

**SOCIAL FACTORS AND PUPILS' ACADEMIC ACHIEVEMENT IN SELECTED
PRIMARY SCHOOLS IN VOI DISTRICT TAITA TAVETA
COUNTY DISTRICT
KENYA**

A Thesis
Presented to the
School of Post Graduate Studies and Research,
Kampala International University,
Kampala, Uganda

LC203
K1247
2011

In Partial Fulfillment of the Requirements for the Degree of
Master of Education in Educational Management
And Administration

BY

NGAI JAMES WANJAI
MED/40431/91/DF

August 2011



DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning."

NGAI JAMES WANJAI

A handwritten signature in blue ink, appearing to read 'Ngai James Wanjai', is written over a horizontal line.

DATE

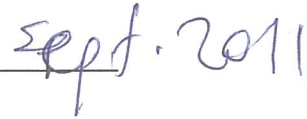
Sept 2001

DECLARATION B

"I confirm that the work reported in this research was carried out by the candidate under my supervision."



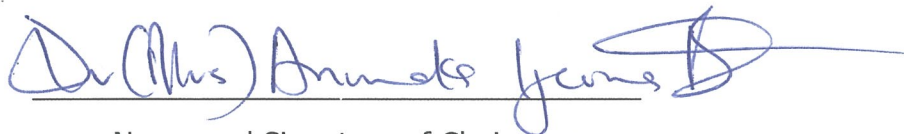
DR. (Mrs.) Ijeoma and Mr. Tindi Seje :




DATE:

APPROVAL SHEET

"This thesis entitled, " Social Factors And Pupils' Academic Achievement" prepared by James Ngai In partial fulfillment of the requirements for the degree of master of education in educational management and administration has been examined and approved by the panel on oral examination with grade of PASSED.



Name and Signature of Chairman



Name and signature of supervisor

Name and signature of panelist

Name and signature of panelist

Name and signature of panelist

Date of comprehensive examination: _____

Grade: _____

Name and signature of SPGSR

Name and signature of DVC SPGSR

DEDICATION

The researcher dedicates this work to his beloved wife Elizabeth for her patience and moral support that enabled him to go through the course successfully.

God bless her,

ACKNOWLEDGEMENT

The researcher is grateful to all the people who helped him in getting this research thesis together. The researcher is most grateful to his lecturers; Dr. Ijeoma Anumaka and Mr. Tindi Seje who also served as his supervisors. He could not have asked for a better supervisor.

The researcher is grateful to the Ministry of Education, research centre of the University of Nairobi and all Non Governmental Organizations, for the use of their resource centres; without which this research would never have been carried out.

His thanks also go to all his respondents who volunteered to fill in the questionnaires and those who opted for face to face discussions on the topic. My lectures in the school of Post Graduate Studies and Research, for providing good and enabling environment to complete the course.

Lastly but not least, he thanks his entire family all his brothers and sisters, but mostly especially his wife, for giving all that he ever needed throughout his education; May the Almighty God reward your efforts abundantly.

ABSTRACT

The study was concerned with social factors on pupils' academic achievement in primary schools in Voi District Kenya. The study was guided by 4 objectives; Determining the profile of the respondents, the level of social factors, the level of academic achievement, and the relationship between level of academic achievement and level of social factors. The study applied a co relational survey design using quantitative approach to derive meaning from quantitative data generated. The main research instrument used to obtain data during the study was Likert scale questionnaire researcher made to suit the objectives of the study. Data collection was guided by the research questions and objectives. A total of 216 respondents were used. Results from the study and analysis showed that there was a significant relationship between social factors and academic achievement of pupils in primary schools. Revelations from the study further indicated that there is low level of academic achievement in voi district primary schools. The study further recommended that the Parents should be involved in enhancing discipline in their schools. The school administration should use guidance and counseling effectively to curb cases of indiscipline, drug abuse and early pregnancies and finally, The government should provide social amenities such as public library in Voi District to keep the learners busy so as they may use their leisure time wisely.

TABLE OF CONTENTS

DECLARATION A	ii
DECLARATION B	iii
APPROVAL SHEET	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
Chapter	Page
One THE PROBLEM AND ITS SCOPE	1
Background of the Study	1
Statement of the Problem	2
Purpose of the Study	2
Research Objectives	2
Research Questions	3
Hypothesis	3
Scope of the study	3
Significance of the Study	3
Operational Definitions of Key Terms	4
Two REVIEW OF RELATED LITERATURE	6
Introduction	6
Concepts, Ideas, Opinions From Authors/Experts	6
Theoretical perspective	13
Related Studies	17

Three	METHODOLOGY	20
	Research Design	20
	Research Population	20
	Sample Size	20
	Research Instrument	21
	Validity and Reliability of the Instrument	21
	Data Gathering Procedures	22
	Data Analysis	22
	Ethical Considerations	23
	Limitations of the Study	24
Four	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	26
Five	FINDINGS, CONCLUSIONS, RECOMMENDATIONS	34
	Findings	34
	Conclusions	37
	Recommendations	37
	References	39
	Appendices	43
	Appendix I - Transmittal Letter	43
	Appendix II- Face Sheet	44
	Appendix III - Clearance from Ethics Committee	45
	Appendix IV - Informed Consent	46
	Appendix V - Research Instrument	47
	Researcher's Curriculum Vitae	51

LIST OF TABLES

Table 1: sample size	28
Table 2; profile of the respondents	32
Table 3; Means on level of social factors	34
Table 4 : Means on level of academic achievement	36
Table 5; Pearson's Linear Correlation Coefficient results correlating level of social factors and levels of academic achievement	45

ACRONYMS

A –Level	Advance Level
DEO	District Education Officers
MOE	Ministry of Education
O-Level	Ordinary Level
EFA	Education for All
FPE	Free Primary Education
SES	Social Economic Status
UPE	Universal Primary Education
TPR	Teacher Pupil Ratio
DR	Drop Out rate
KCPE	Kenya Certificate of Primary Examination
KCSE	Kenya Certificate of Secondary Examination
PHD	Philosophy Degree
P1	Primary 1
ATS	Approved Teacher Scale
GRAT	Graduate Teacher
SNE	Special Educational Needs
NCLB	National Council Litrary Board
FGM	Female Genital Multilation
ESR	Education for self - Reliance
GPI	Gender Parity Index

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

There has been considerable debate on factors affecting pupil academic achievement especially since the inception of vision 2030 by the Grand coalition government. Vision 2030 is a deliberate projection by the Kenya government whereby the country is targeting to be industrialized by the year 2030. Education will no doubt be an integral part for this vision to be realized.

Over years, observations have shown that many factors can be accountable for pupils' achievement in school. According to Tella et al. (2007), some of these factors have been researched and studies with findings confirming their relationship to achievement-such studies include a survey called by international study of evolution of educational achievement (I.E.A). More studies have been conducted in many countries of Western and Eastern Europe, Asia and North America. However such large scale studies have not been done in African countries. Small scale studies have been conducted such as Kenya (Eshiwani G.S 1984), (Kinyanjui 1987). Nigeria Jegede et al (1996). South Africa (Truscot 1994). Uganda and Tanzania Mbilinyi et al (1985). All have done studies on factors affecting achievement of learners in schools.

Frequent poverty invasion can have a negative impact on a children's academic routine and potential success (Alexander, et al, 1996; Family Housing Fund, 2003; Kariuki & Nash, 1999; Popp, et al., 2003). Mobility and absenteeism are often associated with poor school performance (Alexander, et al., 1996). When children were administered a measure of stressful life events, researchers found that children reported changing schools being as stressful as the hospitalization or incarceration of a parent (Alexander, et al., 1996). In addition to being unprepared for school due to lack of supplies, and no time or place to do

homework, there also may be changes in the methodical understanding of poverty related cases (Noll & Watkins, 2003). Based on the national study of poverty and performance over the last decade of over 10,000 Kenyan school childrens, Rumberger & Larson (1998) concluded that the risk of dropping out of primary school is greater for children who are highly vulnerable to poverty related cases during their first four years of school than that of their less stressed peers. Further analysis of a six-year study led Rumberger, Larson, Ream, & Polardy (1999) to report a tendency for highly starved children to suffer psychologically, socially, and academically. Poverty is also shown to negatively impact the classrooms and schools that have high rates of children associated with poverty, impacting non-poverty as well as starved children. A study of children (Mao, Whitsett, & Mellor, 1998) found that children who were stable scored better on state standard achievement tests than their more unstable peers. While findings support a relationship between increased starvation and decreased academic performance, this relationship cannot be considered to be causal due to limitations inherent to the research design.

