HOME-BASED FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN MOIBEN SUB-COUNTY, UASIN GISHU COUNTY, KENYA

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KOITALEEL SAMOEI UNIVERSITY COLLEGE

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DECLARATION

I declare that this research project is my original work and that it has not been presented in any other university for academic work.

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This research project has been submitted for registration under my supervision and my approval as university supervisor

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DEDICATION

This study is dedicated to my parents, Mr. And Mrs. Kurgat, for their never-ending support morally, spiritually and financially.

To my spouse and the entire family for their encouragement.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBL	Computer based learning
CS	Computer simulation
CSI	Computer Simulation Instruction
HOD	Head of Department
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PAT	Physics achievement test
TQ	Teacher's questionnaire
TSC	Teachers' Service Commission
ANOVA	Analysis of Variance

ABSTRACT

Students' grades are swayed by numerous elements that lie within socio-economic, educational, and personal aspects. These factors are primarily individual as opposed to Home-Based. Students in the secondary schools are in the same educational setting, but their family setting is different, and this aspect may influence their academic performance. The paper has examined the factors in the family environment which influence learners' grades in public day secondary schools in Moiben Sub-county, Uasin Gishu County. Although several educational reforms have been implemented, learners' grades in public day secondary schools in this region has been fairly low raising concerns regarding its causes. Study's aim was to establish the effect of family-related variables on learners 'outcomes. Family-related factors adopted were socio-economic status, the parent education level, family structure, and home learning environment and their impact on learners' outcomes. The theory adopted was ecological systems and descriptive survey research design used. The sample that was chosen consisted of students, teachers, and parents of chosen schools in the study area. Selection method adopted was stratified and purposive sampling method while the sample size was 1056. The data collected was analyzed descriptively, inferentially and content analysis for quantitative and qualitative data respectively. The research power to make parents realize the need of their participation in schools led to the development of programs that educate parents on how to ensure their children excelled academically. Outcomes revealed that educational background, socioeconomic level, family structure, and home-based activities of students had significant effects on learner's outcomes (β=0.414, $p < 0.05$; β= -0.131, $p < 0.05$; β= 0.147, $p < 0.05$, and β= 0.203, $p < 0.05$, respectively). The reason was that the study established that academic achievement of children in the public day secondary schools is affected positively and significantly by the level of education, social status, family structure, and the activities performed by parents at home. The research suggested that management of the state schools be encouraged to make parents more appreciative of the education of their children. Educators are expected to encourage parents to be sure that learners carry out their schoolwork and know their academic requirements. Schools' leadership should ask parents to be supplying the learners with learning materials. In socio-economic status environment at home it is advisable that the management of schools instill in parents the involvement on the education of their children regardless of their socio economic status. The students are supposed to be motivated to strive regardless of their family set-ups. The management of schools ought to advise parents not to accord children more tasks at home that will cause them not to focus on their education. The management of the schools should advise parents or guardians to strike a balance between activities at home and school work of the learners as more house chores restrict the time a student has to revise before an exam.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Home environment encompasses physical, emotional, and communal conditions within child's home that can influence their level of academic performance (Schlecht, 2024). Such factors include religious background, family values, parental education level, economic status, occupational status and interests, parental expectations, family size, parental involvement and cultural background (ray, 2023). These factors collectively influence an environment that is either in support a child's academic performance or hinder the same (Pascual, 2021). A positive home environment generally provides the emotional support, resources, and encouragement needed for academic progress, while a challenging home environment can present obstacles to learning and achievement (drake, 2020).

Home environment influence on academic success is a phenomenon observed globally, with diverse levels of thwack depending on cultural, socioeconomic, and policy contexts (cook, 2020). Research has shown that in developed countries namely North America (USA and Canada), correlation exists between learners' performance and parental or guardians' involvement (O'malley, et al., 2015). Factors like parental education, socioeconomic status, and home literacy activities significantly affect performance (drake, 2020). Considine et al., (2022) states that in these countries, programs like head start in

the USA aim to provide adequate early childhood education and support to low-income families to mitigate any disparities.

High parental expectations and intense academic pressure are common. A guardian attachment in their young ones' schooling is significant, often leading to high academic achievement but sometimes causing stress (Tong & Zhou, 2023). Education systems incorporate parental engagement programs and provide support to alleviate academic pressures (Marzano, 2023). Globally, social standing remains a significant determinant of scholastic success. Well-able households can provide more teaching aids and support (Egalite, 2016). Parents or guardians who are well learned enhance academic outcomes (Barnard, 2020).

Kunje (2019) observed that in Sub Sahara significant limited resources, low parental education levels, and economic challenges often characterize family environments. These factors negatively impact learners' scholastic success especially those in secondary schools. Various NGOs and government programs greatly focus on learning outcomes betterment, providing learning materials, and educating parents on the importance of their involvement (Villanueva & Campos, 2022). Cultural attitudes towards education vary, influencing parental expectations and involvement. In some cultures, education is highly valued and heavily emphasized. Access to books, technology, and extracurricular activities significantly supports scholastic success (Fernández-Alonso, et al., 2017). Disparities in resource availability can lead to unequal educational outcomes. A stable

and supportive home environment positively influences academic performance. Stressful or conflict-ridden environments can hinder academic success (Muola, 2021).

In the Middle Eastern African region, home environments are influenced by cultural and religious values. Parental involvement and socioeconomic status are significant determinants of academic performance (Villanueva & Campos, 2022). Educational reforms aim to increase scholastic success and gender equality enhancement (Onsomu, 2019).

In Kenya, a student's entire scholastic journey is a product of family setting. This influence is multifaceted, encompassing economic status and adequate access to educational resources. Understanding adequately these variables is imperative to formulate remediation that can enhance academic achievements for Kenyan pupils (Onsomu, 2019). Considine et al., (2022) agree that parents with relatively high educational status actively engage in learning outcomes. They are better equipped to assist with homework, create a stimulating learning environment, and have relatively higher expectations or obligations for their children's educational achievements. A child whose parents have a university degree may have access to a broader vocabulary, more complex problem-solving techniques, and a home environment that emphasizes the importance of learning.

Economic stability allows families to provide necessary study aids like internet access, also a quiet place to study together with other activities that can enhance learning. While

students from lower-income homes may experience financial stress that can divert them from their studies, students from wealthy families have access to private tutoring and attend better-funded schools, leading to significant differences in academic performance (Ayoo, 2022). According to Mwoma (2021) the nature of parents' jobs can influence the time they have available to spend with their children and the attitudes they instill regarding education and career aspirations. Parents in professional careers might model strong work ethics and problem-solving skills, whereas parents in lower-wage jobs might struggle with long hours that impede learners' support. Religious beliefs and practices can shape values and norms within the family, influencing attitudes towards discipline, hard work, and the importance of education. A family with strong and adequate religious beliefs might emphasize moral education and discipline, which can translate to better behavior and focus in school (Mwoma, 2021).

According to Mwoma (2021), families that value education tend to create an environment where learning is prioritized. Parents' interests can also expose children to diverse experiences and knowledge areas. A family that values reading will likely have a home filled with books and regular reading habits, fostering literacy and critical thinking skills in children. Ogoye (2020) asserts that the expectations parents have of their children influence their academic performance. The higher the expectations, the higher the inspiration to perform better. However, overly huge expectations of them can lead to stress and anxiety. Students with huge expectations from parents to excel academically may work harder to meet these expectations, whereas those with low expectations might lack motivation (Idris, et al., 2020).

Motamedi (2020) asserts that family size is also a factor that affects children's educational attainment. In large families, all the children may fail to get the attention and resources they need to perform well in school. Larger families might struggle to provide individualized support. In a large family, resources such as time and money may be stretched thin, potentially leading to less academic support for each child (Gabriel et al., 2016). Academic performance is positively impacted when other households actively engage in kids academics. Children with parents who regularly check homework and liaise with instructors excel in academics (Ogoye, 2020).

A supportive and emotionally stable home environment helps children focus better and perform well academically (Nadenge-Gabriel, et al., 2016). Stressful or conflict-ridden home environments can negatively impact academic performance. Students from supportive families who communicate openly and provide emotional support perform well (Okantey, 2021). Access to educational technology and information improve learning outcomes (heady, 2023). Other studies have supported the finding that pupils with access to facilities like internet can research information for school projects; participate in online learning, and access educational apps and games that reinforce classroom learning (Muoki, et al., 2021).

Cultural practices and attitudes towards education can shape a child's approach to learning and academic success (Viluti, 2019). In some cultures, education is highly valued, and children are encouraged to excel academically from a young age, leading to better performance in school (Jeyne, 2022). Kunje (2019) recommended implementing

community-based programs to offer educational resources and support to low-income families in Kenya as a way to resolve family setting aftermath on scholarliness success.

In his study, Ray (2023) noted that there is need to provide financial aid and scholarships to pupils from a less economically advantaged backgrounds. In addition, he described that this would lead to an increased e-digital tools access in rural and low-income areas to bridge the digital divide (Madegwa et al., 2019). Family setting greatly affects scholastic outcomes in Kenya (Kiruy, et al., 2020). By addressing aspects in different family settings, a supportive environment is created that enhance educational outcomes (Kamau, 2020). Policymakers, educators, and communities must work together to implement plan of actions that support students from diverse home environments, ensuring equitable access to quality education (Kunje, 2019). KCSE performance of public day schools in Moiben Sub-County has ranged from a mean score of 3.207 to 3.365 from 2020 to 2023. This performance is below the overall mean score for Moiben Sub-County, which was 4.594 in 2020, 4.601 in 2021, 5.1974 in 2022, and 4.330 in 2023. Additionally, these scores are lower than those of neighboring Ainabkoi and Soy sub counties as in table 1.1.

Table 1.1: Moiben sub-county public day KCSE performance

Sub-county	**2020**	**2021**	**2022**	**2023**
Moiben	3.465	3.107	3.304	3.304
Ainabkoi	3.845	3.769	3.733	4.169
Soy	3.691	3.874	3.679	4.091

Source: County Education Offices (2024)

Academic achievement is undoubtedly influenced by many different things (Nyaphisi, 2021). The academic prosperity of students may be impacted by factors at home. Therefore, the study's main goal was to find out how the home environment impacts learners' outcomes in the aforementioned study area.

1.2 Statement of the Problem

Learners' outcomes are affected by a range of contributors that are family set-up based or otherwise. Pupils in Kenya share same school environments; their home environments differ significantly, impacting their academic performance, especially in academics. Despite various concerned government efforts and stakeholders to improve significantly education excellence in Kenya, learners' academic performance in the current study settings remains a serious issue (Nadenge, 2016). In addition, one of the critical yet often overlooked areas influencing this performance is the set of home-based factors that significantly impact students' ability to perform well academically (Viluti, 2019).

Therefore, knowing how Home-Based factors collectively and individually affect students' performance academically is crucial for devising strategies that can enhance its success. This study sought to figure out specific family-related determinants that impact scholastic outcomes in the selected study area and provided hints on policy can be improved together with target support programs which were aimed at enhancing educational outcomes for these students.

1.3 Purpose of the Study

This research project sought to determine how home environment, including social class, family size, and parents' educational attainment, affects learners' outcomes in the selected study area.

1.4 Hypothesis

Ho1: The academic achievement of students in public secondary day schools in Moiben Sub-county is not significantly correlated with the educational attainment of their parents or guardians.

Ho2: The academic achievement of students in public secondary day schools in Moiben Sub-County is not significantly correlated with their home socioeconomic level.

Ho3: Students' academic achievement in public secondary day schools in Moiben Sub-County is not significantly correlated with their family structure.

Ho4: Students' academic achievement in public secondary day schools in Moiben Sub-County is not significantly correlated with their home-based activities.

1.5 Significance of the Study

The study pinpointed specific domestic circumstances that significantly impacts learning outcomes. This understanding was crucial for addressing the root causes of educational disparities by identifying key influences and how policymakers can design targeted engagement to support students more effectively based on their unique home environments. In addition, the findings informed enactment of proposed actions for inequalities in schooling cutback. Policies included providing financial support to low-

income families or educational workshops for parents. Insights from the study ensured that those from underprivileged backgrounds receive the support they need. The study underscored the momentousness of parents' connivance in matters academics, leading to initiatives that educate them on what can be done for academic success enhancement.

Understanding the overall influence of domestic circumstances on learners' outcomes led to initiatives that provide emotional and psychological support to students, enhancing their overall well-being. The study promoted a holistic approach to education that considers not only academic performance, but also factors such as social and emotional development influenced by the home environment. In conclusion, the study provided data for future research, helping to track changes over time and the potency of implemented interventions.

