Influence of Home Environment on Students’ Performance in Public Day Secondary Schools in Katulani Sub-County, Kenya

Judith Kavutha Muema¹, Dr. Rose Mwanza², Dr. Janet K. Mulwa³

¹Master of Education Student, South Eastern Kenya University, Kenya
²³Lecturer, Department of Educational Administration and Planning, School of Education, Humanities and Social Sciences, South Eastern Kenya University, Kenya

Abstract: This study sought to investigate the Influence of Home Environment on Students’ Performance in Public Day Secondary School in Kenya. The study objectives sought to establish the influence of parents’ level of income and parenting style on students’ performance in public day secondary schools in Katulani sub-County. The study was based on the Effective Schools model whose proponent is Lezotte. Descriptive survey research design was employed. The target population comprised of 59 principals and 885 teachers. Stratified and simple random sampling techniques were used to obtain a sample size of 18 principals and 89 teachers. Questionnaires were used as tools for data collection. Pilot study was carried to establish instrument validity. A Test re-test technique was used to establish instrument reliability. Descriptive statistics was used to analyze data which was presented using frequency distribution tables. Qualitative data was organized into themes and presented in narrative form. From the findings, 43.8% of the principals strongly agreed and 6.3% of the principals disagreed that students whose parents have better income perform well in academics as they are provided with more learning materials. The study also found from 37.5% of the principals who strongly agreed and from 25.0% of the principals who disagreed that parenting style has a direct influence on student academic performance. The study concludes that economic status and parenting style have significant influence on students’ academic performance in public day secondary schools.

Keywords: Home Environment, Academic Performance, KCSE, Public Day Secondary School

I. INTRODUCTION

Education is a key component of human quality that is essential for generating high incomes and sustainable socio-economic development. Education is characterized as an essential ingredient in poverty eradication (Ogawa, 2010). Ogawa (2010), further explained that it is through education that skills, knowledge and values are transmitted across generations of a country with the aim of attaining social, economic, political continuity and advancement in a country. According to Fairmon (2010), in most education systems of the world, secondary education is the highest learning level that prepares one for university or vocational training. In this regard, education at secondary level is critical in strengthening economical growth within the framework of global perspective.

Pintrich and De Groot (2011), show that student better attainment in academics is necessary for developing the success of young groups in a society. Therefore, it is very important for students to achieve higher academic performance at this level because education is seen as a pathway for attaining social mobility and therefore it should bestow a person with the right skills and experience so as to tackle properly responsibilities within a society without any discrimination.

Public day secondary schools in Kitui County have been performing poorly in KCSE with majority of the students scoring below C+ grade. This is the minimum entry grade to universities in Kenya. In the year 2018, only a small percentage of the students who sat for KCSE qualified for admission for a degree programme. Specifically in Katulani Sub-County, on average the sub-county’s KCSE performance in public day secondary schools was far below the required mean score of C+ which is an equivalent of 7 points which is a requirement to join higher institutions of learning according the (Ministry of Education, 2018). Despite the government intervention on improving quality education, the KCSE poor performance in public day secondary schools still persists. Kamuti (2015), in his study on how home environment influences academic performance of students in Kitui newest Sub-county Kitui county, observed that performance of the students strongly relies on the manner in which the parents are involved in matters concerning their children academics.

The home environment refers to aspects of peoples domestic lives that contribute to their living conditions; this includes all the human and material resources present at the home that affects the student’s education and living, such as the parent’s level of education, their occupation, socio-economic status and socializing facilities available in the house (Akinsanya, Ajayi & Salomi, 2011). Thus, the home is the basic institution for providing the child’s primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. According to Adesehinwa and Aremu (2010), the education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life.
Slaughter and Epps (2012), refer to home environment as the characteristics of societal component created by members of the family living together in one area and do activities that are directly related to the duties of the family. According to Slaughter and Epps (2012), academic performance of students is also influenced by the kind of environment the student is directly involved in at home. In a similar observation, Barnard (2015), observed that the performance in students’ academics strongly relies on the manner in which the parents are involved in matters concerning their children academics. Barnard (2015), further indicated that the government has increased school engagement through implementation of programs in school settings to reduce chronic absenteeism and truancy such as addressing individual student/family needs within-family communication, needs for social services, problem-solving and tutoring.

Jayanthi and Srinivasan (2015), noted that home environment was positively correlated with academic achievement of students in mathematics. There are many home environmentally related factors which are likely to influence students’ academic performance. However, the variables under investigation in this study included parents’ level of income and parenting style. These two variables comprised the independent variables where as students’ performance comprised of the dependent variable. According to Parveen (2017), the size, income and relations of the family, educational level of parents, social and economic status of the family had a positive significance on student academic performance. Students’ academic performance in any institutions attracts much interest to all the stakeholders in the education sectors and the community in general. According to Ali, Jusoff, Ali, Mokhtar and Salamat (2014), in any educational institution students are the most important asset.

Machana, Kevogo and Mwebi (2017), study on the influence of selected home environmental factors on pupils’ academic performance in public primary schools, Kenya and established that most of the parents had a great influence on children’s study habits at home and could also discuss with their children on their academic progress. The author recommends that parents should engage educated caregivers at home to help them participate effectively on the academic activities of their children. Therefore, it can be said that parents who are well educated can provide a conducive environment that fits the students’ academic affairs of the children hence high educational performance.

