

**SELECTED SCHOOL ADMINISTRATIVE, PUPIL AND HOME-BASED  
CHALLENGES AFFECTING PUPILS' ACADEMIC PERFORMANCE IN PUBLIC  
PRIMARY SCHOOLS IN KISUMU WEST SUB-COUNTY, KENYA**

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ABSTRACT

Pupils' academic performance has been the subject of debate among educators. In Kisumu West Sub-county, over 55% of public primary schools posted mean scores of below 250 out of 500 marks in Kenya Certificate of Primary Education examination between the years 2012-2015; compared to 47.0%, 49.8% and 51.2% of schools below average in Kisumu East, Muhoroni and Nyando Sub-counties respectively. Inadequate learning facilities, parents not visiting schools and pupils' absenteeism were reported in 46 out of 82 public primary schools in Kisumu West Sub-county. The purpose of the study was to establish the influence of selected school administrative, pupil and home-based challenges on academic performance in K.C.P.E examinations in public primary schools in Kisumu West Sub-county. Objectives of the study were to: establish influence of home-based challenges, examine influence of school administrative and influence of pupil-based challenges on academic performance. The conceptual framework focused on selected home, school and pupil challenges that affect performance in K.C.P.E examinations. Descriptive survey and correlational designs were adopted in the study. The study population consisted of five Curriculum Support Officers, 82 headteachers, 82 standard eight class teachers and 2813 standard eight pupils. Yamane formula was used to determine a sample size of 350 pupils. A sample of 57 headteachers and 57 class teachers were determined using Comer and Welch formula. Simple random sampling was used to select 350 pupils, while stratified sampling was used on selecting 57 headteachers and 57 class 8 teachers. Four CSOs were selected by saturated sampling. Data collection instruments included questionnaires and interview schedules administered to headteachers, teachers and pupils; and CSOs respectively. Face-validity of the instruments was ascertained by asking the respondents whether the instruments looked valid to them. Pilot study was done involving 8 headteachers, 8 class teachers and a CSO. Cronbach's coefficient alpha of .81 was computed; hence the instruments were reliable. Quantitative data were analyzed using descriptive statistics. Qualitative data were transcribed and categorized thematically. The study found that selected school administrative, pupil and home-based challenges had positive statistical relationship with pupils' academic performance ( $p < 0.05$ ). The study concluded that selected school administrative, pupil and home-based challenges had significant influence on pupils' academic performance. Findings of the study are significant to education policy makers and parents on academic performance in primary schools. The study recommended that there is need for improved school infrastructure and learning materials and parents should be keen on pupils' attendance at school.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Various states and government globally spend a large share of their budget on education sector as part of their strategy to achieve the millennium development goal of education for all (World Bank, 2006). However, despite all these efforts, the introduction of free primary education has led to deterioration of performance in public primary schools in Africa with 62.8% of schools in Sub-Saharan Africa being very far from achieving the goals of education (UNESCO, 2005). Access to primary schools has improved throughout the developing world since 1990, but some learning outcomes have lagged behind (World Bank, 2006). Educators, trainers, and researchers have long been interested in exploring variables contributing to equality of performance of learners. These variables are inside and outside school. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004).

According to Goddard (2003), home environment and economic stability of parents play important roles in their children's development. Poverty leads to malnutrition and negative attitude among parents that has effects on academic performance. A report by UNICEF, through the Republic of Kenya (2009), noted that there was a distinct difference in Kisumu County, between the kind of education offered to the rich and less privileged, with the latter being the majority in the Sub-county. This concurs with Ndege (2011), who reported that Nyanza as a whole is characterized by high unemployment and a high poverty index at 63%. The above studies did not indicate how particular income level of parents was able to affect pupils' academic performance; that is, indicators of academic achievement that can be influenced by

specific income levels investigated. These were areas addressed in the current study, hence appropriately bridging this gap.

There have been a number of studies in the U.S on effective leadership that determines community support and success in a school (Lucket, 2005; Cunningham & Cordeiro, 2009; Lezotte & Mckee, 2002; & Mills, 2008). These identify behaviors associated with good leadership and key aspects of leadership. A school principal, when creating relations among community members and encouraging it creatively, induces frequent conversations, criticism and corporate planning, shares the leadership with others, spreads information not following hierarchical rules and is open for the ideas of others might record good performance. However, most studies have tended to focus on the effect of leadership styles of the head teacher on job satisfaction among teachers and community as opposed to academic performance of teachers in public primary schools.

In reflecting on the studies done in Nigeria, Malawi and Tanzania, Bennel and Akyeapong (2004) observed that syllabus coverage has been of great concern with reported observations that teachers do not cover some topics due to teacher absenteeism and lack of internal monitoring by the school administrators. Schools that finish the syllabus in time have a committed workforce (Omariba, 2006). Asikhia (2010) highlighted that poor academic performance is caused by frequent teacher and pupil absenteeism. These studies looked at the causes of inadequate syllabus coverage in other parts of Africa. The current study examined how completion of syllabus affects academic performance in Kisumu West Sub-county.

The success of a school depends on the ability of the head teacher to manage resources well (Okumbe, 2008). This is in agreement with Bakda (2004) who stated that teaching and learning materials are essential in running a successful school. However, there are many challenges

schools face like lack of teachers, teaching and learning resources and classroom space (Roberts, 2007). The current study established the sustainability of school facilities and resources within a school.

According to Quick, Paul, Normore and Anthony (2004), further demands faced by head teachers and teachers include dealing with irate parents, rising number of orphans and vulnerable children, pupils drug use, violence, bullying, and sexual harassment to name a few. These demands create real problems for schools and school leaders. This study therefore, established how some of the challenges mentioned above, for example, Orphans and Vulnerable Children affect performance in national examination, a gap not addressed in the previous studies.

Ubogu (2004), in a study done in Nigeria on the effects of pupils' absenteeism and irregular school attendance revealed that continued loss of classes results in loss of content and knowledge. Assignments would not be properly and correctly done leading to poor performance. This study concurs with that of Nyongesa (2010) who noted that pupil absenteeism and indiscipline are to blame for poor performance in national examination in Kenya.

According to Odumbe (2012), school location will affect academic performance with students in urban centers performing better in examinations. The study by Odumbe (2012) was done in day public secondary schools in Migori County while the present study was done in public primary schools in Kisumu West Sub-County.

Table 1.1 shows Sub-county performance for four years.



**Table 1.1: K.C.P.E examination results from 2012-2015 showing the number of schools in Kisumu West Sub-County with below 250 marks and the Sub-County means scores**

Year	Number of Schools in the Sub-county	Sub-county Mean Scores	Schools with below Mean	Mean Scores of Below Average Schools
2015	82	235.74	48	202.67
2014	82	237.49	46	208.54
2013	82	243.44	44	216.38
2012	82	238.41	47	206.54

**Source: C.D.E, Kisumu County (2015)**

Furthermore, there were more schools in bottom five in K.C.P.E examination of 2012-2015 from Kisumu West Sub-county compared to other sub-counties in Kisumu County (KNEC, 2012-2015).

### **1.2 Statement of the Problem**

Selected school administrative, pupil and home-based challenges leading to poor academic performance can be linked to some factors at home; at school and with the pupils. Many public primary schools in Kisumu West Sub-county had scored below an average of 250 out of 500 marks. This constituted an average of 46 (56.1%) out of the 82 schools for the four years (County Director of Education, Kisumu County 2012- 2015). This is compared to 47%, 49.8%, and 51.2% of schools below average in Kisumu East, Muhoroni and Nyando Sub-counties respectively. The public primary schools in Kisumu West Sub-county had inadequate teaching and learning materials and poor infrastructure such as playing field, classrooms and toilets. In addition, parents do not care whether pupils go to school or not.

The government of Kenya has made efforts to improve on infrastructure and other educational inputs. Despite this, pupils' academic performance has been persistently below average in public primary schools in Kisumu West Sub-county over the years.

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Therefore, the study was prompted to establish the influence of selected school administrative, pupil and home-based challenges on academic performance in public primary schools in Kisumu West Sub-county, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to establish the influence of selected school administrative, pupil and home-based challenges on pupils' academic performance in K.C.P.E examination in Kisumu West Sub-county.

### **1.4 Objectives of the Study**

The study objectives were to:

1. Establish the influence of selected home-based challenges on pupils' academic performance.
2. Examine the influence of selected school-based administrative challenges on pupils' academic performance.
3. Examine the influence of selected pupil-based challenges on their academic performance.

