

**SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT OF
PUPILS IN SELECTED PUBLIC PRIMARY SCHOOLS
IN STAREHE DIVISION,
NAIROBI, KENYA**

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to the School of Postgraduate Studies and Research
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**In Partial Fulfillment of the Requirements for the Degree of
Masters in Education Administration and Management**


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September, 2010

DECLARATION (A)

I, Hellen Chepkorir Mutai, declare that this is my original work and has not been submitted to any other university or institution of higher learning for either academic or any other purposes.

HELLEN CHEPKORIR MUTAI

Signature: 

Date: 12/10/2010



DECLARATION (B)

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

Mr. Mulumba Fauz Nasser

Signature: 

Date: 12/10/2010.

APPROVAL

This dissertation entitled "**Socio-economic status and academic achievement of pupils in selected public primary schools in Starehe Division, Nairobi, Kenya**" prepared and submitted by Hellen Chepkorir Mutai in partial fulfillment of the requirements for the degree of Masters of Educational Administration and Management has been examined and approved by the panel on oral examination with a grade of PASSED.

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DEDICATION

I dedicate this piece of work to my dear husband Richard Tanui and my children Brian Kiplangat, Sharon Chepn'getich and Marion Chepkurui for their unwavering support and faith in me.

ACKNOWLEDGEMENT

I hereby thank all those who have assisted me in one way or another to accomplish this project, without whom, this work would not have been a reality.

Special thanks to my supervisor Mr. Mulumba Fauz Nasser, Dr. Mwaniki and Ivy for the time they took off their busy schedule to make this work a reality.

To my family and friends, thanks for all your support. I am truly grateful.

Finally, to all classmates, we made a great team.

God bless you all.

ABSTRACT

The purpose of the study was to determine the effects of socio-economic status on pupils academic achievement. It looked at the association between parental levels of income, parental level of education, marital status and academic achievement of pupils in public primary schools in Starehe Division. The study focused on 180 pupils, 18 teachers and nine headteachers from the division. Descriptive correlational design was employed. Researcher devised questionnaire was used to collect data which was analyzed using the SPSS to determine the correlational coefficients between variables and descriptive analysis by use of means, modes and percentages. The findings revealed a positive relationship between socio-economic status and academic achievement of learners. The results showed that pupils from low SES often had to perform domestic duties or looked for paid work and this undermined their academic performance. Students from low SES also predominantly emanated from single homes and as such did not enjoy financial security. The study recommended that policy matters in education should provide appropriate and equitable opportunities that meet the learning needs of all individuals, regardless of the differences in their family SES background.

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LIST OF ABBREVIATIONS

NGO	Non Governmental Organizations
SES	Socio-economic status
AYP	Academic Yearly Progress
IAEA	International Association for Educational Assessment
UNESCO	United Nations Educational, Scientific and Cultural Organization
EFA	Education for All
UN	United Nations

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

A person's education is closely linked to their life chances, income and well being (Battle and Lewis, 2002). The quality of academic performance is a global problem affecting many developing countries in Africa, Asia, and Latin America (Doherty, 1994). Academic success takes a centre stage in the entire education fraternity in Kenya as education is seen as an exit out from poverty (MOEST, 2005). Education is one of the most fundamental aspects to human resource development and a basic right according to the United Nations Declaration of Human Rights of 1948. The importance of education was again reiterated in Jomtiem Declaration of Education For All (EFA, 1990).

The development of any nation or community depends largely on the quality of education of such a nation. True development therefore, commences with the development of human resource and formal education remains the vehicle for social-economic development and social mobilization in any society, (Shittu, 2004). Research studies on the influence of home background (socio-economic status) factors on students academic achievement (Buswell, 1994; Newcomb, 1962; Turner, 1964; Woodcook, 1966) have intended to show that students' learning is influenced by an interplay of their individual, family and school characteristics. Families differ widely on how they shape their children's behavior and attitude towards school and their ability to provide learning opportunities for their children (UNESCO, 2003)

According to Majorbanks (1996), Research has found that socio-economic status, parental involvement, and family size influence students test scores. The socio-economic status (SES) of a child is most commonly determined by combining parents' educational level,

occupational status, income levels, family size and structure (Jeynes, 2002). Studies have repeatedly found that SES affects student's outcomes (Baharudin and Luster 1998). Students who have a low SES background earn lower test scores and are more likely to drop out of school (Eamon 2005, Hochschild 2003). Low SES students have been found to score about ten percent lower on the national assessment of educational programs than higher SES students (Seyfried 1998). SES has also been shown to override other educational influences such as parental involvement (McNeaI 2001). According to Eamon (2005), Low SES prevents access to vital resources and creates additional stress at home. The economic hardships caused by Low SES lead to disruptions in parenting, an increasing amount of family conflicts, increased likelihood of depression in parents and single parent households. For these reasons, Eamon (2005) argues that SES dictates the quality of home life for children.

Studies done in Kenya as quoted in (Mohammed 2008; Eshiwani, 1983, Saidi, 1989, UNESCO 2009, Kitavi, 2005) have determined socio-economic status of parents as affecting students' performance. Kitavi (2005) in his thesis, observed that parents' and the community's influence are the two most important components influencing performance in schools. He argued that conducive home environment supplements teachers' efforts in school. UNESCO (2002) observed that quality Education requires strong support from the home of the learners.

SACMEQ (2005) in studies on SES and conditions of schooling in primary schools established that in Kenya, pupils from Low SES homes tended to come from sites where the quality of housing is poor, parents had fewer possessions and the educational level of parents was low, This in turn influenced learners' participation and achievements in schools.

Atonga (2005), says that schools should be alert to difficulties and pressure arising from unstable family relationships and the impact of unemployment, homelessness, family bereavement and illness, because such situations affect learning and achievement in

schools, Kamya (2006) asserts that poor academic performance, should be seen as a "symptom" reflecting a larger underlying problem. In Kenya, measures are being put in place by the government to minimize the effects of poverty on academic achievement of learners. The government, in partnership with World Food Programme (WFP) has initiated school feeding programmes especially in schools where majority of children come from low SES backgrounds. This is upon realization that most families from low SES households send their children to school on empty stomach.

Statement of the Problem

When access to resource both within the family and school are limited, learners suffer and lag behind in their academic achievement Buswell (1994). In most of the African countries, Kenya in particular socio-economic status of a family is usually matched with parents' educational level of income, parents' level of education and parents marital status.

Families with high socio-economic status, mostly have more success in preparing their children for school because they have access to most educational resources at their disposal which help their children to perform highly.

On the other hand, families with low socio-economic status are unable due to financial constraints to provide educational resources for their children (Ogwu, 2004).

In recent years and to-date there has been a major concern among education experts, teachers and parents about the wide diversity in pupils' academic achievement in Starehe division. Schools that have been unable to show adequate yearly progress (AYP) in their test scores have been termed as "failing" and the poor performance of pupils blamed on teachers' indolence.

It is from observation that differences in academic achievement among schools in Starehe division is mainly brought about by differences in socio-economic status of parents. This

research explored the relationship between family socio-economic status and academic achievement of learners.

The purpose of the study

The purpose of the study was to determine the effects of socio-economic status on learners' academic performance.

