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## **Influence of Socio-Economic Factors on K.C.S.E Performance of Boy -Child in Kakamega North Sub County, Kenya**

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### **Abstract**

Most countries invest heavily in Education because it is recognized as a fundamental human right and foundation for sustainable development objectives. Despite this commitment, the participation of boys in Education remains very low. Therefore, the purpose of this study was to analyze socio-economic factors on k.c.s.e performance of boy -child in Kakamega North Sub County, Kenya. The study was based on Classical Liberal Theory of Equal Opportunities. A descriptive survey research design was adopted. The target population for this study was 2180 comprising of 40 principal, 100 class teachers, 40 public mixed day schools and 2000 form four and three students. A sample size of 436 respondents comprising of 400 students, 20 teachers, 8 principals and 8 mixed day public schools were drawn for study through stratified random sampling and purposive sampling techniques. Interviews and questionnaires were used to collect data. In this study descriptive statistics was used to analyze data where the percentages and frequency distribution tables was used to give summary of the findings. The data collected was analyzed using the statistical package for Social Science (SPSS). The study established that there is a strong correlation between the socio-economic factors, parental involvement and school-based factors with boy child performance. It is recommended that; the government should take stern measures against parents who deny their children the Right to Education by forcing their sons to engage in casual work during school hours. Further, a study should be carried out in public mixed day schools in an urban setting to establish a relationship with the current research in order to find a common solution.

**Keywords:** Socio-Economic, Factors, Performance, Boy -Child and K.C.S.E.

### **Background of the Study**

Education is one most fundamental instrument that can be used to bring about positive change in the life of an individual and that of an entire society as far as development is concerned; it has been an essential aspect of human life throughout the history of humankind. Education and human rights, education are a human right and a necessary condition for the full exercise of other

human rights (Ife, 2012). Education in any state is a means of sustaining all other Sustainable Development Goals, a basic human right, and the foundation on which to build peace (UNESCO, 2017). The right to education is universally acknowledged and protected by article 26 of the Universal Declaration of human rights adopted in 1948 by the United Nations. In support of this, Article 14 of the international convention on economic, social, and cultural rights articulates the substance of the right to education as Universal access to free education and equal access to higher Education (Sital, Getgen, & Koh, 2017).

In order to be at par with Article 14 of the International Convention on Economic, Social and Cultural Rights, Kenya introduced free secondary education. The inception of free secondary education in Kenya saw an overwhelming increase of students in schools. Those students who were previously out of school turned up to attend classes doubling the number of student's enrollment, both boys and girls (Ngesu, Wachira, Mwelu & Nyabisi, 2012). For any country to achieve education for all, the education system must respond by introducing pedagogies that empower learners, ensures inclusive and equitable quality education that promotes lifelong learning opportunities for all in spite of all these, there is a glaring gap between male and female participation in secondary school education.

A study carried out by Lubienski, Robinson, Crane, and Ganley (2013) reveals that girls were outperforming boys in enrolment, attendance, and achievement with girls achieving 20% more than Boys. It goes further to establish that girls enroll in school earlier and achieve high levels of functional education at the end of their schooling compared to boys. For any success in education, a child needs to have both intrinsic and extrinsic motivation and be self-driven. The school, community, and home should provide a conducive environment that will have a positive impact on child performance, retention, and completion of school.

A study by Peltzer and Pengpid (2014) reveals that in Trinidad, Barbados, and Saint Vincent girls have persistently outperformed boys at various levels of schooling. So, (2012) concurs with Daniel (2011) that in the United States, girls are significantly ahead of boys in writing ability at all levels of primary and secondary education. Another study by Owusu (2013) revealed that in Ghana, girls perform far much better than boys. A lot of emphasis on girl child education has resulted in neglecting issues contributing to boy-child education. In contemporary society, a lot of emphases have been put on girl- child. This has resulted in boy-child being neglected on issues related to education and mostly in mixed day public schools.