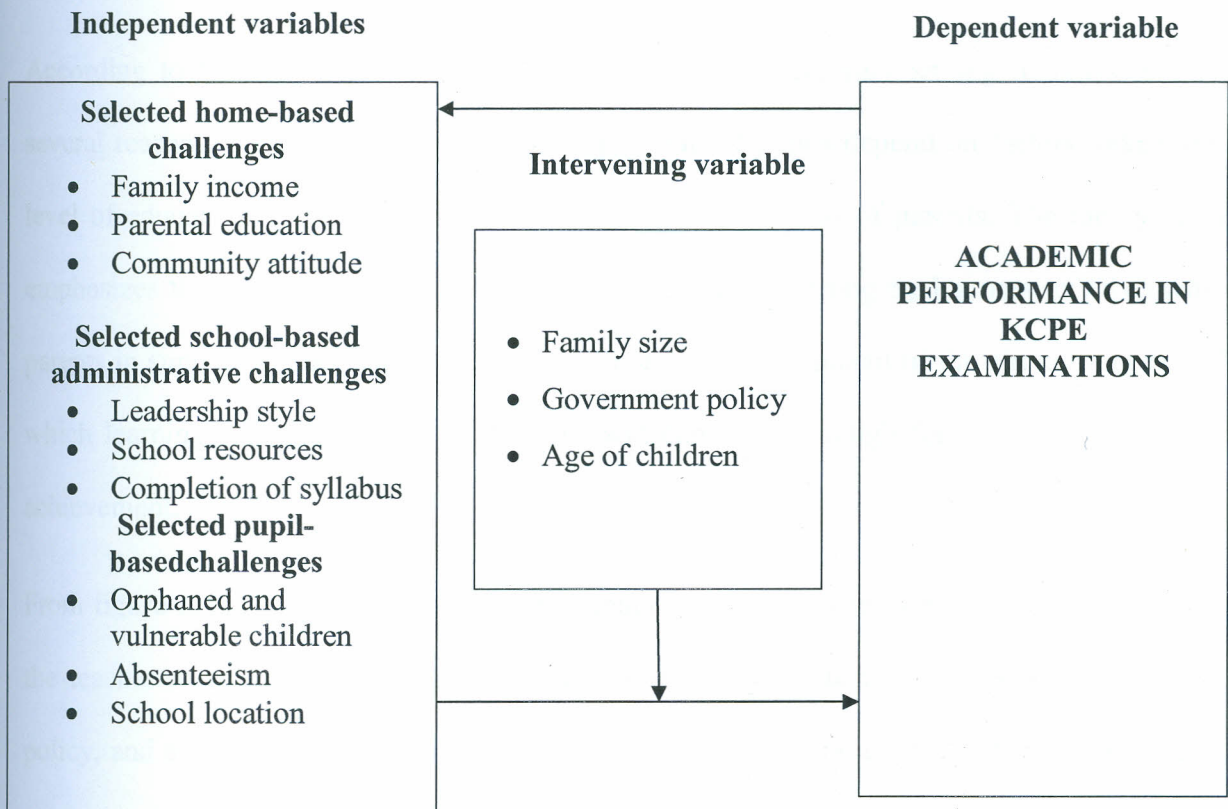
### **1.5 Research Questions**

The following research questions were addressed in this study:

1. How do home-based challenges influence pupils' academic performance?
2. What influence do school-based administrative challenges have on pupils' academic performance?
3. How do pupil-based challenges influence their academic performance?

## 1.6 Conceptual Framework

This study was guided by a conceptual framework. Figure 1.1 represents a diagrammatic depiction of the Independent and dependent variables



**Figure 1.1: A conceptual framework showing Selected Administrative, Pupil and Home-based challenges affecting pupils' academic performance in K.C.P.E examination.**

Source: Modified from Armstrong (2005)

According to Maicibi (2003), a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. Johnson (2005) observes that pupils' success at school is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital



status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school. Could this be true with the case of parents and pupils of Kisumu West Sub-County, in Kisumu County? No study has been done in Kisumu West Sub-County on the same.

According to Skinner (1945) "Learning Theory" achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners, involvement of parents in supporting their children's education and the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

From figure 1, the outcome of national examination might be influenced by the parent at home, the teacher at school and pupils. The intervening variables such as family size, government policy, and age of pupil affected the relationship between independent and dependent variables. However, for this study, they were not used in data collection.

### **1.7 Significance of the Study**

There are four main points from which this study can be viewed as significant. While there appears to be abundant publications on the topic, there are not many examples of Kenyan primary schools scholarly writing in this area. This study therefore, may add to the body of knowledge regarding the literature on challenges affecting pupils' academic performance in national exams.

Secondly, in terms of practical significance, the generated data base can provide information with regard to planning and implementing appropriate content and methodology for teachers' in-service programs which might be beneficial to parties involved in such undertaking.

Next, the study may furnish policy makers, Ministry of Education, Science, and Technology and politicians with information on parents' roles and their implications on pupils' performance; hence giving them a leeway to formulation of better policies regarding parents' roles within the education systems, based on researched information.

Finally, the findings of this study may form a basis for further research regarding challenges influencing academic performance in public primary schools in Kenya.

## **1.8 Delimitations and Limitations of the Study**

### **1.8.1 Delimitations**

The study was confined to public primary schools in Kisumu West Sub-county. There were only nine private schools registered for K.C.P.E examination in the Sub-county and this created a small sample size. The smaller the sample sizes the higher the chances of errors.

The study focused on selected school administrative, pupil and home-based challenges affecting academic performance in public primary schools in Kisumu West Sub-county. However, other challenges could be there in the same Sub-county.

### **1.8.2 Limitations**

Since the study restricted itself to selected school administrative, home and pupil-based challenges, the researcher was not able to analyse whether the challenges were the only factors affecting pupils' academic performance beyond them. Similarly, since the researcher was not

able to assess the actual interaction of the factors (school administrative, home, and pupil-based challenges), the findings were based on reports from the respondents.

Equally, it proved difficult for the researcher to attribute academic performance particularly to the aforementioned challenges, given that learning outcomes are normally attributed to many factors hence the findings were only generalised. Additionally, teachers were only able to estimate the magnitude of some of the home-based challenges affecting academic performance of pupils without relying on concrete evidence.

Finally, family income was gauged by use of likert scale and not actual earnings of the parents and guardians.

### **1.9 Assumptions of the Study**

This study assumed that K.C.P.E examination was a reliable and accurate instrument for measuring pupils' achievement at the primary level, and all candidates registered for K.C.P.E examinations have scored 250 out of 500 marks and above.

It also assumed that the government policy on staffing of teachers applies equally to all public primary schools without favoring some schools at the expense of the others. The same was assumed with regard to teaching and learning resources: each school was assumed to be receiving equal amount of resources proportional to enrolment.

Similarly, the study assumed that there were some school administrative, home and pupil-based factors that pose critical challenges on academic performance of pupils in public primary schools. Moreover, the study assumed that the sampled respondents were aware and able to state the challenges as they have observed them over time.

### 1.10 Definition of Key Operational Terms

To ensure clarity of terms in this study, the following definitions are provided:

**Administrative challenges:** Difficult tasks pertaining to planning, organizing and directing school programmes.

**Attitude:** Disposition or tendency to respond positively or negatively towards certain things.

**Class teacher:** A teacher assigned by a head teacher to manage a particular class in a school.

**Head teacher:** A teacher who has been appointed to administer a primary school by the T.S.C. She/he is responsible for the overall running and control of a school.

**Home-based challenges:** Difficult tasks at home affecting school programs.

**School facilities:** Physical structures that contribute to the achievement of educational purposes such as classrooms, playing field, books and chalk.

**Poor Performance:** Scores below 50 out of 100 marks in K.C.P.E examination.

**Public school:** A school developed or maintained by public funds from the government, parents and community.

**Pupil-based challenges:** Pupils' own issues at affecting their academic performance such as absenteeism, distance to school and death of parents.

**School-based administrative challenges:** Difficult tasks at school affecting pupils' academic performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the literature regarding the study of challenges affecting pupils' academic performance in public primary schools. The following major themes are covered: (a) Selected Home-based challenges; (b) Selected School administrative challenges; and (c) Selected Pupil-based challenges.

#### **2.2 Selected Home-based Challenges on Academic Performance**

##### **2.2.1 Family Income**

According to Escarce (2003), family income influences administrative opportunities available to pupils and their chances of educational success because poor parents are unable to support their children financially at school. This is supported by Sentamu (2003) who argued that family income gives direction of what kind of schools the child will attend. However, none of these studies provides a picture of the impact of basic needs like shelter and school uniform on academic performance.

Studies in Phillipines indicated that children who experienced nutritional deficiencies due to poverty had cognitive deficits later in school (Duggan, Watkins, & Walker, 2008). Similarly, in the U.S, studies among third grade students on how food insecurity over time affected mental and social skills showed a positive correlation (Jyoti, Frongillo, & Jones, 2005). A study by Appoh and Krekhing (2004) in Ghana, regarding causes and effects of poverty, noted that poverty syndrome imposed by economic crunch, maladministration, corruption and emergency closure of firms imposed hardship among the Nigerian school administrators. The parents in turn have not been able to provide adequately for the basic functional, social and academic needs of the children. Many pupils have, thus, abandoned school to engage in commercial sex or child

labor to make ends meet to support self and others. This research is too general, hence cannot be applied to specific regions. To achieve concrete results, a specific research was done in Kisumu West Sub-county on how poverty led to poor academic performance.

Kundu and Tutoo (2000) in a study done in Uganda on factors that influence academic performance in schools noted that home background is the most significant primary factor that influences and shapes children's attitude, personality and behavior patterns that lead to good academic performance at school. Maicibi (2005) noted that a good environment should be provided by the home if: the pupils must learn, the school administration must be successful; and the school must develop. Studies conducted above have all been done outside Kenya which may not be socially reflective of the pupils in Kisumu West Sub-county. Moreover, the studies did not focus on how the factors mentioned above pose challenges to administrators. Therefore, this created a need for such a study in the Sub-county.