1.6 Limitations of the Study

Collecting accurate and reliable data on home environments can be challenging due to the reliance on data that individuals provide about themselves, which is subject to bias or inaccuracies. Reaching all segments of the population, especially in remote or rural areas, was difficult. This resulted in incomplete data that does not fully represent the diverse home environments in Kenya. On the topic, the word "influence" is a concept difficult to directly measure; the design used for the study might show a correlation between the variables, but cannot definitively prove that they affect students' performance, as other unmeasured variables could be involved. In addition, home environments are affected by socio-welfare and economic status, cultural values, and family dynamics. Isolating the specific impact of each factor on academic performance was challenging. Moreover,

domestic environments differ over time due to factors like economic shifts, migration, or family changes. Capturing these dynamic changes in a single study was difficult. The study used interviews, which consumes more time and was more likely to be affected by interviewer bias; however, multiple data collection methods were used to overcome interviewer bias.

1.7 Delimitations of the study

These were intentional choices that were made to make this study manageable and relevant. The focus was only on effects of family setting determinants on learners' outcomes in the study area. The study also investigated specific home-based factors like parental education and economic status, while excluding other factors like family size or emotional climate. This focus allowed for in-depth investigation of the chosen variables.

1.8 Basic assumptions of the study

I. The study assumed that home-based factors could effectively be measured using the chosen research methods, such as surveys or interviews.

II. The study assumed that the metrics used to assess academic performance, such as test scores or grades, are valid indicators of students' academic achievement.

III. The study assumed that cultural and social norms within Kenya play a great role in enhancing home-based factors and that these norms can be consistently identified and analyzed.

1.9. Definitions of significant terms

Academic performance pertains to evaluation and assessment of children's academic achievements as reflected in their scores across different subjects.

A family is considered to be in **household poverty** if they make less than $1 per day, which makes it difficult for them to meet their basic necessities.

Home-based factors encompassed child labor and home chore schedule.

Family structures refer to the household structure which is two, single, extended and step families.

Professional qualification refers to the courses or training undertaken by a parent or guardian that equips them with the skills necessary for a particular job specialization.

Socio-economic status was determined by parents' education levels as well as occupations amongst others.

1.10 Organization of the study

This study had five chapters. Chapter 1 addressed introduction, problem statement, goal, aims, research questions, significance, assumptions, definitions of terms and works structure. Chapter Two also covered the literature on variables of the study among others. Chapter 3 was on methodology with sub topics like research design among others. Chapter 4 discussed data interpretation, analysis, and discussion. Chapter 5 entailed the discussion of the synopsis, conclusion and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter assesses research on how parents' educational backgrounds, socioeconomic standing, family dynamics, and home-based elements affect children's academic achievement. It included a conceptual framework, a description of the examined literature, a theoretical review, an analysis of previous investigations, and the identification of research gaps.

2.2. Education levels of parents or guardians and students' academic performance

One important element affecting pupils' academic achievement is the parents or guardians academic attainment (Ngangi, Cheloti, & Mwania, 2023). The education level of parents can influence pupils' learning environment, motivation, and educational outcomes (Bakar, Mamat, & Ibrahim, 2017). According to Sentamu (2023), parents with adequate education levels are generally better equipped to assist learner in working on assignments, understand complex concepts, and provide academic guidance. A study by Ogoye (2021) that was done in Nyeri showed that a parent with a college degree might be more adept at explaining advanced math problems juxtaposed to a parent with only a high school education.

A child's learning experience can be improved by educational resources like books, technology, and extracurricular activities, which are more likely to be valued and funded

by educated parents or guardians (Baliyan, Rao, & Baliya, 2022). Higher educated parents may be able to offer tutoring services and educational resources (Jeynes, 2022).

In his studies, Okantey (2021), indicated that educated parents serve as role models, demonstrating academics relevance via personal successes and attitudes toward learning. A parent with a successful career and higher education credentials may inspire their child to value and strive for academic success (Idris, Hussain, & Ahmad, 2020). Considine and Zappala (2022) in their study established that higher levels of parental education often correlate with a more structured and supportive home learning environment, including designated study areas and consistent routines.an organized study environment provided by educated parents can contribute significantly to better study habits and learners' success.

Educated parents or guardians can cultivate a helpful and encouraging ambiance that champions learning and scholarly curiosity (Karunakaran, Jusoh, & Chinna, 2019). Regular discussions about school and academic achievements can motivate children to perform better. Educational networks: educated parents or guardians are often more connected to educational networks and resources, including schools, teachers, and educational programs (Koskei & Ngeno, 2015). They may be more proactive in seeking out educational opportunities and staying informed about school events and academic support (Sentamu, 2023).

According to Sentamu (2023), higher education levels enable parents to better navigate educational systems and access information that can improve learning outcomes. Educated fathers and/or mothers might be adept at understanding school curricula and

advocating for kid's needs (Idris, et al., 2020). Educated guardians are often better equipped to provide sentimental help and build kids confidence, which can positively affect academic performance (Korir & Wambugu, 2018). Parents or guardians who are emotionally supportive can help children significantly develop resilience and a positive attitude toward challenges (Considine & Zappala, 2022).

Higher education levels may significantly correlate with better stress management which contributes to a more stable home environment (Naite, 2021). A stable and supportive home environment can significantly reduce academic stress and enhance performance. Children with learned guardians can pursue higher education; attain greater academic and career goals (Odikpo & Ejide, 2021). A solid educational foundation, combined with encouragement from educated parents, often results in higher college attendance rates and successful career outcomes (Considine & Zappala, 2022).

Higher parental or guardians' education levels often lead to better economic stability that provides opportunities for child's education (Onyedikachim, & Ezekiel-hart, 2021). Financial stability can afford access to good schools and educational resources. According to Muola (2021), educated parents or guardians often expose their children to cultural as well as intellectual experiences, contributing to broader learning opportunities. Exposure to books, cultural events, and intellectual discussions can greatly enrich a child's learning experience (Khan, Iqbal, & Tasneem, 2015). Higher levels of parental education can boost social skills development and hence enhance academic success (Onyedikachim & Ezekiel-hart, 2021). Educated parents might emphasize academic value and interpersonal skills (Koskei & Ngeno, 2015).

Parental or guardians' level of education enhance learners' academic support, values and expectations, home learning environment, and socio-emotional support (Li & Qiu, 2018). The presence of educated parents often significantly leads to a more enriching and supportive educational experience, fostering better academic outcomes for their children (Ogbugo-Ololube, 2016). Addressing disparities in parental education levels through targeted interventions and support can help mitigate educational inequalities and improve student performance (Jeynes, 2022).

According to Sentamu (2023), there is a notable interconnection between parents or guardians' academic status and learners' educational aspirations. Research indicates that most educational disadvantages are prevalent among children from lower social classes, as they frequently originate from environments that lack educational resources. This deprivation affects all life aspects like socio-economic status and academic progression. Deprived households may scuffle to pay school fees and often have more school-age children, making it harder to allocate sufficient resources for each child's education.

In contrast, wealthier and better-educated parents can more easily provide the resources and conditions conducive to academic success, giving their children initial advantages that are difficult for poorer families, especially those in slum areas or rural Kenya, to match (Jeynes, 2022). Pupils desire to pursue their education is dependent on the value that family members attach to education. To improve academic accomplishment, parents should help their kids in schoolwork (Rana, Nadeem, & Saima, 2015). Okantey (2021) noted that parents or guardians serve as a child's first teachers; however, as children enter formal schooling, parents frequently seek ways to effectively support their educational

journey. It has been demonstrated that engaging in reading activities at home greatly enhances language comprehension and expressive language abilities in addition to reading achievement (Mutodi & Ngirande, 2021).

2.3 Socio-economic status environment at home and students' academic performance

Social standing impacts educational outcomes in African communities. Understanding its influence can help in developing strategies to mitigate these challenges and improve academic performance for students (Adewale, 2022). In some communities, cultural beliefs and practices may not prioritize formal education, particularly for girls (Nadenge-Gabriel, et al., 2016). Girls may be expected to help with household chores instead of focusing on their studies. Moreover, lower SES communities may have limited access to social networks that can provide educational support and resources (Muoki, Kimani, & Mukolwe, 2021). Families in poverty may not have connections to people who can tutor or mentor their children.

Eze (2022) had also argued that in many African communities, a great portion of the adult population is illiterate, limiting their ability to guide learners in doing their assignments and other educational activities. Unlearned parents or guardians are unable to help kids to solve math problems or reading assignments (Viluti, 2019). Economic hardships force parents to focus on meeting essentials unlike scholarly support (Kiruy, Manduku, & Ngeno, 2020). Parents working multiple jobs may not have the time or energy to help with homework (Kamau, 2020).

Ogoye (2020) notes that families with adequate SES can afford books, computers, and other educational materials that enhance learning. For example, a student with access to a personal computer and internet at home can more easily complete assignments and conduct research. Lower SES students have limited access to books, technology, and tutoring services. Students may struggle to complete homework and keep up with classmates (Mwangi, Gitonga, & Nduati Kariuki, 2024). In addition, attending underfunded schools with fewer resources and less experienced teachers leads lower quality education and fewer opportunities for enrichment (Rothestein, 2020).

Moreover, Smith (2021) highlighted that higher SES families can offer after-school tuition. Participation in after-school programs or private coaching can help students understand difficult subjects and improve their grades lower SES students' lack of a quiet, dedicated area for studying (Madegwa, Piliyesi, & Katundano, 2019). This leads to distractions and an inability to focus on schoolwork. Parents or guardians may also have less time or ability to help with homework and less scholarly support and encouragement (Nadenge, 2016).

Oni (2020) and Omoegun (2020) asserted that social standing significantly impacts expected outputs, including access to resources, quality of schooling, home environment, health and nutrition, and psychosocial factors. Addressing the disparities associated with SES requires targeted interventions and policies aimed at providing adequate equitable educational support (Nyaphisi, 2021). Efforts to better learners' outcome can include increasing funding for under-resourced schools, providing nutritional and health support,

and fostering greater parental and community involvement in education (Rothestein, 2020).

2.4 Family structure and students' academic performance

In many cultures, extended families significantly contribute to a child's upbringing. Research on students living in extended family households-where grandparents, aunts, uncles, or cousins participate in caregiving-yields mixed results (Woessmann, 2015). Some studies suggest that support from extended family members can positively impact academic performance by offering additional emotional and financial resources (Hofferth, 2022). For instance, grandparents may assist with homework or create a stable home environment when parents are unavailable.

However, other studies show that overcrowded households, which are sometimes a feature of extended families, can negatively impact students' academic focus and study habits (Crowder & Teachman, 2021). The impact of extended families on learners' outcome may, therefore, depend on the stability, resources, and the roles of family members in supporting the student's education. According to Christenson and Sheridan (2021), family instability-characterized by household composition changes has detrimental impact on learning outcomes. According to Fomby and Cherlin (2022), children who experience family transitions get emotional distress and exhibit behavioral troubles that interfere with their academic progress. Family instability is often associated with disruptions in the child's home life, reduced parental involvement in schooling, and financial strain, all of which contribute to poorer academic outcomes (Latu-latu, 2018).

The existing literature suggests that family structure impacts learners' outcomes, but the relationship is complex and mediated by aspects such as family stability (Uwaifo, 2018). While kids from stepfamilies, or extended families can also succeed academically with adequate support and resources (Sepahmansour & Mazaheri, 2021). The quality of the family environment, including emotional support and stability, may be more critical than the specific family structure in determining academic outcomes (Akinleke, 2017).

Home chores can improve or not learning outcomes. While some level of responsibility can teach valuable life skills, excessive or poorly managed chores can detract from study time and academic focus (Rothestein, 2020). Numerous indicators of children's education, such as reading proficiency, school exam performance, enrolment, attendance, days missed, tardiness, grade repetition, and years of education attained, are primarily negatively impacted by the amount of work a child does at home (Villanueva & Campos, 2022). These findings highlight the complex and multifaceted influence of home chores on educational output.

Research indicates that children engaged in labor often perform worse in examinations. A study by Beegle, Dehejia, and Gatti (2019) found that child labor greatly reduces academic performance, particularly in subjects requiring higher cognitive skills. A student anxious about meeting household expectations may find it difficult to relax and concentrate on studies (cook, 2020). Overburdened students might develop a negative attitude towards education if they perceive it as an additional source of stress. A student

who views schoolwork as just another chore may become disinterested and disengaged from learning (Putra, et al., 2020).

Child labor is associated with lower school enrollment rates, as work obligations often take priority over education. Emerson and Souza (2023) reported that children involved in labor rarely attend classes. Children who work often have irregular school attendance (Fernández-Alonso, et al., 2017). Ravallion and Wodon (2020) observed that child labor increases absenteeism, which in turn affects educational attainment and performance.

Working children frequently arrive late to school, disrupting their learning process and active participation in classroom activities (Nunez, et al., 2017). Chores can distract these students from their academic goals, especially if they are required to perform them during study hours (Niklas, et al., 2020). A student interrupted by chores while studying may struggle to regain focus and momentum. The mental and physical toll of excessive chores can negatively impact academic performance. Students overwhelmed by household responsibilities may experience declining grades due to lack of focus and energy (Putra, et al., 2020).