Research Objectives

The study was guided by the following objectives;

1. To determine the profile of respondents by age, gender and academic qualifications
2. To establish the relationship between parents' socio-economic status in terms of Level of income; Level of education; Marital Status and academic achievement
3. To find out if there was a significant relationship between socio-economic status and academic achievement of pupils.
4. To find out the level of academic achievement of learners from Low SES; High SES.

Research Questions

1. What is the profile of the respondents by age, gender and academic qualifications?
2. Is there a relationship between parents' socio-economic status in terms of: level of income; level of education, marital status and academic achievement of pupils?
3. Is there a significant relationship between socio-economic status and academic achievement of pupils?
4. What is the level of academic achievement of learners from
 - i) Low SES?
 - ii) High SES?

Hypotheses

HO: There is no relationship between parents' SES in term of level of income, level of education, marital status and academic achievement of pupils.

HO: There is no significant relationship between SES and academic achievement of pupils.

HO: The level of academic achievement of pupils from low SES is high.

The scope of the study

The scope is divided into:

- i) Content scope where the researcher specifically focused on the relationship between family's socio-economic status and academic achievement of learners.
- ii) Geographical scope: the research focused on public primary schools in Starehe division, Nairobi district.

Significance of the Study

The results of the research will benefit policy makers in education by providing information on how socio economic status of parents impact on learners' level of participation in the learning process and academic outcomes.

The findings of the study will inform organizations to put in place intervention programmes that may remediate the constraining factors brought about by diversity in children's family backgrounds.

The research findings, will help parents to fully understand their social responsibilities and how their children up bringing can affect their academic performance.

Through this research, the teachers will appreciate pupils individual differences according to their socio-economic status and look for ways on how to help them in their studies.

Lastly, the study will contribute to existing knowledge in education and serve as a point of reference for further research.

Operational Definition of Terms

Socio-economic status; is a measure of an individual's or groups standing in the community.

Social Status; a person's position in the social structure. The degree to which an individual has power influence or leadership in his or her social group. It can also be defined as prestige attached to one's position in society.

Academic achievement; completion of an educational task to specified standards.

Early childhood education; any organized formally or informally early stimulation of children.

Marital status of parents; This means whether the parents are single or married.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This section contains the theoretical perspective of the study, the conceptual framework and the review of literature under the following headings;

- i) Family's level of income and academic achievement of pupils
- ii) Parent's level of education and academic achievement of learners
- iii) Marital status of parent and academic achievement of learners

Theoretical Perspective

The context of this study was the debate about the effects of socio-economic status of parents on pupils' academic achievement. Numerous studies on the effect of SES on pupils' academic performance have led to the conclusion that socio-economic status of parents strongly co-relates with pupils academic achievement (Baharudin and Luster, 1998, Eamon, 2005; Majorbanks, 1996; Rothschild, 2003 and Kitavi, 2005).

This study was guided by ecological theory developed by Bronfenbrenner (1979) which focuses on the relationship between the child and society stressing on the importance of child rearing in its social context.

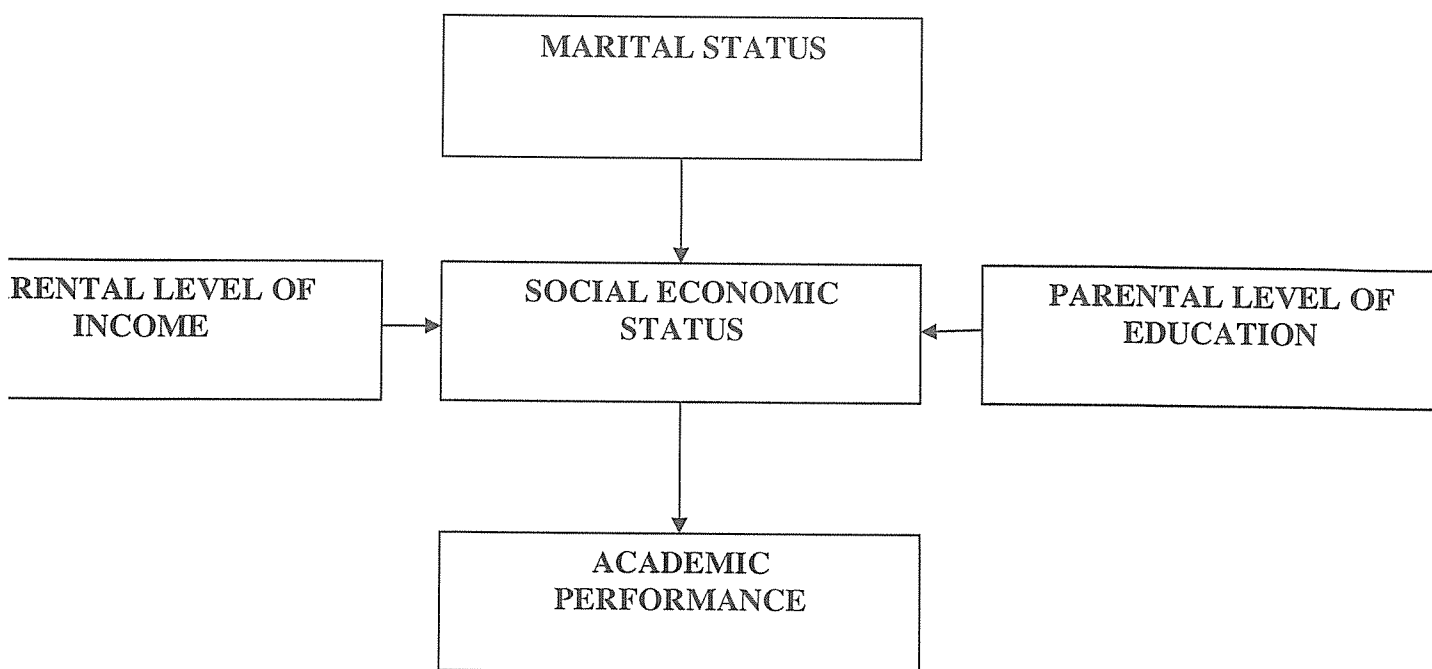
According to Bronfenbrenner, young children's lives are influenced by different levels of their ecological environment. The ecological environment is seen as composing of four interlocking structured levels, that is the most immediate settings such as the home, school, work and the interaction between these immediate settings and larger social settings.

Bronfenbrenner’s ecological theory emphasizes the importance of understanding a child in its social context. The study examined the socio-economic factors and their influence on pupils’ academic achievements.

Conceptual Framework

Figure 1 presents the diagrammatical framework for the study showing how socio-economic factors impact on academic achievement of learners in public primary schools.

Figure i: Diagrammatical representation of socio-economic factors affecting pupils’ academic achievements



Source: Kamya (2006, Unpublished Thesis)

Review of Related Literature

The review of literature was based on studies that have been done and are directly or

indirectly related to the study. Literature was reviewed under the following headings: Parents' Level of Education and pupils' academic achievement, Marital Status and academic achievement and parent's level of income and pupils' academic achievement.