### **2.2.2 Parental Level of Education**

According to Considine and Zappala (2002), pupils from educated families foster higher levels of academic achievement because parents provide psychological support for their children and teachers. Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents are not educated. School administrators can easily manage educated parents to facilitate academic activities in schools.

According to Fantuzzo and Tighe (2000), educated parents play the following critical roles: (a) better communication with their children regarding the school activities and the information being taught at school; (b) assisting their children in their work and participate at school; and (c) provide such an environment that suits best for academic success of their children. Additionally, Marzano (2003) pointed out that school authorities can easily provide counseling and guidance

to educated parents for creating positive home environment for improvement in pupils' quality of work. The academic performance of pupils heavily depends upon the parental involvement in their academic activities to attain the highest level of quality in academic success (Barnard, 2004; Owen, 1999; Shumox & Lomax, 2001). According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go to. Parents tend to take their children to such schools they attended. This tends to lay a foundation for better performance of their children while at school. Sentamu (2003) used document analysis and interview schedule. The current study employed questionnaire and interview.

### **2.2.3 Community Attitude**

Monroe (2005) defines attitude as disposition or tendency to respond positively or negatively towards a certain thing. Attitudes are important because they influence what people say, do and influence ones success or failure in any venture. According to Mbiti (2003), the progress of any school depends largely on how much support the school administration gets from the parents.

Ubogu (2004) indicated that parents' interaction with teachers enables them to know what their children are encountering in school and what could be done to deal with the problems. It would also put pupils on alert and study in school as they would know that their parents would inquire about their performance. Parents may not be able to provide much guidance and help their children's performance improve when they are ignorant of what happens in school. The above study did not collect data on pupils and teachers. The current study collected data on all the three major stakeholders in a school; the head teacher, teachers and pupils.

Olang (2008) observed that the concept of FPE in Kenya is not yet clear to many people. It may mean different things to many people, for instance the community see it as schooling provided to those who have completed Early Childhood Development Education free of charge. This 'free'

may make parents withdraw their support to the schools. Some parents have failed to play their roles, for example buying of school uniform. According to the Ministry of Education (2008), there has been low community participation in school functions such as building of more classrooms, motivation of teachers through prize giving day and field trips, addition of instructional materials and protection of school properties. Effective education is a function of community and school interaction. It is a challenge for school administration to maintain good working relationships with the community and ensure that they are actively involved in school activities. The studies above did not look at the effects of negative attitude by the community on academic performance, a gap the current addressed.

### **2.3 Selected School Administrative Challenges on Academic Performance**

Selected school administrative challenges were reviewed under the following sub-themes:

#### **2.3.1 Leadership Styles**

According to Mulford (2008), the new challenge of head teachers in England is to ensure that their schools provide high quality teaching, that parents are engaged with the school and their children learning progress. People will criticize head teachers' choice of issues; others will no doubt be disappointed that their favorites do figure here or not with the prominence they believe their concerns warrant. Leadership is not an end in itself rather, it is a means to enabling children and young people to learn achieve and develop. How head teachers treat teachers is closely related to how teachers treat their pupils and in turn, pupils learning outcomes (Mulford, Silins & Leithwood, 2004).

There are forces, such as technological innovation, mass communication, mass culture and rising consumer expectation that pose a challenge to head teachers. People will expect and demand an immediate responses, customerised solutions and access to information. Digital technologies will



increasingly move the control of learning away from educational institutions and towards individual pupil (Sturgess, 2006). Teacher motivation is one of the tools used by head teachers to effectively manage their schools. Likewise, an employee whose needs are well met in an organization becomes integrated and efficient in his/her output. This calls upon school head teachers to be flexible and efficient in their leadership to motivate teachers. However, head teachers are faced with challenges such as lack of funds, provision of resources, communication breakdown, teacher accountability, workload demand and expectations, poor performance among others (Roberts, 2007). The above studies did not relate leadership styles to pupils' academic performance, a gap the current study addressed.

The success of the head teacher depends on his/her ability to manage resources well (Okumbe, 2008). However, there are many challenges head teachers face which affect their ability to acquire some of them like teachers. Staffing is a responsibility that is left in the hands of the head teacher yet teacher workload has been on the increase. Such findings were lacking in Kisumu West Sub-county that necessitated the current research.

Decision making strategy becomes more effective and efficient when it represents the broadest consensus (Nyongesa, 2007). Therefore, regular staff meetings are considered very important since they create a team spirit and give teachers an opportunity to voice and hear about each other's issues and achievements. The head teacher guides the staff in decision making hence decision falls within the guiding policies. Leadership needs to be exercised at all levels in a school, and therefore, the current study centered on a team-based leadership.

### **2.3.2 School Facilities**

In a study done in Paris on school education in developing countries, Cowell and Holsinger (2000) observed that inadequate textbooks, science equipment and teaching materials greatly

lower performance in national examinations. School efficiency is determined by the quality of instructional processes available in a school, such as school library, frequency of homework and school management (Fuller, 2011). This opinion is shared by Asikhia (2010), who stressed that availability of textbooks, and other learning materials, are related to education achievement. Malenya (2008) noted that school performance in national examinations is determined by the availability of textbooks within the learning environment. This is in agreement with Elimu (2007), where Education Permanent Secretary, Professor Karega Mutahi, observed that the provision of learning inputs had a bearing on the quality of teaching, hence better performance.

According to the Ministry of Education (2005), teaching/learning resources have a significant influence on pupils' performance; hence the governments' aim is to attain a textbook-pupil ratio of 1:1 in all public schools. In addition, Muindi (2010) pointed out that a healthy learning setting translates to good grades. Schools with poor sanitation are also fertile grounds for water borne diseases.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Bell and Rhodes (1996) noted that school facilities include the administrative office, staff rooms and offices, classrooms, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. Karanja (2002) observed that although facilities provide a base which can help in improving education standards, on their own, they do not lead to good performance. This is in agreement with Asikhia (2010) who noted that effective utilization of these facilities is of more critical importance than

their availability. The above studies did not exhaust other resources that influence teaching and learning like play field, availability of games equipment and furniture that the current study addressed.

### **2.3.3 Completion of Syllabus**

Several reasons have been given for poor performance in national examination between public primary schools. Some have attributed to lack of facilities in some schools, while others feel that the fault really lies with the examinations, and the way they are set (Ministry of Education, 2005). Further, it states that, in Kenya, the education system has been observed to have a wide curriculum, and time allocated for the coverage is considered inadequate. Curriculum reforms have been undertaken at all levels of the education sector to rationalize and make the syllabus more flexible. This will reduce curriculum overload, improving its relevance and incorporating emerging issues. The current study related curriculum overload to pupils' academic performance in national exams.

The Ministry of Education recognizes the need for regular reviews of the curriculum. This has resulted in the TIVET sub-sector undertaking modularizations of the syllabus, to make it flexible and reduce curriculum overload (Republic of Kenya, 2007). With the early completion of the syllabus, teachers are able to prepare the candidates effectively, thus improving the overall examination performance of the school. World Bank (2012) also notes that the curriculum should be adopted to address the real needs, conditions and aspirations of the society.

## **2.4 Selected Pupil-based Challenges on Academic Performance**

### **2.4.1 Orphans and Vulnerable Children**

Being orphaned or made vulnerable due to the death or acute illness of one or both parents play a role in whether a child goes to school. Orphans and vulnerable children (OVC) in Africa

generally have lower rates of school attendance and performance than non-orphaned or less vulnerable children (Malcolm, 2011). This is in agreement with Bennel (2002), who observed that parental death due to AIDS during childhood may have a lasting negative impact in all aspects of children's life. According to Chuver and Gardner, (2007) many OVC lack sufficient food, education, shelter and medical care.

Ntozi, (1999) noted that AIDS orphans usually lack parental care and financial resources for education and therefore school attendance, performance and completion will be compromised. This concurs with Evans and Miguel (2007) who generally recognized that the AIDS epidemic will have a negative effect on the orphans' school education. However, few studies have been carried out to examine the school performance and school behavior of AIDS orphans and vulnerable children (children living with HIV-infected parents).

Using both self-report and teacher evaluation data of 1625 children from rural central China, Stanton, (2010) examined the impact of parental HIV/AIDS on children's school performances (academic marks, educational expectation, and student leadership) and school behaviors (e.g., aggression, shy/anxious and assertive social skills). Results indicate that AIDS orphans and vulnerable children had disadvantages in school performances in comparison to their peers from the same community who did not experience AIDS-related death and illness in their family (comparison children).

AIDS orphans had the lowest academic marks based on the reports of both children and teachers. Educational expectation was significantly lower among AIDS orphans and vulnerable children than comparison children from teacher's perspective. Moreover, orphans have more learning difficulties. Vulnerable children were also at a disadvantage on most measures. The study by

Santon (2010) was done in rural China while the current study was done in Kisumu West Sub-county where some schools are found in peri-urban.

#### **2.4.2 Pupil Absenteeism**

According to Keter (2003), absenteeism in school is a habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism can lead to depression, moral degradation that lead to drug abuse, and also result to poor quality of education as a result of time lost while being away from school. Lehr and Johnson (2004) confirmed that being absent from school is detrimental to learning and academic achievement, and an increase in absences increases academic and sociological risk factors in later years.