Research by Akabayashi and Psacharopoulos (2021) noted that children involved in labor activities are late for school as compared to their peers. There is a significantly high incidence of grade repetition among children who work, due to their inability to keep up with academic requirements (Pascual, 2021). Psacharopoulos (2023) found that children involved in work are more likely to repeat grades, reflecting their struggle to balance

work and study. Heady (2023) concluded that children engaged in labor typically achieve fewer years of education compared to non-working children. Balancing heavy chore loads with academic responsibilities can lead to fatigue and stress (Fernández Alonso et al., 2017). A student who is tired from extensive household duties may find it difficult to concentrate on schoolwork.

Working children generally exhibit lower levels of reading competence and literacy skills. The International Labor Organization (ILO, 2015) found that child labor negatively affects reading competence, limiting children's future educational and employment opportunities. Excessive chores is a hindrance to completing homework (Dejene, 2019). A student who spends many hours each day on chores may have less time for academic pursuits, leading to lower grades (Ibyatova, Oparina, & Rakova, 2018). Home chores or poorly timed chores can interfere with study time and academic focus (Khan, Begum, & Imad, 2019). By setting reasonable expectations, creating a balanced chore schedule, involving the entire family, and promoting the educational value of chores, parents can help their children balance household responsibilities with their academic pursuits (Fernández-Alonso, et al., 2017). This balanced approach can contribute to overall development and academic success.

2.5 Research gap

There were no studies done in Moiben, Uasin Gishu hence the study aimed to expound the research to a different location. The study had not adopted home chore schedule which this study sought to provide and hence address a conceptual gap.

2.6 Theoretical framework

This research adopts Bronfenbrenner's model which is the revised version of Bronfenbrenner's theory which was founded by Bronfenbrenner in 1995. It is a developmental framework that explains how different environmental systems, including the family, influence human development. It is highly relevant for educational studies that explore how learning outcomes are shaped by home environments, family structures, and socio-economic conditions (Uwaifo, 2018). The theory comprises five interrelated systems:

Microsystem is associated with kids' immediate environment like family, school, as well as peer groups. In this project, factors like parental education, family structure, and home learning environment fall under the microsystem (Pascual, 2021). Mesosystem represents the interactions between components of the microsystem. For instance, how family-school partnership with teachers and school activities influences the student's performance. Home environment where children get moral support tend to excel in academics (Khan, et al., 2019). Consistent motivation and encouragement from parents can boost a child's confidence and academic aspirations. Positive reinforcement and recognition of academic achievements can inspire children to strive for higher goals (Pascual, 2021).

Ecosystem concerns parental work conditions or family income, which impact the resources available for education. According to Onsomu (2019), home backgrounds influence academic performance. This observation highlights how various home-based

factors can influence educational outcomes. Parents' or guardian's educational levels are closely connected to students' academic success (Niklas, et al., 2020).

Macrosystem is the broader socio-cultural context, which includes societal attitudes toward education (Cook, 2020). This influences both the home environment and the value placed on education. Chronosystem this encompasses the dimension of time (e.g., divorce, death, or remarriage) over time that can affect academic performance (Sepahmansour & Mazaheri, 2021). Bronfenbrenner's theory enlists how various home-based factors influence students' academic performance (Putra, et al., 2020). By analyzing family setting as a system within the student's ecological environment, this theory allows the project to: examine the direct influences (microsystem) of guardians entanglement and family set-up on performance.

Explore indirect influences (ecosystem), such as the economic challenges faced by parents, which may limit resources for education (Schlecht, 2024). This will consider how interactions between the home and school environments (mesosystem) affect academic outcomes (Helgertz & Tegunimataka, 2024). This framework enables the project to identify which home-based factors play the most significant roles in shaping student performance and how these factors are interlinked within the broader context of the student's life (Uwaifo, 2018).

2.7 Conceptual framework

According to the study's hypothesis, home-based factors affect how well pupils do in schools. The diagrammatical representation was displayed under.

Independent variable **Intervening variable** **Dependent variable**

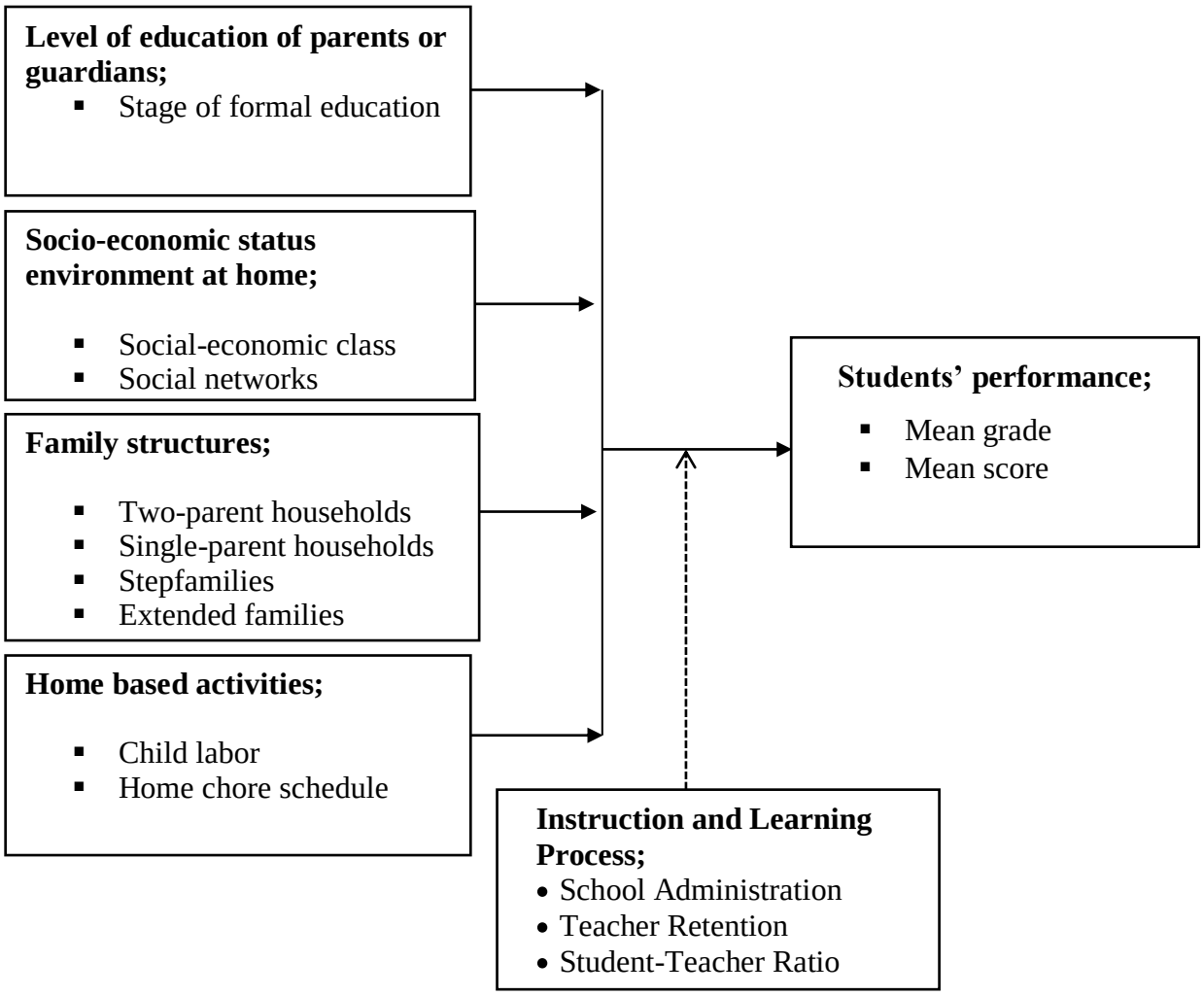


Figure 2.1 Conceptual Framework

The predictor variable encompasses parents' or guardians' education levels, socio-economic status, family structures and home-based activities. Furthermore, the

intervening variable adopted in the study included; instruction and learning process which comprises of school administration, teacher retention, student-teacher ratio and educational quality. The outcome variable was students' performance and it was operationalized by mean grade and mean score. The intervening variables were controlled using randomization and adoption of standardization of procedures.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter was essential for ensuring the research is carried out systematically and that the findings are both credible and valid. The chapter was organized into several sections as enlisted below;

3.2 Research design

Research design used was descriptive survey research design and is a research methodology that aims at providing a systematic description of the features of a phenomenon (Creswell, 2022). It was mostly focused on availing information of how something is without going into how, when, or why something happened in a particular way (Gupta & Gupta, 2022). This method was most suitable to obtain a clear insight on the what part of the study (Patel and Patel, 2019). The design helps researchers compile data by using surveys, interviews, or observation to help in offering a detailed description of how these variables contribute to academic performance.

3.3 Target population

Target population refers to everything or everyone scholars wish to examine, and then conclusions will be made (Saharan et al., 2020). Nayak and Singh (2021) point out that the target population should be defined because it determines the range of the study findings. The sample population was obtained through Moiben sub-county that included some major groups that engaged in the education setting. The Moiben Sub-County

education office (2014) indicates that the region has 36 public day secondary schools, which is a highly diverse educational environment with a student population. These schools have a total population of 720 and 9800 teachers and students respectively.

The instructors are crucial in the learning outcomes and their input on factors in the home-based factors are invaluable to the study. Moreover, the parent-teacher association (PTA) comprises 36 people who support and enrich the educational process of students and can provide the insights into the study variables. Teachers as well as members of the PTA are also close to the educational environment and would be able to contribute to the information on the topic of interest. The wide target population offers the data-collector a large sample to use in data collection hence the results may be broadened to the rest of the educational environment in Moiben Sub-County.

3.4 Sample Size and Sampling Procedure

In line with recommendation of Mugenda and Mugenda (2000) that states that a 10-30% sample of the target population was enough to conduct a descriptive study, in the study a 10% sampling method as suggested by Mugenda and Mugenda (2023). As a result, the researcher will sample 10 percent out of the target population of 36 members of Parents Association (PA), 720 teachers, and 9,800 students. There was the use of stratified and purposive sampling approach. Teachers, students, and 10% of the members of each stratum-PA were sampled; however, the final sample size was 1056 respondents. This approach made it possible those in the stratas among the target population are sufficiently pictured to make strong and generalizable conclusions.

Table 3.1: Sample size calculation

Item	**Target population**	**Sample size**
Students	9800	980
Teachers	720	72
Pa members	36	4
Total	**10556**	**1056**

3.5 Research Instruments

Questionnaires and interview guide were used to assemble data on the topic of study among learners and the latter among guardians and PTA members. The guide was made through research supervisors help who reviewed and confirmed the contents. They were revised according to their professional advice to make sure that the instrument was suitable and efficient. During the development, supervisors were involved to ensure that aids were appropriate in the acquisition of the required information. The instrument was adjusted according to the recommendations of the supervisors. The interview plan was distinctive and the researcher interacted directly with the subjects orally (Kothari, 2021). Timetable encouraged interaction with the members of PTA and helped in establishing confidence in them during data collection exercise. The secondary data consisted of the dependent variable and it was taken through secondary sources, school academic records using documentary analysis guide.

3.6 Validity of the Instrument

Content validity involves determining whether questionnaire effectively measures what it was meant for (Mishra & Alok, 2022). 10% of the 36 schools targeted for the study participated in a pilot program for the research instrument. This approach helped to verify that the questionnaire accurately captures the relevant information needed for the study (Dźwigoł & Dźwigoł-Barosz, 2018). The actual study did not use the four schools that were used for the pilot project. To get clarity and ensure that the instruments could gather all the necessary data for feedback, the researcher pretested instruments. This allowed for the instruments to be improved. The validity of qualitative data was enhanced through triangulation, member checking and audit trail maintenance. Triangulation realization was through the adoption of many data sources.

3.7 Reliability of the Instrument

It had been evaluated through the alpha coefficient of Cronbach that had to be greater or equal to 0.7 so that the aid can be deemed as credible (Kerlinger, 2021). Findings were in line with those given below;

Table 3.2: Reliability test results

Variable	Cronbach alpha	Comments
Parents' level of education	0.771	Reliable
Socio-economic status at home	0.768	Reliable
Family structures	0.750	Reliable
Home-based activities	0.811	Reliable

Source: Field data (2025)

All the variables α exceeded 0.7 which implies that the study tool is valid and may be further explored. Qualitative data also had improved reliability by the creation of trustworthiness and consistency of findings.

3.8 Data Collection Procedures

NACOSTI license was requested and after clearance was obtained, the schools were visited and arrangements made regarding the appropriate time of administration of questionnaires and face to face interviews. The aids were distributed to the informants and they were assured their privacy and properly informed how to answer the questions. They were handed back at sessions end. The researcher was able to interview the PA members and taken note of the feedback.

3.9 Data Analysis Techniques

According to Mishra and Alok (2022), frequency tables, percentages, and the systematic organization of the data are the key methods of such a study reporting. Responses were coded and categorized, correctly recorded and processed them through SPSS software and the narrative data was analyzed in themes. Quantitative data was displayed using simple tables that gave a concise display of the most important home-based factors. The relationship and hypothesis testing were done through correlation analysis and regression analysis. When p was lower than 0.05, the hypotheses were disapproved. The regression equation was as below;

$$Y= \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \boldsymbol{\varepsilon}$$

Where:

Y represents the dependent variable (students' academic performance).