Poor emphasis on boy child, absenteeism among Boys, the irrelevance of the curriculum, and Indiscipline cases among Boys caused poor performance in examinations. Referring to the examination system in Kenya, it re-affirms the crucial role played by examinations when he says that the certificate of primary education examination determines the whole destiny of the child. This is because if the child passes the examination, he/she has a better chance of securing a job where his income would be much higher than for someone with informal education. Likewise, the importance of the boy child education is appreciated in Kakamega County since it also determines the whole destiny of the Boy-child. Primary education consequently determines the other subsequent levels of education.

It is a concern that poor performance may contribute to wastage in terms of resources and manpower. Many studies in favor of the girl-child education and academic performance in mixed secondary schools have been conducted at the county, national, and international levels. Such

studies include (Sikukuu, 2015; Rabecca, 2013 & Ibrahim 2012). Nevertheless, none has been done in Kakamega North Sub-County, especially on boy-child K.C.S.E. performance in mixed day public secondary schools. This, as a result, necessitated a need to critically look at factors influencing boy-child K.C.S.E. performance in mixed day public secondary school in Kakamega North Sub-County, Kenya.

### Statement of the Problem

Education is considered to be a basic human right and a basic need. In any state, education is a means of sustaining all other Sustainable Development Goals. Despite the introduction of free secondary school in Kenya to ensure every child has accessed education, this has not helped the boy-child in mixed public day secondary schools in Kakamega North sub-county. The academic performance of boys was becoming a great concern. The performance rate of boy-child remains below average as compared to girls. Indeed, there is a higher rate of school retention, completion, and performance in favor of girls than boys. There was a need to conduct this study to fill the gap by focusing on factors influencing boy-child K.C.S.E performance in mixed day public secondary schools in Kakamega North Sub-County.

### Objectives of the Study

To establish the socio-economic factors that influence K.C.S.E performance of boy-child in Kakamega North Sub-County, Kenya

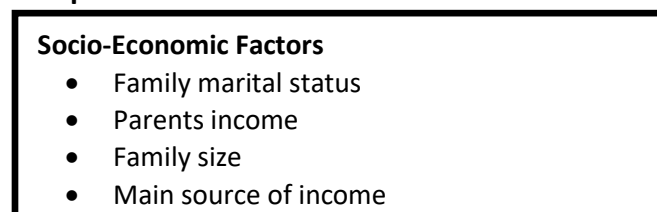
### Research Question

What socio-economic factors affect the K.C.S.E performance of the boy-child in Kakamega North Sub-County, Kenya?

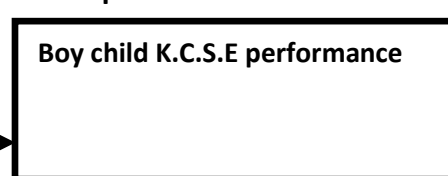
### Conceptual Framework

A conceptual framework of factors influencing Boy child K.C.S.E performance in mixed day public secondary schools in Kakamega North Sub-County.

#### Independent Variables



#### Dependent Variable



**Figure 1 Conceptual Framework**

Source: Researcher (2020)

### Empirical Review

The literature reviewed examines the level of awareness on health hazards and prevention measures among street cleaners.

### **Socio-Economic Status and Academic Achievement**

Socio-economic factors are the factors that emanate from social and economic way of life that affects the learners schooling as defined by (Bayat, Louw, & Rena, 2014) on socio-economic, socio-culture and school-based factors affecting performance in Isiolo. Success in education depends very much on the socio-economic status of one's parent as pointed out by (Bayat, Louw, & Rena, 2014). Over the past decades studies carried out in number of countries reveals that students from disadvantaged environment experience difficulties in schools: repeat grade, delay in their schooling or drop out of school as pointed out by Wodon, (2014) in a study on Education on a glance in Sub Saharan. The socio-economic status of the family may have different and separate influence on educational outcomes on the child. The social back ground appears to have more impact on boys' academic achievement than girls as urged out by (Bayat, Louw & Rena 2014) on socio economic, socio culture and school-based factors affecting K.C.S.E performance in Isiolo. Some of these socio-economic factors include family size, family income and level of parental education among others