It is evident that in Kenya the education sector in the recent past have realized high enrolment rate of both boys and girls. However there is high drop out and repetition rates. The good news is that there is a slight narrowing of gender gaps according to the KCPE results released on December 2010 compared to the previous years.

Despite a few primary schools featuring best performing schools nationally, Taita – Taveta county performs poorly compared to other counties in Kenya Certificate of Primary Examination (KCPE) for instance out of 47 counties in Kenya Taita – Taveta county was in position 46. The performance of pupils in Taita - Taveta County in KCPE continue to be poor, this includes Voi District. This research was instituted against this background to establish possible reasons for the dismal performance.

Statement of the problem

The performance of pupils in Voi District Primary Schools is quite alarming compared to other districts in Kenya. The district mean score is below 50 for the past five years. There are very few pupils who make it to the National School; especially from the Public primary schools. This trend will have adverse effect on the development of the District for there will be very few graduates in various institutions of higher learning from the area. This has brought about a lot of concern among teachers, Parents, education officer and other Education Stakeholders. Ways must be found of motivating teachers and learners to do better in KCPE.

Purpose of the Study

1. To test the hypothesis of no significant relationship between the level of social factors and academic achievement in Voi District primary schools.
2. To validate cultural based education theory propounded by Brunner and et al (1996) that under pins the study
3. To contribute to the spheres of knowledge through literature
4. To correlate social factors and academic achievement of primary school pupils

Research Objectives

1. To determine the profile of the respondent in terms of Age and Gender
2. To determine the level of social factors in Voi District primary schools
3. To determine level of pupils' academic achievements in Voi district primary schools
4. To determine the relationship between social factors and academic achievement in voi district primary schools

Research Questions

1. What is the profile of the respondents in terms of Age and Gender

2. What is the level of social factors in Voi District primary schools
3. What is the level of pupils' academic achievement in Voi District primary schools
4. What is the relationship between the levels of social factors and students' academic achievement in Voi district primary schools?

Hypothesis

Ho1= There is no significant relationship between social factors and level of achievement of learners.

Scope

Content scope; The study investigated the social economic factors responsible for pupils academic achievement in KCPE examination. The study was limited to the objectives of the study.

Geographical scope; the study was conducted in selected primary schools in Voi District, Taita – Taveta County, located in coast province of Kenya

Time scope; the study was conducted between April and August 2011

Theoretical scope; This study was under pinned by cultural based education theory propounded by Brunner and et al (1996)

Significance of the Study

This study will benefit the **teachers, parents , all Education Officers and other Education stakeholders** who will use the findings as basis of getting solution and thus improve the KCPE examination performance in Voi District and the County at large.

From these results **teachers and parents** will change their attitude towards learners with learning difficulties and help them where necessary.

The **Ministry of Education** will see the need of employing more education inspectors to inspect schools and more teachers to curb the problem of imbalanced teacher pupil ratio. **The Ministry of Education** will see the need to train teachers and field officers through in –service on how to teach and handle learners with special needs. From these results the parents will change their attitude toward the girl child and treat the girl child education with equal important with that of the boy child.

Operational Definitions of Keys Terms

For the purpose of the study the following are defined:-

Academic Achievement: How learners fair in their learning especially in evaluation such as tests and examinations in their learning institutions. Academic performance can be good or bad.

Social factors; those factors that are in within and around us that affect our lives, majorly school factors, peer factors, home factors and individual factors.

Poor performance: This is the score below the desired set mark or grade. That is the desired set mark of grade is considered the Average Mark or grade.

Cultural belief: Refers to the attitude of a particular community towards something. These attitudes can be passed from one generation to another.

Poverty : Living in a state of having little or non of the basic needs such as food, shelter, security and clothing. Living from hand to mouth.

Gender: This is Social cultural representation of being male or female.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions from Authors / Experts

Social factors

A university of Michigan reports from the Economic policy institute stated that children from impoverished families begin kindergarten with a short district disadvantaged because they do not have the basic learning skills necessary for mathematics and reading. Researchers surveyed more than 16,000 children entering kindergarten and found that socio – economically disadvantaged learners had fewer cognitive skills than children from higher socio economic groups.

The reason given for this disparity include fewer available books, lack of a computer and more time spent watching television for those children in lowest socio economic groups.

In sub- Sahara Africa Kenya included the worst is expected since affording a television itself is a luxury since most families income is less than a dollar a day. According to Kohns (1977) argues that it is professional middle class parents sense of power over their destiny which is given to them by their paid work which they communicate to their children that enables them to perform well at school. Mayer (1997) gave the clearest argument as to the view that it is the culture of parents in poverty and the nature of the parenting rather than income which explains the relationship between poverty and school underperformance.

The researcher found that unemployed parents who reflect a low social-economic standing found it difficult to support education of their children especially girls. These children are always in and out of schools.

Lock hand and Brown G. (1991) States that children whose homes provide stimulating environment, full of physical objects for example books, magazines,

crayons and other learning materials are more motivated participate in education. On the other hand children whose parents are unable to provide such materials are often less interested to learn.

Parents attitude

According to Gitau (1990) dropout rates are directly linked to social background. The studies revealed that in face of resource constraints most parents withdrew girls from school. Most parents viewed girls education as a waste of scarce resources.

Kakonge et al (2005) stated that poverty arising from Marginalization of counties in sub – Saharan Africa in the global economic as well as the countries low levels of economic growth affects how stakeholders contribute educational resources.

Underperformance of girls is directly linked to social- economic background. Faced with high cost of education and high poverty levels most parents were in favour of the boy child education to that of a girl child. (Gichaga N.s 2001)

The Cost of Education

According to Wawire R.N Poverty is related to poor performance in Kenya certificate of primary Education (KCPE). Likewise the researcher found that studies conducted in Mali, Malawi and Nigeria reveal that due to high cost of Education families are left with a difficult choice between boys and girls. For many parents boys education becomes more preferred choice.

The socio – economic status (SES) of a child is most commonly determined by combining parents educational level, occupational status and income level (Jeynes 2002).

Studies have repeatedly found that SES affects students outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Major banks 1996, Hochschild 2003, MCNeal).

Previous research has shown that children from single - parent households do not perform as well in school as children from two -parent households (Majori banks 1996). There are several explanations for this achievement gap. most single parent households have less income and there is lack of support for single parents household have less income and there is lack of support for single parent which increases stress and conflicts (major bank 1996). Some studies have shown single parents are less involved in their children and therefore gives less encouragement and have lower expectations of their children than two parent households (Majoribanks 1996).

Divorce has also been found to negatively affect academic achievement (Jeynes 2002). Jeynes W. (2002) found that students whose parents had divorced were among those who scored lowest in standardized test. Divorce can cause a family's SES level to decrease and parental connections are harmed, (Jeynes 2002, Majoribanks 1996).

According to Eamon (2005) stated that supportive and attentive parenting practices positively affect academic achievement. High parent aspirations have been associated with increasing students interest in education (majory banks 2005).

Maternal characteristics are also key factor that affects academic achievement (Baharudin and Luster 1998, Eamon 2005 , Majoribanks 1996). Mothers who are more educated and have higher self esteem have children who perform very well academically. This is also true of mothers who delay childbearing they have been shown to provide more cognitive stimulating and supportive environment at home which is a positive effect on school performance (Eamon 2005). Parents

educational level could play an important role in determining a child's intellectual performance it is believed that parents educational level may perhaps be the main source of influence that determined a Childs academic achievement (Plamin Defries and Mac clearn 1990) studies have indicated that parents with higher educational level could motivate the intellectual potential within children that may lead them to perform better in school and strive for higher education (Haveman and Wolfe 1995).

Pupil Role Performance

Pupil Role Performance (PRP) is how well an individual fulfils the role of a learner in an educational institution. PRP involves factors such as gender of the learner , race/ ethnicity, school effort, co-curricular activities, behaviour and pupils special needs.

The relationship between family social class and pupil achievement and adjustment.

The present interest in this model is the presumed role for parental involvement. involvement is assumed to be a working link between social class and pupils achievement and adjustment. it is assumed here that social class has its influence though the four intervening variables (parental involvement, material deprivation, parental aspiration and school composition.

Research has indicated an academic achievement gap between boys and girls, with boys ahead of girls. however, more recent research has shown that the achievement then boys (chambers and Scheiber 2004). this is true according to the KCPE results release on December 2010 girls are narrowing the gap, studies show that girls perform better in languages than boys (Eitle 2005). But on the other hand boys are found to out perform girls in mathematics and science (eitle 2005). the same has been found to be true in Kenya certificate of Primary Education (KCPE) and in Kenya Certificate of Secondary education (KCSE) for the last five years .Analysis of examinations by Kenya National Examination Council (KNEC).