A represents the regression constant.

B_1 is the adjustment in y for each increment adjusted in x_1

B_2 is the adjustment in y for each increment adjusted in x_2

B_3 is the adjustment in y for each increment adjusted in x_3

B_4 is the adjustment in y for each increment adjusted in x_4

X_1 is education level of parents or guardians

X_2 is socio-economic status environment at home

X_3 is different family structures

X_4 is home-based activities

E is the error of precision

3.10. Ethical considerations

Research permit was gotten from NACOSTI and anonymity upheld in the study. The privacy of participants' data was protected through coding. Participation in the study did not expose respondents to any potential harm, whether physical or psychological. Acts of plagiarism were avoided in the study as people's works were cited. Informants consented prior to being allowed to provide their opinions. Conflicts of interest were avoided and involvement in the study was purely voluntarily. All the results reported were transparent.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The following topics were discussed in this chapter; response rate, background information concerning respondents, findings of descriptive and inferential statistics, interpretation, and discussions. The data obtained after the interview schedule was presented using common thematic narratives as is seen below on each aim.

4.2 Response rate

The research involved teacher and student questionnaires as it is shown in table 4.1. The total amount of the questionnaires distributed (n=1056) to the students were returned (n=943) and those intended to be completely left to teachers (n=901). A sum of 72 questionnaires were circulated and 61 returned.

Table 4.1: Response rate

	Questionnaires issued	Questionnaires returned	Incomplete questionnaires	Complete questionnaire	Response rate
Students	980	943	42	901	
Teachers	72	61	-	61	
Total	**1052**			**962**	**91.4%**

Source: field data (2025)

Overall return rate was 91.4%, the students and teachers had a high response rate hence one could conduct further analysis.

4.3 Demographic information of the respondents

The bio data was presented below;

4.3.1 Distribution of students by gender

The results were as follows;

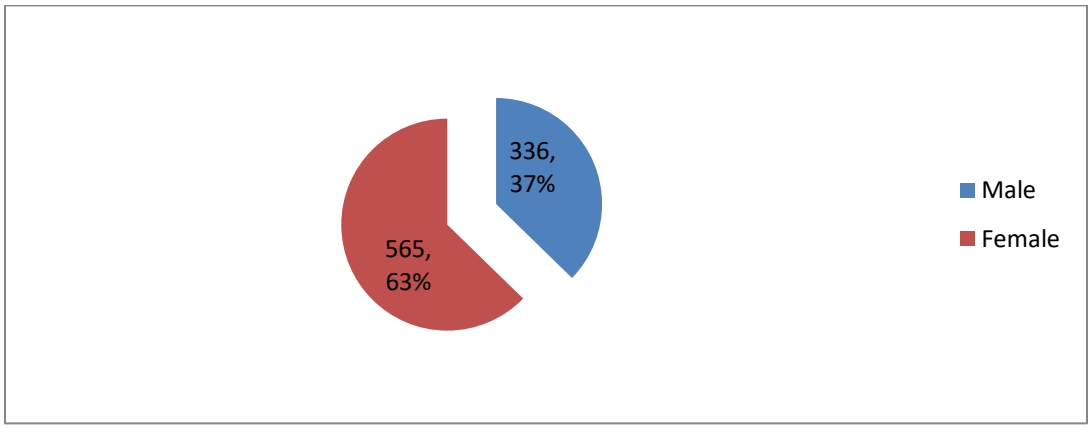


Figure 4.1: Distribution of students by gender

Female rate in pupils was 37 and male students were 63. This meant that their involvement made the study more diverse by introducing variety on the perspectives and enhancing the quality of the study. The gender yielded better validity and investigations' accuracy.

4.3.1 Distribution of students by age group

The findings were presented below;

Table 4.2: Distribution of students by age group

		Frequency	Percent
Age group	13-15years	581	64.5
	Above 15 years	320	35.5
Total		**901**	**100.0**

Source: Field data (2025)

Among the total respondents, 64.5% of those who are aged between 13-15 years and 35.5% of those aged above 15 years. Hence the students consisted of varying age groups and they gave varied opinions that improved study's standard. On distribution of students hinged on the average grade of the previous three (3) assessments that were undertaken. Findings were as follows;

Table 4.3: Average grade for last 3 assessments done

		Frequency	Percent
Average grade for the last 3 assessments done	B+	18	2.0
	B	41	4.6
	C+	291	32.3
	C	327	36.3
	C-	203	22.5
	Below d	21	2.3
Total		**901**	**100.0**

Source: Field data (2025)

Among all respondents (students) 2.0% had an average grade of B+ in the last three (3) assessments administered, 4.6% had a B plain, 32.3% had C +, 36.3% had C, 22.5% had C- and 2.3% had below D. This means that the average grade of the respondent in the 3 assessment procedures that he has conducted in the past was not the same and thus he had variations in his opinions based on the average grade that the respondent had achieved which increased diversity of opinions that enhanced the outputs' quality. On distribution of teachers by gender, the results were given below;

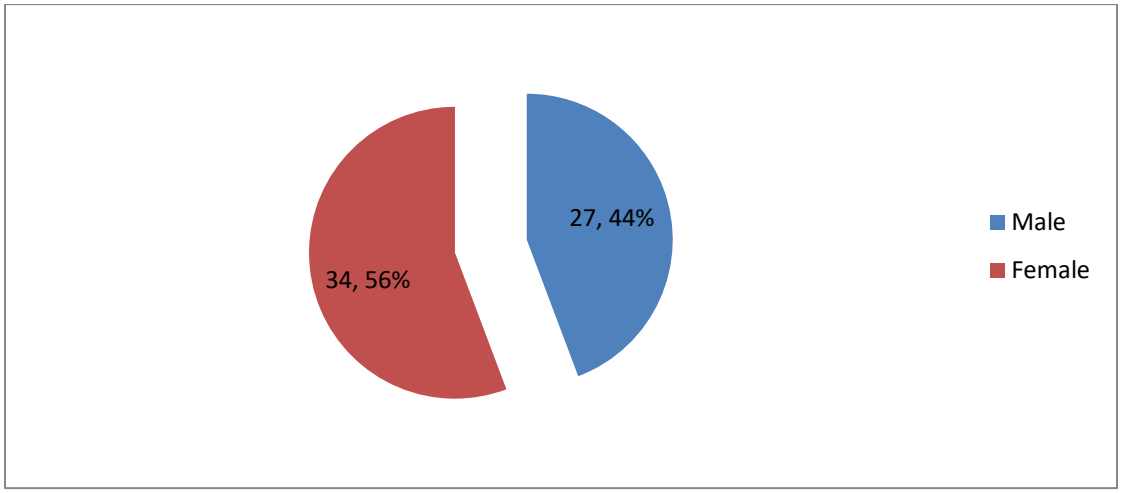


Figure 4.2: Teacher's gender

Source: Field data (2025)

The proportion of men and women among teachers was 44.0 and 56.0 respectively. This meant that participation of both men and women as at al was almost equal percentage enhancing the diversity of viewpoints which enhanced the research's quality. Duration of teachers at school results were us under;

Table 4.4: Distribution of teachers by duration at the school

		Frequency	Percent
Duration	0-3	21	34.4
	4-5	17	27.9
	5-10	11	18.0
	> 10	12	19.7
Total			**100.0**

Source: Field data (2025)

The teachers' proportion who had 0 to 3 years in the school was 34.4 percent, 27.9 percent had 4 to 5 years, 18.0 percent had 5 to 10 years and 19.7 percent had above 10 years. The time taken by the respondents at the schools was varied. The findings on the age of teacher were as under;

Table 4.5: Distribution of teachers by age group

		Frequency	Percent
Age group	Below 30	5	8.2
	31-40	36	59.0
	Above 40	20	32.8
Total		**61**	**100.0**

Source: Field data (2025)

Among the total respondents, 8.2% were between 30 years and below, 59.0% were between 31 to 40 years and 32.8% were older than 40 years and thus presented different data which was useful in the study. Results on level of education have been provided in figure 4.3.

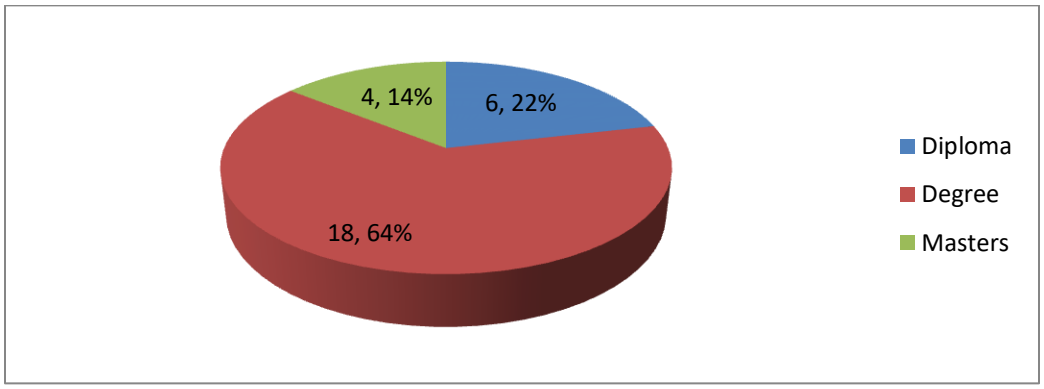


Figure 4.3: Level of education

A majority of teachers with 64 percent had bachelor's degree, 14 percent masters and 22 percent diploma and therefore met eligibility to fill questionnaires.

4.4 Parents level of education

The results of the first objective of the study were presented in figure 4.4;

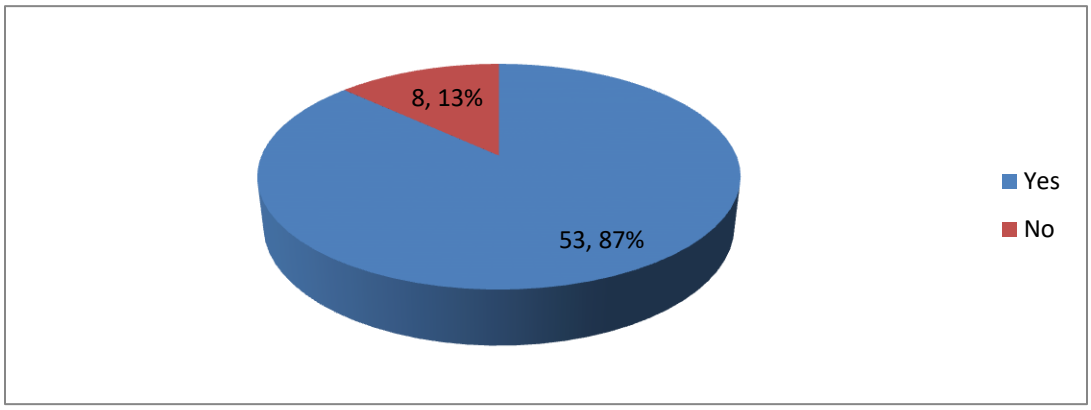


Figure 4.4: Parents level of education

87% of them indicated that households academic level impacts learners' performance and 13% expressed the opposite view. It means that the education level of parents influences their performance. Other findings on a different aspect desired were as follows;

Table 4.6: Extent to which the households academic level influence learners' performance

	Frequency	Percent
To a very large extent	42	68.9
To a large extent	9	14.7
To a very small extent	4	6.6
To a small extent	6	9.8
Total	**61**	**100.0**

Source: Field data (2025)

Of the overall respondents, 68.9% responded to very greatly, 14.7% greatly, 6.6% to very barely and 9.8% to a barely. Other results were as under;

Table 4.7: Teachers responses on parent's level of education

N=61		SD	D	U	A	SA	Mean	Std. Dev
Students who have educated parents score higher in exams.	F %	4 6.6	6 9.8	2 3.3	21 34.4	28 45.9	3.5000	1.42725
More educated parents value their children's education more.	F %	0 0.0	1 3.6	5 17.9	41 60.7	14 14.3	3.6429	1.36665

Parents with education help their children complete their schoolwork.	F %	1 1.6	1 1.6	0 0.0	44 72.1	15 24.7	3.5714	1.52579
Parents' level of education assists them to understand students' academic needs.	F %	1 1.6	2 3.3	1 1.6	35 57.4	22 36.1	3.1429	1.48360
Educated parents provide learning resources to their students.	F %	1 1.6	3 4.9	0 0.0	30 49.2	27 44.3	3.2143	1.49956

Source: Field data (2025)

To determine the answer to the question whether students whose parents are educated get higher marks in examinations, 80.3% (34.4% +45.9) agreed and 16.4% (6.6% +9.8) disagreed and remaining 3.3% were not sure. Most of the respondents believed that the students who have educated parents have superior grades in the examinations which were supported by 3.5000 and a standard deviation of 1.42725. The paper concurs with a report on the same by Ngangi, et al. (2023) claiming that kids with learned households excel in exams. On the question of whether more educated parents value the education of their children, 75% said that they do and 3.6% said that they do not. Many said that more educated parents value kids' education with an average of 3.6429 and variance of responses of 1.366654. Bakar et al. (2017) exposed that more educated households attach importance to the education of their children.