Family level of income and academic achievement of learners

The index of family wealth in developing countries is based on students' reports on availability of various items at home. The index of family wealth in developing countries is based on family possessions (UNESCO, 2003).

Concerning the living conditions at home as a factor affecting learning and performance, Cooksey (1981) in the Journal of Comparative Education Review said, good home materials constitute the presence of running water, electricity, an interior toilet, a refrigerator and some form of cookers while poor home conditions were defined by the absence of all except one of the facilities. According to this study, those living in good home conditions had pass rates over twice that of children from low income households.

Duncan (1989) in a study on comparative and International Education, established that children from deprived homes despite their mental potentials tended to go to cheaper schools with poorly qualified teachers whereas their counterparts whose abilities could be average, go to well performing schools because of their parents high levels of income.

In another related study, International Association for Educational Assessment (IAEA, 1997), established that students whose parents were from high socio-economic levels or high income level families, tended to have more opportunities to spend greater time on learning tasks; they were less likely to spend considerable effort in foraging for food and fuel. This implies that learners from high income family backgrounds receive much more education than the poor. A another study in western Pennsylvania, showed that by grade three, children from middle class families compared to children from poor families, were eight months ahead in vocabulary, nine months ahead in reading comprehension, six

months a head in arithmetic and eleven months ahead in problem solving. (Hill and Grammatesto, 1963).

According to Steelman and Powell (1991) parental behaviors are related to social class. The higher the social class, the more likely parents are to have higher attainments, hold high expectations for their children and positively influence the child to attain a high degree of education. Steelman and Powell (1991) state that the greater the parental income, the fewer the children in the family, the more willing the parents are to pay for the higher education of their children. It is believed that families with high income levels often have more success in preparing their children for school as they have a wide range of resources available to them. Parents with high levels of income are able to provide their children with good books and other scholastic materials and the good environment at home which encourages their children to learn (Ogwu, 2004).

Adolescents who live in higher quality neighborhoods, typically perform better in school than those who live in poorer neighborhoods. Poor neighborhoods often lack positive role models, adult supervision, and connections to good schools. Poor neighborhoods, often prevents students from creating healthy social networks and leads to a lack of motivation which negatively affects academic performance (Eamon, 2005).

Low socio-economic households are characterized by inadequacy of income and deprivation of basic needs and rights, lack of access to productive assets as well as social infrastructure Gomez (2000). High mobility is a symptom of poverty. Children from low SES backgrounds may live in places that parents rent by week or even per day. They move from town to town as their parent search for work. The conditions they live in and their day to day life experiences can have a significant effect on their education and achievement. Their school attendance is often irregular and transferring to new schools becomes the norm. Also, as they move from one school to another, they often have no record from previous school. Teachers have therefore no idea what those students have learnt, thus

impact negatively on their academic achievements (Bowman 1994). On the other hand, children from families with high levels of income have stability; they hardly transfer and eat a balance diet. They are therefore able to concentrate more and perform better.

The socio-economic status of a household, also determines the type of school a child attends. Parents with high levels of income send their children to private schools where teachers are more committed to their work. The low teacher-pupil ratio in private schools, enables teachers to offer individualized teaching, on the other hand, pupils from poor households attend public schools which lack individualized teaching because of the high teacher-pupil ratio. This kills the morale of the pupils leading to absenteeism and low mean scores in termly examinations. (Kamya, 2006)

Children from low socio-economic background start out in life at a disadvantage. Their mothers may have no parental care. They may have insufficient early health care. Additionally, children from low socio-economic backgrounds do not have the same kind of experiences that children of other classes do (Steelman and Powell, 1991). The experiences they miss out on, are those that could help in the development of skills and academic achievements. Some examples would be the use of home computers, attendance of pre-school programmes, visit to zoos and museums, availability of literature and educational reading materials; interaction with educated, literate and well-spoken adults and being read to by a parent (Slavin, 1998). The characteristics that lack in the poverty environment are often those that foster effective learning and academic success. Emotional draining and negative self status experienced by children from low socio economic backgrounds literally zap the motivation to learn out the children.

Income levels of families, also determine the type of diet pupils take before they go to school. Most households with low levels of income send their children to school on empty stomach. Such children cannot concentrate in class and this affects their academic achievements. Similarly, some parents due to poverty force their children to absent

themselves from school to supplement family labour. Danesy and Okedirian (2002), lamented that street hawking among young school students have psychologically imposed other problems, like sex networking behavior, juvenile delinquent behavior which takes much of the learners time hence poor academic performance and drop out syndrome witnessed among children from low socio-economic backgrounds.

Parents level of education and academic achievement

Parents' education level is strongly associated with students' achievements. Children of parents with higher levels of education perform better on average (Carborino and Benn 1992). A family's attitude towards the education of their children makes a significant difference in school performance. The extent to which parents support the schools objectives, directly affect their children's academic performance (Kai Garrison and Magoon 1972).

Tyler (1977) pointed out that students whose parents are educated, live in homes that provide stimulating environment where they are encouraged to study and are supplied with relevant resources and such children stand better chances of good performance.

Better educated parents can contribute to their children's learning through their day to day interactions with their children and involving themselves in their children's schoolwork. With their social network and knowledge of social norms, better educated parents tend to be able to offer more educational and career options for their children which may have an impact on children's motivation to learn. Parents with higher occupational status and educational attainment may also have higher aspirations and expectations for their children which in turn can influence their commitment to learning (UNESCO, 2003).

Studies carried out in Yaounde, Cameroon, on the effect of parental education on children's performance, established that performance of learners improves with father's education in all the occupation groups. Children of the uneducated families, indicated a lower level of performance in examinations (Cooksey, 1981). This according to Cooksey, is

a common scenario in third world countries. Gould (1993) asserts that parents who are educated ensure availability of conducive learning environment at home in terms of provisions such as books, study rooms, discipline and assistance in their assignments. UNESCO (2000) concurred with the argument that parents with higher levels of education are predisposed to the learning development of their children.

Parenting is the means through which children experience the world. Because the parent-child relationship is the primary context for early behavior, social and cognitive development, negative effects on parents due to limitations such as low levels of academic attainment in turn have negative effects on the educational outcomes of a child. The overall parental support and involvement in school activities, is determined to a large extent by a parent's level of education (Kaiser and Delaney 1996). Research suggests that, the more parents participate in their children's school activities, the better student achievement is. Parents, whose level of education is low, are in most cases unable to speak English or cannot read. Parents with high levels of education attainments, interact more with their children and their children's teachers. The interactions with teachers enable the parent to know what problems their children are encountering. Parents with low levels of education have limited interaction with their children and their children's teachers and such parents are not able to know what is happening in schools (Kamya, 2006)

Parents level of education correlates with a child's language development. Children who are raised by parents with low educational attainment, experience serious language deficiencies. There is often lack of parent-child relationship to furnish the necessary stimulation for child parent communication. Parents with low educational levels are often authoritarian with little or no explanations given for actions and discussions (Heringtong and Parker 1993).

According to Deutsch (1963), the cumulative effect of the early deficit in language development, with continued limited environmental stimulation, frequently results in increase in language differences between children of parents with high levels of education and those of parents with low levels of education.

