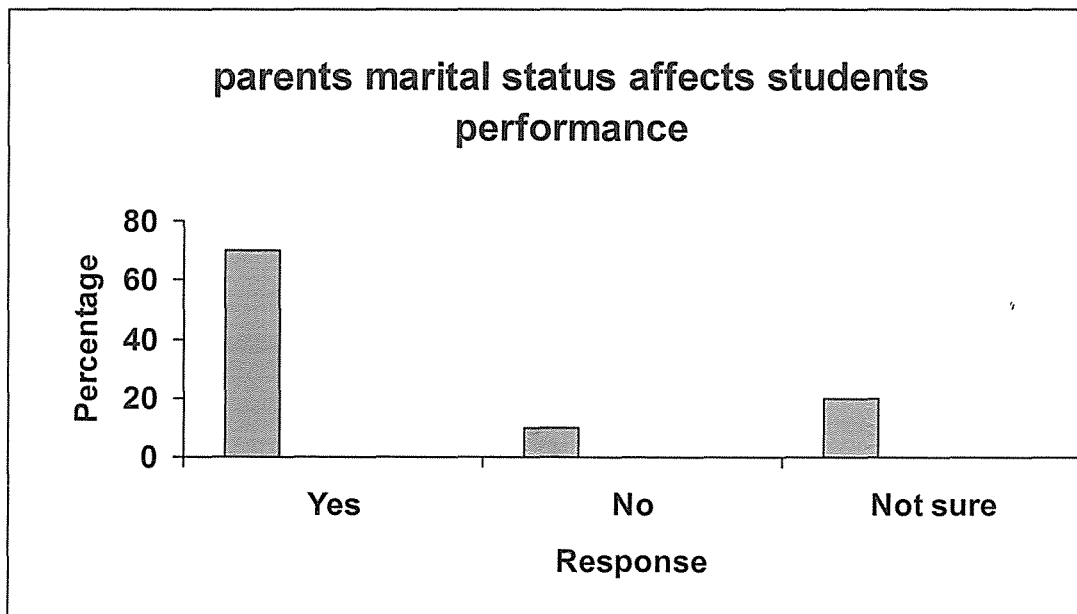
Focus group discussions were to extract data from the students. 45 students were included in the discussion of which 24 were boys and 21 were girls.

Table2 Response on whether parent’s marital status affects students’ performance

Response	Frequency	Percentage
Yes	14	70
No	2	10
Not sure	4	20
Total	20	100

Source: primary data (2010)

Figure 1 Response on whether parent’s marital status affects student’s performance



14(70%) of the respondent agree that that parents marital status affects students performance, 2(10%) are not sure while 4(20%) disagree.

4.3 Parents level of education

The respondents were asked whether there was a relationship between parents level of education and their children's academic performance.

Table 2: Whether there was a relationship between parent's level of education and their pupils' performance.

Response	Frequency	Percentage
Yes	13	65
No	7	35
Total	20	100

Source: primary data (2010)

The table shows that 13 (65%) of the respondents agree that there exists a strong relationship between parents level of education and their pupils performance and 7 (35%) disagree.