In economics, income refers to individual total earnings from wages, investment enterprises and other ventures. It is the sum of all the income actually received by all the individual or house hold during a given period (Brooks, 2017). The level of this income may affect educational performance of a child in either way. A study carried by Banks, and Oakley, (2016) revealed that many poor parents are unable to meet costs of school requirements. Furthermore, increased levels of poverty make parents unable to feed their children and provide education. Children whose parents cannot afford the cost of instructional materials, school uniform, tuition fees and activity fees tend to go to school irregular and in the long run drop out of school. Parents of high socio-economic status have more positive attitudes towards their children schooling and have high expectations from their children. Parents of high socio-economic status have the economic power to provide for their children, all that money can buy as far as education is concerned.

A study carried out by Nato (2016) on factors influencing in girls' secondary schools in Bungoma revealed that students from poor families are sent home frequently for fees. This may interfere with students' learning such students may end up performing poorly in academic. A study carried out by Banks and Oakley, (2016) on grade repetition in Kenya, established that poor parents consider their children to be economic assets. Most boys are involved in casual work in order to help in supplementing family income. These may result into poor performance due to absenteeism hence repeating in the same class eventually leading to drop out of school. The same study Sarkar, Webster and Gallacher, (2014) revealed that some children in Nyanza province are made to stay at home to perform domestic chores while others stay at home because they lack bus fare and uniform. This absenteeism may affect academic performance.

Where resources are scarce and the school demands for expenditure from a household, a boy-child is likely to be pulled out of school as compared to a girl-child (Codrington & Fairchild, 2012). Other instances boys are forced to get into motor cycle riding or casual laborers working in sugarcane plantation so as to supplement the family income. Research carried out by Codrington and Fairchild, (2012) concurs with Dixon-Gordon, Chapman, Weiss and Rosenthal, (2014) who urged that poor children take long time in completing their education. Findings by Bareiss, (2014) on Education Needs assessment for Kisumu city agreed with Codrington and Fairchild, (2012) that parents in Kisumu Municipality have relinquished their responsibility which contributes towards education of their children through provision of direct costs: such as

uniform, supplementary tutoring, transportation, food, clothing and other expenses as agreed on P a meetings. It is clearly depicted, that students will not be allowed to be in school without these provisions and as a result it may affect the academic performance of the child. A study by (Situma, & Iravo, 2015) on factors affecting the performance of pupils in primary schools in Bungoma emphasized the importance of family income who urged, that children from rich and wealth families do better in all aspects of life as compared to children from poor home back ground.

**Family structure** is also linked to socio- economic status which affects the academic performance of a child. A study by Kraus et al., (2012) On beyond Classroom and how parents influence their children performance revealed that Single parent families on average have lower income. Further, Kraus et al., (2012) found out that Children who were headed by parents with low income are likely to have lower educational performance. More so, the nature of parent- child relationship in single parenthood families may cause emotional and behavioral problems to the child which may lead to poor performance.

A study by Portisch, (2012) in Mongolia revealed that Parents who stay away from their children, may remit the needed funds to support education which may improve school attendance but the school performance may suffer due to parental absence. Further, Portisch, (2012) in a study on how parents influence their children education pointed out that children with one parent or both parents absent from home had lower grades and ranking in school than children with both parents present at home. This is a clear indication that parents have a role to play in their children's education: through supervision, monitoring and provision of school requirements.