The family not only transmits language patterns to the children, it also transmits attitudes, beliefs and values. It is in the social climate of the family, that aspirations and motivations for academic achievements find their first expression. Families of low socio-economic status usually lack successful role models among adults or elder brothers and sisters for the child to emulate. In contrast, the conditions in the middle class homes are usually geared towards readiness for academic achievement (Rabin 1968, and Magoon 1972).

Marital status of parents and Academic achievement

Providing a supportive learning environment at home requires parent's time as much as financial resources (UNESCO 2003). Research that has examined relationship between changing family structures and students school related outcomes; has tended to show that in relation to two-parent families, children in single- parent families have lower academic achievement, are more susceptible to peers pressure to engage in deviant behaviour, have higher dropout rate from high school and greater social and physiological problems (International Research Institute 2004).

According to (UNESCO, 2003), a number of theories have been proposed to explain the variation in academic performance between children in single parent families and those in two- parents families have on average lower income than two-parents families and are thus more constrained in ensuring adequate financial resources to meet their children's learning needs. In addition since single-parents must cope with the double responsibility of work and child-rearing, it may be more challenging for them to provide and maintain supportive learning.

The family socialization theory, proposes that the absence of a parent is probably associated with a decrease in total parental involvement, which in turn is related to poorer school outcomes. According to Parillo (2002), women maintain one out of the six single-parent families. The combination of limited job skills and education makes female-headed households more likely than other households to live in poverty. Female-headed families constitute the fastest growing segment of the population living in poverty.

In general, research suggests that differences in the academic achievements of children from single and two-parent families can be related to changes in economic circumstances of families and to variations in the quality of parents-child interaction in the different family structures (International Research 2004).

Research that examined relationship between changing family structures and students school related outcomes, have tended to show that children from single parent's backgrounds, perform poorly compared to two-parent families. This is because, single-parents families have on average lower incomes and are thus constrained in ensuring adequate financial resources to meet their children's learning. They also lack time to interact and participate in children's learning activities. Decreased parental involvement in their children's learning is related to poorer school outcomes.

On relationship between marital status and academic achievement, though most researchers confirm that children from single-parent families have lower academic performance, further research propose that single family structure research is inconclusive because it has failed to differentiate among various types of single-parents families such as whether they result from marital disruption (divorce or separation) or a never married parent. In addition, it is suggested that many studies fail to take into

account the timing in the child's life of a family disruption and whether the one parent is the father, mother, or a guardian.

Summary of the literature review

From the literature reviewed, it merges that there is a controversy as to whether family background influences students' achievements. Some researchers (Buswell, 1954; New Comb, 1962; Turner, 1964) showed that other contextual factors such as school factors are responsible for school achievements. More global studies (Ramsqy, 1961, Coleman and Mc Bill 1963) have shown predominance of family factors over school factors. The study will therefore attempt to clarify the fact

CHAPTER THREE

METHODOLOGY

Introduction

This chapter gives details on how the researcher conducted the study. It identifies the research design that was employed, and how the study sample was obtained and have detailed the demographical spread. Random sampling was used. The sample was equally represented across the gender and grades and a majority of the students were between 12 and 14 years of age, the teachers were between 25-50 years of age and the head teachers were between 45-55 years of age. Participants gave verbal consent after they were briefed about the aims of the study. The research instrument was derived from the researcher. Descriptive Analysis were used in the analyses of the collected data.

Research Design

The study used descriptive correlational design. This is because correlation design describes an existing condition. The study described in quantitative terms the degree to which socio-economic status and academic achievement were related. Data was collected to determine whether and to what degree a relationship existed between socio-economic status and academic achievement of pupils. Data was also collected to determine the level of academic achievement of learners from low SES and high SES. The degree of the relationships was expressed as a correlation coefficient. Where the more related the two variables were ,the more accurate the predictions based on their relationship.

Research Population

The research population of the study consisted of 9000 pupils from 18 public primary schools in Starehe Division and 360 teachers in the division employed by the teachers' service commission and all 18 headteachers from the 18 public primary schools in the division.

Sample and Sampling Procedure

Sample Size

The sample size was computed using the Slovene's formula which is computed as;

$$n = \frac{N}{1+(Ne^2)}$$

Where;

n = Sample Size

N = Population

e² = is the margin of error given as 0.05

Sample Size for pupils

$$n = \frac{9000}{1+(9000 \times 0.0025)} \quad n = \frac{9000}{23.5} \quad n = 382.97 \quad n \approx 383$$

The ideal sample size for pupils should have been 383 as shown above but due to financial constraints. The researcher sampled 180 pupils, 18 teachers and 9 head teachers.

Sampling Procedure

Random sampling technique was used to select nine schools from a total of 18 schools in the division. The method employed towards this selection was whereby all the names of the schools in the division were written on pieces of papers, crumpled and dropped into a hat and a neutral party was asked to pick nine pieces of paper. Those picked were the schools where the researcher went to. The data collectors sampled randomly within the 7th and 8th grades from each sampled school. From each grade only 10 pupils were sampled randomly across the nine schools. In regards to the teachers and the head teachers, purposive sampling was done. Only those head teachers and teachers who had served in their present capacities for over 10 years were considered.

The Research Instrument

The research instrument was devised by the researcher. The data was collected using two different questionnaires (see Appendix 111). The questionnaires had several questions that gauged socio-economic status, parental educational level and marital status effects on academic performance.

Participants were also required to indicate their age, gender, and highest educational qualification. The questionnaire was administered in English only, based on the assumption that most urban students are conversant with English, since it is the language of instruction at the schools.

Validity and Reliability of the Instrument

Validity of the Instrument

Validity of the instrument to establish the appropriateness of the instrument was realized through piloting. Before the actual research, the instrument was piloted on a similar sample of 50 students in the Embakasi Constituency. All the items in the instruments were discussed and their adequacy, content and relevance evaluated. This led to inclusion of additional issues and exclusion of irrelevant issues.

Reliability of the Instrument

Reliability to establish consistency of the instruments was achieved through test-retest. This was done by administering the same questionnaire to the same individuals with a time interval of two weeks.

Data Gathering Procedure

The permission to conduct research was sought from the school of Postgraduate Studies and the District Education Officer. The researcher then made appointment with head teachers of the sampled schools. On arriving at the schools, the researcher created

rapport with the sampled teachers and pupils explaining the purpose of the study and then administered the questionnaire to them. The head teachers, pupils and teachers were requested to fill in the questionnaire individually and seek any clarification from the researcher. Ample time was given to complete the questionnaires. The researcher then collected the questionnaire once filled.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was used in the analysis of the collected data. Descriptive statistics such as tables, graphs, frequencies, means and percentages was used to analyze the data.

Ethical Consideration

The researcher obtained ethical clearance from the Ministry of Education and the Constituency Education Board to conduct the study. In order to uphold the ethical principles of confidentiality and anonymity, the students were not asked to fill in their names on the questionnaire. The researchers took at least five minutes to explain to them the purpose of the study before they commenced the task of filling it in.

It was relayed to the students that they had the right to discontinue participating in the study at any given time without incurring negative consequences and that they had a right to refuse to participate in the study altogether.