On parents who had some education and could assist their children in getting through with their schoolwork, 96.8% of them agreed and 3.2% disagreed. Majority of them

assisted their children in doing their homework as seen by 3.5714 and a variance in responses of 1.52579. Ogoye (2021) also discovered that educated households aid their kids work on school assignments. Regarding households assisting the learners in comprehending academic requirements depending upon their level of education, 93.5% believed and 4.9% did not. The majority of the respondents concurred with the assertion. This was supported with an average of 3.1429 and variation of responses of 1.48360. Baliyan, et al. (2022) further determined that households academic level help them know students' academic requirements. The study also aimed at establishing whether students whose parents are learned receive resources to learn by their parents with 93.5 percent in agreement and 6.5 percent in disagreement and none were undecided. The majority of the respondents concurred and this was maintained by the average response's variation of 3.2143 and 1.49956. The other aspect presented results in figure 4.5.

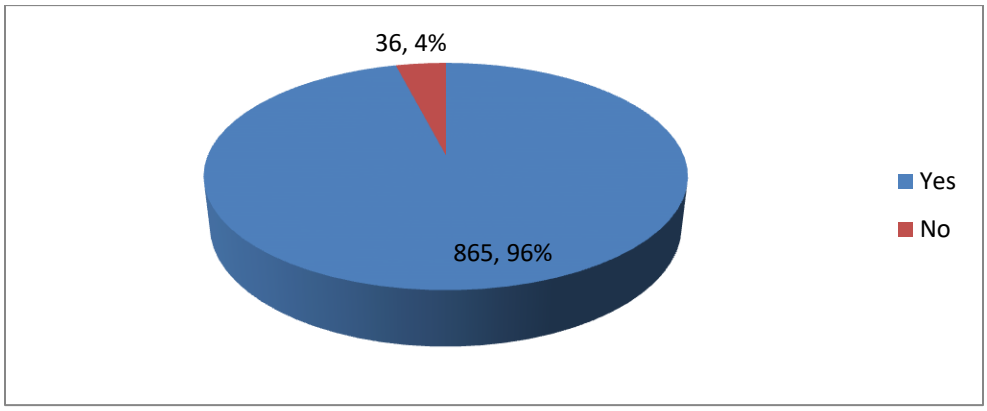


Figure 4.5: Student's responses on parent's level of education

96% revealed that households academic level impacts learners' success while 4% held a contrary opinion. The results of another aspect of concern were as under;

Table 4.8: Learners responses on parent's education level

N=901		SD	D	U	A	SA	Mean	Std. Dev
I have educated parents which contribute to my ability to score higher marks in exams.	F %	35 3.9	100 11.1	16 1.8	330 36.6	452 50.2	3.6822	1.40859
Our educated parents value our education more.	F %	8 0.89	15 1.7	14 1.6	517 57.4	347 38.5	2.6357	1.47340
Parents who are educated help us complete our schoolwork.	F %	0 0.0	19 2.1	17 1.9	639 70.9	226 25.1	3.2016	1.36576
Our parent's level of education helps us understand our academic needs.	F %	7 0.78	10 1.1	15 1.7	535 59.4	334 37.1	3.2248	1.52192
Educated parents provide us with learning resources.	F %	1 0.11	2 0.22	116 12.9	243 26.9	539 59.8	3.5891	1.33236

Source: Field data (2025)

86.8% had educated parents who contribute to their ability to score higher marks in exams, 15% disagreed and 1.8% neutral. Many had educated parents who contributed to their ability to score higher marks in exams. Muola (2021) also found that students with educated parents contributes to their ability to score higher marks in exams. In relation to

whether educated parents value learners' education more, 95.9% agreed, 2.59% disagreed and 1.6% were undecided. Okantey (2021) also found that educated parents value learners' education more. In relation to whether parents who are educated help learners complete their schoolwork, 96.0% agreed, 2.1% disagreed and 1.9% were undecided. Many stated that educated households help learners complete their schoolwork. Considine and Zappala (2022) also found that parents who are educated help learners complete their schoolwork.

On whether students' parent's level of education helps learners understand their academic needs, 96.5% agreed, 1.88% disagreed and 1.7% were undecided. Idris, et al. (2020) also agreed that students' parent's level of education helps learners understand their academic needs. On whether educated parents provide learners with learning resources, 86.7% agreed, 24.1% disagreed and 12.4% were undecided. Jeynes (2022) also found similar results. The parents association members interviewed stated that;

> *"Parents' level of education has a significant effect on students' academic performance. The influence students' academic performance to a large extent. Educated parents encourage their children to work hard, remain focused and attain high grades. The school drop-out rate for children of educated parents is low and therefore students are able to complete their studies and majority of them perform better in their studies."*

4.5 Parents socio-economic status

The results on social standing and its influence on learners success was as follows;

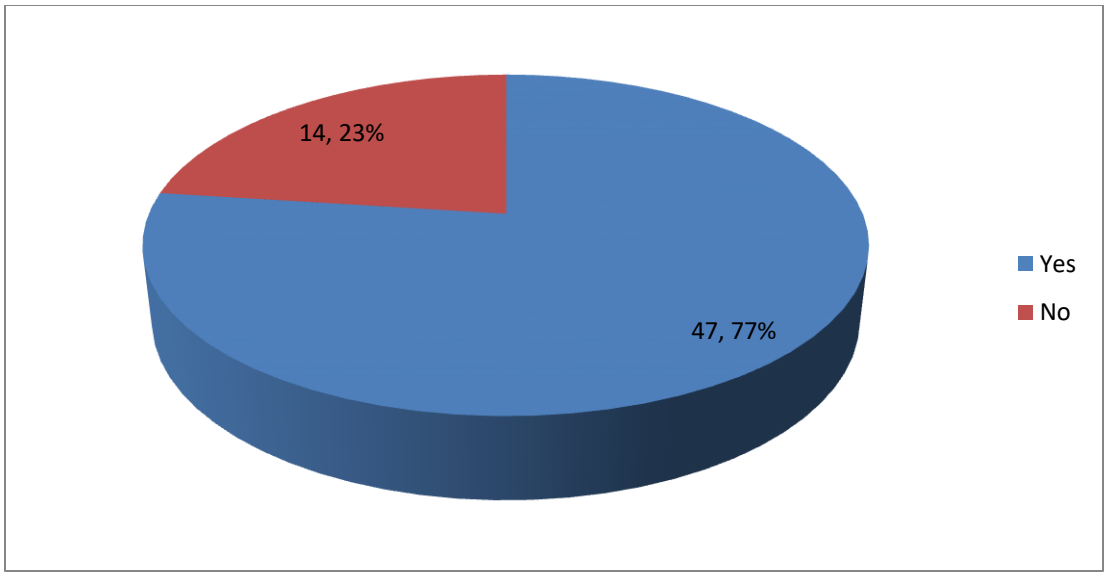


Figure 4.6: Socio-economic status

Majority of the respondents (teachers) 77% agreed while 23% held a contrary opinion. This implies that the former influences the later. Teachers responses on the same were as under;

Table 4.9: Teacher's responses on socio-economic status environment

N=61		SD	D	U	A	SA	Mean	Std. Dev
Availability of study materials impact on learners' performance.	F %	3 4.9	6 9.8	2 3.3	34 55.7	16 26.2	3.6429	1.19301
Students from rich family background outperform others in studies.	F %	21 34.4	7 11.5	3 4.9	27 44.3	3 4.9	3.7857	1.16610

Socio-economic status affects learners' school attendance.	F %	3 4.9	6 9.8	1 3.6	23 37.7	28 45.9	3.5714	1.47645
Parents provision of study materials to learners	F %	10 16.4	2 0.0	3 4.9	35 57.4	11 18.0	3.5000	1.42725
Student's performance is impacted by socio-economic status.	F %	1 1.6	4 6.6	3 4.9	26 42.6	27 44.3	3.0714	1.46385

Source: Field data (2025)

On whether learning resources availability influences students' academic performance, 81.9% agreed and 14.7% disagreed while 3.3% were undecided. Eze (2022) also found similar results. On whether socio-economic status influences students' school attendance, 49.2% agreed and 45.9% disagreed while 4.9% were undecided. Many respondents consented with the statement as endorsed by 3.5714 and a standard deviation of 1.47645. Guerin et al. (2021) also found that socio-economic status influences students' school attendance.

In regards to whether household give kids study aids, 14.7% disagreed while 83.6% agreed. Results were further supported by 3.5000 and variation in responses of 1.42725. Adewale (2022) also found similar results. In relation to whether family setting impacts learners' outcomes, 86.9% agreed while 8.2% disagreed. Many consented as supported by 3.0714 and a standard deviation of 1.46385. Nadenge-Gabriel, et al. (2016) also found

similar results. Other responses of another aspect were presented in table 4.10. The findings were as elucidated below;

Table 4.10: Leaner's responses on parent's social standing

N=61		SD	D	U	A	SA	Mean	Std. Dev
Students who come from well of families out perform others in academics.	F %	30 23.3	17 13.2	16 12.4	35 27.1	31 24.0	3.1550	1.51270
Availability of sufficient financial resources improves a students' academic performance.	F %	16 12.4	16 12.4	15 11.6	50 38.8	32 24.8	3.5116	1.32356
Socio-economic status is an important factor that influences educational outcomes.	F %	25 19.4	18 14.0	14 10.9	42 32.6	30 23.3	2.8682	1.60263
Poverty level influence parental or guardians' involvement in their children's education.	F %	26 20.2	25 19.4	16 12.4	30 23.3	32 24.8	2.9690	1.47340

Source: Field data (2025)

On whether students who come from rich families perform better in their studies than others, 51.1% agreed, 36.5% disagreed and 12.4% were undecided. Many learners

consented as supported by an average of 3.1550 and a variation in responses of 1.51270. Muoki et al. (2021) also found similar results. On whether availability of sufficient financial resources improves a students' academic performance, 63.6% agreed, 24.8% disagreed and 11.6% were undecided. Majority of the respondents found similar results. Viluti (2019) also stated that funds availableness improve students' academic performance.

On whether social standing in a primary factor that affects educational outcomes, 33.4% disagreed, 55.9% agreed and 10.9% were undecided. Kamau (2020) also found similar results. In relation to whether poverty level influence parental or guardians' involvement in their children's education, 43.5% agreed, 44.2% disagreed and 12.4% neutral. Ogoye (2020) also found similar results. On whether poverty level influence parental or guardians' concern of the children's studies, 48.1% agreed, 39.6% disagreed and 12.4% were undecided. Rothestein (2020) also found similar results. PA interviewed opined that;

> *"Socio-economic status of parents is important in the academic performance of students. It plays a great role in shaping opportunities, resources, and support systems that contribute to educational success. Adequate ses can afford books, computers, and other educational materials that enhance learning."*

4.6 Family structures

The results on family structure and learners' success were presented in figure 4.7.

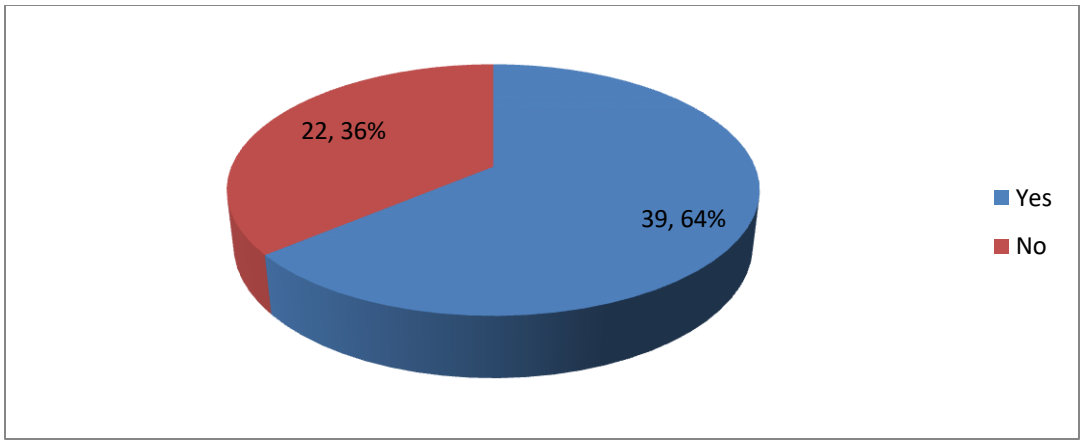


Figure 4.7: Family structures and students' academic performance

Among those students who took part in this study, 64 percent of them disclosed that their performance is affected by various family structures and 36 per cent had the opposite view. On the degree to which the former affects the latter, the outcomes were as follows;

Table 4.11: Extent to which family structures affect students' academic performance

	Frequency	Percent
To a small extent	5	8.2
To a large extent	8	13.1
To a very small extent	16	26.2
To a very large extent	32	52.5
Total	61	100.0

Source: Field data (2025)

Among the entire respondents, 8.2% indicated that family structures influence academic performance of students to a small degree, 13.1% to a large degree, 26.2 to a very minor

degree and 52.5 to a very high degree. These findings were also similar to that of the majority of the teachers (Smith, 2021).