A study by Echaune, Ndiku and Sang, (2015) on parental involvement in education revealed that, the academic performance of children improves when both parents are actively involved in their education. The father is to give the necessary tools for the educational advancement, while the mother is to supplement the fathers' effort. Further, where the father is absent the mother is not privileged enough to cater for all the basic needs as well as supervise child education performance. Lack of proper supervision and monitoring may affect child's academic performance.

A study by Aturupane, Shojo and Ebenezer, (2018) pointed out that many boys who grow up without role models may lead to developing negative stereotypes of masculine behavior. More so, lack of role models exposes boys to negative influences such as: violence, sexism and materialism. This masculinity may lead to increased need for cash hence making some boys to skip classes or quit school entirely for monetary gain resulting to under achievement of boys in education. Further, Aturupane, Shojo and Ebenezer, (2018) urged out that children from single parents have reduced contact between the parent and custodian in terms of: supervision in schoolwork, maintaining appropriate levels of discipline and increased responsibilities. These impedes the time available for school work. A study by Farooq et al (2011) on Factors affecting students' quality of academic performance in Caucasian revealed that Intellectual and social development of males, is more adversely affected by living in one parental home than that of females from similar family circumstances. Furthermore, Farooq et al (2011) urged that in Caucasian the achievement scores of boys declined significantly over a period of 5 years of living in a single parent home. While the scores of girls in similar home environment remained stable. The situation in Sub Saharan Africa is not much different from other developed countries.

A study by Lau and Yuen, (2013) on the influence of gender on adolescents' academic achievements in Nigeria revealed that there is a significant difference between the academic achievement of the male and female adolescents from single parenting home. Girls score higher than boys. A study by Bruhn et al., (2013) shows that parental marital status actually has affected on pupils' performance. Further, Bruhn et al., (2013) in a study on understanding children challenging behaviors found that children living with their stepmothers and step fathers are target of misdirected emotion and mistreatment which may affect their academic performance. McGrath and Van Bergen, (2015) also linked parent marital status and pupils 'performance and concluded that children from stable families perform better than children from homes where parents are quarrel some. Lack of cordial understanding in a family may cause instability and lack of control in children's behavior. These influences academic performance of a child in the long run a study by Ogunshola and Adewale, (2012) on effects of parental involvement on academic achievement of adolescent revealed that students whose parent had divorced performed poorly and were among those who scored lowest in standardized tests. Furthermore, Ogunshola and Adewale, (2012) pointed out that single parents are less involved with their children education, give less encouragement and have lower expectations of their children than two parental household.

**Family size:** Suleman et al (2012) defined family size as a fundamental social group in society typically consisting of one or two parents and their children. The family size may determine how the child will perform at school. Small family size has been linked with higher academic achievement. A study by Ella, Odok and Ella, (2015) on Youth and involvement in kindergarten in Latino revealed that children with fewer siblings are likely to receive more parental attention and are easily accessible to resources than children from large families. This attention and support may lead to good performance by the child. Children who came from large families consisting of six to ten siblings may perform poorly, simply because parents may go an extra mile in providing for basic needs at the expenses of education which is seen as a secondary need to children. Lack of educational support from parents may lead to poor performance.

A research done by Symeou and Alvorez (2012) in Cyprus revealed that many children especially boys from big sized families may drop out of school to work in order to support the family income. They drop to look for casual jobs and help the parents to bring up their siblings Furthermore; the study revealed that most boys who engage in casual and menial work forget about their education at the expense of money. Child labor may result into absenteeism which may eventually affect academic performance.

A study by Durant (2011) on Latino parental Behavior Sciences revealed out that parental level of education attainment is strongly associated with positive educational outcomes. Children of more educated parents are likely to have greater materials, human and social resources than those from illiterate parents. Other studies by Kainuwa, and Yusuf, (2013) established that the level of education influences parent knowledge, beliefs, values and goals about child rearing. In addition, parental behaviors indirectly influence children school performance. Education enables parents to acquire model skills and problem-solving strategies favorable for students' education success.

