

Influence of Home Based Factors on Internal Efficiency Primary Schools in Bungoma North and Kimilili-Bungoma Districts, Kenya

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Abstract

Education reform efforts in developing countries are aimed at making education an effective vehicle for national development. Educational attainment, especially primary education, is perceived as one of the main vehicles for spurring economic growth and improving living standards in developing countries. In Kenya, the proposed allocations to both the Ministry of Education and that of Higher Education constitute 13% of the total expenditure for the Financial Year 2011-2012, out of which the Teachers Service Commission receives 4.6% of the total annual expenditure. Bungoma-North and Kimilili-Bungoma Districts have consistently performed poorly in Kenya Certificate of Primary Education despite some schools within the same Districts performing above average. The mean scores in 2008, 2009 and 2010 were 246.96, 240.89 and 234.19 respectively. This raised concern on internal efficiency of primary schools in the districts. The purpose of this study therefore was to examine the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. Objectives of the study were to: Establish the extent to which parental level of education; parental occupation; language use at home and parental income influence internal efficiency of primary schools. Education Production function theory (Psacharopoulos & Woodhall, 1985) was used in this study to show the influence of home based factors on internal efficiency of primary schools. The research designs used were correlation and descriptive survey designs. The target population consisted of 106 Head teachers, 530 standard eight teachers, 6850 standard eight pupils and 2 District Quality Assurance Officers (DQASOs). The study sample consisted of 40 head teachers, 200 standard eight teachers, 400 class eight pupils who were selected using simple random sampling technique and 2 DQASOs who were selected using saturated sampling technique. The study used questionnaires and interview schedules as research instruments. From the research findings, the study established that Parental level of education, occupation; income and language used at home do influence academic achievement of pupils. Fathers' level of Education was a significant predictor of pupils' performance, Pupils Performance in KCPE improved by 16.973 with fathers Education, The variation in Kenya Certificate of Primary Education pupils results were accounted for by home based factors (6.1%).

Keywords: School; Internal; Efficiency; Primary; Kenya.

Background

Education reform efforts in developing countries are aimed at making education an effective vehicle for national development. Over recent decades there has been a massive effort by developing countries to put their children in school. Educational attainment, especially primary education, is perceived as one of the main vehicles for spurring economic growth and improving living standards in developing countries. Given the vast resources invested in education, understanding what factors and investments most efficiently improve student learning is of crucial importance (Rogers, 2004). Internal efficiency comprises the amount of learning achieved during school age attendance, compared to resources provided (Bacchus, 1991). Children's success in school is generally believed to be primarily a function of their innate intellectual aptitudes. Yet, in the case of pupils who come from deprived home environments, their living conditions may considerably reduce their motivation and opportunities to learn. Also, the language of instruction may put certain children at a distinct disadvantage. By disregarding these conditions and attributing poor academic performance to the assumed 'inability' of the child, the school merely reinforces discriminatory social conditions (UNESCO, 1998).

Different home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, values, interests, parents' expectation for their children, and family

size among others. Children coming from different home environments are affected differently by such variations. Kunje (2009) observed that Wealthier families in Malawi seemed to influence achievement of their children in school than poorer families by providing for the needs of children and encouraging them to go to school. However, absenteeism, ill health, malnutrition, hunger and other elements of children from poor families may be militating against their growth and achievement in school. Considine & Zappala (2002) agree that social economic status is determined by an individual's achievements in education, employment, occupational status and income. Onsomu (2006) found that Pupils from homes with better quality houses, who always spoke English at home, had most learning materials, who ate at least three meals per day, who had many possessions and more educated parents achieved better in school. Atkinson and Feather (1966) as cited in Muola (2010) observed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. Muola (2010) while doing study in Machakos district observed that pupils' motivation to do well in academic work is dependent on the nature of their home environment.

Bungoma North and Kimilili-Bungoma Districts have consistently performed poorly in Kenya Certificate of Primary Education since some schools within the same Districts perform above average. The mean scores in 2008, 2009 and 2010 were 246.96, 240.89 and 234.19 respectively out of the total 500 according to Bungoma North and Kimilili-Bungoma Districts academic reports. Little attention has been paid to the home environment as a possible factor that influences internal efficiency of primary schools. In this study we will examine the home based factors in terms of the parents' level of education, occupational status, language at home, learning materials, and family size and establish the extent to which they influence internal efficiency of primary schools as measured by pupils' performance in KCPE examinations in Bungoma North and Kimilili-Bungoma Districts.