Table 4.12: Teacher's responses on family structures

		SD	D	U	A	SA	Mean	Std. Dev
The academic performance of students with two-parent households is high.	F	3	5	2	21	30	3.2143	1.49956
	%	4.9	8.2	3.3	34.4	49.2		
Students from single-parent households always score low grades in exams.	F	28	10	5	13	5	3.2857	1.56008
	%	45.9	16.4	8.2	21.3	8.2		
Students raised by step parents always face challenges that adversely affect their academic performance.	F	1	3	7	36	14	3.0000	1.44016
	%	1.6	4.9	11.5	59.0	23.0		
Students drawn from extended families stand-out a better chance to out form others in their academic performance	F	8	14	3	20	16	3.0714	1.41234
	%	13.1	23.0	4.9	32.8	26.2		

Source: field data (2025)

The study had sought to determine whether academic performance of students with two-parent households is high. 83.6% agreed, 13.1% disagreed and 3.3% were undecided. Nadenge (2016) also established that academic performance of students with two-parent households is high. On whether students from single-parent households always score low

grades in exams, 62.3% disagreed and 29.5% agreed while 8.2% undecided. The study by Oni (2020) also established that students from single-parent households always score low grades in exams.

On whether students raised by step parents always encounter obstacles that impedes academic success, 6.5% disagreed, 82.0% agreed and 11.5% were undecided. Omoegun (2020) also established that students raised by step parents do not always face challenges that adversely affect their studies. On whether learners drawn from extended families stand-out a better chance to out form others in their academic performance, 59% agreed, 36.1% disagreed and 4.9% undecided. Nyaphisi (2021) also found that students drawn from extended families stand-out a better chance to out form others in their academic performance. Findings on another aspect were as follows;

Table 4.13: Student's responses on family structures

N=901		SD	D	U	A	SA	Mean	Std. Dev
Students who have both parents outperform those who do not have both parents in academic performance.	F %	1 0.11	16 1.78	5 0.55	430 47.7	449 49.8	3.1628	1.35664
Students with one parent always score low grade mean scores in exams.	F %	20 2.2	13 1.4	10 1.1	516 57.3	342 40.0	3.5969	1.37227

Students raised by step father or mother usually struggle to perform better in exams.	F %	229 25.4	99 11.0	6 0.67	338 37.5	229 25.4	3.1628	1.48845
Students from extended families always perform better than their colleagues in exams.	F %	119 13.2	4 .44	0 0.0	449 49.8	329 36.5	3.1240	1.28700

Source: Field data (2025)

On whether students who have both parents outperform those who do not have both parents in academic performance, 97.5% agreed, 1.89% disagreed and 0.55% were undecided. This implies that students who have both parents outperform those who do not have both parents in academic performance. Madegwa, et al. (2019) also found similar results. In relation to whether students with one parent always score low grade mean scores in exams, 3.6% disagreed, 97.3%, agreed and 1.1% undecided. Mwangi, et al. (2024) also revealed that students with one parent do not always score low grade mean scores in exams.

On whether students raised by step father or mother usually struggle to perform better in exams, 62.9% agreed, 36.4% disagreed and 0.67% were undecided. Majority of the students therefore revealed that students raised by step father or mother usually struggle to perform better in exams. Rothestein (2020) also found that students raised by step father or mother usually struggle to perform better in exams. In relation to whether

students from extended families always perform better than their colleagues in exams, majority of the learners, 86.3% agreed, 13.64% disagreed and none neither agreed nor disagreed. Nadenge (2016) also found similar results. The parents association members interviewed enunciated that;

> *"Family structures, whether, two-parent households, single-parent households, stepfamilies, and extended families, all have a significant impact on students' academic performance. For example, majority of the PTA members opined that, two-parent households tend to perform better academically due to the increased levels of emotional, financial, and social support available. PTA members further stated that parents in these families are more likely to create a conducive learning environment attributed to factors such as better access to educational resources, consistent monitoring of academic progress, and a stable routine that supports learning monitoring schoolwork, attending parent-teacher meetings, and offering assistance with homework."*

4.7 Home-based activities

On the fourth objective, and more specifically instructors' thoughts on home chores and their impact on performance. The findings were as under;

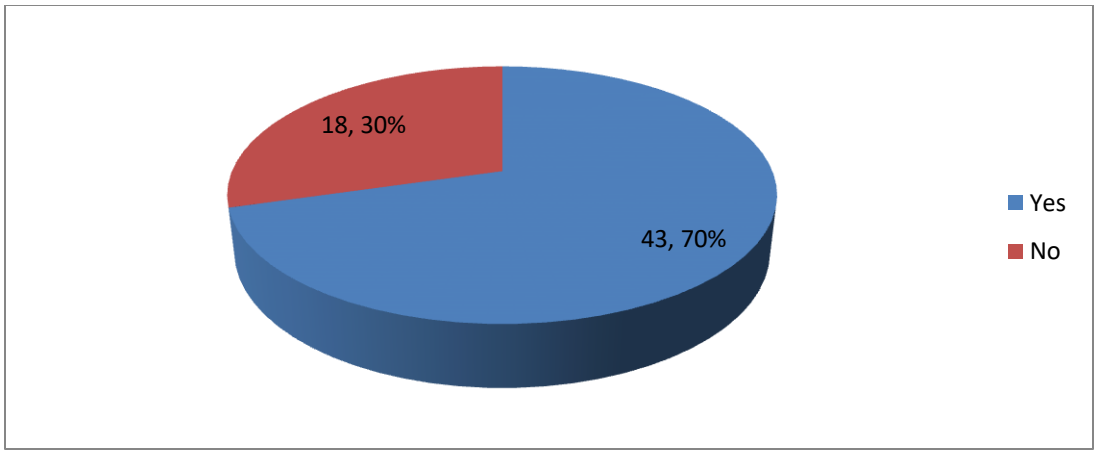


Figure 4.8: Home-based activities

70% revealed that home chores influence students' performance while 30% held a contrary opinion. On another aspect of interest, the results were as under;

Table 4.14: Teacher's responses on home-based activities

N=61		SD	D	U	A	SA	Mean	Std. Dev
The house chores make the learners unable to focus on school work.	F %	4 6.6	10 16.4	2 3.3	28 45.9	17 27.9	3.5714	1.31736
Students find home activities to be important that education.	F %	33 54.1	11 18.0	3 4.9	8 13.1	6 9.8	3.3571	1.61507

A lot of time is used on work at home than education.	F %	14 23.0	22 36.1	10 16.4	11 18.0	4 6.6	3.2857	1.30120
Parents make learners engage in work at home.	F %	3 4.9	10 16.4	1 1.6	31 50.8	16 26.2	3.1429	1.58030
Learners are forced to engage in activities at home.	F %	13 21.3	28 45.9	5 8.2	13 21.3	2 3.3	2.8571	1.43280

Source: Field data (2025)

On whether domestic duties make learners unable to focus on school work, 73.8% agreed, 23% disagreed and 3.3% were undecided. Villanueva and Campos (2022) also found similar results. On whether students find home activities to be important that education, 72.1% disagreed while 22.9% agreed. Beegle, et al. (2019) also found that students do not find home chores more beneficial than academics. In relation to whether more time is used on work at home over education, 59.1% disagreed, 24.6% agreed and 16.4% were undecided. Putra, et al. (2020) also found similar results. On whether parents make learners engage in work at home, 77% agreed, 21.3% disagreed and 1.6% were undecided. Emerson and Souza (2023) also found similar results. Of interest was whether learners are compelled to engage in house chores, 24.6% agreed, 67.2% disagreed and 8.2% were undecided. Ravallion and Wodon (2020) also found similar results as the majority of the respondents. Other results were as under;

Table 4.15: Learner's responses on home-based activities

N=901		SD	D	U	A	SA	Mean	Std. Dev
House activities make us unable to focus on our studies.	F	32	128	73	342	326	2.8372	1.56520
	%	3.6	14.2	8.1	38.0	36.1		
Home based activities limit the time available to a student to revise for exams.	F	31	46	55	335	434	3.2248	1.52192
	%	3.4	5.1	6.1	37.2	48.2		
Students that spend more hours on work at home fail in exams.	F	14	80	20	631	156	3.8295	1.31769
	%	1.6	8.9	2.2	70.0	17.3		
Child labor contributes to high absenteeism which leads to low grades in exams.	F	39	117	15	501	229	3.2403	1.55511
	%	4.3	13.0	1.7	55.6	25.4		

Source: Field data (2025)

On whether house activities make us unable to focus on our studies, 74.1% agreed, 17.8% disagreed and 8.1% were undecided. Ravallion and Wodon (2020) also found similar results. On whether home based activities limit the time available to a student to revise for exams, 85.4% agreed, 8.5% disagreed and 6.1% neutral. Nunez, et al. (2017) also

found similar results. In relation to whether students that spend more hours on work at home fail in exams, 87.3% agreed, 10.5% disagreed and 2.2% were undecided. On whether child labor contributes to high absenteeism which leads to low grades in exams, 17.3% disagreed, 81.0% agreed and 1.7% neutral. Many revealed that child labor contributes to high absenteeism which leads to low grades in exams. Niklas, et al. (2020) also found that child labor contributes to high absenteeism which leads to low grades in exams. PTA members interviewed stated that;

> *"Home-based activities have both positive and negative influence on students' academic. For example, some level of responsibility can teach valuable life skills, excessive or poorly managed chores can detract from study time and academic focus. Majority of the PTA members stated that child labor has negative effects on children's education. It has an effect on school examination performance, enrollment, attendance, days absent, lateness to school, grade repetition, years of schooling attained, and reading competence."*

4.8 Students' academic performance

Secondary data was used to arrive at students mean grade in exams and mean score for the period between 2020 to 2023 and the results for mean grade and mean score were presented in figure 4.9 and 4.10 below;

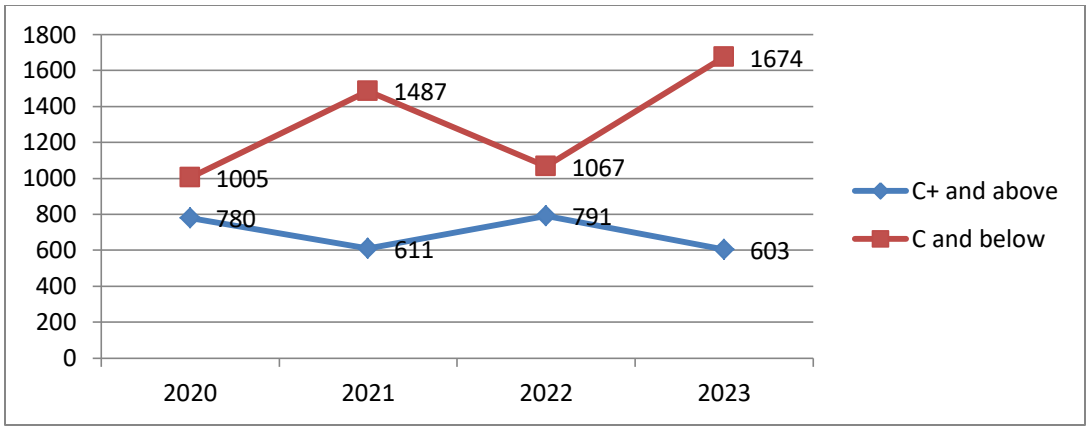


Figure 4.9: Mean grade

Figure 4.9 shows those who scored c+ in form three end year exams were 1005 students in 2020, 1487 in 2021, 1067 in 2022 and 1674 in 2023. However, in 2020, 2021, 2022 and 2023 the learners had a C and less were 780, 611, 791 and 603 students respectively. The mean score for the schools for the period between 2020 and 2023 were presented in figure 4.10.