Therefore, students whose parents have higher level of education may have more learning positive abilities and beliefs, which may affect standardized achievement test scores directly. Dixon et al (2013) on parental education and impact on child outcome revealed that parental

education may affect children outcome though in different ways: Firstly, parental education may be a direct input into the production function that generates the quality of the endorsement that children have in various dominion (health, ability etc.) Secondly, it may affect the choice of other inputs and thirdly, it may indirectly facilitate a higher quantity or quality of other inputs through its effects on household income. All these inputs when combined together may lead to creation of better working environment which may lead to good performance. Parents with a high level of education are capable of providing a learning environment that is specifically structured towards promoting cognitive abilities. High achieving pupils came from homes with better educated parents and more favorable reading habits. Therefore, students whose parents are educated score higher in tests than those whose parents are not educated. Reason being educated parents encourages their children to do better in their school work for better performance. In support of this Vera et al., (2012) established out that educated parents can communicate better with their children regarding school work, activities and the information taught in schools. Most of educated parents assist and motivate their children to work hard and excel in education.

## **Research Methodology**

### **Study Area**

The study was carried out in Kakamega North Sub County; Kakamega County, Kenya. Kakamega North Sub County is one of the twelve Sub Counties that form the larger Kakamega County. Its boarders Matete North Navakholo South, Ileho East and Uasin Gishu West Kakamega North covers 423.3 square kilometers and lies on latitude 0.28422 and longitude 34.752266 in the Northern hemisphere. It I divided into seven administrative and four educational divisions with a total of 49 secondary schools. Among the 49 secondary schools, there are 40 mixed day public secondary schools (M.O.E Kakamega North Sub county office, 2016). Kakamega North has a population of 205166 according to 2019 census statistics report. The main economic activity is sugarcane farming and processing. Kakamega North Sub county was chosen for this study because the performance of the boy child in mixed day public secondary school was becoming a concern, hence a need to find the reason behind poor performance.

### **Research Design**

The study employed descriptive survey research design. This is a research design where the researcher describes the state of affairs as it is and then reports the findings (Smith, 2012). Andrew and Orodho, (2014) pointed out that descriptive survey is a method of collecting data, interviewing or administering questionnaires to a sample of individuals. It may be used when collecting information about people's attitudes, expectations, opinions, habits or any education or social issue. Interview questionnaires and observation allows triangulation of the data. Therefore, this design was suitable for the study. It enabled the researcher to collect and describe views and ideas on factors influencing boy child K.C.S.E performance in Kakamega North Sub County.

### **Target Population**

Tang et al., (2018) defines target population as a group of individuals, objects or items from which samples are drawn for measurements. Further, Asiamah, Mensah and Oteng-Abayie, (2017)



defines target population as an entire group of individuals, events or objects having a common observable characteristic. Kakamega North Sub-County has 40 mixed day public secondary schools. The schools are distributed into four zones; Kabras West, Kabras East, Kabras South, and Kabras North. The total population of boys in mixed day schools in Kakamega North is 5500 among them 2000 boys were form four and three in mixed day schools and 100 form four and three class teachers, in mixed day public schools (M.O.E statistics office, 2016). The study targeted form four and three boys because, they were highly affected as much as academic performance was concern. The class teachers were to give required information about the student's performance and attendances and the principal are the overall charge for students' affairs

**Table 1 Target population**

<b>RESPONDENT</b>	<b>TARGET POPULATION</b>
Principal	40
Class teachers	100
Public mixed day schools	40
Form four and three students	2000
<b>TOTAL</b>	<b>2180</b>

**Source: (MOE Malava, 2016)**

### **Sample Size and Sampling Procedure**

A sample size is a subject of the total population that is used to give the general views of the target population. Further, Mugenda and Mugenda (2012) define sampling as a process of selecting the number of individuals to represent a larger group of subjects. The researcher used 20% as proposed by Andrew and Orodho, (2014). This translated to 8 schools, 400 students, 20 class teachers, 8 principals from the selected schools. Stratified random sampling was used to select schools from the four educational zones. Then simple random sampling was used to select 2 schools from each zone translating to 8 schools in total. Further, simple random sampling was used to select 400 students (100 from each zone and 50 from each school), 20 teachers (5 teachers from each zone) were selected to ensure that each respondent had equal chances of being included in the sample.