Marginalization affects the academic performance of pupils. In Kenya children from marginal areas such as the North Eastern part of the country show low academic achievement.

Academic Performance of Children

Each of us has a different set of intelligences (Gardner, 1985 & 1995; Viadero, 1998) that have been nurtured during our young lives, that have matured during our adult lives, and that we tend to reinforce among our own children.

Traditionally, the Tlingit uncle or aunt passed these “skills” on to their maternal nephews and nieces as the primary teachers and mentors of young children. The elders among us remember how well that system worked and the lessons learned because failure was not allowed.

Sitguay, my paternal grandmother, once asked my sister and me if we had eaten lunch yet (she had been observing us at play and already knew the answer to that question – we had not yet had lunch). She then told us that we had to take time to care for our bodies, that what we did as young children would influence the health of our own children, and that my sister had to eat well to insure that her children would be healthy. The knowledge and skills transferred from one generation to the next allowed our ancestors to develop an intellectually and socially rich complex culture. In the modern context, we have allowed failure through a loss of language development, through a deterioration of skills and knowledge necessary for our cultural and social well being, and through a lack of direct participation in the educational process (both formal/in the schools, and informal/in the community setting).

In a major review and analysis of the research literature on the education of Native children (Demmert, 2001; Demmert & Towner, 2003, Grissmer, Demmert, Towner et al., 2004), and in a review of the research on intellectual development

and learning, we find that many of the Tlingit practices and customs for transferring knowledge and skills are supported by contemporary research.

From the perspective of academics, two of the most accurate predictors of a young person's ability to succeed in school are reading readiness (phonemic awareness, vocabulary, alphabet naming, and listening comprehension) and two dimensions of a youngster's social behavior (interpersonal skills: the quality of social relationships with peers, and work-related social skills: a child's degree of independence, responsibility, and self-control) at 54 months of age (5 ½ years of age) (NICHD, 2004).

The most current information on improving academic performance tells us that there are three environmental influences linked to levels of academic performance among young children (NICHD, 2004). These influences include the following:

- 1) *High quality parenting* (the degree to which a youngster is provided with an enriched warm and responsive learning environment—which includes appropriate control and

discipline over children—are closely associated with both higher first grade reading and mathematic skills).

2) *High quality child-care environments* (stimulating activity and nurturing as reflected in high quality parenting).

3) *High quality first-grade classrooms* (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

A formal RAND study of The Early Childhood Longitudinal Survey (ECLS), which is a five year study (in its fourth year) of young children entering kindergarten, provides us with some preliminary data on Native students (along with information on White, Hispanic, and African American children) (Grissmer, Demmert, Towner, et al., 2004). This study tells us the following:

1) Native American children start school with significantly lower reading, mathematics, and general knowledge achievement scores than the other groups (statistically significant for reading achievement and only statistically significant for mathematics and general knowledge when compared to Whites).

2) Higher or lower achievement for reading, mathematics, and general knowledge is linked to a number of child, parent, and community characteristics (Grissmer, Demmert, Chun, Towner, Eiseman, & Cressell, 2004). These characteristics, or risk factors, include the following:

- Education level of parents
- Economic circumstances
- Number of siblings
- Age of mother at birth
- Number and biological relationships of a child's caregivers
- Language spoken at home
- Frequency of reading to the child
- Numbers of children's books in the home
- Health of the child(as reported by the parent)
- Birth-weight

- Presence of learning, speech, and/or hearing disabilities
- Emotional connection to the child

Additional analysis of this information tells us the following:

- 1) Multiple risk factors (the number of factors that are evident in a young child's environment) account for the highest and lowest predicted scores;
- 2) Rural students' score lower on average than urban students; 70 percent of Native students live in rural areas;
- 3) Native students do as well or better than African and Hispanic Americans academically by grade four;
- 4) Family characteristics account for about one-half of the achievement gap between White and Native Americans; the remaining gap seems to be accounted for by characteristics outside the family and associated with the wider community (i.e. social capital – poor, usually rural environments).

Theoretical Perspectives

This study was under pinned by cultural based education theory propounded by Brunner and et al (1996). According to this theory, Genetics, cultural environment, and practical experiences combine to influence the development of children early in their lives, and determine a person's cognitive, social, psychological, spiritual, and physical development. The transfer of knowledge and tradition from one generation to the next must take into account the cultural settings, the resources, and the social priorities of a people in order to motivate the young to strengthen local and pursue new knowledge. Language, tradition, social activity, prior knowledge, and the ability to apply what one has learned to new problems, combine to build the intellectual preferences and cognitive levels of an individual

According to Jerome Bruner "....culture shapes mind, ...it provides us with the tool kit by which we construct not only our worlds but our very conceptions of our selves and our powers." He further states that "....you cannot understand

mental activity unless you take into account the cultural setting and its resources, the very things that give mind its shape and scope. Learning, remembering, talking, imaging: all of them are made possible by participating in a culture (Bruner, 1996).

If culture influences an individual's view of the world; if cultural experiences determine how one approaches a problem and attempts to solve it; if cultural environment influences the way a person thinks and approaches life; and if early experiences and our environments significantly influence what each of us become as individuals, issues of culture, language, cognition, community, and socialization are central to learning. If all of this is true, then each of these factors must be adjusted for in the context of learning, in our social development, in our theories of education, and in our assessment and research. Theories that are offshoots of cultural based education theory.

1. *Cultural Compatibility Theory*. Levels of congruence: the more closely aligned the human interactions in the school and in the classroom, are aligned with those of the community, the more likely the goals of the school will be reached
2. *Cognitive Theory*. Introducing new knowledge through an association with prior knowledge: for learning to occur, relevant prior knowledge in a person's long term memory must be stimulated or utilized, with this new information undergoing some form of processing that focuses on conceptual characteristics of the new information (such as its meaning, personal and social relevance, or relationships to prior knowledge and experience) as a means of improving learning and recall.
3. *Cultural-Historical-Activity Theory (CHAT)*. Issues of culture, language, cognition, community and socialization are central to learning. The primary socialization of infants and young children (as well as all later socialization into new communities of practice) is accomplished through joint, meaningful activity with guidance by more accomplished participants, principally through language exchanges or other semiotic processes. Language vocabularies and

routines acquired by learners through these processes are the elements that account for community, linguistic, and cultural continuity, and are the primary cognitive tools for individual and group problem solving and adaptations (e.g., culturally-based secondary socialization processes like schooling can be facilitated by activating the learners' cognitive and linguistic tools laid down by community socialization). Primary to this hypothesis is that activity (primarily joint activity) is the setting in which language and cognition are developed, and that patterns of activity have a cultural basis.

Six Critical Elements of Culturally Based Education (Demmert & Towner 2003)

- 1) Recognition and use of Native American (American Indian, Alaska Native, Native Hawaiian) languages (this may include use bilingually, or as a first or second language).
- 2) Pedagogy that stresses traditional cultural characteristics, and adult-child interactions as the starting place for one's education (mores that are currently practiced in the community, and which may differ community to community).
- 3) Pedagogy in which teaching strategies are congruent with the traditional culture as well as contemporary ways of knowing and learning (opportunities to observe, opportunities to practice, and opportunities to demonstrate skills).
- 4) Curriculum that is based on traditional culture, which recognizes the importance of Native spirituality, and places the education of young children in a contemporary

context (e.g., use and understanding of the visual arts, legends, oral histories, and fundamental beliefs of the community).

- 5) Strong Native community participation (including parents, elders, other community resources) in educating children and evident in the curriculum, planning, and operation of school/community activities.
- 6) Knowledge and use of the social and political mores of the community.

One of the challenges facing us today is how do we change the “*Culture of Poverty*” through the creation of an early environment for children that does the following:

- 1) Create opportunities for young children to *build their cognitive skills* (intelligences) with a concentration on language development;
- 2) Develop a *positive sense of identity* through cultural influences and continued cultural development as a way of building a sense of security and motivating children;
- 3) Build *partnerships* between schools, parents, community leaders, and other community members as a way of providing positive role models and challenging society expectations;
- 4) Provide the *resources* necessary to develop and implement comprehensive, well planned, and well organized learning environments, with competent teachers; and
- 5) Develop a sense of *civic responsibility and service* to “community.”

Related Studies

Parental educational level is known as a factor positively related to children's academic achievement (Grissmer, Kirby, Berends & Williamson, 1994). The family is the main factor influencing the lives and outcomes of students (Okantey, 2008). The educational level of parent is a powerful factor influencing children's academic success. It has been established that generally, the educational level of parents is greatly connected to the educational Attainment of their children (Sarigiani, 1990).

Parents play an immense and significant role in the academic performance of their children. Educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student- school- community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority (Okantey, 2008).