According to Johnson (2005), academically truant pupils receive fewer hours of instruction and may consequently perform more poorly on exams. Sociologically, they may feel a greater sense of alienation from their classmates, teachers and schools. Broadhurst, Patron and May-Chahal, (2005) agreed with Johnson, (2005) by observing other sociological behaviors associated with students who miss going to school; such future risky behaviors include higher dropout rate, tobacco, alcohol and drug use.

Agap in the field is that the literature has predominantly focused on the effect of absences on high school students. What is missing is a rigorous assessment of primary school pupils, the current study established. According Lehr (2004), studying elementary school pupils allows for a more clear-cut identification of the effects of absences. The second advantage is that by evaluating the academic performance of absent primary pupils, it is possible to develop policy and interventions for at-risk pupils early in school.

Roby (2004) concluded that based on the analysis of educational outcomes in Ohio, a statistically significant relationship existed between attendance and achievement in 4<sup>th</sup>, 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> grades. Sheldon (2007) also used the Ohio testing data to evaluate the effect of performance on attendance rates and found out that higher rates of average daily attendance were correlated highly with students' performance on reading and mathematics achievement tests. The two studies have employed measures of attendance at the aggregate level of the classroom or school rather than for individual students.

According to Omanga (2010), pupil absenteeism and indiscipline are to blame for poor performance in national examination in Kenya. Muvea (2011) revealed that an average of 3.5 million learning days per month is lost by adolescent girls who are in their menses. This challenge has been underplayed, even though their effects are significant to girls; for example poor performance. A study done in Kisumu West Sub-County by Uwezo Kenya (2011) revealed that due to both learners and teachers absences in school, learning levels are very low; For example, only one out of ten class three pupil can read a class two story. The study found out that learner average attendance in Kisumu West Sub-County is 58.63% compared to national average attendance of 86.5%. This low average attendance in the Sub-county called for a study to establish its effect on performance of pupils in national examination.

#### **2.4.3 School Location (Urban or Rural).**

Virtually, every social and economic indicator shows the extreme inequalities that exist between rural and urban areas in Kenya (Republic of Kenya, 2006). Performance has also been found to vary depending on the locale of the primary schools, either rural or urban. Despite these two categories of schools doing the same examinations and following the same syllabus, disparities in performance have continued to be noted every year. Some authors like Malenya (2008),

attributes it to teacher's method of teaching, while Griffins (1996) attributes it to lack of facilities and discipline in the schools. United Nations (2001) observed that children in rural schools are intellectually and educationally inferior, to their urban counterparts. In their study, they frequently showed that urban children perform better on standardized tests of attainment than rural children. The demands of pupils in rural schools, allows them little opportunity to complete the syllabus (UNESCO, 2000). However, Mensh (1997) disagrees with the idea of location affecting quality of education. He observes that, when either academic or post school performance is used to measure school quality, it is necessary to control for the effect of non-school factors. These include innate ability, family background and early childhood education. Odumbe (2012) studied the influence of school location on academic performance in day secondary schools in Migori Sub-county. The current study was done in public primary schools in Kisumu West Sub-county.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the procedures and methods the researcher used in order to obtain data needed for the study in the following major themes: (a) research design; (b) area of study; (c) study population; (d) sample and sampling techniques; (e) instruments of data collection; (f) data collection procedures; and (g) methods of data analysis.

#### **3.2 Research Design**

This study adopted both descriptive survey and correlation designs. According to Best and Kahn (2009), descriptive research seeks to find answers to questions through the analysis of variable relationships. Correlation design on the other hand determines the relationship among two or more variables. Data were gathered from multiple variables and correlation statistical techniques were applied.

#### **3.3 Area of Study**

The study was conducted in public primary schools in Kisumu West Sub-county, Kisumu County. The K.C.P.E examination results obtained from Kisumu West Sub-county Education Office from 2012-2015 show an average of 46 out of 82 public schools scored below 250 out of 500 marks. This represents 56.1% of the total number of public schools in the Sub-county registered for K.C.P.E examinations.

Kisumu West Sub-county is one of the new Sub-counties in Kisumu County. The bordering Sub-counties are: (a) Kisumu East to the east; (b) Seme to the west; and (c) Vihiga Sub-county to the north. There is Lake Victoria to the south. Administratively, it has five locations namely Kisumu North, Central Kisumu, North West Kisumu, West Kisumu and South West Kisumu with an



approximate area of 212.90 square kilometers. The 2009 national population census projected that the Sub-county has a total population of 131,246 people (Republic of Kenya, 2009).

In terms of economic activities, various households generate their income differently. For instance, majority of the people are small scale farmers, fishermen, businessmen/women or are engaged in informal employment. The poverty index is at 45% below the national 46%. The major outstanding physical features are the overhanging huge granite rocks at Kisian, the Lake Victoria, which is the second largest fresh water lake in the world. The granite rocks are further exploited by the local population to produce building ballast, while the varying types of soil and river deposits are mined for building sand.

The main mode of transport is road. The Kisumu-Busia highway that joins the rest of East Africa passes through the area and there is also a railway line to Butere from Kisumu with a station at Kisian. See Appendix 7.

### **3.4 Study Population**

Study population is the entire aggregation of respondents that meet the designated set of criteria (Burns & Grove, 1997). The selected population for this study consisted of five Curriculum Support Officers (CSOs), 82 head teachers, 82 standard eight class teachers and a total of 2813 standard eight pupils drawn from 82 public primary schools in Kisumu West Sub-county.

### **3.5 Sample and Sampling Procedures**

Sample size included 57 head teachers, 57 teachers, 350 standard eight pupils who sat 2015 K.C.P.E examination and 4 CSOs. Simple random sampling was used to sample 350 standard eight pupils from the study population. This technique provided unbiased and better estimate of the parameters because of the population homogeneity. The 4 CSOs were selected using saturated sampling. This sampling technique was suitable because the population was small.

The researcher used Yamane (1967) simplified formula to calculate the standard eight pupils' sample size at 95% confidence level and  $p=0.05$ . The formula produced an effective method of determining sample size as shown below:-

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

Where  $n$  was the sample size,  $N$  was the population size, and  $e$  was the level of precision.

$$n = \frac{2813}{1+2813(0.05)^2}$$

= 350 sampled size of the standard eight pupils.

On the other hand, the sample size for the head teachers and teachers were determined using Comer and Welch (1988) formula at 95% confidence level.

$$n = \frac{385}{1 + \frac{385}{N}}$$

Where  $n$  was the sample size,  $N$  was the population size head teachers and teachers.

$$n = \frac{385}{1 + \frac{385}{164}}$$

= 114

The researcher deployed stratified sampling to select 57 head teachers and 57 class teachers. This sampling technique was chosen because the various strata of teachers.

### **3.6 Instruments of Data Collection**

The major instruments used for data collection in this study included questionnaires and interviews.

#### **3.6.1 Questionnaires**

Questionnaires for the head teachers, teachers and pupils were developed by the researcher based on a review of the literature. The instrument was organized to include demographic sections, likert response sections, and a check list section. The format is appropriate for the type of data needed in this study. According to Fraenkel and Wallen (2009), a questionnaire enables the researcher to get responses that some respondent would feel shy to give in face-to-face interview; and also allows the researcher to preserve anonymity of the respondents with the possibility of gathering more candid and objective responses (Cohen & Manion, 1997).

##### **3.6.1.1 Head Teachers' Questionnaire (HTQ)**

The Head Teachers' Questionnaire has four sections: Section A consists of background information of the school and the head teacher, section B consists of questionnaires on home-based challenges, section C consists of questionnaires on school administrative challenges, and section D consists of questionnaires on pupil-based challenges. HTQ is attached as Appendix 1.

##### **3.6.1.2 Class Teachers' Questionnaire (CTQ)**

The Class Teacher's Questionnaire has three sections: Section A consists of background information of the teacher, section B consists of school administrative challenges and section C on pupil-based challenges. CTQ is attached as Appendix 2.

### **3.6.1.3 Pupils' Questionnaire (PQ)**

The pupils' questionnaire has four sections: Section A consists of background information of the pupil, section B consists of questionnaires on home-based challenges, section C consists of questionnaires on school-based administrative challenges and section D on pupil-based challenges. PQ is attached as Appendix 3.

### **3.6.2 Curriculum Support Officers' Interview Schedule**

An interview schedule was prepared. This sought information on selected school administrative, pupil and home-based challenges affecting academic performance Kisumu West Sub-county. In-depth interviews encourage respondents to give more complete responses in a free and friendly atmosphere. The findings supplemented information from questionnaires. The interview schedule is attached as Appendix 4.

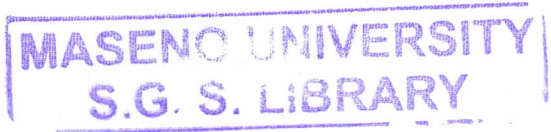
## **3.7 Validity and Reliability of Research Instruments**

### **3.7.1 Validity**

Face validity of the instrument was ascertained by asking the respondents whether the instruments looked valid to them. The questionnaires were subjected to the scrutiny of at least three experts from the Department of Educational Management and Foundations, Maseno University to peruse and see whether they were able to measure what they purported to measure. Their comments and recommendations were incorporated in the questionnaires to make them more meaningful and accurate, hence valid.