**Table 2: Sample Size**

RESPONDENT	TARGET POPULATION	Sample size
Principal	40	8
Class teachers	100	20
Public mixed day schools	40	8
Form fours and three students	2000	400
<b>TOTALS</b>	<b>2180</b>	<b>436</b>

### Research Instruments

Macur, (2013) defines research instruments as tools for collecting data. In order to answer research questions, researcher utilized various instruments like interviews, questionnaires and document analysis to collect data.

### Questionnaires

Questionnaire as a tool of research is widely used in scholarly studies to get information about current conditions and practices and to make enquiries concerning attitude and opinions quickly and in a precise manner Macur, (2013). The researcher administered questionnaires to class teachers, and form four and three students because they were easy to administer and it was economical in terms of money and time. More so, it was simple to compute and analyze (Muriungi & Mbui, 2015). The questionnaires contained four sections A, B. Section A contained items related to demographic information of the respondent and section B, dealt with research question. The researcher sourced the required and more information.

### Document Analysis

The researcher obtained students' academic progress sheets from the previous years (2013-2015) in respective schools and K.C.S.E analysis reports from (2013-2015) from Kakamega North Sub-County education office. The researcher then recorded down the respondents' average grade score in three consecutive years then made comparison with K.C.S.E performance from the 8 public mixed day secondary schools. This gave the information on performance of the boy-child.

### Interviews Schedules

An interview is a participant to researcher communication in which the researcher asks questions to elicit information or opinion from another. Interviews are important because more detailed information is gathered (Nzoka & Orodho, 2014). The researcher developed an interview guide for principals, which guided the researcher in collecting the required information for about 10-15 minutes. It consisted of both open and closed ended questions which gave the researcher detailed information under study.

### Validity of the Research Instrument

Validity is the accuracy and meaningful of inferences which are based on the research results (Rumberger & Rotermund, 2012). An instrument is valid if it measures what it claims to measure. Validity has to do with how much accuracy the data obtained in the study represents the variables of the study. It is largely determined by the presence or absence of systematic error in data. Content validity is a measure of degree to which data collected using a particular instrument represents a specific domain of indicator or a concept. The researcher used content validity by piloting so as to ascertain whether the tools measured what was stated in the objectives. This was done through cross checking with the supervisors. This meant that the researchers content validity measures contained all possible items that were used in measuring the concept in this study.

### Reliability of the Research Instrument

Reliability is a measure of the degree to which a research instrument yields constant results or data after repeated trials (Rumberger & Rotermund, 2012). The researcher employed test and retest technique to establish reliability of the instrument. The developed questionnaires were given to a few respondents. The response was scored manually. The same questionnaires were administered to the same group after 3 weeks. The responses were scored manually; further comparison between the two was made. The respondents gave similar responses. Pearson's product moment formula was used to calculate the correlating coefficient between the tests

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r= Pearson's coefficient of correlating coefficient

N=The number of respondents completing questionnaires

X=The scores of the first administration

Y=The scores of the second administration.

The researcher got a correlation coefficient of 0.8. According to Orodho et al (2013), a coefficient correlation (r) of about 0.75 and above is considered high enough to judge an instrument as reliable.

### Data Collection Procedures

The researcher obtained introduction letter from Kisii University and used it to process a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). On obtaining the research permit the researcher sought permission from Kakamega North Sub County Director of Education office to visit schools. Then the researcher wrote a letter seeking permission to carry out research in different schools through the principal. Thereafter, research instruments were prepared in advance by the researcher and administered to the selected schools and respondents as a pilot study. The questionnaires were collected after two weeks and interview schedules and observation checklists filled.