Douglas (1964) concluded in his research that the attitudes of children given encouragement via their parents, particularly the educated ones are better. Similarly, Musgrave (1983) established that parents who visit the school often and wish their children to enjoy diversity and protected education in general, give an enhancement to their children's educational programme and it is particularly the educated parents who could confidently visit their children's schools without feeling intimidated or timid. It is worthy of note, however, that there is an exception to everything, so to all the point raised previously, there is bound to be an exception in terms of individual learner. Ezewu (1987) found that one of the reasons for poor performance in 1985 by secondary school students in

Nigeria was "poor learner characteristics" which he identified in terms of attitudes, enthusiasm, self concept as well as study habit.

Parents who have a high level of education tend to have higher aspirations and higher education plans for their children than lower or non educated parents (Sarigiani, 1990). Family environments are very significant in controlling the aspirations of children (Wilson, 1992). Swift (1973) asserted that parental stance towards children's education was found to account for 26% of the variation in education performance. Okoli sighting Taiwo (1981) said clearly that the function of the home in education is clear, it is to lay the foundation, moral, spiritual and intellectual on which the children are to build upon latter in life which implies that unless the foundation laid by the home is sound and solid, the school would have nothing to build upon and the child could later become a problem not only to his parents but also to the community

The children of the educated group are liable than the children of the lower or non educated groups to have higher aspirations and higher education plans (Wilson, 1992). Parents accounted that their obligation to educational value is having a direct impact on their children's educational aspirations (Okantey, 2008). Research has shown that academic aspiration of schoolchildren is positively related to the standing of their parents. This is so because children tend to imitate their parents and so aspire to be as highly educated as their parents. There is an indication that children of parents with high level of education are likely to follow the modern ideas while the children from parents with low level of education are likely to follow old tradition i.e. not to appreciate the value of education (Matanmi, 1989).

The study of Ezewu et al (1981) showed that more students from high socio-economic status groups which usually fall into the well educated groups aspire for highly rated professions such as medical profession, etc in Nigeria more than the lower socioeconomic status groups which mostly fall into the low or non educated groups. Children are on the other way round at a disadvantage

when their parents have a lower education as well as this could possibly form a cycle of uneducated family members making every generation of the family not to go much higher than the previous parent owing to the aspirations shown to them by their parents. Children of more highly educated families are more ambitious and attain higher levels of education.

According to Nannyonjo H. 2007 students with parents who did not finish primary or just finished primary, students with parents who finished senior four or senior 6 or university performed considerably better. The highest increase in test scores was for students whose fathers had a university degree. Compared to earlier research, for examination by Hanushek, found mother's education has a significant effect on students test scores. Fathers' education had a stronger influence than mothers. Those results possibly reflect the ability of parents to support the students' school work, and likely interactions of literate parents with their children in school related or literacy nurturing activities as well as their ability to support their children with home work or help with difficult home work questions. Similarly Okumu et al (2008) in a study of Socioeconomic Determinants of Primary School Dropout found that High academic attainment of a mother and father significantly reduces chances of primary school drop out for both boys and girls in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce the time spend doing household chores while increasing the time spend with their children than their uneducated counterparts. Also educated mothers are more effective in helping their children in academic work. In doing so, they are also able to monitor and supervise their children's academic progress. While for fathers it's attributed to the fact that educated fathers are also interested in their children thus they would be willing to spend more time in helping their children in academic problems. Educated fathers are as well aware of the possible returns to their children and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education

The educational levels as well as income of parents are interconnected; this is because educated parents by virtue of their educational background possess the potential for increased income. Thus, educated parents have the capacity to build bridges out of poverty and benefit from better quality of life (Okantey, 2008). Parental education which leads to good income empowers parents to give their children a solid foundation for school and life success and enables them to build up strong partnerships between parents and schools in order to sustain achievement standards. It also heightens parents' feelings of competence and confidence in guiding their children's education (Okantey, 2008).

Wilson, Smeeding and Haveman (2007) said that parental education and occupational class are more strongly associated with student's educational attainment. It has been put forward that parents of high socio-economic status have more positive attitudes towards their children's schooling and have high expectations for the children since they have the economic empowerment to buy the advantages that money can buy. Money may encourage or discourage going to school. The children from comfortable homes eat balanced diet and thus have a good health. Again, the values he/she is exposed to at home are similar to the ones he finds in school and therefore he is able to adjust easily to school life. A feeling of belonging to a comfortable social school environment further helps him/her to show his best. Payne, (1998) believes that students from poverty lack cognitive strategies needed to be successful in the educational system. Conger and Elder (1994) asserts that families at a variety of income levels who suffer economic stress of any kind are more likely than families that are not economically stressed to experience depression, marital clashes and to be harsh with their children which points to the fact that, poverty and economic stress are associated with parent- child conflict which leads to poorer grades and weakens emotional and social growth. The disparity in home learning environment of higher and lower income children is a reason for nearly half of the effect income has on the achievement scores of preschool children (Klebanor, 2002).

Ezewu and Okoye (1981) found that educated parents who most often fall into high or middle- socio- economic class families tend to show more concern over their children's poor performance at school either by teaching them in those subjects in which they performed poorly or they appoint lesson teachers to further coach them. Even if non educated parents who most likely fall into the low- socio- economic status families were worried over their children's poor performances at school, they are not always able to coach their children as they themselves had little or no education and they may not have the financial capacity to hire lesson teachers for their children.

Ezewu (1990) said that on the average, children from high socioeconomic status homes which most likely are the homes with educated parents are more likely to achieve better outcomes at schools. Children from high socio-economic status families are likely to improve on their academic achievement even if they have been performing poorly before because they can be provided with the incentive to do better

Parents' income and student's educational attainment

One of the most dramatic changes in education over the last decade has been the "massification" of primary education. However there is still poor performance among the poor. According to Kakuru 2001, Kasente D, 2003, FPE decisions still get taken that deny some boys and girls of school going age from getting access to primary school education. At higher levels most girls that access secondary education tend to come from middle and above wealth quintile families. The children themselves hardly make these decisions but rather it is their parents, guardians and relatives. For the children who are not enrolled in school, there are explanations for what drives the decision taken by their parents and guardians. For examination some studies found investment in children to be related to household income. Bjorkman M (2005 Pg 18), depicted the correlation between district income and girls and boys enrolment as follows: For low levels of income very few girls attended education and there is a large gap between

boys and girls enrolment. The differential treatment of children's education was explained by the returns to education, and the share of the children's income transferred to his or her parents. On the other hand, the differential treatment of girls' verses boys is related to the fact that parents' values of child labor where girls bear the bulk of the additional work required at home.

Income shocks do not only affect investment in children's education but also children's performance. When families are constrained by fewer resources and there are differences in boys and girls access to resources, children's learning is consequently affected. According to Bjorkman M (2005), a negative income shock has two effects on the female student's performance: marginal girls will be withdrawn from school than boys and the resources (food) provided will fall more for girls than for boys. As such only brighter girls reach grade seven. On the other hand as girls are provided with less resources within the household, or alternatively, have to spend more time on domestic work as compared to boys and this effect causes girls to perform worse on the test as compared to boys. According to Alissa 2010, Children's test scores are lowest when poverty persist across the generations, and highest when material advantage is long-lasting. On the other hand, while good social skills also appeared to be linked across generations, these do not make a significant direct contribution to the current gap in cognitive test scores between rich and poor children. Alisa found that the gap in attainment between children from the poorest and richest backgrounds grew particularly fast during the primary school years. By age eleven, only around three-quarters of children from the poorest fifth of families reached the expected level at Key Stage 2, compared with 97 per cent of children from the richest fifth. according to Alisa, Poorer children who performed well in Key Stage tests at age seven were more likely than better-off children to fall behind by age eleven, and poorer children who performed badly at seven were less likely to improve their ranking compared with children from better-off backgrounds – an important factor behind the widening gap. Akanle, (2007) identified Parental income in this work to be a cogent factor upon which

the academic/vocational successes of secondary school students lie. He found Parental income not to be sufficient to sustain the academic and personal social life of the student in sub rural school areas. This to a large extent affects the psychological balance or homeostatic balance in the class room, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students. Therefore when a child is deprived of the essential needs he may be found to perform poorly in his school work. This is consistent with Bugembe et al 2005 finding that child welfare at school is a determinant of child retention and also incorporates the rights of children to adequate living standards (shelter, nutrition and healthcare, water, and sanitation services) that are vital for child growth and development. Bugembe explained that In urban areas, most poor families can hardly afford the cost of water, resulting in children from poor families being sent on long treks in search of water, often having to stand in long queues and consequently being late or absent from school.