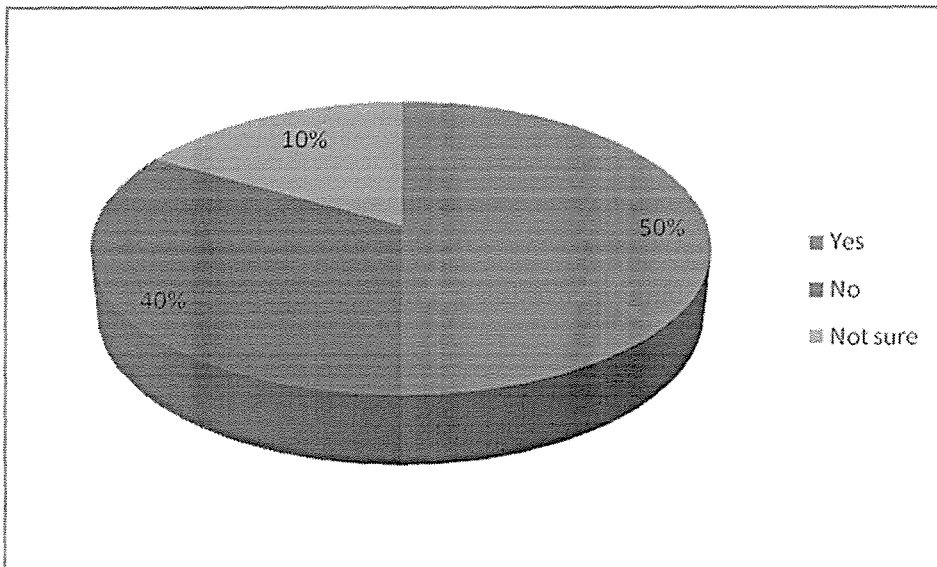
4.4 Parents economic status

Table 3: whether parents economic status affects children's' performance.

Response	Frequency	Percentage
Yes	10	50
No	8	40
Not sure	2	10
Total	20	100

Source: primary data (2010)

Figure 2 Showing responses on class performance



Source primary data (2010)

10 (50%) of the respondents agree that economic factors leads to poor academic performance, 8 (40%) disagree and 2 (10%) are not sure.

The parents agreed that economic factors contributed to poor performance in schools because students from low income families lack materials like books, school fees which make it difficult for them to perform well.

CHAPTER FIVE

DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

5.0 Introduction

The major purpose of the study was to find out why there is poor performance in secondary schools. This chapter focuses on the summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1 Summary

The first objective was to determine how the parent's material status affects students' performance. The study revealed that the parent's marital status affect performance in education of students more so those who come from both parents in education and even children whose parents are divorced lack concentration in class due to psychological torture.

The second objective was about how the parent's levels of education affect student's performance. 65% of respondents agreed that low level of parent's level of education affects the students' performance. That is the factor contributes to poor performance of students.

The third objective focused on how parent's economic status affects the student's performance. 50% of the respondents agreed that parent's economic status affects students' performance. Because due to poverty makes students to lack food, school fees, lack enough reading materials hence performing poorly. Also due to work, children are left alone by parents at home for along period, the parents have no time to monitor their children's education. According to Ornstein

Lavine "... other parents take long hours in work and return home midnight: they do not monitor the education activities of their children."

5.2 CONCLUSION

The main purpose of the study was to determine how the family background affects students' academic performance. It was established that the economic status of parents contributed a lot to performance, in education of their children same as level of education of parents. The study found out that when the parents are educated they value much their children's performance than the illiterate parents do.

5.3 RECOMMENDATIONS

The government should provide enough reading materials for students, so that the poor students are able to study and improve their performance.

The illiterate parents should be informed on how education is important.

The divorced or single-parents should be closer to their children by comforting their children and giving them support that is psychological support and physical support.

5.4 Suggestion for further research

More research should be done on sanitation and clean environment of schools because it is important.

More research should be done also on the effect of drug abuse in schools.

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APPENDIX A

Dear respondents,

You have been chosen to take part in this research family background and secondary school students' performance in Gesiaga zone, Nyamira District. The research is one of the requirements for a ward of a degree in faculty of arts with education.

I kindly request you to spare some few minutes and answer the following questions as honestly as possible.

Please answer the following questions using the scale given below;

Yes 1

No 2

Not sure 3

SECTION A

BIO-DATA

Name

Age

Marital status

Level of education

Nationality

SECTION B

MARITAL STATUS OF THE PARENTS

Students from firm backgrounds always perform excellently	1	2	3
Married couples always cause a significant impact on children's performance.	1	2	3
Recognized couples or at home always seed a firm stand for their children in academic circles.	1	2	3

SECTION C

PARENT'S LEVEL OF EDUCATION

Is there a relationship between parent's level of education and their children's poor performance?	1	2	3
Do parents of lower level of education monitor their children's educational activities	1	2	3
Do parents of lower level of education motivate their children to learning	1	2	3

SECTION D

PARENTS ECONOMIC STATUS

Do parents economic status affect their children's educational performance	1	2	3
Do students miss classes because of poor nutrition	1	2	3
Does poor nutrition hinder the educational achievements	1	2	3
Do children left alone at home for many hours by their working parents perform well	1	2	3
Does poverty contribute to poor performance in schools	1	2	3