Research Methodology

The researcher employed descriptive survey and correlation designs. The target population consisted of 106 Head teachers, 530 standard eight teachers, 6,850 standard eight pupils and 2 DQASOs. The study sample consisted of 40 head teachers, 200 standard eight teachers, 400 class eight pupils who were selected using simple random sampling technique and 2 DQASOs who were selected using saturated sampling technique. This study employed questionnaires and interview schedule as the primary instruments for data collection. To ensure face and content validity of the research instruments, experts from the Department of Educational Management and Foundations, Maseno University (Kenya) were consulted and their input included in the final draft of the instruments. Reliability was ascertained through pilot study. The Pilot study was conducted in eleven (10%) schools and Pearson Product Moment correlation coefficient was used to determine the reliability of the questionnaires at alpha level of significance of 0.05. Class eight teachers questionnaire had Pearson r of 0.80 and 0.75 for pupils' questionnaire.

Both qualitative and quantitative data were collected and analyzed. Quantitative data was transcribed and analyzed using descriptive statistics in form of percentages, means and frequency counts. Inferential statistics in the form of Pearson Product Moment correlation coefficient and regression analysis were used to establish the influence of home based factors on internal efficiency of primary schools. Qualitative data was transcribed and analyzed in emergent themes.

Results

The purpose of this study therefore was to examine the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. The research question responded to was: To what extent do home based factors influence internal efficiency? Various Home based factors were identified that contributed to internal efficiency of primary schools. The factors include level of parents' education, occupation and parental income, Pupils Language used most at home, pupils career choice, Pupils work after school and time spent on each. The study established the extent to which the home based factors influence internal efficiency of primary schools in Bungoma North and Kimilili-Bungoma districts. The Table 1, 2, 3 and 4 indicates the level of education, occupation and income of parents of standard eight pupils; Pupils Language used most at home and pupils' career choice; pupils work after school and time spent on each work and Results of Pearson product moment correlation coefficient on the relationship between the pupils and teachers Responses on Home based factors

Table 1: Level of Parents Education, Occupation and Income (n=398)

Parental Level of Education & occupation	Mother		Father	
	F	%	F	%
Level of Education				
Non formal	5	1.3	5	1.3
Primary	88	22.1	56	14.3
Secondary	250	62.8	209	53.3
University	55	13.8	122	31.1
Occupation				
house wife	268	79.5		
Farming	57	16.9	200	68.5
Teaching	9	2.7	76	26.0
Medical*	3	0.9	16	5.5

***Medical-Doctor Practitioner**

Table 1 show that mothers' level of education varied from non formal to university. Those with non-formal were 5(1.3%), primary education 88(22.1%), secondary 250(62.8%) and university education 55(13.83%). The finding also show that the fathers level of education varied from non formal to university. Those with non-formal were 5(1.3%), primary education 56(14.3%), secondary 209 (53.3%) and university education 122(31.1%). With regard to occupation, the mothers' occupation varied from house wifely to Medical. Those who were house wives were 268(79.5%), peasant farmers 57 (16.9%), teachers 9(2.7%) and medical doctors 3(0.9%). The fathers' occupation varied from peasant farming to Medical. Those who were peasant farmers 200 (68.5%), teachers 76(26.0%) and medical doctors 16(50.5%).

The study further sought to establish the parental income. Table 2 provides data on monthly income of parents.

Table 2: Monthly Income of Parents (n=384)

Amount in Kshs	Frequency	Percentage
< 2,000.00	150	39.1%
2,001 - 10,000.00	110	28.6%
10,001 - 40,000.00	88	22.9%
> 40,000.00	36	9.4%

From Table 2 the study shows that 150 (39.1%) pupil had their Parents income below Kshs. 2,000.00; 110(28.6%) pupil had their Parents income between Kshs.2001 to Kshs.10, 000.00; 88(22.9%) pupil had their Parents income between Kshs.10, 001.00 to Kshs.40, 000.00 and 36(9.4%) pupil had their Parents income greater than Kshs. 40,000.00.

The study further sought to establish the work done by pupils after school; the findings were presented in Table 3.

