

PARENTAL SOCIOECONOMIC STATUS AND PUPILS ACADEMIC PERFORMANCE; A
CASE OF PUBLIC PRIMARY SCHOOLS IN ANGURAI DIVISION, KENYA

AMOS KIPRUTO CHEMONGES
MED (DL) 112/24829

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ABSTRACT

This study was conceived on realization that public primary schools in Angurai division perform poorly in academics as depicted by weekly tests, end of week examination, end of term examinations and Kenya Certificate of Primary Education results. The purpose of this study was to investigate the influence of level of education of parents, family income and parental marital status on academic performance of pupils in public primary schools in Angurai division with a view of recommending on how to improve pupils' academic performance. The study was conducted in this area because in the past six years, pupils academic performance has been alarming deteriorating. Specifically the study intended to achieve the following objectives, to investigate the influence of level of education of parents on academic performance of pupils in public primary schools in Angurai division; to investigate the influence of family income on academic performance of pupils in public primary school in Angurai division and to establish the influence of parents marital status on academic performance of pupils in public primary schools in Angurai division. The study adopted a cross- sectional survey research design. Quantitative and qualitative approaches of data collection were employed. A total of 190 respondents constituted the sample of study. These included 8 head teachers, 54 parents, 8 teachers and 120 standard eight pupils. 2 head teachers, 5 parents, 2 teachers and 15 pupils were used for pilot study for the purpose of pretesting instruments of data collection and to ensure their validity and reliability. The research instruments that were employed are; questionnaires, interview schedules, observations and focused group discussions. Data was analyzed using descriptive statistics and correlation analysis. The MOE and other stakeholders with education interest may use the results to plan and design a professional development programme for parents that will ensure that students from public primary schools perform well academically. The results revealed that there was a positive significant relationship between the level of education of parents and pupils' academic performance; two, that there was no relationship between family income and pupils' academic performance, and thirdly, that there was no relationship between parents' marital status and pupils' academic performance. The conclusions were that level of education of parents led to low performance of pupils in public primary schools in Angurai division but level of family income and parents' marital status had nothing to do with pupils' performance public primary schools in Angurai division. The recommendation was that parents in Angurai Division need to improve on their level of education so as to improve pupils' performance in schools.