Parents' occupation and educational attainment

Checchi D. & salvi A. (2010 pg 16) found that in Ghana some negative correlation emerged with the probability of enrolment and low income jobs. In Mauritania they found that, there is also positive association with household head working as public employee, which is typically associated with less volatile higher earnings. for Kenya, the coefficients of both father and mother education exhibited a nicely increasing trend, suggesting an increasing pressure on educating the offspring, especially when the main source of income comes from 'transfer', which helps to raise school attendance. However one third of Kenyans classified as unemployed were actually taking up unpaid family jobs, thus agreeing with Okumu et al 2008, finding that a large percentage of the economically active persons are economically unproductive; thereby vindicating the household's dependence burden implying that educated workers accept only high quality jobs and possibly experience long spells of unemployment and or

migration. This squeezes out the household's resources, resulting into students in the family dropping out of school. Another problem is that Dr Dunne and her colleagues, who presented their findings to the British Educational Research Association's annual conference, examined pupil-placement decisions in English and Math in 44 secondary schools and 124 primaries. Their analysis included information on students' prior attainment, gender, ethnicity and home neighborhood and found that working-class students are more likely to be placed in lower sets than middle-class students who have the same test results, and that, students from middle-class backgrounds more likely to be assigned to higher sets, irrespective of their prior attainment. The schools said that prior attainment and perceived ability were the main criteria on which setting decisions were based. However, over half the students with low prior attainment in English ended up in middle or high sets. Setting decisions were therefore clearly not made on this basis alone. Teacher judgments and pupil behavior influenced setting decisions but social class was more important. This phenomenon is present in Kenya where students who wish to transfer from a rural school to urban schools are often placed in lower classes due to perceived low attainment in their previous schools.

To conclude this review, there is a huge complexity of reasons why students from low socio economic status are less likely to excel in education. These range from family and community expectations due to possible returns of education for the family, financial hardship, parents ambivalent attitudes to education, poor attendance patterns due to need for child labor. Like wise there are also many reasons why students from high socioeconomic status excel in education. These include ability of literate parents to support students with home and school work, monitoring and supervision of children's school work and access to information and social networks necessary for their children's success in

Mayer (1997) Hold the view that it is the culture of the parents in poverty and the nature of their parenting rather than income which explains the relationship between poverty and academic achievement.

It is apparent that there is considerable overlap between concepts of social class and income, most clearly seen perhaps in relation to the unemployed where paid work confers no sense of status and work and reduces choices outside work due to low income. However, it may be that raising income to certain minimum level reduces stress within the home and confers a not of hope , both of which may translate into improved academic achievement.

Cultural factors may play an intermediate role . They influence the choices made by individuals, through their own attitudes and those of the people in their close environment. With respect to culture India is part of what Caldwell (1982) has called the belt of classical partiardy that stretches from Africa to China and include religious communities such as Muslims, Hindi and Confucian cultures. In these countries especially the more conservative parts, the social position of women is weak, as reflected in low enrolment rates for girls , social status is an important cultural factor that still to a substantial extent determines outcomes in life in many parts of Kenya.

According to Bendera (1994) Gender has an effect on school experiences and achievement, Girls perform lower than boys especially in mathematics and sciences .Statistics show a higher percentage of boys than girls drop out. girls receive negative expectations about their studies from teachers, peers and the community at large. However gender differences are more pronounced in secondary schools than in primary schools in addition to the best students picked from the K.C.P.E grandaunts the results is that majority of them make it to the University.

The above literature review elaborated on social factors that influence academic achievement of pupils in Kenya certificate of Primary Education though

researchers have done quite a lot in these areas more had not been researched on such as religious factors, influence of tourism industry child labour and prostitution, teachers perception and attitudes were among other research gaps identified in this review necessitated an in depth study to identify various factors affecting performance in selected locals Voi District.

School based factors

The researcher found that distance to school is a critical factor which determines whether or not children access educations especially in rural Kenya studies in various countries associate distance to school with decline in participation and highly affects performance (Lockhand, Brown G 1991)

(Eshiwani S. G. 1985) State that teaching methods employed to teach boys and girls make a difference in achievement (Kelly 1981) warned that teachers should not assume that methods which are successful with girls will also be so with boys. Therefore they should be sensitive to gender differences and interpersonal relations.

Kakonge E, et al (2002) Researched and found out that lack of role model influence performance of both boys and girls. For example girls were seen to do well from areas where there was presence of female teachers for the aced as a perfect role model.

(Aduda, D. 2001) reported that launching the girls education movement in Africa (G.EM), President Museveni of Uganda agreed that a holistic approach would ensure that learners have access to water a clean environment , good health and sanitation. anything short of these impacts negatively on learners participation and academic achievement in school.

According to Wamahiu and Njau (1995) stated that school climate depicted by the relationship between learners, their peers , teachers and school administration may influence performance. For instance issues like sexual harassment by male teachers and pupils peers is perceived to lower learners academic performance.

School sector (Public or private) and class size are two important structural components of schools. Private schools tend to have both better funding and smaller class sizes than public schools. Hence the finding of private schools lead to better performance as compared to public schools. (Crosnoe et al 2004)

According to Bali and Alvarez (2003) pupils who attend schools with a high number of credentialed perform better. In Kenya the best teachers are taken teach National schools in the case of secondary education and they are provided with enough resources.

Nash (2006) states that it is family cultural resources in particular regarding that are germane to future educational performance. Therefore social class is translated into a particular cultural orientation.

CHAPTER THREE

Research Design

The study used descriptive co relational survey research design. Descriptive because the study described the variables, co relational since the study examined the relationship between social factors and academic performance. Expost factor design was also used since the study got data on pupils academic achievement from the school records.

Research Population

The population of the study included the teacher and primary 8 pupils in primary schools schools in Voi District of Taita Taveta County. Voi district has a population of 23 primary schools, 213 teachers and 2343 pupils.

Sample size

This study selected 11 primary schools. The selected schools had a population of 470 pupils in primary 8. The study respondents consisted mainly of primary 8 pupils.

Sampling Procedure

The researcher used random sampling to select the schools that participated in the study. Simple random sampling was also employed in determining the would be respondents from their parent population.

Table 1, sample size

School	Population	Sample size
A	30	11
B	42	10
C	52	15
D	42	14
E	45	17
F	40	10
G	40	15
H	42	15
I	42	16
J	45	15
K	50	19
Total	470	216

Source; field data

Research instrument

The study used researcher made questionnaire. It was divided in to 2 parts, section A on the profile of the respondents, and section B on social factors. The research instrument used to obtain data during the study also comprised of a checklist for collecting data on the KCPE results for the last 4 years between 2006-2009, government policy documents on education and teachers progress records.

Validity and reliability

Validity and reliability of the instrument validity was checked against the questionnaire as per the variables of the study to the research question.

Reliability was achieved by use of pre- testing technique of the questionnaires.

The researcher went to the field and administered the questionnaires to five potential respondent who were not among the final respondent who participated to the study.

The research also adapted the questionnaires used in similar studies and modified them to suit the purpose of the study.

Data Gathering Procedures

The researcher started with writing the proposal after the proposal was approved; the researcher pre-tested the research instruments. the researcher presented the introductory letter to the District Education office for endorsement. The researcher then went ahead to collect data. the researchers used the research instrument to collect data.

The researcher personally took the instrument to the respondents. The researcher did the analysis of the data collected and made the report of the findings for submission to the school of the post graduate studies for the fulfillment of the award of degree of masters of education for examination.

Data Analysis

Data from the questionnaire was categorized and edited or accuracy and completeness. These enabled the researcher answer all the research questions.

The researcher used tables, frequency and percentages to analyze data and then made comparisons to draw conclusions on objective one. In objective 2 and 3 the researcher used means in their analysis while in objective 4, the researcher used co relational tools majorly pearsons' linear correlation coefficient.

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of primary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained to about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The respondents and schools were coded instead of reflecting the names.

2. Solicited permission through a written request to the concerned officials of the primary schools included in the study.
3. Requested the respondents to sign in the *Informed Consent Form* (Appendix 3)
4. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
5. Presented the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. *Instrumentation*: The research instruments on teaching strategies and language acquisition was self made. Therefore a validity and reliability test will be done to produce a credible measurement of the research variables.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presented, analyzed and interpreted the raw data according to the objectives of the study.