Table 3: Pupils Work and Time Spent on Each after School (n=400)

Work after school	No of Pupils		Time Spent	
	Frequency	Percentage	Frequency	Percentage
House work	170	25.8	57.2	18.52%
Weeding	88	13.3	24.8	8.03%
Herding	80	12.1%	27	8.74%
Baby sitting	25	3.8%	2	0.65%
Selling	17	2.6%	0.5	0.16%
Working for others	7	1.1%	0	0.00%
Pupils Studying	273	41.4%	197.35	63.90%

In Table 3 it can be observed that 170 (25.8%) pupils do house work, 88(13.3%) pupils do weeding, 80(12.1%) pupils do herding, 25(3.8%) pupils do baby sitting, 17(2.6%) pupils do selling in family business, 7(1.1%) pupils do work for others and 273(41.4%) pupils do studying after school. Concerning time spent on work done above, it was observed that 57.2(18.52%) pupils hours were spent on house work, 24.8(8.03%) hours were spent on weeding, 27(8.74%) hours were spent on herding, 2(0.65%) hours were spent on baby sitting, 0.5(0.16%) hours spent on selling in family business and 197.35(63.9%) hours spent on studying after school. The study further sought to establish the pupils' language used most at home. The results were presented in Table 4

Table 4: Pupils Language Used Most at Home

Home Based Factors	Frequency	Percentage
Language used most at home		
English	18	4.74
Kiswahili	277	72.89
Mother tongue	85	22.37

From Table 4, 277(72.89%) pupils observed that they used Kiswahili most at home, while 85(22.37%) used Mother Tongue most and 18(4.74%) used English most at home. To establish the influence of home based factors on internal efficiency of primary schools Pearson product moment correlation coefficient was calculated and results were as shown in Table 5.

Table 5: Correlation Matrix on Home Based Factors (n=400)

		X1	X2	X3	X3	X5	X6	X7	X8
Pupils doing House work X1	Pearson Correlation	1							
	Sig. (2-tailed)								
Pupils Doing Herding X2	Pearson Correlation	-.073	1						
	Sig. (2-tailed)	.151							
Pupils doing Wedding X3	Pearson Correlation	.196**	.110*	1					
	Sig. (2-tailed)	.000	.029						
Pupils Doing Baby sitting X4	Pearson Correlation	.130**	.075	.160**	1				
	Sig. (2-tailed)	.010	.138	.001					
Pupils Doing work for others X5	Pearson Correlation	.038	.123*	.066	.201**	1			
	Sig. (2-tailed)	.456	.015	.191	.000				
Pupils Doing selling X6	Pearson Correlation	.016	.016	.096	.047	.066	1		
	Sig. (2-tailed)	.747	.745	.058	.352	.192			
Pupils Studying X7	Pearson Correlation	-.058	-.151**	.136**	.050	-.038	-.079	1	
	Sig. (2-tailed)	.248	.003	.007	.326	.455	.118		
KCPEMARK X8	Pearson Correlation	.024	-.030	-.042	-.014	-.093	.008	.115*	1
	Sig. (2-tailed)	.663	.583	.443	.794	.087	.882	.034	
Mothers level of education(X1)	Pearson Correlation	1							
Fathers level of education(X2)	Pearson Correlation	.520**	1						
Mothers occupation(X3)	Pearson Correlation	.341**	.240**	1					
Fathers occupation(X4)	Pearson Correlation	.357**	.479**	.344**	1				
Language used most at home(X5)	Pearson Correlation	.156**	-.184**	-.152**	-.109	1			
Pupils career choice(X6)	Pearson Correlation	.157*	.069	.088	.104	.007	1		
Income of your Parents per months(KHs)(X7)	Pearson Correlation	.258**	.397**	.205**	.399**	-.151**	.068	1	
KCPEMARK(X8)	Pearson Correlation	.124*	.224**	.050	.177**	.141*	.149*	.018	1
	Sig. (2-tailed)	.022	.000	.398	.005	.011	.028	.750	

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows Pearson correlation coefficient between Homes based factors and pupils performance KCPE in 2012. This was the first step in establishing the influence of home based factors on Internal Efficiency of Primary Schools. Multiple regression analysis was computed so as to determine the inter correlation among the variables. In determining the multiple regression analysis; it is necessary to first determine Coefficient of determination and the regression analysis of variance. The findings are presented in Tables 6, 7 and 8

Table 6: Coefficient of determination of home based factors against Pupils Performance in KCPE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.248 ^a	.061	.035	46.69148

Predictors: (Constant), Income of your Parents per months (KHs), Language used most at home, Mothers occupation, Mothers level of education, Fathers occupation, Fathers level of education

From Table 6 the coefficient of determination is 0.061. It shows that 6.1% of variation in pupils' performance in KCPE is accounted for by the home factors. Analysis of Variance was done to establish the level of significance (Table 4.7).