### Data Analysis

Data Analysis is a process of converting raw data into meaningful statements. The quantitative data from the questionnaire were first subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the statistical package for social

science (SPSS) computer package. Descriptive statistics of frequencies and percentages were generated and used to summarize the data. Raw data collected was analyzed by assigning numerical values to each response and entered into a code book or coding table. Then the numerical numbers representing responses from the questionnaires were transferred to a code sheet so as to obtain quantitative results from the closed-ended questionnaires. For ease of analysis, data were entered into computer by the use of the Statistical Package for Social Science (SPSS) computer software.

Qualitative data from interview schedules was transcribed, thematically classified and arranged before they were reported in narrations and quotations. The data from interview was read paying attention to comments, ideas and concerns from the respondents. The fields notes were edited, coded and written based on content and analyzed deductively.

**Table 3. Summary of Data Analysis**

Objective	Independent Variables	Dependent Variables	Data Analysis
To establish the socio-economic factors that influence K.C.S.E performance of boy -child in Kakamega North Sub County, Kenya.	Socio-Economic Factors	Boy child K.C.S.E performance	Quantitative Data: Frequencies, percentages, mean and standard deviation
			Qualitative Data: Thematic Analysis

### **Ethical Considerations**

Ethical considerations are issues related to the protection of the subjects in the study. The researcher sought consent from the respondents to administer the questionnaires. The researcher allowed the respondent to participate voluntarily without interference, assured them of confidentiality of the information given and their names remained anonymous. Further, the rights of their respondent were protected.

### **Data Processing and Analysis**

#### **Rate of Questionnaire Return**

A total of 18 out of 20 teachers and 380 out of 400 students dully completed and returned the questionnaires. The return rate of the questionnaires was 90% for teachers and 95% for students respectively. This was considered enough to avail the required information and therefore accepted. Brick &William (2013) argued that potential bias could result from low response rate and therefore in this study high response rate for teachers and students was associated with high reliability.

#### **Demographic Information of the Respondents**

Some of the demographic information gathered from teachers included; gender, highest level of education attained and teaching experience while age was gathered from students.

### **Gender of Respondents**

Teachers were asked to indicate their gender. The data was analyzed and presented 12(66%) were female teachers and 6(33.33%) were male teachers. From the results, it can be deduced that there were more female teachers in mixed day public secondary schools in Kakamega North sub county than male teachers. This is consistent with the findings of Asiimwe, (2013) that many boys grow up without role models both at home and school. This may lead to negative stereotypes of masculine behaviors which may affect their academic performance.

### **Teaching Experience**

Further, teachers were asked to indicate their teaching experiences in the question provided. The results of data analysis showed that 8(44.4%) teachers had taught for above 16 years, 5(27.78%) teachers had taught for 11-15 years, 4(22.22%) teachers had a teaching experience of 6-10 years and 1(5.55%) of teachers had teaching experience of less than 5 years. From the results, it can be deduced that majority of the teachers had a teaching experience of more than 11 years. This is an indication that they understand the challenges they encounter when teaching in mixed day public schools.

### **Highest Education Level of Teachers**

Teachers were asked to indicate their highest level. The results of data analyzed 6 (33.33%) of teachers had a diploma, 8(44.44%) had degree, 3 (16.67%) had masters and finally 1(5.56%) had PhD certificates. From the responses it can be shown that, majority of teachers had bachelor's degree and above. This according to Teachers service commission is the requirement to teach in secondary schools in Kenya. Education level of a teacher is considered as a determinate of the quality of teachers in schools, which has an effect on students' achievement. Adeogun (2011) agree that the quality of any education system depend on the quality of teachers.