Description of respondents

Respondents in this study were primary school pupils in class 8 from the 7 selected schools in Voi Division. These pupils were in this study described by sex, and age. Table 2 shows the description of the respondents

**Table 2;
Respondents' back ground**

Category	Frequency	Percentage (%)
Age ; 10-15	206	95
15-20	10	05
Total	216	100
Gender ; Males	164	76
Female	52	24
Total	216	100

Source; field data

From Table 2 above, it is evident that the pupils between the age of 10-15 are many, forming 95 % of the total population of the respondents. This is followed by those who were between 15-20 years old at 5%. This could imply that the pupils in this area have good academic progression since they start schooling at the age of seven, at least, by the time they get to primary 8, they should be within the age bracket of between 10-15.

Table 2 also shows that the number of boys is higher than that of girls, whereas boys are 76%, girls are only 24%, indicating that the society of study is yet to appreciate the concept of girl-child education and gender parity related issues.

The independent variable of the study

the independent variable of this study was social factors ,herein conceptualized as indicators of the social factors which again was conceptualized into four categories; individual factors (measured with 7 items in the questionnaire), family factors (measured with 7 items in the questionnaire),peer factors (measured with 5 items in the questionnaire), and school factors (measured with 9 items in the questionnaire.) the respondents were requested to respond on a likert scale questionnaire; Strongly agree=1, agree=2, disagree=3 and strongly disagree=4. The responses were tabulated using mean indices as shown in table 3 below.

Legend	Response	Interpretation
1	strongly disagree	poor
2	disagree	Fair
3	agree	Satisfactory
4	strongly agree	Very Satisfactory

**Table 3,
level of social factors**

No	Indicators of social factors	Mean	Rank	Interpretation
Individual factors				
1	You have high self concept and esteem	2.23	20	Fair
2	You feel a strong sense of alienation from school	2.19	22	Fair
3	You have no behavioral problems	3.50	3	Satisfactory
4	You don't abuse drugs and alcohol	4.03	1	Very satisfactory
5	You cope well with the other learners and teachers	3.28	4	Satisfactory
6	Your friends do well in academic work	3.22	7	Satisfactory
7	You are very satisfied with your gender	2.99	10	Fair

	Total	3.06		Satisfactory
	Family factors			
1	Your family is of high socio-economic status	2.29	19	Fair
2	You don't hail from the ethnic minority group	2.53	17	Fair
3	You don't come from a single-parent or step parent family	3.24	26	Satisfactory
4	Your parents have high aspirations and expectations	2.21	21	Fair
5	Your parents are strict and not permissive	3.13	8	Satisfactory
6	Your parents are closely involved with your school	3.11	9	Satisfactory
7	You do a lot of manual work while at home	2.11	24	Fair
	Total	2.66		Fair
	Peer factors			
1	Your friends are religious	2.14	23	Fair
2	Your friends don't have school problems	1.94	26	Poor
3	Your friends don't abuse drugs and alcohol	1.99	25	Poor
4	You have many friends	3.28	4	Satisfactory
5	Your friends have a positive attitude to life	2.56	15	Fair
	Total	2.38		Fair
	School factors			
1	Your teachers are very effective	2.54	16	Fair
2	Your school curriculum allows for diverse learning styles	1.56	27	Poor
3	You have guidance and counseling services in your school	2.83	13	Fair
4	Your school has a strong administrative support	2.97	12	Fair
5	Your school is big in size	2.47	18	Fair
6	You highly participate in extracurricular	3.59	2	Satisfactory

	activities			
7	Your school climate supports learning	2.76	14	Fair
8	Your parents monitors what you do at school	2.99	10	Fair
9	You frequently change schools	1.37	28	Poor
	Total	2.56		Fair
	Overall mean	2.67		Fair

Source; Field data

From table 3 above, we can sufficiently deduce that the overall portrayal of level of social factors in Voi district primary schools is fair with an overall mean index of 2.67, which in our decision rule falls within fair. However, as regards the major concepts within social factors, individual factors ranked highest with 3.06 which was at satisfactory levels. This was followed by family factors with a mean of 2.66 which falls within fair levels, followed by school factors with a mean of 2.56, which in the decision rule falls within fair levels. Finally, peer factors ranked lowest with a mean of 2.83 which also falls within fair levels within our decision rule.

Under individual factors, the element that ranked highest was the fact that these pupils don't abuse drugs and alcohol, with a mean of 4.03 in the decision rule is interpreted as very satisfactory. This could be so since they are still in primary schools where drug abuse is not yet very rampant. This was followed by lack of behavioral problems with a mean of 3.50, coping well with other learners and teachers at 3.28 mean among others. Items that ranked fair include having high self concept and esteem mean=2.23 and satisfaction with their gender mean=2.99 among others.

Within family factors, the element with the highest score was that their parents were strict and not permissive with a mean of 3.13, followed by their parents close involvement with their school, mean=3.11. Elements that were rated at fair levels included their doing a lot of manual work at home, mean =2.11, their

families being of high socio economic status, a mean of 2.29 and their parents having high aspirations and expectations. Among others

As regards peer factors, having many friends was rated satisfactory with a mean of 3.28, other aspects such as their friends having no problems at school and the friends not abusing drugs rated poor at 1.94 and 1.99 respectively. However, the fact that their friends were religious, and had positive attitude to life ranked fair at 2.56 and 2.14 respectively.

With reference to school factors, the only element that rated satisfactory was their engagement highly in extracurricular activities with a mean of 3.59, other elements such as effective teachers, mean 2.54, having guidance and counseling services within their schools mean 2.83, the school being big in size mean 2.47, and the school climate supporting learning 2.76 ranked fair among others. Only two elements ranked poor, including the fact that they don't change schools frequently and their school curriculum allowing for diverse learning with means of 1.37 and 1.56 respectively.

The dependent variable

The dependent variable of the study was academic achievement, conceptualized in terms of pupils' academic performance in Kenya Certificate of primary Education (KCPE) which was measured in terms of their' total mean scores ranked as very low (0-4), low (5-9), moderate (10-14), high (15-19) very high (20-21). Teachers were requested to indicate the number of pupils who passed in each score rank in the table 4 basing on the average of 4 years performance, their answers were summarized using means as indicated in table 4 below.;

Table;4**Level of academic performance in voi district primary schools**

Kenya certificate of primary Education results 2006-2010								
SCHOOL	Population	2007	Population	2008	Population	2009	Population	2010
A	22	9.2	32	9.7	24	9.3	25	9.2
B	20	9.2	30	9.3	25	9.4	20	9.0
C	23	8.6	28	7.9	38	7.9	35	8.5
D	20	8.5	19	7.9	18	8.2	20	7.0
E	31	8.4	27	6.9	44	7.6	38	7.7
F	22	7.6	20	7.6	32	7.1	30	6.9
G	67	6.2	57	5.3	70	6.8	68	6.4
H	25	6.3	20	6.8	24	5.6	28	6.5
I	30	5.1	35	4.9	32	5.8	29	6.1
J	25	5.6	30	4.9	30	5.7	35	4.9
K	22	5.2	20	5.1	27	5.3	30	5.4
Total mean	307	7.3	298	6.9	364	7.2	356	7.5
Overall mean	7.2							

From table 4 above, we can clearly see that the overall performance in the selected schools is relatively low within the rank of 5-9 for a period of 4 academic years. For example, in the year 2007, school A and B had a tie on the highest ranking with a mean of 9.2, (moderate) followed by schools C and D which had a mean of 8.6 and 8.5 (low) respectively which are ranked low still. That same year, schools I and K came last with means of 5.1 and 5.2 respectively which are still falling under low in regard to our decision rule. The overall mean of the year 2007 was 7.3, which is still low.

In the year 2008, school A and B were still leading with means of 9.7 and 9.3 respectively , these scores were however still rated average according to our decision rule. That year, schools I and J came last with a mean 4.9 for each. General performance that year was 6.9, which is still ranked low.

In the year 2009, the performance was still generally low considering that the overall mean index for that year was 7.2- slightly higher than that of 2008, but non the less still lo basing on our decision rule. That year, schools A and B, still took the lead with means of 9.3 and 9.4 respectively. which still fell within the scale of moderate. Schools J and K still came last with means of 5.7 and 5.3 respectively. These scores fell within low levels in the ranking.

In the final year of our concentration,2010, the general performance in the district was still rated low since the overall mean score for that year was 7.5. much as it was slightly higher than 2009, it still fell within the rank of low. That year, schools A and B still took lead with means of 9.2 and 9.0 respectively. That year again, schools J and K came last with means of 4.9 and 5.4 respectively.

The Relationship between level of social factors and level of academic performance in Voi district.