### **3.7.2 Reliability**

Reliability of the instruments was established by piloting in eight primary schools which formed 10% of the schools from which the study population is drawn (not included in the study sample). The study used Cronbach's alpha to determine the reliability coefficient of the research



instrument. The study was able to obtain coefficients of .82, .83, and .81 for objectives 1, 2, and 3 respectively. The instruments were considered reliable since the reliability coefficient of .81 was above the minimum of .7 (Frankel & Wallen, 2009).

**Table 3.1: Reliability of Research Instruments**

Variable	Cronbach's Alpha ( $\alpha$ )	Number of Items
Home-based challenges	.82	16
School-based challenges	.83	16
Pupil-based challenges	.81	16
CSO	.79	1

Source: Survey Data (2017)

### 3.8 Data Collection Procedures

Once permit to conduct research had been given by Maseno University Ethics Review Committee, the researcher personally visited the sampled CSOs, head teachers, teachers and standard eight pupils at school and in their offices. The researcher availed an introductory letter from the Sub-County Director of Education, Kisumu West to the head teachers of the sampled schools three weeks before the study was undertaken. The researcher sought permission and consent from the sampled head teachers, teachers and pupils in order to participate in the research. Those who agreed were issued with the questionnaires and given time to fill them, and then the researcher came back after one week to collect the filled questionnaires. An appointment was made for an interview with each of the four CSOs. Each interview took approximately 25 minutes. Interview responses were collected by note taking. The audio recording was done after getting the consent of the CSOs.

### **3.9 Methods of Data Analysis**

Quantitative data from closed-ended sections of the questionnaires were analyzed using descriptive statistics such as percentages, frequencies and means. Correlation analysis was used to test the relationship between pupils' academic performance in 2015K.C.P.E examination (dependent variable) and a series of selected home-based challenges, school administrative and pupil-based challenges (independent variables). Qualitative data collected using open-ended questionnaire items and in-depth interviews were transcribed and categorized on an on-going process as themes and sub-themes emerge from the data.

### **3.10 Ethical Considerations**

Ethics is a code of behavior with respect to what is right or wrong. Ethical considerations therefore, involve protection and respect for respondents taking part in the study (British Psychological Society, 2010). In this study, the ethical considerations entailed transparency and respecting respondents' individual rights and interest to participate in data collection. The respondents were selected on the basis of their willingness and interest to participate in the study. Additionally, the classes eight pupils were given consent letters to take to their parents to allow them participate in the study.

The respondents were assured of confidentiality and their names were not mentioned in connection with the information they provided. The respondents issued with serial numbers and interviews were conducted in privacy to ensure that the respondents feel free to provide credible information. The instruments for data collection did not bear names, addresses or anything that could link the information provided to the respondents.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results and discussion of the study. The study had three objectives namely to establish influence of selected home-based challenges on pupils' performance, to examine influence of selected school-based administrative challenges on pupils' performance and examine influence of selected pupil-based challenges on their performance.

#### 4.2 Response Return Rate

The study administered the questionnaires to 350 pupils, 57 head teachers and 57 class teachers. An interview schedule was also administered to the four Curriculum Support Officers. Table 4.1 shows the comprehensive return rate for different categories of respondents and sample target.

**Table 4.1 Response Return Rate**

Respondent category	Number targeted for response	Number who responded	Percentage response rate
Pupils	350	300	85.7%
Head teachers	57	47	82.46%
Class Teachers	57	47	82.46%
C.S.O	4	4	100%
<b>Total</b>	<b>468</b>	<b>398</b>	<b>85.04%</b>

*Source: Researcher's data, 2017*

The researcher distributed 114 questionnaires to the teachers and 350 questionnaires to the pupils. The researcher received 94 filled questionnaires from the teachers and 300 from the pupils. The questionnaires accepted as correctly filled were: from teachers 82.46%, while the response rate from standard eight pupils was 85.7%. This response rates were acceptable for this

study. As for the CSOs, the study achieved 100% response rate. According to Mugenda and Mugenda (2008), when cross-sectional studies of survey design are conducted at the individual level, the expected response rate is 50 %. Therefore, the above response rates met the criterion hence the response rate was appropriate for this study.

### 4.3 Demographic information of Respondents

#### 4.3.1 Demographic Information of the pupils

Pupils were crucial to this study given that they were the primary customers in education. They are in a position to tell the success and problems they are encountering in the teaching and learning process, what they need, what they miss and the real situation. Class eight pupils were chosen for the study because they are at the peak of academic ladder in primary education system and at this stage of life; children are faced with various administrative and home challenges. This made them more instrumental in providing quantitative information on the influence of various academic challenges on academic performance. Class eight pupils were also in a position to communicate well in English when responding in the questionnaire. The demographic characteristics of the students were summarized in Table 4.2

**Table 4.2: Demographic Characteristics of pupils**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	159	53.0%
Female	141	47.0%
<b>Total</b>	<b>300</b>	<b>100.0%</b>

*Source: Researcher's data, 2017*

The study found that more than half of the respondents (pupils) were males, while almost half of the pupils 47% were females.



### 4.3.2 Demographic Information of the Head Teachers

The head teachers were targeted in this study since they are the mediators and administrators in charge of running of primary schools.

**Table 4.3: Demographic Characteristics of School Head Teachers**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	35	74.5
Female	12	25.5
<b>Total</b>	<b>47</b>	<b>100.0</b>
<b>Experience in the Office as Head of school</b>		
0-2 years	7	14.9
3-5 years	9	19.1
6 and above years	31	66.0
<b>Total</b>	<b>47</b>	<b>100.0</b>

As shown in Table 4.3, out of the 47 school head teachers who responded, 74.5% were male while only 25.5% were females. That implied the gender balance in leadership in government primary schools in Kisumu West Sub-county had not yet been addressed. The study also established that most of the school head teachers at 66.0% had taken more than 6 years in management and leadership position, implying that they had rich knowledge on administrative challenges influencing academic performance of the pupils.

### 4.3.3 Demographic Information of the Class Teachers

The class teachers were also involved in the study because they had good knowledge on academic performance of the pupils and various administrative challenges influencing their performance. The demographic characteristic of the teachers were shown in table 4.4

**Table 4.4: Demographic Characteristics of Class Teachers**

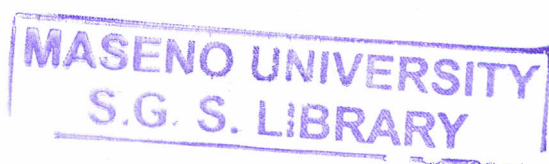
<b>Gender</b>	<b>Frequency</b>	<b>Percentages</b>
Male	29	61.7
Female	18	38.3
<b>Total</b>	<b>47</b>	<b>100.0</b>
<b>Experience as a Class Teachers</b>		
0-2 years	9	19.1
3-5 years	22	46.8
6 and above years	16	34.1
<b>Total</b>	<b>47</b>	<b>100.0</b>

The study found that out of the 47 class teachers, male class teachers outnumbered their female counterparts, where, more than two thirds at 61.7% were males, while only 38.3% were females.

The study shows gender disparity in distribution of class teachers for classroom management and this could influence effective classroom management for good academic performance. The study also established that most of the class teachers at 65.9% cumulatively had taken 0-5 years as class teachers, with only 34.1% having been class teachers for over 6 years. This shows that most of the class teachers had not been in that position long enough to offer effective classroom leadership and management for improved academic performance of the pupils.

#### **4.3.4 School Means Scores in K.C.P.E Examination for Four Years**

The dependent variable of the study was ‘K.C.P.E examination performance’. The variable was investigated by head teachers’ questionnaire and a summary of the KCPE examinations performance for the last four years is shown in Table 4.5



**Table 4.5 Means scores in K.C.P.E examinations for the sampled schools for four years**

<b>Year</b>	<b>Number of sampled schools</b>	<b>Number of respondents</b>	<b>Means scores</b>
2015	57	47	202.80
2014	57	47	204.18
2013	57	47	211.97
2012	57	47	205.11
<b>Overall</b>	<b>57</b>	<b>47</b>	<b>206.01</b>

Source: Survey Data (2017)

Table 4.5 showed the KCPE performance for the past four years in the 47 schools. According to the table, the school means scores were far below the average mark of 250 out of 500 marks. The means scores between the years 2012-2015 were 205.11, 211.97, 204.18, and 200.32 respectively. Although many factors could help explain this performance, the present study established how home-based challenges, pupil-based and school administrative challenges affect pupils' academic performance.

#### **4.4 Establish Influence of Selected Home-based Challenges on Pupils' Performance**

The first objective sought on the influence of home-based challenges on pupils' academic performance. The finding was summarized in the tables below;

**Table 4.6: Head teachers' and Standard eight class teachers' responses on the influence of family income on academic performance**

STATEMENT	N	M	SD
Inadequate basic needs lowers performance	94	4.27	.668
Financial support by parents to schools enhances learning	94	3.95	.768
Malnutrition among pupils interrupts learning	94	4.39	.624
Pupils have few supplementary learning and teaching items	94	4.27	.668
Teacher motivation by parents improves performance	94	3.95	.768
<b>Overall Score</b>	<b>94</b>	<b>4.17</b>	<b>.699</b>

Table 4.6 shows mean ratings on the influence of family income on pupils' academic performance

**Scale:** 1.0-1.4 = Strongly Disagree, 1.5-2.4= Disagree, 2.5-3.4= Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.6 showed that the teacher respondents agreed that inadequate basic needs lower school performance (M = 4.27; SD= .668), financial support to schools enhances learning (M = 3.95; SD= .768), malnutrition among pupils interrupts learning (M= 4.27; SD= .624), pupils have few supplementary learning and teaching items (M = 4.27; SD= .668 and teacher motivation by parents improves academic performance (M= 3.95; SD= .768).