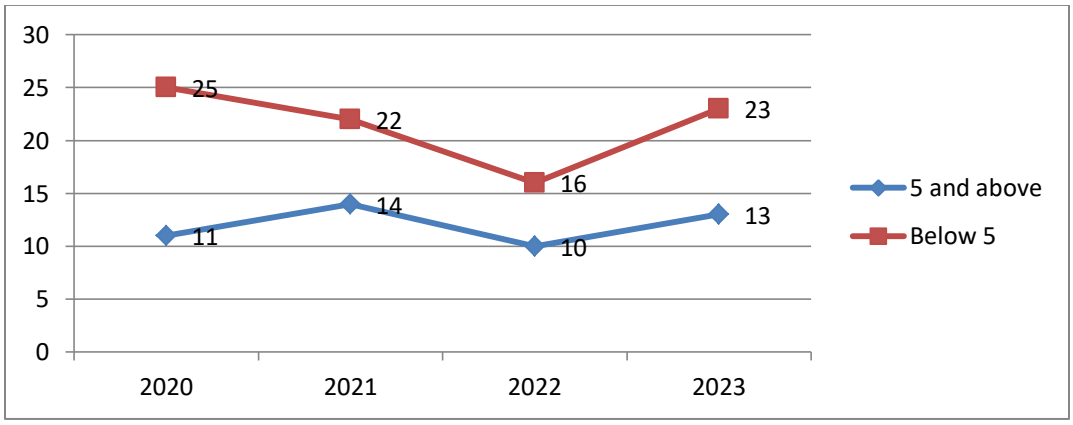


Figure 4.10: Mean score

Figure 4.10 shows that the schools which scored 5 and above mean score were; 11, 14, 10 and 13 schools. However, in 2020, 2021, 2022 and 2023 the number of schools which scored a mean score 5 and below were 11, 14, 10 and 13 schools.

4.9 Correlational analysis

Correlation analysis results were as shown below;

Table 4.16: Correlation analysis

		A.performance	**Parents education level**	**Socio-economic status**	**Family structures**	**Home-based structures**
A.performance	Pearson correlation					
	Sig. (2-tailed)	1				
Parents education level	Pearson correlation					
	Sig. (2-tailed)	.685**	1			
Socio-economic status	Pearson correlation	.000				
	Sig. (2-tailed)	.733*	.471**	1		

Family structures	Pearson correlation	.000	.010			
	Sig. (2-tailed)	.683*	.331**	.745**	1	
Home-based structures	Pearson correlation	.000	.000	.000		
	Sig. (2-tailed)	.731*	.334*	.805*	.451*	1
		.000	.000	.000	.000	

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

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

Source: Field data (2025)

Households education level had a positive relationship that is strong as well as significant with students' performance of (r= 0.685, p-value<0.01). The study agrees with that of Sentamu (2023) who found similar results. Socio-economic status has a positive relationship that is strong as well as significant with students' performance of (r= 0.733, p-value<0.05). Eze (2022) also found similar results. Family structures have a positive relationship that is strong as well as significant with students' performance of (r= 0.683, p-value<0.05). Amato (2022) also found similar results. Home based structures have a positive relationship that is strong as well as significant with students' performance of (r= 0.731, p-value<0.05). The study by Villanueva and Campos (2022) also found such results.

4.10 Regression analysis

The findings were displayed in table 4.17, 4.18 and 4.19. Model summary was as below;

Table 4.17: Model summary

Model	R	R square	Adjusted r square	Std. Error of the estimate
1	.923 [a]	0.852	0.847	1.17276

A. Predictors: (constant), parents' level of education, socio-economic status, family structures, home-based activities

Source: field data (2025)

The study recorded an adjusted r square of 0.847 and therefore 84.7% changes in students' academic performance could be explained from its predictor variables, i.e., the variables adopted in this study. ANOVA results were as under;

Table 4.18: ANOVA

Model		Sum of squares	Df	Mean square	F	Sig.
	Regression	21.338	4	5.334	178.731	.000[b]
1	Residual	3.701	124	.030		
	Total	25.039	128			

a. Dependent variable: performance

b. predictors: (constant), parents education level, socio-economic status, family structures, home-based activities

Source: Field data (2025)

The f test results were as follows, f (4, 124) = 178.731, p<0.05, the model was good enough. Regression co-efficients were as under;

Table 4.19: regression co-efficients

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
	(constant)	4.364	2.123		2.949	.004
	Parents level of education	.414	.008	1.209	17.764	.000
1	Parents socio-economic status	.131	.006	.022	.579	.013
	Family structures	.147	.007	.302	6.754	.000
	Home-based activities	.203	.008	1.388	24.175	.000

A. Dependent variable: performance

Source: Field data (2025)

Education level of parent had a positive and significant impact on learners' success of (b= 0.414, p < 0.05). Okantey (2021) also discovered the same findings. Social class of the parents positively and significantly affected learners to perform (b= 0.131, p < 0.05). Similar results were also obtained by Adewale (2022). The family structures positively and significantly affect learners success of (b= 0.147, p < 0.05). Similar findings were

also obtained by Hampden-Thompson (2023). The performance of learners in terms of ($b= 0.203$, $p < 0.05$) is positively and significantly impacted by home-based activities. As Cook (2020) discovered, the same was also the case. The regression model was as follows;

$$\mathbf{Y = 4.364+0.414x_1 +0.131x_2 + 0.147x_3 + 0.203x_4}$$

4.11 Hypothesis testing

Four hypotheses had been adopted as shown below;

Table 4.20: Summary of variable significance

	Hypotheses	Coefficient result	P-value	Interpretation
$\mathbf{H_{01}}$	There is no significant relationship between the education levels of parents or guardians and the academic performance of students in public secondary day schools in Moiben sub-county.	.414	.000	Significant effect
$\mathbf{H_{02}}$	There is no significant relationship between socio-economic status environment at home and the academic	.131	.013	Significant effect

	performance of students in public secondary day schools in Moiben sub-county.			
H_{03}	There is no significant relationship between different family structures and the academic performance of students in public secondary day schools in Moiben sub-county.	.147	.000	Significant effect
H_{04}	There is no significant relationship between home-based activities and the academic performance of students in public secondary day schools in Moiben sub-county.	.203	.000	Significant effect

Source: Field data (2025)

The hypothesis 1(h01) was rejected that the education levels of parents or guardians and the relationship with learners' success were significant as illustrated by table 4.20. Similar results were also obtained by Muola (2021). The hypothesis 2(h02) that academics of the students were not significantly related to the environment of socio-

economic status at home was rejected. The same was also found by Guerin et al. (2021). Hypothesis 3(h03) was dismissed which stated that no significant relationship existed between the various family structures with the academic performance of students. Schlecht (2024) got same output. Hypothesis 4(h04) was rejected as per that, there was no significant association between, home-based activities and learners' outcomes. Similar results were also revealed in Beegle, et al. (2019).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the items enlisted below;

5.2 Summary of findings

5.2.1 Parents level of education and academic performance

The findings indicated that households academic level impacts learner's outcome. It influences the performance of students to an extremely huge degree. Educated parents have learners who excel in exams, attaching to kids more education value, assist learners do their homework, know their academic needs and they do supply learners with learning materials. The results of the correlation showed that households education level enhances learners' success ($r= 0.685$, p-value<0.01). According to regression results, households' education level plays a tremendous role in learners' performance of ($b=-0.414$, $p < 0.05$).

5.2.2 Socio-economic status environment at home and academic performance

The findings showed that learners' success is enhanced by study materials access. The socio-economic status impacts on the school attendance of students. It can enable parents to be able to provide study materials to the learners. Performance of students is influenced by family background. The wealthier students do better than their less-privileged family backgrounds. Availability of money enhances learners' success. Poverty level assists in establishing participation of parents in the learning of students.

Correlation results show that learners' success in terms of socio-economic status is improved ($r= 0.733$, p-value<0.05). The results of regression indicated that social standing influences learning success of ($b=-0.131$, $p < 0.05$).

5.2.3 Family structures and academic performance

This finding showed that learners' success in Moiben sub-county depends on different family structures. The family set-ups have a very high influence on learning output. According to teachers, academic performance of learners living in two-parent families is high. Children with single parents always have low grades in examinations. Most of the respondents disclosed that learners who are brought up by step parents do not necessarily encounter problems that negatively impact on their education. Student who are recruited through extended family have a superior opportunity of excelling others in their studies. Even students who have one parent do not necessarily have low grade mean score in the exams. Most students who are under the care of step father or mother tend to find it difficult to excel in exams. Correlation results indicated that family structures significantly show strong positive link with learners' performance ($r= 0.683$, p-value<0.05). Regression outcomes showed that family structures positively and significantly influence learners' success.

5.2.4 Home-based activities and academic performance

Domestic duties have effect on learning outcomes of students. Most of the respondents indicated that home-based activities do not give a student time to revise on exams. Child labor is a cause of high absenteeism resulting in low grades in examination. The results of correlation established that home-based structures enhance the performance of students

(r= 0.731, p-value<0.05). Findings of regression showed that home-based activities increase the performance of the students (b= 0.203, p less than 0.05).

5.3 Conclusion

The research concluded that learning outcomes increases with households' education level. Households academic level has a very huge impact on pupils' academic prowess. Students with learned households excel in exams and educated households attach more value to kids' education. Educated adults assist learners in doing schoolwork, comprehending their academic requirements and they offer learning resources to learners. Learners' performance is influenced by social standing. Access to learning materials has a bearing on performance of students. Family setting has repercussions on attendance of learners in schools and also on whether the parents can give learners study aids. Accessibility of adequate financial resources enhances learners' outcomes. Poverty level affects parental or guardians influence on the child education.

Family structures influence learners success and performance of learners with two parents is high. Children of single parents do not necessarily get low grades during examinations. Step parents do not necessarily subject their students to issues that can have negative influences on their academic accomplishments. There is a higher chance of students attracted to extended families being superior in their studies compared to the rest. The students having one parent do not necessarily have poor grade mean scores in exams.

Home based structure is also highly positively correlated with performance of students. Activities that take place at home greatly influences learning outcomes. The students do

not focus on their school work because of house chores. Home based activities do not allow a student a lot of time to study before an examination. Child labor leads to high absenteeism which causes low grades in exams.

5.4 Recommendations

Adults should be made to appreciate the value of child education. Educators are supposed to be motivating parents to make sure that students lose their schoolwork and realize their academic requirements. The management of schools should make a request to the parents to be supplying learners with learning resources. Schools' management are supposed to push the students to work hard regardless of the type of family. Schools' management ought to discourage parents to assign more chores at home which makes the students lack focus on their school assignments. The management of schools should advise parents or guardians to balance the activities of the home and the work of the learners in school since the higher the number of chores at home the less time a student can have to revise the work of the exams.

5.5 Areas for further studies

The research was made on house-based variables and performance of students which were parent's education level, environment of socio-economic status at home, and various family structure and activities at home. The same topic needs to be researched further but should include other factors of home-based including personal health and wellbeing, access to technology and financial stress.

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APPENDICES

Appendix i: INTRODUCTORY LETTER

Koitalel Arap Samoei University College

P.O. Box 5-30307, Mosoriot

The principal

Re: Data collection

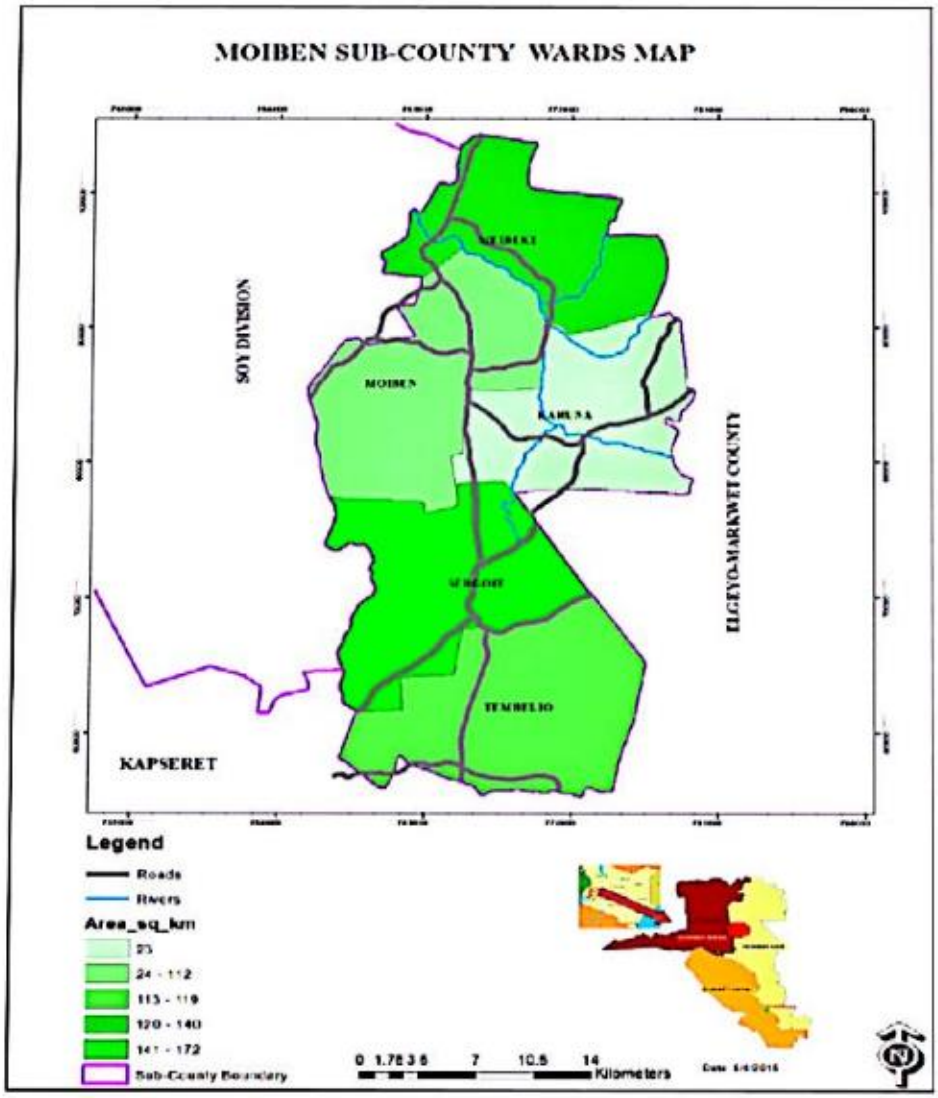
I am a student from Koitalel Arap Samoei University College doing a master's programme in educational administration and leadership. I am looking into "home-based factors influencing students' performance in public day secondary schools in Moiben sub-county, Uasin Gishu county, Kenya" the study is for academic and it will further study on the subject matter. Kindly, this letter is to seek permission to gather information at the institution. All the information will be held with high secrecy.