The purpose of this study was to establish whether social factors are significantly correlated with academic performance in primary schools in Voi District. This purpose was broken into four specific objectives as well as corresponding questions and hypotheses. Social factors was conceptualized into; individual factors, school factors, peer factors and home factors, where as performance was herein conceptualized as scores in the National Examinations. The adequacy of these aspects in each category was measured using means as shown in the tables 3 and 4 above. In order to determine whether there was a significant relationship between the two variables, the study employed linear correlation coefficient to correlate the mean indices of the 4 aspects of social factors with

actual performance in the National exams, results on this tests are shown on the table below;

Table 5; Relationship between Social factors and academic performance in Voi district primary schools

Category	Mean	Computed r-value	Critical value	Decision	Interpretation
Social factors Vs	2.67	0.56	0.000	Significant	Rejected
Performance	7.22				

The r' values in the table 5 indicate a positive relationship on the relationship between all aspects of social factors (r' -value >0), suggesting that the higher the level of social factors, the higher the academic performance levels and vice versa. Considering the fact that the sign. Value, in table 5, indicate a significant correlation between the two variables, (Sig. Values < 0.05) it is thus sufficient to base on these facts and declare thus the null hypothesis is rejected leading to a conclusion that social factors significantly affect pupils' academic performance in Voi District. This further implies that the higher the levels of the social factors in respect to personal factors, school factors, peer factors and home factors the higher will be the level of pupils' academic performance in primary schools in Voi District and vice versa .

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The purpose of the study was to find out the relationship between social factors and academic achievement in Voi District in Taita – Taveta County. The study was guided by the themes outlined below which were derived from the objectives of the study.

Findings

Profile of the respondents

As regards their age and gender, the study found out that the pupils between the age of 10-15 are many, forming 95 % of the total population of the respondents. This is followed by those who were between 15-20 years old at 5%. This could imply that the pupils in this area have good academic progression since they start schooling at the age of seven, atleast, by the time they get to primary 8, they should be within the age bracket of between 10-15. The study further discovered that the number of boys is higher than that of girls, whereas boys are 76%, girls are only 24%, indicating that the society of study is yet to appreciate the concept of girl-child education and gender parity related issues.

The level of social factors

The study discovered that the overall portrayal of level of social factors in Voi district primary schools is fair with an overall mean index of 2.67, which in our decision rule falls within fair. However, as regards the major concepts within social factors, individual factors ranked highest with 3.06 which was at satisfactory levels. This was followed by family factors with a mean of 2.66 which falls within fair levels, followed by school factors with a mean of 2.56, which in the decision rule falls within fair levels. Finally, peer factors ranked lowest with a mean of 2.83 which also falls within fair levels within our decision rule.

Under individual factors, the element that ranked highest was the fact that these pupils don't abuse drugs and alcohol, with a mean of 4.03 in the decision rule is interpreted as very satisfactory. This could be so since they are still in primary schools where drug abuse is not yet very rampant. This was followed by lack of behavioral problems with a mean of 3.50, coping well with other learners and teachers at 3.28 mean among others. Items that ranked fair include having high self concept and esteem mean=2.23 and satisfaction with their gender mean=2.99 among others.

Within family factors, the element with the highest score was that their parents were strict and not permissive with a mean of 3.13, followed by their parents close involvement with their school, mean=3.11. elements that were rated at fair levels included their doing a lot of manual work at home, mean =2.11, their families being of high socio economic status, a mean of 2.29 and their parents having high aspirations and expectations. Among others

As regards peer factors, having many friends was rated satisfactory with a mean of 3.28, other aspects such as their friends having no problems at school and the friends not abusing drugs rated very low at 1.94 and 1.99 respectively. However, the fact that their friends were religious, and had positive attitude to life ranked fair at 2.56 and 2.14 respectively.

With reference to school factors, the only element that rated satisfactory was their engagement highly in extracurricular activities with a mean of 3.59, other elements such as effective teachers, mean 2.54, having guidance and counseling services within their schools mean 2.83, the school being big in size mean 2.47, and the school climate supporting learning 2.76 ranked fair among others. Only two elements ranked very low, including the fact that they don't change schools frequently and their school curriculum allowing for diverse learning with means of 1.37 and 1.56 respectively.

Level of pupils' achievement

The study realized that the overall performance in the selected schools is relatively low within the rank of 5-9 for a period of 4 academic years. For example, in the year 2007, school A and B had a tie on the highest ranking with a mean of 9.2, (moderate) followed by schools C and D which had a mean of 8.6 and 8.5 (low) respectively which are ranked low still. That same year, schools I and K came last with means of 5.1 and 5.2 respectively which are still falling under low in regard to our decision rule. The overall mean of the year 2007 was 7.3, which is still low.

In the year 2008, school A and B were still leading with means of 9.7 and 9.3 respectively, these scores were however still rated average according to our decision rule. That year, schools I and J came last with a mean 4.9 for each. General performance that year was 6.9, which is still ranked low

In the year 2009, the performance was still generally low considering that the overall mean index for that year was 7.2- slightly higher than that of 2008, but non the less still lo basing on our decision rule. That year, schools A and B, still took the lead with means of 9.3 and 9.4 respectively. which still fell within the scale of moderate. Schools J and K still came last with means of 5.7 and 5.3 respectively. These scores fell within low levels in the ranking.

In the final year of our concentration, 2010, the general performance in the district was still rated low since the overall mean score for that year was 7.5. much as it was slightly higher than 2009, it still fell within the rank of low. That year, schools A and B still took lead with means of 9.2 and 9.0 respectively. That year again, schools J and K came last with means of 4.9 and 5.4 respectively.

Relationship between level of social factors and academic achievement

The study found out that there is a significant positive a positive relationship on the relationship between all aspects of social factors (r -value > 0), suggesting

that the higher the level of social factors, the higher the academic performance levels and vice versa. Considering the fact that the sign. Value, in table 5, indicate a significant correlation between the two variables, (Sig. Values < 0.05) it is thus sufficient to base on these facts and declare thus the null hypothesis is rejected leading to a conclusion that social factors significantly affect pupils' academic performance in Voi District. This further implies that the higher the levels of the social factors in respect to personal factors, school factors, peer factors and home factors the higher will be the level of pupils ' academic performance in primary schools in Voi District and vice versa .

CONCLUSION

Based on the findings of this study, the study concluded that;

1. There are more boys than girls in Voi district Primary schools.
2. The level of social factors in voi district primary schools is generally fair
3. The level of academic performance in Voi district Primary schools is generally low
4. There is a strong positive relationship between level of academic performance and level of social factors in voi district primary schools.

RECOMMENDATION

Following the results of this study these are the recommendation the researcher would wish to make.

1. Similar research needs to be done with more schools on board instead of involving schools in one district only.
2. School feeding programmes will help retain most children in school; hence the government should ensure that the programme is revived.
3. More campaign should be done to encourage adult education to improve the literacy levels in Voi district.

4. Parents should be enhanced through PTAs and chiefs barazas to take the children in school and allow them to stay in school.
5. Parents should be involved in enhancing discipline in their schools. the school administration should use guidance and counseling effectively to cub cases of indiscipline, drug abuse and early pregnancies.
6. The government should provide social amenities such as public library in Voi District to keep the learners busy so as they may use their leisure time wisely.
7. Targeted professional development programmes need to be developed and implemented to increase teachers' knowledge and skills in teaching and computer literacy. Professional development programmes need to be made accountable for the outcomes achieved by participants

Suggestions for further research

In view of this study, the researcher recommends the following titles for further research;

1. Teacher motivation and academic performance
2. School environment and academic performance
3. Gender and academic performance

REFERENCES

- Arbuckle, J.L (2004). Amos (Version 5.01) (Computer software) Chicago small waters corporation
- Ackerman T. Heafner T., and Bartz D. 2006 . An examination o relationship between Teacher quality and student achievement. Paper presented at the 2006 annual meeting of the American Edu. Res. Assoc San Francisco , California.
- Anderso, B – E 1994 – does school stimulates young peoples development a paper presented at fourth Nordi Youth Research conference Stockholm, Sweeden.
- Aggarwal, Y. (2000). Primary Education in Helhi; How much do the children learn? New Delhi:
- NIEPA (National Institute of Educational planning and Administration)
- Bacolod, Marigee P. and Tobias, Justin L. (2006): schools, School quality and achievement growth
Evidence from the Phillippines: economics of education review 25:619-632.
- Bollen K.A (1982). Structural equations with latent variables New York : Wiley
- Bryman, A. and Cramer, D (1997). Quantitative data analysis with SPSS for windows ; a guide for social scientists. London; New York Routledge.
- Cremin, L.A (1961) The transformation of the school; progressivism in American education 1876 – 1957, New York Vintage books.

District Education officer KCPE results analysis 2008 Taita – Taveta District.