This study agrees with that of Duggan, Watkins and Walker (2008), who noted that children that experienced nutritional deficiencies due to poverty had cognitive deficits later in school. The study findings also tally with that of Appoh and Krekhing (2004), who noted that poverty imposed hardship among the Nigerian school administrators leading to low academic achievements.

The study sought on the pupils' response on the level of family income. The findings were shown in Table 4.7

**Table 4.7: Pupils' responses on the level of family income**

	<b>N</b>	<b>M</b>	<b>SD</b>
Father	300	2.35	.922
Mother	300	2.83	.674
Guardian	300	2.88	.828

**Scale:** 1.0-1.4 = Professionally Employees; 1.5-2.4=Retail Businessmen; 2.5-3.4= Small Scale Farmer; and 3.5-4.0 = Not Employed

Source: Survey Data (2017)

According to table 4.7, the pupils indicated that most fathers are in retail business (M = 2.35), mothers are small scale farmers (M = 2.83) and guardians are small scale farmers (M = 2.88)

The study sought on the influence of parental education on pupils' academic performance. The results were summarized in table 4.8

**Table 4.8: Head teachers' and Standard eight class teachers' responses on the influence of parental education on academic performance**

<b>STATEMENT</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Parental feedback enhances pupils' performance	94	4.39	.624
Parents sign assessment report every end term	94	4.00	.831
Understanding education policies by parents enhances learning	94	4.02	.875
Parents can't express themselves in English or Kiswahili	94	4.28	.615
Parents don't assist pupils in doing homework	94	4.27	.668
<b>Overall</b>	<b>94</b>	<b>4.19</b>	<b>.742</b>

Table 4.8 shows mean ratings on the influence of parental level of education on pupils' academic performance

**Scale:**1.0-1.4 = Strongly Disagree, 1.5-2.4= Disagree, 2.5-3.4= Undecided, 3.5-4.4 = Agree,4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.8 showed that teachers agreed that parental feedback on pupils' enhances performance (M= 4.39; SD = .624), parents sign assessment report every end term (M = 4.00; SD= .831), parents understand education policies (M = 4.02; SD = .875), parents cannot express themselves in English or Kiswahili (M = 4.28; SD= .615) and parent do not assist pupils doing homework (4.27; SD= .668).

Fantuzzo and Tighe (2000) contended that educated parents assist their children in their homework and provide better communication regarding school work. Similarly, Kassandra (2011) also pointed out that parental involvement in children's literacy impact positively towards academic performance.

Further, the study sought the pupils' response on the level of education from the parents/guardians. The findings were shown in the Table 4.8

**Table 4.9: Pupils' responses on the level of education of parents/ guardians**

	<b>N</b>	<b>M</b>	<b>SD</b>
Father	300	2.54	.690
Mother	300	2.35	.823
Guardian	300	2.40	.704

**Scale:** 1.0-1.4 –None; 1.5-2.4- Primary; 2.5-3.4-Secondary; and 3.5-4.0 – Above Secondary

Source: Survey Data (2017)

Table 4.9 showed that most of the pupils indicated that their mothers and guardians are holding primary education level with the mean of 2.35 and 2.40 respectively. On the hand, the pupils indicated that the levels of education of the fathers are secondary with the mean of 2.54. The finding indicated there was literacy among the parents.

The study sought on the teacher response on the community attitude. The findings of the study were summarized in Table 4.10

**Table 4.10: Head teachers' and Standard eight class teachers' responses on the influence of community attitude on academic performance**

STATEMENT	N	M	SD
Book donation and building of classrooms enhances performance	94	3.95	.768
Parents attend school meetings	94	4.39	.624
Community organize cultural festivals like 'Disco Matanga'	94	4.00	.831
Parents don't support school because basic education is free	94	4.02	.875
Theft of school properties interrupts learning	94	4.27	.668
<b>Overall</b>	<b>94</b>	<b>4.13</b>	<b>.753</b>

Table 4.10 shows mean ratings on the influence of community attitude on pupils' academic performance

Scale: 1.0-1.4 = Strongly Disagree, 1.5-2.4 = Disagree, 2.5-3.4 = Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.10 revealed that the teachers agreed that book donation and building of classrooms (M = 3.92; SD = .768) had a high influence on pupils' performance, parent attend school meeting (M = 4.39; SD = .624), community organize cultural festivals like 'disco matanga' (M = 4.00; SD = .831), parents do not support school because basic education is free (M = 4.02; SD = .875), and theft of school properties interrupts learning (M = 4.27; SD = .668).

The current study agreed with that of Ministry of Education (2008), which noted that there has been low community participation in school functions such as building of more classrooms, protection of school properties and addition of instructional materials. The study findings were in line with Mbiti (2003), who revealed that the progress of any school depends on how much support the school administrators get from the parents.

**Table 4.11: Pupils' response on community attitude**

STATEMENT	N	M	SD
Parents attend school meetings	300	4.28	.615
Parents give donations and gift to teachers and head teachers	300	4.36	.627
Parents ensure that their children go to school daily	300	4.00	.803
Parents discuss school and teachers positively	300	4.01	.869
Parents check pupils books and assignments	300	4.28	.615
<b>Overall</b>	<b>300</b>	<b>4.19</b>	<b>.706</b>

Table 4.11 shows pupils' mean ratings on the influence of community attitude on their academic performance

Scale: 1.0-1.4 = Strongly Disagree, 1.5-2.4 = Disagree, 2.5-3.4 = Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.11 the pupils agreed that attendance of school meetings by parents (M = 4.28; SD = .615) had an influence on academic performance, parents give donation and gifts to teachers and head teachers (M = 4.36; SD = .627), parents ensure that their children go to school daily (M = 4.00; SD = .803), parents discuss school and teachers positively (M = 4.01; SD = .869) and parents check pupils book and assignments (M = 4.28; SD = .615), all influenced academic performance.

Further, the findings from the interview schedules showed that education status of parents influences pupils' academic performance. The following statement was obtained from the respondent;

*The pupils who have literate parents/ guardians do perform well than those with illiterate one. Usually, the literate parents/ guardians assist the pupils in tackling homework and also they check the books regularly compared to those with illiterate parents who do not bother to check the books.*



Another statement recorded was as follows:

*Pupils from poor families perform dismally in academics compared to those from rich families. Parents who are living in poverty or not employed finds it hard to support their children education financially so most of the time the pupils fails to attend schools because of lack of school fees and thus results to poor academic performance.*

The findings of the study were in agreement with Barnard (2004) who highlighted that academic performance of pupils heavily depends upon the parental involvement in their academic activities to attain the highest level of quality in academic success. Further, the findings concurred with Sentamu (2003) who established that educational attainment of parents determines the kind of schools to which their children go to. Parents tend to take their children to such schools they attended. This tends to lay a foundation for better performance of their children while at school. Further, the research findings were in agreement with Considine and Zappala (2002) who stated that pupils from educated families foster higher levels of academic achievement because parents provide psychological support for their children and teachers.

Moreover, the study findings agreed with Krashen (2005) who concluded that students whose parents are educated score higher on standardized tests than those whose parents are not educated. School administrators can easily manage educated parents to facilitate academic activities in schools.

Therefore, the findings showed that socio-economic status of the parents affected the academic performance of the pupils in school. For instance, the educated parents are able to check the pupils' books regularly and further assist the pupils in doing homework. However, the uneducated parents are not bothered with the pupils' education performance. Similarly, the level of income can also affect pupils' academic performance.

#### 4.5 Test for Relationship between Selected Home-based Challenges and Pupils' Academic Performance

Correlation analysis was carried out to test whether there is relationship between selected home-based challenges and pupils' academic performance. The following result was summarized in Table 4.12

**Table 4.12: Correlation of Selected Home-based Challenges and Academic performance**

		Home-based Challenges	Academic Performance
Home-based challenges	Pearson Correlation	1	.497**
	Sig. (2-tailed)		.000
	N	394	394
Academic Performance	Pearson Correlation	.497**	1
	Sig. (2-tailed)	.000	
	N	394	394

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data (2017)

The correlation analysis in Table 4.12 showed that there is a strong positive relationship between home-based challenges and pupils' academic performance ( $r = .497$ ;  $p$  value  $< 0.05$ ). In addition, the  $r$  square was .247 which implied that 24.7% of the academic performance is influenced by the home-based challenges while 75.3% are affected by other factors.