The study did not expose the students to any negative consequences either directly or indirectly. The study was beneficial to the school since it sought to highlight the connections between parental attributes and academic performance. Hence, it had informative benefits.

The students were assured that the principle of anonymity would be upheld. For confidentiality purposes no names were entered in the questionnaire. The only

demographic markers being captured. Once all the data had been collected, the researcher stored it in a safe place that only he had access to.

Limitations of the Study

Instruments used were a threat to validity as they were researcher-devised.

Use of research assistants were a threat to consistency in terms of instructions given to respondents.

This study used a sample of students from an urban constituency. As such, can be argued to be restricted to this particular population.

The nature of this study is such that it is highly susceptible to social desirability.

There was no ample time or adequate monetary resources to employ a large sample size, so as to enhance generalizability.

The study was limited by content to socio-economic status and academic achievement.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter shows the presentation, analysis and interpretation of data on the background information of respondents, descriptions of pupils' social economic status factors and their level of academic performance. The research questions and hypotheses are also tested and answered from here.

Description of Respondents by Gender

Respondents in this study included both teachers and standard seven and eight pupils from starehe division, Kenya. Table 4.1 shows the description of teachers and pupils by gender;

Table 4.1: Description of Respondents by Gender

	Teachers' Category by Gender		Pupils' Category by Gender	
	Count	%	Count	%
Male	9	33%	85	47%
Female	18	67%	95	53%

Table 4.1 shows that there were female teachers (67%) than the males (33%) as well as more female pupils (53%) than the males (47%). Overall, female respondents dominated male respondents by 60% against 40%.

Description of Respondents by Age

Teachers' age ranged between below 30 years and above 50 years while that of pupils ranged between 12 years and above 14 years. Table 4.2 shows the description of teachers and pupils by age bracket;

Table 4.2: Description of Respondents by Age

Respondents' Category by Age		Frequency	Relative Frequency
Teachers	Below 30 Years	2	7%
	31-40 Years	15	56%
	41-50 Years	6	22%
	51 and above	4	15%
	Total	27	100%
Pupils	12 Years	3	2%
	13 Years	67	37%
	14 Years	100	56%
	Above 14 years	10	6%
	Total	180	100%

Table 4.2 shows that 56% of the teacher that took part in the study as respondents were between 31 and 40 years of age, these were followed by those between 41 and 50 years with 22% and the least were those below 30 years who were only 7%. This suggests that most teachers in the sampled schools are 30 years. On the side of pupils, the findings indicate that those above 56 years dominated the sample by contributing 56%, with those with 12 years contributing only three percent.

Description of Respondents by Qualification

Respondents' (teachers') qualification was categorised into two components, EAC/KCE/KCSE and university/degree Fig. 4.2 shows the description of respondents by their education qualification;

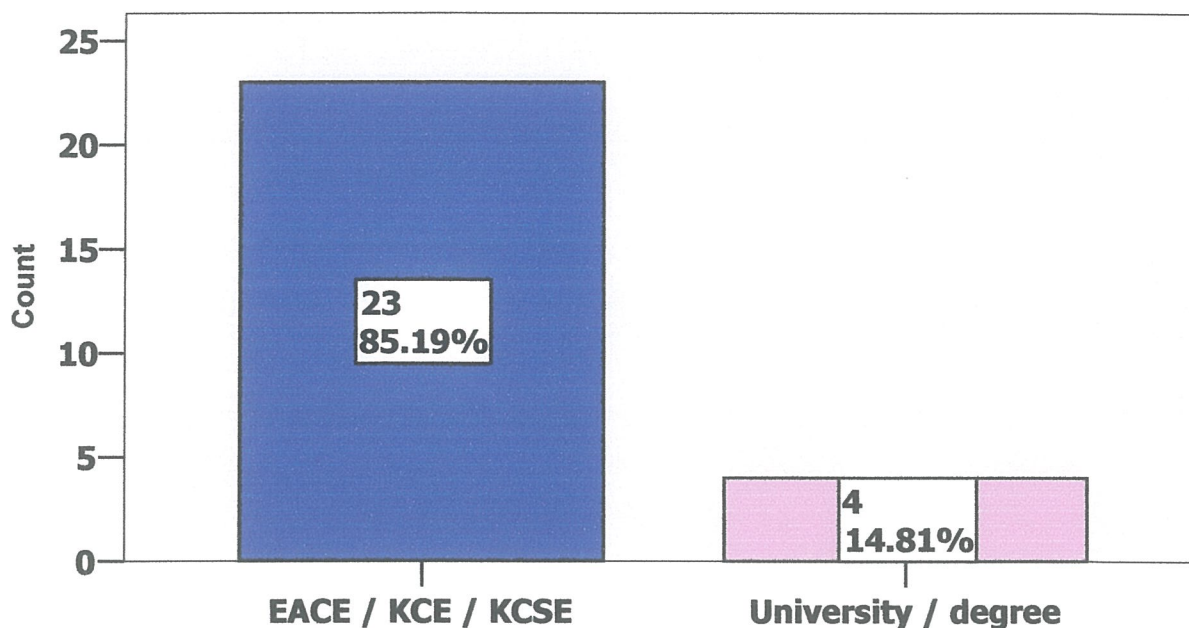


Fig. 4.1: Respondent Category by Education Qualification

Fig. 4.1 shows that respondents with the qualifications of EACE/KCE/KCSE dominated the sample by contributing over three quarters of respondents (85.19%) and only four (14.81) of the respondents had university degrees. These findings suggest that most teachers in the selected primary schools are certificate holders.

Description of Respondents by Period spent in school

Teachers experience in terms of years spent in the school was categorized into 1-5 years, 5-10 years and 10-15 years. Fig. 4.2 presents the distribution teachers by the number of years spent in school;

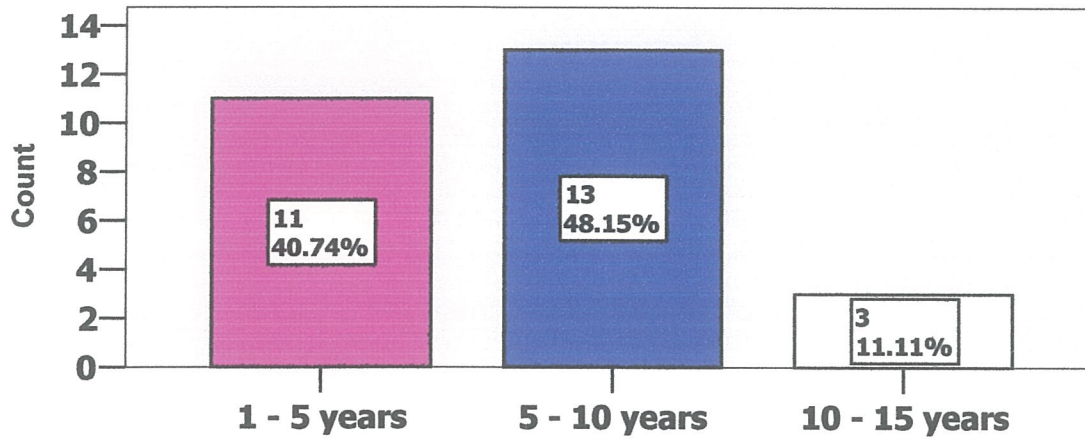


Fig. 4.2: Respondent Category by Period Spent in School

Fig. 4.2 shows that 40.74% of the teachers in the sample had spent in their respective school 1-5 years, while 48.15 had been in their schools for a period of 5-10 years and only three (11.11%) had been there for a period of between 10-15 years. These findings suggest that most teachers in the primary schools in the area of study have working experience of less than 10 years in their respective schools of work.