District Education Officer KCPE result analysis 2008 Taita – Taveta District

District Education Officer KCPE result Analysis 2010 Taita – Taveta County

Griffin, P., and woods. K. Dulhunty. M., Nguyen, K.C, and calvitto Lo (2003),
Vietnam pupils Achievement National Assessment of mathematics and
reading comprehension Performance of grade five pupils and their
teachers supplementary analysis. Melbourne; The University of Melbourne

Keithelle, M and Mukubung, M. (2005). The quality of Primary Education some
policy suggestions based on a survey of standard 6 pupil. Botswana:
Ministry of Education.

Marks G.N. (1998) Attitudes to school life ; their influences and their effects on
achievement and leaving schools. Camberwell, VIC: Australian Council
for Education Research.

Rumberger, R.w. (1983). Dropping out of school; the influence of race, sex and
family background. American Educational Research Journal 20:199-220.

Rumberger R.W (1995) Dropping out os middle school a multilevel analysis o
students and school. American Educational Research Journal 32: 583-
625.

Rumberger, R.W, Ghatak R. Poulos. G. Ritter, P.L, Dornbusch, S.M (1990).
Family influences on dropout behaviour in one California high school,
sociology on Education 63:283-99.

Smith, K.H (2000). The concept and verbal academic achievement of primary and secondary student teachers. Ph.D thesis. The University of Melbourne, Melbourne

Willms, J.D , and somers M.A (2001) Family, classroom and school effects on childrens educational outcomes in Latin America school effectiveness and school improvement 12.409 - 45

<http://www.danepaitie.com>

Mukherjee, D (1995) The relationship between socio – economic background and participation in education Acee Research monography No. 1
Darlinghurst.

Smits, J(2007) Family background and context effects one Educational participation in five Arab countries : NICE working paper 07 – 106,
Nijmegen centre for economics

UNESCO(2003), Education for all Global monitoring report 2003 / 4 : Gender and Education to all the leap to equality Paris Unesco

UNESC, (2008) Education or all by 2015: will we make it ? Paris : UNESCO

UNESCO (2010) Education of al Global monitoring report (2010): reaching the marginalized Paris : UNESCO.

Portes, PR & Zady M.F 1998. The effects of parents assistance on middle school students problem solving and achievement. journal of generic ychology 159 (2) 163 – 179.

Teachman J.D 1987 Fmail background, educational resources and educational attainment. American sociological rev. 52:548 – 557 .

- Trusty, J. 2000. High educational expectations and low achievement;
Stability of educational goals across adolescence. *Journal of Educational Research* 93 (6): 356 – 355.
- Husen, T. 1990 *Education and the Global concern* Oxford : pergamonpress.
- Brock – utne, B. 1993 'Language of instruction in African schools. a social cultural perspective. *Nordisk Pedagogik* 13,225 – 2
- Tell, A, Adu A and Toyobo, M. 2007 Parental education peer and gender effects on academia achievement of secondary school students in Botswana. *The soc. scie* 2:76- 83
- Tella, A, 2006 teachers variable as predictors of primary school pupils academic achievement paper presented at the 1st African conference on Universal basic education university of Botswana.

APPENDICES

APPENDIX I



Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256-41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug.
Website: www.kiu.ac.ug

OFFICE OF THE ASSOCIATE DEAN EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

December 20, 2010

Dear Sir/Madam,

**RE: REQUEST FOR NGAI JAMES WANJAI REG. NO. MED/40431/91/DF;
TO CONDUCT RESEARCH IN YOUR INSTITUTION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Educational Management and Administration.

He is currently conducting a field research of which the title is "**Social Factors and Pupils' Achievement in Selected Primary Schools in Voi District Kenya**" as part of his research work, he has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to his thesis. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him will be used for academic purposes only. Rest assured the data you provide shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


IVY NJERU
DVC, SPGSR

APPENDIX II
FACE SHEET
KAMPALA INTERNATIONAL UNIVERSITY
SCHOOL OF POST GRADUATE STUDIES AND RESEARCH
MASTERS PROGRAM

Dear respondent, _____

Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **social factors and academic performance of pupils in primary schools in Voi District Kenya** as a partial fulfillment of the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it?

Thank you very much in advance.

Yours faith fully

.....

.....

Appendix III
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's data

Name _____

Reg.# _____

Course _____

Title of study

Ethical review checklist

The study reviews considered the following

Physical safety of human subjects

Psychological safety

Emotional security

Privacy

Written request for author of standardized instrument

Coding of questionnaire/ anonymity/ confidentiality

Permission to conduct the study

Informed consent

Citations/ authors recognized

Results of ethical review

Approved

Conditional (to provide the ethics committee with corrections)

Disapproved / Resubmit proposal

Ethics committee (Name and Signature)

Chairperson _____

Members _____

Appendix IV
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr James Wanjai
Ngai

that will focus on social factors and academic performance of pupils in primary schools in Voi District Kenya. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

FACE SHEET;

Code#.....

respondents.....

Date received by

APPENDIX V: RESEARCH INSTRUMENT

QUESTIONNAIRE FOR PRIMARY 8 PUPILS

Section A

Profile of the respondents

Instruction

Place a tick (✓) in the most appropriate box and fill in the blank spaces accordingly.

1. Initials.(Optional)

2. Age

10-15 () 15-20 ()

3. Sex

Male () Female ()

Section B

(Tick where applicable)

Response Mode	Rating	Interpretation
Strongly Agree	4	very satisfactory
Agree	3	satisfactory
Agree	2	fair
Strongly disagree	1	very low

No	Indicators of social factors	4	3	2	1
	Individual factors				
1	You have high self concept and esteem				
2	You feel a strong sense of alienation from school				
3	You have no behavioral problems				
4	You don't abuse drugs and alcohol				
5	You cope well with the other learners and teachers				
6	Your friends do well in academic work				
7	You are very satisfied with your gender				
	Family factors				
1	Your family is of high socio-economic status				
2	You don't hail from the ethnic minority group				
3	You don't come from a single-parent or step parent family				
4	Your parents have high aspirations and expectations				
5	Your parents are strict and not permissive				

6	Your parents are closely involved with your school				
7	You do a lot of manual work while at home				
	Peer factors				
1	Your friends are religious				
2	Your friends don't have school problems				
3	Your friends don't abuse drugs and alcohol				
4	You have many friends				
5	Your friends have a positive attitude to life				
	School factors				
1	Your teachers are very effective				
2	Your school curriculum allows for diverse learning styles				
3	You have guidance and counseling services in your school				
4	Your school has a strong administrative support				
5	Your school is big in size				
6	You highly participate in extracurricular activities				
7	Your school climate supports learning				
8	Your parents monitors what you do at school				
9	You frequently change schools				

Check list for students' academic performance

Kenya certificate of primary Education results 2007-2010								
SCHOOL	Populat	2007	Popula.	2008	Popula	2009	Popula	2010
A	22	9.2	32	9.7	24	9.3	25	9.2
B	20	9.2	30	9.3	25	9.4	20	9.0
C	23	8.6	28	7.9	30	7.9	35	8.5
D	20	8.5	19	7.9	18	8.2	20	7.0
E	31	8.4	27	6.9	44	7.6	38	7.7
F	22	7.6	20	7.6	32	7.1	30	6.9
G	67	6.2	57	5.3	70	6.8	68	6.4
H	25	6.3	20	6.8	24	5.6	28	6.5
I	30	5.1	35	4.9	32	5.8	29	6.1
J	25	5.6	30	4.9	30	5.7	35	4.9
K	22	5.2	20	5.1	27	5.3	30	5.4
Total mean	307	7.3	298	6.9	364	7.2	356	7.5
Overall mean	7.3							

RESEARCHERS CURRICULUM VITAE

Name : James Wanjai Ngai
Address : P.O Box 9 Voi
Telephone : 0721 172902 , 0732291856, 0725821051
Nationality : Kenyan
Date of Birth : 16th March 1972
Marital Status : Married

Education Qualifications

2007 – 2009 Kenya Methodist University :Bachelor of Education and Counseling
(Special Needs Education)

2002-2004 Kenya Institute of special Education : Proficiency Certificate in
Special needs Education and Certificate in Special Needs Education.

1995 – 1997 : Kamwenja Teachers College : Primary Teachers Certificate (P1)

1989 – 1994 : Inoro Secondary School, Eastleigh High School and Mount Kenya
Secondary School
Kenya Certificate of Secondary Examination mean grade C (plain)

Currently I am pursuing a master degree in Education Management and
Administration School base mode; Expected to graduate on November 2011.

Employment to date

1997 – Present: Employed as a (P1) teacher and posted at Kale primary School
from 8th September 1997 to date.

skills: Teaching both regular learners and learners with special needs in Education. Teaching and preaching in my local church.

Interest / Hobbies

Reading, Traveling and attending social functions especially church activities such as evangelistic crusades, rallies and conferences.