Table 7: Analysis of Variance of home based factors with KCPE Mark

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	30119.244	6	5019.874	2.303	.036 ^b
Residual	459999.898	211	2180.094		
Total	490119.142	217			

a. *Dependent Variable: KCPEMARK*

b. *Predictors: (Constant), Income of your Parents per months (Ksh), Language used most at home, Mothers occupation, Mothers level of education, Fathers occupation, Fathers level of education*

From Table 7 the level of significance was 0.036 which was less than the set p-value of 0.05. This means that home based factors are predictors of pupils' performance in KCPE. Hence they influence internal efficiency of primary schools.

To confirm the influence of home based factors on internal efficiency of primary schools multiple regression analysis was done and the results were as shown in Table 4.8.

Table 8: Multiple Regression Analysis of home based factors with Pupils Performance in KCPE

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	262.644	23.924		10.978	.000
Mothers level of educationX1	-2.423	6.133	-.031	-.395	.693
Fathers level of educationX2	16.973	6.226	.238	2.726	.007
Mothers occupationX3	4.279	6.607	.048	.648	.518
Fathers occupationX4	3.446	6.019	.046	.572	.568
Language used most at homeX5	-7.260	6.402	-.077	-1.134	.258
Income of your Parents per months(KHs)X6	-4.618	4.017	-.094	-1.150	.252

a. *Dependent Variable: KCPEMARK*

From Table 8, a multiple regression was calculated to predict Pupils Performance in KCPE. The results were; Pupils KCPE Mark =262.644-2.423X1+16.973X2+ 4.279X3+3.446X4 -7.260X5-4.618X6.

Discussion

Pupils work after school negatively influences internal efficiency. In Table 5 it can be observed that there was weak positive correlation but not significant between pupils doing house work and pupils KCPE performance, pupils weeding, pupils herding, pupils baby sitting, pupils selling in family business and pupils doing work for others after school had negative correlation though not significant. There was a positive correlation of 0.115 between Pupils' doing studying after school and pupils KCPE performance as indicated in Table 3 that majority of pupils (41.4%) pupils study after school. This finding agree with Ojuodhi (2012) who observed that A student who participates in tedious or much work at home may spend little time on school work leading to poor performance.

Mothers' level of education contributed negatively to internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. KCPE Mark for each student reduced by 2.423 with mothers level of education as was signified by a coefficient of -2.423. However in Table 5 it can be established that there was a weak positive correlation of 0.124 that was significant between mothers' level of education and pupils KCPE performance. This is attributed to the fact that the level of education of the mother was low (Table 1). Mothers with merely basic education usually do not have much influence on pupils since they lack confidence to share with pupils on academics. This finding agree with Ojuodhi (2012) who observed that; "If a parent is not educated, he or she may not be knowledgeable of dynamics in education sector which directly affect the performance of their children. A parent who is not educated may not be in a good position to offer appropriate advice or to assist their children in their studies." Also Chevalier (2004) observed that more educated mothers switch from time-intensive tasks to information intensive tasks, the net effect on their children's education being negative.

Fathers level of Education had the greatest positive predictor of pupils performance in KCPE in the two districts (Table 8). Pupils Performance in KCPE improved by 16.973 with fathers Education as was signified by a coefficient of 16.973. In table 5 it can be established that there was a weak positive correlation of 0.224 that was significant between fathers' level of education and pupils KCPE performance. The level of education of the father as indicated in Table 1 shows that most fathers education was higher than the mothers education. Slightly Over 30% had reached university, therefore to a larger extend have much influence on pupils Performance since they were confident to share with pupils on academics. This findings agree with Ortiz & Dehon(2008). who observed that fathers' education level was significant as opposed to the mothers' education level. The fathers who had attained their bachelor's degree had a greater mean and a positive effect on the student's level of academic achievement in college than the ones who had no college or associate degree (Chiu, J. et al, 2012)