Parents Socio-Economic Background

The independents variable in this study was parents' social economic status, which was conceptualized in terms of 11 major items in the instrument (Pupils' Enrolment; Pupils' Attendance; Attendance rate of parents to school meetings; dropout; Items on pupils' participation; Reasons for dropout; Reasons for missing school; Rate of absenteeism; Problems encountered; Kind of fuel used to cook at home; Source of water for home use) with each item Likert scaled between one to four, where 1 was for Strongly agree (SA); 2 for agree (A); 3 for disagree (D); and 4 for strongly disagree (SD). Their responses were analyzed using SPSS's version 13.0 summary statistics showing the mean and standard deviations (SD), as shown in Table 4.3;

Table 4.3: Mean and standard deviations for Parents' SES

	Mean	Interpretation
Pupils' Enrolment (n=27)	1.67	high
Pupils from Low social economic status	1.67	high
Pupils from high social economic status	1.70	high
Pupils from medium social economic status	1.63	high
Pupils' Attendance (n=27)	2.30	high
Pupils from Low social economic status	3.30	Low
Pupils from high social economic status	2.00	high
Pupils from medium social economic status	1.63	high
Attendance rate of parents to school meetings (n=27)	2.19	high
Parents from Low social economic status	2.89	Low
Parents from high social economic status	2.30	high
Parents from medium social economic status	1.37	Very high
Dropout (n=27)	2.17	high
Pupils from Low social economic status	1.33	Very high
Pupils from high social economic status	2.04	high
Pupils from medium social economic status	3.15	Low
Items on pupils' participation (n=27)	2.34	Agree
Your pupils are respectful and obedient	2.74	Disagree
Your pupils are disrespectful and rebellious	2.22	Agree
Your pupils are Very punctual	2.59	Disagree
Your pupils are sometimes punctual	2.41	Agree
Your pupils are Never punctual	1.74	Agree
Reasons for dropout (n=27)	2.27	Agree
To hawk items	2.37	Agree
To look after my siblings	2.48	Agree
I do not like school	1.96	Agree
Reasons for missing school (n=27)	2.14	Agree
No money for breakfast and lunch	2.74	Disagree
Helping in the house	1.70	Agree
Caring for younger siblings	1.96	Agree
Rate of absenteeism (n=180)	2.36	Agree
You often miss to go to school every week	1.94	Agree
You always miss to go to school many days in a month	2.75	Disagree
You are always absent from school many days a term	2.40	Agree
Problems encountered (n=180)	2.32	Agree
Financial	1.66	Agree
Death of parents	2.83	Disagree
Poverty	1.87	Agree
lack of school uniform	2.92	Disagree

Kind of fuel used to cook at home (n=180)	2.52	Disagree
You always use Gas cooker	2.88	Disagree
You always use Electricity	2.90	Disagree
You always use Stove	2.87	Disagree
You always use Charcoal	1.71	Agree
You always use Firewood	2.23	Agree
Source of water for home use (n=180)	2.43	Agree
you fetch water from the River	2.96	Disagree
you fetch water from the well	2.97	Disagree
you fetch water from the Borehole	1.59	Agree
you fetch water from the Tap	2.19	Agree

***Figures in bold indicate mean indices**

The means in table 4.5 indicates that enrollment was rated high for the three social categories of social economic status (Mean = 1.67). Attendance was rated high for high and medium social economic status with means of 2.00 and 1.63 respectively while the attendance for low social economic status was low with a mean of 3.30. Attendance rate of parents to school meeting was very high for medium social economic status, high for high social economic status and low for the category of low economic status. Dropout rate was for low and high social economic status group, while it was low for the medium social economic status as the means indicate in table 4.5. Regarding pupils' participation, the respondents indicated low obedience (mean=2.74), disrespectful and rebellious (Mean=2.22) and low punctuality (Mean=2.59). The respondents agreed with the reason given for dropout of school (i.e. hawk items, to look after sibling and not like school) with a mean=2.14. Respondents also agreed with the reasons stated for missing school with a mean of 2.14 as indicated in table 4.5. The rate of absenteeism was indicated as being high with a mean of 2.36). Respondents agreed with the problem encountered at school with a mean of 3.32 as shown in table 4.5. Regarding the kind of fuel used the respondents showed that there is use of charcoal and fire wood with means of 1.71, 2.23 respectively while the use of gas and electricity was indicated not to be common with means of 2.90 and 2.87. Table 4.5 also indicates the response on the source of water where by the respondents showed that the main sources are Taps and boreholes with means of 2.19, and 1.59 respectively.

Description of Pupils' Parents' SES

Of special interest in this study was knowledge of pupils' social economic background, as it was assumed to impact on their performance. The social economic background factors of interest were kind of family structure one comes from (also showing marital status of parents), parents average income, number of siblings one has, parents' education level, and the general SES. Table 4.6 shows this description;

Table 4.6: Descriptive statistics showing Relative frequencies on pupils' SES

SES Factors	Categories	Count	Relative Frequency
kind of family structure one comes from	One parent	70	39%
	Two parents	50	28%
	Guardian	30	17%
	Relative	30	17%
	Total	180	100%
How much income on average the parent earns a month	50,000 - 100,000	10	6%
	40,000 - 50,000	18	10%
	30,000 - 40,000	32	18%
	10,000 and below	120	67%
	Total	180	100%
How many siblings do you have	One	30	17%
	Two	20	11%
	Three	10	6%
	More than three	120	67%
	Total	180	100%
educational level of your parent / parents / guardian	KCPE	25	14%
	KCSE	118	66%
	Diploma	20	11%
	Degree	17	9%
	Total	180	100%
Pupils Social Economic Status	High	53	29%
	Medium	56	31%
	Low	71	40%
	Total	180	100%

Table 4.6 shows that majority of pupils were coming from a one parent family (39%) had parents with an average income of 10,000 KSH (over 67%), had more than three siblings (67%), had parents who had attained a KCSE level of education (66%) and majority were coming from low SES families (40%).

Description of pupils' academic performance

The dependent variable in this study was pupils' academic performance, measured in terms of pupils' average scores. On average, the performance of pupils was fair. Table 4.7 shows this description.

Table 4.7: Descriptive statistics showing pupils' performance

	N	Minimum	Maximum	Mean	Std. Deviation
Pupils' Average Scores	180	32	81	51.79	11.917

A table 4.7 show that the average score of pupils was $\approx 52\%$, which is slightly above average. However the difference between the highest (81%) and lowest (32%) mark was very big, implying a big deviation.