Yours faithfully,



Gillian Jepchirchir

Appendix ii: STUDY AREA MAP.



Appendix iii: QUESTIONNAIRE FOR TEACHERS

The intention of this questionnaire is to gather data that will lead to the achievement of the objectives of the study. Kindly, do not capture your name, just fill it as guided.

A: General information of the respondent

1. Which gender are you?

   Male ☐ Female ☐

2. What is the length of time you have been teaching at this school?

   0 to 3 years ☐ 4 to 5 years ☐ 5 to 10 years ☐ above 10 ☐ years

3. What is your age?

   Below 30 years ☐

   31 - 40 years ☐

   Above 40 years ☐

4. Educational level?

   Diploma ☐ Degree ☐ Masters ☐ Phd ☐

B: Parents' level of education

5. Does parents s c h o o l i n g influence l e a r n e r s ' performance?

Yes ☐ No ☐

6. To what extent does the households academic level influence learners' performance?

To a very large extent ☐ To a very small extent ☐

To a large extent ☐ To a small extent ☐

7. Tick how you perceive the following statements?

Statement	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Students who have educated parents score higher in exams.					
More educated parents value their children's education more.					
Parents with education help their children complete their schoolwork.					

Parent's schooling helps them understand learners' schooling needs.					
Educated households give kids learning materials.					

C: Influence of parent's socio-economic status on academicperformance

8. In your opinion, does parents social standing influence learners' academic outcomes?

Yes ☐ No ☐ I don't know ☐

If yes, explain……..……

…….

9. Tick appropriately the statements as provided below;

Statement	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Availability of learning aids impacts learners' success.					

Learners from well-off backgrounds excel in exams.					
Social standing impacts learners' school attendance.					
Parents give learners learning materials.					
Learning outcome is influenced by parents' social class.					

D: Influence of family structures on students' academic performance

10. Does the type of a family structure impact learners' success?

Yes ☐ No ☐

11. To what extent does family structures influence student's learning outcomes?

To a very large extent ☐ To a very small extent ☐

To a large extent ☐ To a small extent ☐

12. Tick (√) your correct answer on these aspects.

Statement	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Learner with two-parent households' success is high.					
Single parenthood learners' score low grades in exams.					
Students raised by step parents always face challenges that adversely affect their academic performance.					
Students drawn from extended families stand-out a better chance to out form others in their academic performance.					

E: Influence of home-based activities on students' academic performance

Does domestic duties impact learners' success?

Yes ☐ No ☐

13. Respond on the statements below by ticking (√).

Statement	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Domestic duties limits learners school work concentration.					
Learners find domestic duties of more benefit education.					
More time is used on domestic duties that in education.					
Parents are the ones' who make kids do domestic work.					
Learners are forced to do domestic activities.					

Appendix iv: STUDENT QUESTIONNAIRE

This instrument is for collecting data that will lead to objectives of the study being met. No names should be indicated anywhere. Information that you provide will be used for this study alone. **Background information**

1. Gender:

   Male [ ] Female [ ]

2. Age group:

   Below 10 [ ] 10-12 [ ] 13-15 [ ] above 15[ ]

3. Kindly indicate your average grade for the last 3 assessments done

   A [ ] A- [ ] B+ [ ] B [ ] B- [ ] C+ [ ] C [ ] C- [ ] Below D [ ]

B: level of education of parents and students academic performance

Does the parent's level of education influence learning outcomes?

Yes [ ] No [ ]

1. If yes, state the ways in which it does?

   …….....

   ……

2. Tick against the correct answer.

Statement	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
I have educated parents which contribute to my ability to score higher marks in exams.					
Our educated parents value our education more.					
Parents who are educated help us complete our schoolwork.					
Our parent's level of education helps us understand our academic needs.					
Educated parents provide us with learning resources.					

C: Influence of parent's socio-economic status on academic performance

3. Kindly tick against the correct answer.

Statement	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Students who come from rich families excel than their counterparts.					
Availability of sufficient financial resources improve learners' success.					
Social class is a significant factor that affects educational outcomes.					
Poverty level influence parental or guardians' entanglement in kids academics.					

C: Influence of family structures on students' academic performance

4. Tick the correct answers.

Statement	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Students who have both					

parents outperform those who do not have both parents in academic performance.					
Students with one parent always score low grade mean scores in exams.					
Students raised by step father or mother usually struggle to perform better in exams.					
Students from extended families always perform better than their colleagues in exams.					

D: Influence of home-based activities on students' academic performance

5. Tick (√) the correct answers.

Statement	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Domestic duties impedes our keenness on school work.					
Home based activities limit the time available to a student to revise for exams.					

Students that spend a lot of time on home chores fail in exams.					
Child labor contributes to high absenteeism which leads to low grades in exams.					

Appendix v: INTERVIEW SCHEDULE FOR PARENT'S ASSOCIATION MEMBERS

The researcher will use the following questions as a guide when interviewing members of the parent's teachers association.

i. How does parent's formal education affect learners' outcomes in Moiben sub-county public day secondary schools?
ii. In your own opinion, does socio-economic class and social networks influence students' academicperformance?
iii. How does two-parent household affect learners' outcomes?
iv. How far does single-parent household affect learners' success?
v. How does a step family affect learners' academic performance?
vi. How does an extended family influence learners' success in public day secondary schools?
vii. How does child labor influence learners' success?
viii. Does domestic duties influence learners' academic performance?

Appendix vi: UNIVERSITY AUTHORIZATION

KOITALEEL SAMOEI UNIVERSITY COLLEGE
(A Constituent College of the University of Nairobi)
SCHOOL OF EDUCATION

Fax: +254-20-4915307
Email: principal@ksu.ac.ke
Website: www.ksu.ac.ke

Telephone: +254 20-2001105, DL +254-20-4915305
P.O. Box 5-30307
Mosoriot, Kenya

October 31, 2024

TO THE DIRECTOR
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
(NACOSTI), NAIROBI KENYA

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: GILLIAN JEPCHIRCHIR. E55/0046/2021

The above named person is registered student of Koitaleel Samoei University College (KSUC), pursuing Master's Degree in Education Administration and Leadership.

Gillian is planning to conduct an academic research titled.

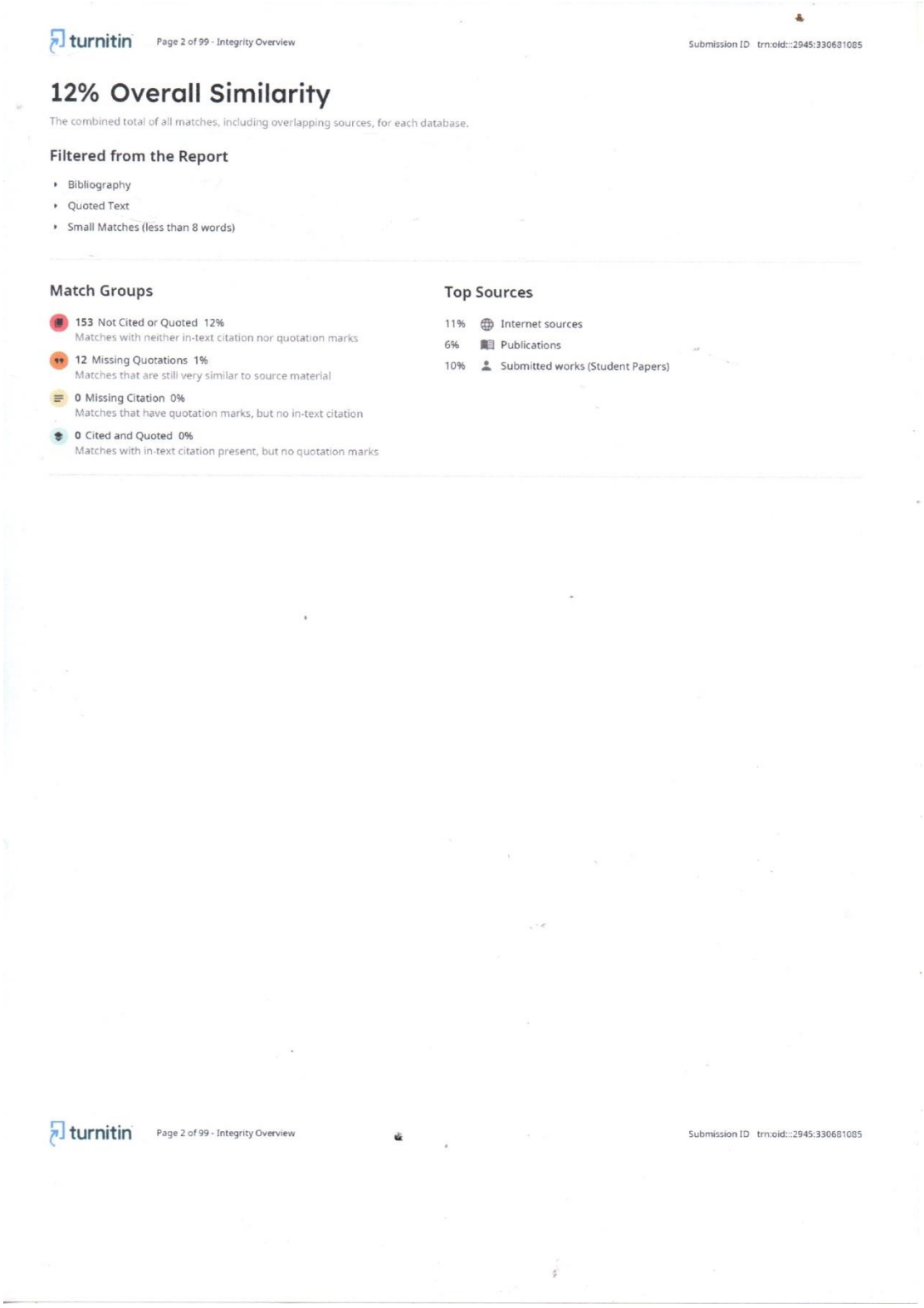
"HOME-BASED FACTORS INFLUENCING STUDENTS' PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN MOIBEN SUB COUNTY, UASIN GISHU, KENYA".

I request your office to accord her the necessary assistance to enable her conduct the research.

Yours faithfully,

PROF. JEPKEMBOI CHOGE
DIRECTOR, SCHOOL OF EDUCATION

Appendix vi: TURNITIN REPORT



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Appendix vii: RESEARCH LICENSE

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NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **523836**

Date of Issue: **11/December/2024**

RESEARCH LICENSE



This is to Certify that Miss.. GILLIAN JEPCHIRCHIR of Koitaleel Samoei University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: HOME-BASED FACTORS INFLUENCING STUDENTS' PERFORMANCEIN PUBLIC DAY SECONDARY SCHOOL IN MOIBEN SUB COUNTY, UASIN GISHU, KENYA. for the period ending : 11/December/2025.

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NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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Appendix viii: COUNTY GOVERNMENT AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **523836**

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License No: **NACOSTI/P/24/414183**

523836

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

PROCEED
16/12/2024
FOR: COUNTY COMMISSIONER
UASIN GISHU COUNTY

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Appendix IX: MINISTRY OF EDUCATION AUTHORIZATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Basic Education

Email: cdeuasingishucounty@gmail.com
: cdeuasingishucounty@yahoo.com
When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref: No. MOE/UGC/TRN/9/VOLL. V/64

16th December, 2024

Gillian Jepchirchir
Koitaleel Samoei University College,
P.O Box 5- 30307
MOSORIOT.

RE: RESEARCH AUTHORIZATION.

In reference to your License Ref no. **NACOSTI/P/24/414183** dated 11th December, 2024 from National Commission for Science, Technology and Innovation (NACOSTI), you are hereby granted the authority to carry out research on ***Home-based factors influencing students' performance in public day secondary school in Moiben sub county, Period Ending 11th December 2025,"*** Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection.

FOR: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
P O Box 9843 - 30100, ELDORET

Towett Josphine
For: County Director of Education
UASIN GISHU.

SGS