Mothers' occupation contributes positively to internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts as it had a coefficient of 4.279. Pupils score improved by 4.279 with occupation of the mother as indicated in Table 4.8. Though, the correlation between Mothers occupation and pupils KCPE performance was 0.050. This was a weak positive correlation. The relationship was not significant as the p-value of 0.398 were greater than the set 0.05 level of significance. The fact that most mothers are house wives they are the ones who may interact with children most and they know the pain of not having better paid up jobs therefore most of them encourage their children to work harder thereby improving internal efficiency of primary schools in the two districts. The study agrees with Sulman (2011) who observed that occupation of the parents positively influences the academic achievement of the child. But the impact of mother's occupation is more on the academic achievement of the child as compared to father's occupation.

Fathers' occupation contributes positively to internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. Pupils score improved by 3.446 with occupation of the father as indicated in Table 4.8. There was also a weak positive correlation between fathers' occupation and pupils KCPE performance of 0.177, this relationship was significant. Slightly over 26% of fathers were teachers. This implied that they were able to guide their children to work harder thereby improving internal efficiency of primary schools in the two districts. The findings agree with Sulman (2011) who observed that occupation of the father do positively influences the academic achievement of the child.

Parental income contributes negatively to internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. The pupils scores reduced by 4.618 with parental income as was signified by a coefficient of -4.618 in table 4.5. The correlation between Income of your Parents per months and pupils KCPE performance was 0.018. This was a weak positive correlation. The relationship was not significant as the p-value of 0.750 was greater than the set 0.05 level of significance. The findings showed that majority of parents earns below Kshs. 2,000.00. The earning that parents got were from maize farming since majority of them were peasant farmers. These findings agree with Onsomu (2005) found that Pupils from homes with most learning materials and who had many possessions achieved better in school.

Language used most at home had the greatest negative predictor to pupils performance in KCPE in the two districts (Table 4.8). Pupils score reduced by 7.26 with language use as was signified by a coefficient of -7.26. In table 4.5. It can be established that there was a weak positive correlation of 0.141 that was significant between the language used most at home and pupils KCPE performance. From table 4.4 most pupils use Kiswahili at home (72.89%) followed by mother tongue (22.7%). This means that performance of pupils is influenced negatively since all subjects except other languages are done in English. The findings agree with Reche(2012) who established that Pupils who interact using English language tend to understand it better and do well in examinations as all examinations are written in English language apart from other languages; pupils who use mother tongue for interaction are disadvantaged as they end up performing poorly in examinations which are written in English.

Conclusion

Based on the findings of the study the following conclusions were made: Pupils studying after school positively contributes to internal efficiency. The academic levels of parents especially the mothers were low. Mothers' level of education contributed negatively to internal efficiency of primary schools while Fathers level of Education had the greatest positive predictor of internal efficiency in Bungoma-North and Kimilili-Bungoma Districts. Most Mothers were housewives and most fathers were peasant farmers. Mothers' and Fathers' occupation contributed positively to internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts since most parents were available to guide their children. Parental income contributes negatively to internal efficiency of primary school in Bungoma-North and Kimilili-Bungoma Districts since majority of parents earns below Kshs. 2,000.00. Most pupils used Kiswahili at home followed by mother tongue. This meant that performance of pupils is influenced negatively since all subjects except languages are done in English language. Language used most at home had the greatest negative predictor to internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts.

Recommendation

- i. Parents of Bungoma-North and Kimilili-Bungoma Districts to provide conducive home environment and encourage their children to study at home after school. This would in turn enable their children to do well in examination which in turn positively influences internal efficiency of primary schools.
- ii. The ministry of education should provide an enabling environment for parents in Bungoma-North and Kimilili-Bungoma Districts, especially Mothers to further their education to enable them became knowledgeable of dynamics in education sector which will directly affect the performance of their children as well as improve their occupation status thereby positively influencing internal efficiency of primary schools.
- iii. Head teachers to encourage parents in Bungoma-North and Kimilili-Bungoma Districts empower themselves with new technology of farming in order to improve on their earnings. This would in turn enable them to provide for their children thereby improving on internal efficiency of primary school.
- iv. Parents and teachers of Bungoma-North and Kimilili-Bungoma Districts to encourage pupils to use English language at home since Pupils who interact using English language tend to understand it better and do well in examination which in turn positively influences internal efficiency of primary schools .

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