The Relationship between Parents' Income, Education Level, Marital Status and Pupils' academic Performance

The first objective in this study was to determine the relationship between parents socio-economic status in terms of parents level of income, level of education, marital status and pupils' academic performance. Parental socio-economic status factors were each categorized into four and academic performance was measured using scores. The Pearson's Linear Correlation Coefficient (PLCC, r) was used to establish whether the three measures of parents SES are significantly correlated with pupils' academic performance, using SPSS computer package. Results of this test are shown in table 4.8;

Table 4.8: Pearson's Linear Correlation Coefficient results correlating Parents' SES and pupils' academic performance

Variable (indices)	Sample	Mean	r value	Sig.
Pupils' Average Scores	180	51.79		
Income	180	10,000	0.20	0.034
Educational level	180	KCSE	0.192	0.044
Marital status	180	Two	0.181	0.045

The r values in table 4.8 show positive significant relationships between all the three parents' SES factors and pupils' academic performance (all r values positive). The table results further suggest that parents' income level had the most significant relationship with pupils' academic performance ($r=0.20$, sig. =0.034), in the same way, parents' marital status had the weakest correlation (though significant) with pupils' academic performance ($r=0.18$, sig. =0.045). These results lead to a conclusion that parents' SES significantly affects pupils' academic performance, as for this particular study.

The Relationship between Pupils' Socio-economic Status and Pupils' Academic Performance

The second objective of this study was to establish whether there is a significant relationship between socio-economic status and pupils' academic performance. Pupils in this study were categorized according to socio-economic status into high SES, medium SES and Low SES. Because of having three categorical variables being related to a single numerical variable, one way ANOVA was used to test this relationship, results of which are indicated in table 4.9;

Table 4.9: Descriptive Statistics and ANOVA (F) Results for Pupils' Performance by SES

Categories of SES	Sample Size	Sample Mean	Sample Std. Deviation	F	Sig./pValue
High SES	53	58	12.525	27.520	0.000
Medium SES	56	54	8.828		
Low SES	71	44	9.689		
Total	180	52	11.917		

ANOVA results in table 4.9 indicate a positive significant relationship between SES and pupils' academic performance ($F=27.520$, $\text{sig.} = 0.000$), suggesting that SES contributes over 28% of the differences in performance among the high, medium and low SES learners. The table results further indicate that the mean score for pupils from high SES was 58, that of pupils from medium SES was 54 and for those from low SES was 44%. It is thus indicated that pupils from low SES families performed slightly poorer compared to those from medium and high SES. These results lead to a conclusion that SES can significantly explain differences in academic achievement.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter shows a summary of study findings, conclusions and recommendations. The suggestions for further research are also indicated here.

Summary of Findings

This study set out to establish the relationship between socio-economic status and pupil's academic performance. Specifically, the study wanted to establish whether; i) parental SES in terms of income level, education level and marital status, significantly affect pupils, academic performance; ii) SES is significantly correlated with pupils, academic achievement; and iii) academic performance of pupils from high, medium and low SES, significantly differ. The findings using descriptive statistics showing means revealed that enrolment was high for all categories of SES learners (mean index=1.67), pupils' attendance was high (mean index=2.30) but low for learners from low SES (mean=3.30), parents attendance rate to school meeting was high (mean index=2.19), the dropout rate was high (mean index =2.17) but very high for learners from low SES (mean=1.33) and low learners from high SES (mean=3.15). Teachers generally agreed that pupils' participation on most of the items (mean index=2.34), teachers also agreed that the most reasons for dropout were hawking, looking after siblings and not liking the school (mean index=2.27), while the reasons for absenteeism were; having no money for breakfast and lunch (mean=2.74), helping on house work (mean=1.70) and caring after siblings (mean=1.96), with overall mean=2.14. The rate of absenteeism was high (mean=2.32), the biggest problems faced by pupils are financial and poverty related problems (mean=1.66/1.87), most pupils' families cook on firewood (mean=2.23) and charcoal (mean=1.71). Also majority of pupils were coming from a one parent family (39%) had parents with an average income of 10,000 KSH (over 67%), had more than three siblings

(67%), had parents who had attained a KCSE level of education (66%) and majority were coming from low SES families (40%). Pupils' mean score was 52%.

Data analysis using PLCC showed significant positive relationship between parents SES in terms of income level ($r=0.20$, sig. =0.034), educational level ($r=0.19$, sig. =0.044) and marital status ($r=0.181$, sig. =0.045). Results also indicated that SES altogether significantly explains differences in pupils' performance ($F=27.520$, sig. =0.000), with the difference being bigger between the low and the high SES.

Conclusions

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

The first objective in this study was to determine the relationship between parents' socio-economic status in terms of parents' level of income, level of education, marital status and pupils' academic performance. Using Pearson's Linear Correlation Coefficient (PLCC, r), positive significant relationships between all the three parents' SES factors and pupils' academic performance was obtained. Basing on the findings, the following conclusions were drawn

The income level of parents affects the learning of pupils in that it determines the ability of parents to pay for the education of children and provision of other materials necessary for effective leaning.

The education level of parents influence the learning of parents in that parents who have acquired high education level act as models for their children, they know the importance of education and keeps on encouraging their children's education and this is not likely to be that case for parent of low education.

The second objective of this study was to establish whether there is a significant relationship between socio-economic status and pupils' academic performance. Using one

way ANOVA the study found a positive significant relationship between SES and pupils' academic performance, basing on this finding the study concludes that pupils from high social economic status background perform high in academics than those coming from low and medium social economic status background.

Recommendations

Objective one

Basing on the findings of the first objectives, the researcher recommends that if performance of pupils, is to be improved, the following should be noted;

- a) Programs aimed at alleviation of poverty and adult literacy programs should be supported by the government
- b) Parents whether from high socio-economic status or low SES should be educated on the importance of actively participating in their children's learning process.

Objective two

Basing on the findings of the second objective,

- a) Training of teachers adequately to diagnose causes of poor academic performance so that they can help their pupils early enough. Teachers should be trained to appreciate individual differences of learners and employ appropriate teaching strategies.
- b) Home-school collaboration should be encouraged as it facilitates better educational outcomes.
- c) Public policy makers should ensure that quality preschools are availed to all learners regardless of their socio-economic status.

Objective three

Basing on the findings of the third objective,

- a) The Ministry of education should identify “failing” and disadvantaged schools and recommend additional funding. Incentives for highly qualified teachers to work in disadvantaged schools should be offered
- b) Educational systems should provide appropriate and equitable learning opportunities to pupils from all family backgrounds.