#### 4.6 Examine the Influence of Selected School-based Administrative Challenges on Pupils' Performance

The second objective of the study was based on the influence of selected school-based administrative challenges on pupils' academic performance. The objective was based on the following sub-titles: leadership style, school resources and completion of syllabus. The findings of the study were summarized in the tables below;

#### 4.6.1 Influence on Leadership Style on Pupils' Performance

**Table 4.13 Head teachers' and Standard eight class teachers' responses on the influence of leadership style on academic performance**

STATEMENT	N	M	SD
Frequent staff meetings enhances teaching and learning	94	3.95	.768
Delegation of duties motivates teachers	94	4.39	.624
Teachers and pupils are involved in decision making	94	4.00	.831
Teachers and pupils are strictly supervised to do work	94	4.02	.875
Head teacher strictly follows school rules and regulations	94	4.29	.711
<b>Overall</b>	<b>94</b>	<b>4.13</b>	<b>.762</b>

Table 4.13 shows mean ratings on the influence of leadership style on pupils' academic performance

Scale: 1.0-1.4 = Strongly Disagree, 1.5-2.4 = Disagree, 2.5-3.4 = Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.13 showed that the respondents agreed that frequent staff meetings enhances teaching and learning (M = 3.95; SD = .768), delegation of duties motivates teachers (M = 4.39; SD = .624), teachers and pupils are involved in decision making (M = 4.00; SD = .831), teachers and pupils are strictly supervised to do work (M = 4.02; SD = .875) and head teacher strictly followed school rules and regulations (M = 4.29; SD = .711).

The findings concurred with Nyongesa (2007) who stated that decision making strategy becomes more effective and efficient when it represents the broadest consensus. Therefore, regular staff meetings are considered very important since they create team spirit and give teachers an opportunity to voice and hear other issues and achievements. Okumbe (2008) observed that the success of a head teacher depends on his/her ability to manage teachers well. This was similar to

the current study in that delegation of duties to teachers had a high influence on academic performance.

#### 4.6.2 Influence of School Resources on Pupils' Performance

**Table 4.14 Head teachers' and Standard eight class teachers' responses on the influence of school resources on academic performance**

STATEMENT	N	M	SD
Adequate teaching and learning resources improve learning	94	4.27	.668
Enough classrooms and latrines at school enhance learning	94	3.95	.768
School has enough space for play	94	4.39	.624
Games equipment are inadequate	94	4.27	.668
Head teacher's office, staffroom and classrooms have inadequate furniture and equipment	94	4.27	.668
<b>Overall</b>	<b>94</b>	<b>4.23</b>	<b>.697</b>

Table 4.14 shows mean ratings on the influence of school resources on pupils' academic performance

**Scale:** 1.0-1.4 = Strongly Disagree, 1.5-2.4= Disagree, 2.5-3.4= Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

The findings in Table 4.14 showed that respondents agreed that adequate teaching and learning resources (M = 4.27; SD= .668) had an influence on academic performance, enough classrooms and latrines at school enhance learning (M = 3.95; SD= .768), school has enough space for play (M = 4.39; SD= .624), games equipment are inadequate (M = 4.27; SD= .668), head teachers' office , staffroom and classrooms had inadequate furniture and equipment (M = 4.27; SD= .668).

These findings support that of Asikhia (2010), who stressed that availability of textbooks, and other learning materials, are related to education achievement. Malenya (2008) also noted that school performance in national examinations is determined by the availability of textbooks within the learning environment. Similarly, the findings from the interview schedules pointed out

that the schools with adequate learning materials performed better in exams compared to those with inadequate learning facilities. The following statement was recorded:

*I have noted for many years that schools that are poorly equipped with learning facilities such as text books and classrooms do not perform well in the final exams. Also, the schools with fewer teaching staffs poorly perform in final exams.*

In addition, Muindi (2010) pointed out that a healthy learning setting translates to good grades.

Schools with poor sanitation are also fertile grounds for water borne diseases.

#### 4.6.3 Influence of Syllabus Coverage on Pupils' Performance

**Table 4.15 Head teachers' and Standard eight class teachers' responses on the influence of syllabus coverage on academic performance**

STATEMENT	N	M	SD
Teachers complete syllabus in time	94	4.00	.831
Practices in Science and Mathematics motivates learners	94	4.02	.875
Teachers miss most lessons	94	4.29	.711
Cases of teachers absenteeism from duty are common	94	4.02	.875
Teachers are supervised to teach	94	4.29	.711
<b>Overall</b>	<b>94</b>	<b>4.12</b>	<b>.801</b>

Table 4.15 shows mean ratings on the influence of syllabus coverage on pupils' academic performance

Scale: 1.0-1.4 = Strongly Disagree, 1.5-2.4= Disagree, 2.5-3.4= Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

The study findings in Table 4.15 showed that the respondents agreed that there was an influence on academic performance if teachers complete syllabus in time (M=4.00, SD=.831), practical in science and mathematics were done (M=4.02, SD=.875); and cases of teacher absenteeism

(M=4.02, SD=.875). There was also an influence if teachers miss lessons (M=4.29, SD=.711) and when they are supervised to teach (M=4.39, SD=.624).

During an interview with one of the CSOs, it was also noted that syllabus coverage is a key component in achieving the best results. For instance, when asked to comment on factors that hinder schools' K.C.P.E examination performance, the CSO said;

*Absenteeism by teachers from school influences poor academic performance among the pupils because the syllabus is never completed. Also to pupils who fail to attend school do not perform well in exams and tests.*

**Table 4.16: Pupils' responses on influence of selected school-based administrative challenges on their performance**

STATEMENT	N	M	SD
Annual prize giving day motivates learners and teachers	300	4.01	.869
Adequacy of classrooms improves performance	300	4.36	.637
Availability of text books enhances performance	300	3.97	.744
Teachers attend most of their lessons	300	4.36	.637
Shortage of teachers affect performance	300	4.00	.803
<b>Overall</b>	<b>300</b>	<b>4.14</b>	<b>.789</b>

Table 4.16 shows mean ratings on the influence of school-based administrative challenges on pupils' academic performance

Scale: 1.0-1.4 = Strongly Disagree, 1.5-2.4= Disagree, 2.5-3.4= Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.16 showed that the pupils agreed that prize giving day celebrations influenced performance (M = 4.01; SD= .869), adequacy of classrooms improved performance (M = 4.36; SD= .637), availability of text books enhanced performance (M= 3.97; SD= .744), teachers attended most of their lessons (M = 4.36; SD= .637) and shortage of teachers affected performance (M = 4.00; SD= .803).

Their opinion was supported by Ministry of Education (2007) which reported that for performance in schools to be improved, there must be adequate facilities as inadequate infrastructure results in many schools being overcrowded, making both teaching and learning difficult.

#### 4.7 Testing for Relationship between the Selected School-based Administrative Challenges and Pupils' Academic Performance

Correlation analysis was carried out in order to find the relationship between the selected school administrative challenges against pupils' academic performance. The results are summarized in Table 4.18.

**Table 4.17: Correlation of selected school administrative challenges and academic performance**

		School Administrative Challenges	Academic Performance
School Administrative Challenges	Pearson Correlation	1	.533**
	Sig. (2-tailed)		.000
	N	394	394
Academic Performance	Pearson Correlation	.533**	1
	Sig. (2-tailed)	.000	
	N	394	394

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data (2017)

Table 4.17 shows that there was a positive strong relationship between the school administrative challenges and pupils academic performance ( $r = .533$ ;  $p \text{ value} < 0.05$ ). The  $r$  square was calculated and it was 0.284 which implied that 28.4% of the pupils' academic performance was influenced by school-based administrative challenges while 71.6% are affected by other factors.

#### 4.8 Examine the Influence of Selected Pupil-based Challenges on Academic Performance

The final objective of the study was to examine the influence of selected pupil-based administrative challenges on pupils' academic performance. Head teachers and class teachers were therefore asked to indicate their level of agreement with the following statements. Table 4.18 shows the response.

**Table 4.18: Head teachers' and Class teachers' responses on selected pupil-based challenges on their academic performance**

STATEMENT	N	M	SD
Absenteeism contributes to poor academic performance	94	4.27	.668
Pupils attending far schools performs dismally in academics than those going to nearby schools	94	3.95	.768
Pupils in rural schools are intellectually and educationally inferior to their counterparts in urban schools	94	4.39	.624
Orphaned pupils have lowest academic marks than non-orphaned	94	4.00	.831
The Orphaned and Vulnerable Children lack sufficient education	94	4.02	.875
Orphaned pupils do not complete their class assignments in time	94	4.29	.711
<b>Overall</b>	<b>94</b>	<b>4.15</b>	<b>.746</b>

Table 4.18 shows mean ratings on the influence of pupil-based administrative challenges on their academic performance

**Scale:** 1.0-1.4 = Strongly Disagree, 1.5-2.4= Disagree, 2.5-3.4= Undecided, 3.5-4.4 = Agree, 4.5-5.0 = Strongly Agree; M = Mean; SD = Standard Deviation

Source: Survey Data (2017)

Table 4.18 revealed that the respondents agreed that absenteeism contributed to poor academic performance (M =4.27; SD= .668), pupils attending far schools performed dismally in academic than those going to nearby schools (M = 3.95; SD= .768), pupils in rural schools are intellectually and educationally inferior to their counterparts in urban schools (M = 4.39; SD= .624), orphaned pupils had lowest academic marks than non-orphaned (M = 4.00; SD= .831),



orphaned and vulnerable children lacked sufficient education ( $M = 4.02$ ;  $SD = .875$ ) and orphaned pupils did not complete their class assignments in time ( $M = 4.29$ ;  $SD = .711$ ).