Statement of the Problem

Kitui County has institutions that provide education to ensure the students access secondary education both boarding and day schools. According to KCSE results released in 2018, none of the day secondary school from Katulani Sub County appeared in the list of top ten in Kitui Central Constituency. The mean score for the public day secondary schools in Katulani Sub-county was far below the required mean of C+ which is a requirement to join higher institutions of learning according to the Ministry of Education (2018). Despite the government intervention on improving quality education, the KCSE poor performance in public day secondary schools still persists. Therefore, the current study was carried out in order to fill a knowledge gap on influence of home environment on students’ KCSE performance in public day secondary schools in Katulani Sub-County, Kitui County, Kenya.

Parent level of income on students’ performance

Kunjie (2011), observed that wealthier families in Malawi seemed to influence achievement of their children in school more than poorer families by providing for the needs of students and motivating them to attend school. Nevertheless, absenteeism, ill health, famine, lack of food and other factors that affect families from the poor could affect the academic performance of their children. The author further observed poor children come from home environments that are educationally impoverished and the conditions nearly affect every aspect of life.

Parenting style on students KCSE performance

According to Hoghuighi and Long (2004), the strongest factor influencing the development of the child is the style used by parents for their child’s rearing. This also includes guidance given to the students towards their academic performance. Machana, Kevogo and Mwebi (2017), found that some caregivers discussed with children on academic progress at school and talked of things that happen at school. According to Abesha (2013) parenting styles brought difference in achievement motivation with respect to their gender favoring females.

Rahimpour, Moghadam, Moghadam and Hashemian (2015), noted that significant relationship of permissive, authoritarian and authoritative parenting styles exist with the students’ average score. This concurs with Chonge, Barasa and Chonge (2016), who found that parenting styles significantly influenced students’ performance in mathematics. Awasthi (2017) observed that among six different modes of parenting, accepting parenting is the best as it was found that the children who perceives accepting parenting have high academic achievement as compared to the children who perceive any other type of parenting style.

According to Obeta (2014), inadequate provision of educational materials in Nigeria, parents’ attitudes, socio-economic status of parents affected student academic performance to a very great extent. The study recommended that parents should discuss with their school going children on matters concerning their academic performance and establish the challenges that these students may be facing in order to improve their academic performance. Barnard (2015), observed that the performance of students’ academics strongly relies on the manner the parents are involved in matters concerning their children academics.
II. RESEARCH METHODOLOGY

The study employed descriptive survey research design. The target population comprised of 59 school principals from 59 public day secondary schools in Katulani sub-county in Kitui County and 885 teachers who were sampled using stratified sampling technique and selected using simple random sampling to obtain a sample size of 18 principals and 89 teachers. The study was based on the Effective Schools model whose proponent is Lezotte (2010). According to the model an Effective School facilitates high academic achievement. Effective Schools model also suggests measures that low performing schools can take to improve on the academic achievement of students.

Questionnaires were used as tools for data collection. Pilot study was carried to establish instrument validity in 3 schools which were not included in the final study. A Test-re-test technique was used to establish instrument reliability. The average score of Cronbach’s Alpha Index (α) value of 0.803 obtained was thus acceptable as it is within the range. Data was analysed using descriptive statistics and presented in frequency distribution tables. Qualitative data was organized into themes and presented in narrative form. Participant confidentiality was assured to the respondents.

III. RESEARCH FINDINGS

This study sought to establish the influence of home environment on student KCSE performance in public day secondary schools in Katulani SubCounty, Kitui County, Kenya. The first objective sought to establish whether parents’ level of income influence student academic performance. The results are as indicated in table 1.1

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>Statements</th>
<th>S.A</th>
<th>A</th>
<th>D</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students whose parents have better income perform well in academics as they are provided with more learning materials</td>
<td>743.8%</td>
<td>531.3%</td>
<td>16.3%</td>
<td>318.8%</td>
</tr>
</tbody>
</table>

The findings from table 1.1 have revealed that majority of the principals who comprised of 43.8% of the principals strongly agreed that students whose parents have better income perform well in academics as they are provided with more learning materials and 6.3% of the principals disagreed that students whose parents have better income perform well in academics as they are provided with more learning materials. These findings concur with Kamuti (2015), who found that the economic status of the parents, influence students’ academic performance to a very great extent and with Parveen (2017), who concluded that the income and social and economic status of the family had a positive significance on student academic performance. The findings are also supported by Egunsola (2014), who established that parent income and affluence had a moderate influence on students’ academic performance though positively correlated.

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>Statements</th>
<th>S.A</th>
<th>A</th>
<th>D</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Parenting style has direct influence on student academic performance</td>
<td>637.5%</td>
<td>637.5%</td>
<td>425.0%</td>
<td>00.0%</td>
</tr>
</tbody>
</table>

It was noted that majority of the principals which consisted of 37.5% of the principals strongly agreed with the statement that, parenting style has a direct influence on student academic performance and 25.0% of the principals disagreed with the statement that, parenting style has a direct influence on student academic performance. These findings concur with Kamuti (2015), who observed that the style of parenting influence students’ academic performance to a very great extent.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study the researcher concludes that parental economic status and parenting style are correlated and have influences on students’ academic performance in public day secondary schools. This is because many of the values transmitted by the school were first inculcated in the child at home since it is the first socializing agent. The home environment definitely influences the academic achievement of the students.

The study recommended that there is need to encourage parents to continue their parental involvement in their children’s academic affairs as this is a way of improving academic achievement. Furthermore, parents should be encouraged to come up with strategies that will help to improve their income, as this will enable sustainable provision of basic and school needs. Parents and other significant persons should make students’ homes conducive and stimulating to learning not only the school subjects but education in general.

REFERENCES

school mathematics in Ogun State. British Journal of Arts and Social Sciences, 3(2), 242–252