Suggestions for Further Research

The results of this study are not conclusive as far as the problem of pupils’ performance in schools concerned. There fore more studies need to be conducted to identify other factors affecting pupils’ performance in schools. For example a study may be undertaken to find out the relationship between discipline and pupils academic performance. Another study may be conducted to establish the effect of universalization of primary education on pupils’ academic performance.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER



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**OFFICE OF THE COORDINATOR BUSINESS AND
MANAGEMENT - SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

26th May, 2010

Dear Sir/Madam,

**RE: REQUEST FOR HELLEN CHEPKORIR MUTAI, REG. NO.
MED/19707/72/DF TO CONDUCT RESEARCH IN YOUR INSTITUTION.**

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

She is currently conducting a field research the title of which is "**Socio-economic Status and Academic Achievement of Pupils in Public Primary Schools of Starehe Division, Nairobi District - Kenya**". As part of her research work she 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 her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,


Mr. Ssemugenyi Fred
Coordinator



APPENDIX II

LETTER OF INTRODUCTION

KAMPALA INTERNATIONAL UNIVERSITY

FACULTY OF IODL

September, 2010

Dear Respondents,

I am a Postgraduate student at Kampala International University pursuing a Master of Educational Administration and Management. I am carrying out a study on the influence of family socio-economic status on academic achievement of pupils in public primary schools in Starehe Division of Nairobi North District. The success of the study substantially depends on you. I hereby request you to participate in the study by filling in the questionnaire as honestly as possible and to the best of your knowledge. The information you give is entirely for the purpose of this study and not for any other purpose. All your responses will be treated with highest confidentiality. You are therefore asked not to indicate your name or any other form of identification.

Thanking you in advance.

Yours faithfully,

Hellen Chepkorir Mutai

APPENDIX III:

QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

This questionnaire has been prepared for teachers and head teachers to solicit information for the study **“The relationship between family, social economic status background and academic performance”** please respond to all questions by putting a tick (✓) in the appropriate box or by filling the correct information in the spaces provided.

PART A: DEMOGRAPHIC INFORMATION SHEET

1. Please indicate your gender

Female ☐ Male ☐

2. Age

- i) Below 30 ☐
- ii) 31-40 ☐
- iii) 41-50 ☐
- iv) 51 and above ☐

3. Highest academic qualification

- i) KAPE / CPE / KCPE ☐
- ii) EACE / KCE / KCSE ☐
- iii) University / degree ☐

4. How many years have you been this school

- i) 1 – 5 years ☐
- ii) 6 – 10 years ☐
- iii) 11 – 15 years ☐

5. Comment on the rate of enrolment, attendance and dropout for the following categories of pupils in your school

. 1=Very high; 2= High; 3= Low; 4=Very Low

Pupils' Enrolment				
Pupils from Low social economic status	1	2	3	4
Pupils from high social economic status	1	2	3	4

Pupils from medium social economic status	1	2	3	4
Pupils' Attendance				
Pupils from Low social economic status	1	2	3	4
Pupils from high social economic status	1	2	3	4
Pupils from medium social economic status	1	2	3	4
Dropout				
Pupils from Low social economic status	1	2	3	4
Pupils from high social economic status	1	2	3	4
Pupils from medium social economic status	1	2	3	4
attendance rate of parents to school meetings				
Parents from Low social economic status	1	2	3	4
Parents from high social economic status	1	2	3	4
Parents from medium social economic status	1	2	3	4

PART B: INFORMATION ON THE PARTICIPATION OF PUPILS

Indicate the extent to which you agree or disagree with the following statements about Pupils' participation. Your respective answers should range between 1=Strongly Agree; 2= Agree;3= Disagree;4=Strongly Disagree

Items on pupils' participation				
Your pupils are respectful and obedient	1	2	3	4
Your pupils are disrespectful and rebellious	1	2	3	4
Your pupils are Very punctual	1	2	3	4
Your pupils are sometimes punctual	1	2	3	4
Your pupils are Never punctual	1	2	3	4
pupils with parents of high educational levels perform better than those from parents with low educational levels	1	2	3	4
Reasons for dropout				
To hawk items	1	2	3	4
To look after my siblings	1	2	3	4
I do not like school	1	2	3	4
To get employed	1	2	3	4
Lack of interest in school	1	2	3	4
Reasons for missing school				
No money for breakfast and lunch	1	2	3	4
Helping in the house	1	2	3	4
Caring for younger siblings	1	2	3	4

APPENDIX IV:

QUESTIONNAIRE FOR PUPILS

Dear respondent,

This questionnaire is designed to seek your views on the influence of family socio-economic background on academic achievement of learners in primary schools in Starehe Division. You are kindly asked to participate in the study, by filling in this questionnaire. All information given is to be used for this study and not for any other reason. You are asked to be as truthful as possible. Please respond to all questions by putting a tick (✓) in the appropriate box or by filling the correct information in the spaces provided.

PART A: demographic information for pupils

1. Please indicate your gender

Female ☐

Male ☐

2. Age _____

3. Indicate the extent to which you agree or disagree with the following statements about absenteeism. Your respective answers should range between 1=Strongly Agree; 2= Agree;3= Disagree;4=Strongly Disagree

Rate of absenteeism				
You often miss to go to school every week	1	2	3	4
You always miss to go to school many days in a month	1	2	3	4
You are always absent from school many days a term	1	2	3	4
Problems encountered				
Financial	1	2	3	4
Death of parents	1	2	3	4
Poverty	1	2	3	4
lack of school uniform	1	2	3	4
Kind of fuel used to cook at home				
You always use Gas cooker	1	2	3	4
You always use Electricity	1	2	3	4
You always use Stove	1	2	3	4

You always use Charcoal	1	2	3	4
You always use Firewood	1	2	3	4
Source of water for home use				
you fetch water from the River	1	2	3	4
you fetch water from the well	1	2	3	4
you fetch water from the Borehole	1	2	3	4
you fetch water from the Tap	1	2	3	4

4. What kind of family structure do you come from?

- a) One parent ☐
- b) Two parents ☐
- c) Guardian ☐
- d) Relative ☐

5. How much on average do you think your parents earn?

- a) 50,000 – 100,000 ☐
- b) 40,000 – 50,000 ☐
- c) 30,000 – 40,000 ☐
- d) 10,000 and below ☐

6. How many siblings do you have?

- a) 1 ☐
- b) 2 ☐
- c) 3 ☐
- d) More than 3 ☐

7. What is the educational level of your parent / parents / guardian?

- a) KCPE ☐
- b) KCSE ☐
- c) Diploma ☐
- d) University ☐

APPENDIX V

CURRICULUM VITAE

PERSONAL INFORMATION

NAME : HELLEN CHEPKORIR MUTAI
SEX : FEMALE
NATIONALITY : KENYAN
MARITAL STATUS : MARRIED
DATE OF BIRTH : 1969
ADDRESS : BOX 49835 – 00 -100 NAIROBI

EDUCATIONAL BACKGROUND

<u>PERIOD</u>	<u>INSTITUTION</u>	<u>QUALIFICATION</u>
2008 – 2010	KIU	MED EDUCATIONAL ADMINISTRATION AND MANAGEMENT
2006 – 2007	KENYATTA UNIVERSITY	MED ADMINISTRATION OF SPECIAL EDUCATION (COURSEWORK)
2000 – 2003	KENYATTA UNIVERSITY	BED (SPECIAL EDUCATION AND LIBRARY STUDIES)
1994 – 1996	KIGARI TTC	PTE
1987 – 1988	CHANIA HIGH	2P, 2S
1983 – 1986	LIMURU GIRLS	2 ND DIV

WORKING EXPERIENCE

1996 – TO DATE : TEACHER
Facilitator / Marker Kenya Institute of Special Education (KISE)

APPENDIX VI

SAMPLE SIZE(S) REQUIRED FOR THE GIVEN POPULATION SIZES (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V. Krejcie and D.W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