**Table 4.19: Pupils' status**

<b>Pupils' Status</b>	<b>Frequency</b>	<b>Percent</b>
Total Orphan	125	41.7
Father Dead	70	23.3
Mother Dead	49	16.3
Single Parent	17	5.7
Don Not Know	39	13.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

Source: Survey Data (2017)

Table 4.19 reveals that majority of the pupils were total orphans 125 (41.7%), 70(23.3%) had lost their fathers, 49(16.3%) had their mothers dead, 17 (5.7%) of them had single parents while 39(13.0%) of the pupils did not know their status. The findings of the study indicated that there were more orphans 244(81.3%) compared to non-orphaned pupils (18.7%).

Similarly, the outcomes of the interview schedules confirmed that pupils in rural schools struggle to perform well because of lack of learning resources. The following statement was recorded:

*Pupils in the rural schools are intellectually and educationally inferior compared to their urban counterparts. The pupils from rural are more engaged in child labor and therefore do not have time to read their books. They ultimately perform poorly in the final exams.*

In addition, another statement supports the quantitative findings as follows:

*Orphaned and vulnerable children have lowest academic marks compared to the non-orphaned children. The OVC normally face challenge with education than those with their parents.*

Both the findings from the questionnaire and interview schedule agreed with Lehr and Johnson (2004) who stated that absenteeism from school is detrimental to learning and academic

achievement and an increase in absences increases academic and sociological risk factors later. Moreover, the study results concurred with Broadhurst, Patron and May-Chahal (2005) who agreed with Johnson (2005) by observing other sociological behaviors associated with pupils who miss going to school; such future risky behaviors include higher dropout rate, tobacco, alcohol and drug use. Further, the study finding agreed with Omanga (2010) who highlighted that pupil absenteeism and indiscipline are to blame for poor performance in national examination in Kenya.

The study findings concurred with United Nations (2001) who observed that, children in rural schools are intellectually and educationally inferior, to their urban counterparts. In their study, they frequently showed that urban children perform better on standardized tests of attainment than rural children. The demands of pupils in rural schools, allows them little opportunity to complete the syllabus (UNESCO, 2000).

**Table 4.20: K.C.P.E examinations mean marks for orphaned and non-orphaned pupils between the years 2012-2015**

<b>YEAR</b>	<b>ORPHANED</b>	<b>NON-ORPHANED</b>
2015	207	213
2014	209	211
2013	212	218
2012	210	216
<b>MEAN</b>	<b>210</b>	<b>215</b>

Source: Survey Data (2017)

The findings in table 4.20 revealed that orphaned pupils performed far much below the mean marks of 250 out of 500 marks, (Mean= 210). The non-orphaned pupils had a mean of slightly higher marks than their counter parts, (Mean=215) in K.C.P.E examinations. The findings were in agreement with Malcolm 2011, who observed that orphans and vulnerable children in Africa

generally have lower rates of school attendance and performance than non-orphaned or less vulnerable children.

#### 4.9 Testing for Relationship between Selected Pupil-based Challenges and Pupils' Academic Performance

Correlation analysis was carried out in order to find the relationship between the pupil-based administrative challenges against pupils' academic performance. The results were summarized in Table 4.21.

**Table 4.21: Correlation of selected pupil-based challenges and their academic performance**

		Pupils-based Challenges	Academic Performance
Pupils-based Challenges	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	394	394
Academic Performance	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	394	394

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.21 shows that there was a positive strong relationship between the pupil-based challenges and their academic performance ( $r = .569$ ;  $p \text{ value} < 0.05$ ). The  $r$  square was calculated and it was 0.324 which implied that 32.4% of the pupils' academic performance was affected by pupil-based challenges while 67.6% are influenced by other factors.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study.

#### 5.2 Summary of the Findings

The summary of the findings, conclusion and recommendation based on the three objectives are presented below:

##### 5.2.1 Influence of Selected Home-based Challenges on Pupils' Academic Performance

On the first objective, the study found out responding head teachers and teachers agreed ( $M=4.17$ ;  $SD=.699$ ) that family income affected academic performance of pupils in KCPE examination (Table 4.6). Most fathers were in retail business ( $M=2.35$ ;  $SD=.922$ ) while mothers ( $M=2.85$ ;  $SD=.674$ ) and guardians ( $M=2.88$ ;  $SD=.828$ ) were small scale farmers (Table 4.7). Similarly, the head teachers and teachers agreed ( $M=4.19$ ;  $SD=.742$ ) that parental education level affected academic performance of pupils (Table 4.8), with mothers ( $M=2.35$ ;  $SD=.823$ ) and guardians ( $M=2.40$ ;  $SD=.704$ ) holding primary level of education (Table 4.9). In addition, the head teachers and teachers also agreed ( $M=4.13$ ;  $SD=.753$ ) that community attitude affected academic performance of pupils (Table 4.10). Equally, the sampled pupils also agreed ( $M=4.19$ ;  $SD=.706$ ) agreed that community attitude affected academic performance of pupils (Table 4.11). There was a strong and positive relationship ( $r = .497$ ;  $p \text{ value} < 0.05$ ) of home-based challenges on pupils' academic performance (Table 4.12).

### **5.2.2 Influence of Selected School Administrative Challenges on Pupils' Academic Performance**

Based on the second objective, the findings revealed that both head teachers and teachers ( $M=4.13$ ;  $SD=.762$ ) agreed that leadership style affected academic performance of pupils (Table 4.13). Similarly, the sampled head teachers and teachers ( $M=4.23$ ;  $SD=.697$ ) agreed that school resources affected pupils' academic performance (Table 4.14), while syllabus coverage too ( $M=4.14$ ;  $SD=.786$ ) also affected academic performance of pupils (Table 4.15). On the other hand, the pupils also agreed ( $M=4.14$ ;  $SD=.789$ ) that school administrative challenges affected academic performance (Table 4.16). The study similarly found a strong and positive relationship ( $r = .533$ ;  $p < 0.05$ ) of school administrative challenges on pupils' academic performance (Table 4.17).

### **5.2.3 Influence of Selected Pupil-based Challenges on Academic Performance**

With regard to the third objective, the study found that the sampled head teachers and teachers ( $M=4.15$ ;  $SD=.746$ ) agreed that pupil-based challenges affected academic performance of pupils (Table 4.18). It was also revealed that most of the pupils (41.7%) of the pupils were total orphans, with 23.3% and 16.3% of them having lost their fathers and mothers respectively (Table 4.19). The findings also illustrated that pupil-based challenges had a strong and positive relationship ( $r=.569$ ;  $p<0.05$ ) on pupils' academic performance.

## **5.3 Conclusion**

Major conclusion drawn from the first objective was that various home-based challenges affected academic performance of the pupils. For instance, inadequate provision of food as a basic need encourages malnutrition among the pupils and this lowered their academic performance.

Low income parents were not able to adequately support their pupils' academic endeavors because of their inability to provide learning materials and resources, and financially support the school operations.

Professional and learned parents participate better in academic performance and understand the importance of academics better than those with low education. Some cultures in the community were also counterproductive to the pupils' academic performance. For example, practices such as "disco matanga" in the community affected the academic performance among the pupils.

In the second objective, frequent staff meeting to strategize on school operations had an affected the academic performance.

The study also concluded that collective decision making in the schools and participatory leadership style as promoted by the school administration highly affected the academic performance of the pupils. Most of the public primary schools in Kisumu West sub-county had inadequate learning resources and equipment and this could discourage learning among the pupils. Most of the classes were also overcrowded, with limited number of teachers who sometimes missed lessons and this could as well compromised the quality of teaching thus influencing academic performance of the pupils.

Based on the third study objective, the study concluded that pupils travelling long distance to school became truants and therefore, absenteeism and lateness to school were common.

Finally, most of the orphaned pupils faced academic challenges especially in terms of adjustment and other psychological challenges.

#### **5.4 Recommendations**

This section stipulates the recommendations to be implemented for practice and policy for good academic achievement of the pupils in public primary schools.

The study found out that the education of parents affected the pupils' academic performance. Therefore, the head teachers should hold meetings with parents to address the influence of parents' education on pupils' academic performance and how to solve the challenges.

The study findings showed that the socio-economic status like provision of learning resources affected the pupils' academic performance. The government through the Ministry of Education and Constituency Development Fund should enhance issuance of grants and other necessary financial needs to schools.

Professional qualifications of parents were found to affect the pupils' academic performance. Therefore, the government through the Ministry of Education should sensitize parents on the importance of parents' professionalism on pupils' academic performance.

Cases of malnutrition among the pupils that might affect negatively their class concentration should be solved by the government promoting school feeding programs in the schools.

Pupils-based factors such as absenteeism and indiscipline cases that were found to affect the academic performance of the pupils should be solved through strengthening guidance and counseling programs in schools.

### **5.5 Suggestions for Further Study**

The following areas can be researched further:

- i. There should be a research on other home-based factors affecting pupils' academic performance in public primary schools since this study only focused on three home-based challenges.
- ii. Another study should be done in other categories of primary schools for example the boarding and private since these findings of the present study only looked at the public primary schools in Kisumu West Sub-county.



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