### **Age of the Respondent**

Students were asked to indicate their age. The results of the data analyzed showed that 180(52.63%) of students were between age 14-18 years and 200(47.37%) of students were above 19 years. From the responses it can be inferred that majority of boys in mixed day public schools are aged. Khama (2014) agree with this study that average students were responsible for poor performance due to chronic absenteeism. Further, Makworo, Wasanga & Olaly (2014). concur with the study that many children from low family income takes time to complete their studies due to chronic absenteeism.

### **Social-Economic Factors Influencing K.C.S.E Performance of Boy Child**

The research question posed to students was what is the socio-economic factors influencing K.C.S.E performance of boy-child. The respondents were required to explain the following factors influence K.C.S.E performance. Table 4 present the views of students to question asked.

**Table 4 Students respondents on status of the family**

Status of the family	Frequency	%
Single parent	120	31.58
Both parents present	160	42.41
Both parents absent	100	26.31
<b>TOTALS</b>	<b>380</b>	<b>100</b>

It is evident from table 4, that family status has an influence on academic performance of the student in mixed day public school. Cumulatively majority (57.89%) of boys have either both parents absent (26.31%) or one parent absent (31.58%). It can be deduced that those boys who have one parent absent or both parents absent perform poorly due to many challenges they undergo. This study agrees with Yoshikawa, Aber and Beardslee, (2012) that the nature of parent child relationship in single parent families causes emotional and behavioral problems which may affect performance. Further, Chukwuka (2018) agree with the study that the academic performance of students, improves when both parents are actively involved in their education. The father is to give the necessary tools for educational advancement while the mother is to supplement the fathers' effort.

**Table 5: The size of the family**

Size of the family	Frequency	%
2-4	160	42.11
5-7	120	31.58
Above7	100	26.31
<b>TOTALS</b>	<b>380</b>	<b>100</b>

From table 5, it is clearly evident that the size of the family has an influence on academic performance. Majority (57.89%) of students have siblings above 5 and (42.11%) have siblings below 4. The findings are in agreement with the study of Yoshikawa, Aber and Beardslee, (2012) that small family is linked with higher education academic achievement. Further, the study revealed that children with fewer siblings may receive more parental attention and have more access to resources than children from larger families. These attention and support may lead to good performance.

**Table 6 parental income per month in Kshs****Income per month in Ksh Frequency %**

Below 3000	50	13.16
3000-5000	100	26.31
6000-8000	150	47.37
Above 800050	50	13.16
<b>TOTAL</b>	<b>380</b>	<b>100</b>

It can be adduced from table 6, that the size of parental income has an influence on academic performance on the child. Majority of parents 150(47.37%) earn between 6000- 8000 per month, 100(26.31%) earn between 3000-5000 per month, and 50(13.16%) earn below 3000 per month, while 50(13.16%) of parents earn above 8000ksh per month. The study established that most families live below poverty line. This study concurs with Okane, (2016) that many poor (low income) parents are unable to meet costs of school requirements. Further, Okane (2016) pointed out that children whose parents cannot afford the cost of school instructional materials, school uniform and other levies attend school irregular and in the long run may drop out of school. A study by Durant (2011) pointed out that students from poor families are frequently sent home for fees and this may interfere with the students learning. Such students may end up performing poorly. Further, the study revealed out that parents who have high income, have high expectations for their children. They may provide all that money can buy for their students in order to boast their children's education performance.

**Table 7 Parental Source of income**

<b>Source of income</b>	<b>Frequency</b>	<b>%</b>
Live stocking	80	21.05
Mixed farming (small scale)	100	26.32
Casual jobs	200	52.63
<b>TOTALS</b>	<b>380</b>	<b>100</b>

It is evident from Table 7 that, 200(52.63%) of parents depends on casual jobs in order to sustain their families, 100(26.32%) of parents depend on mixed farming while 80(21.05%) depend on live stocking. The study concurs with Chogo, (2019) on grade repetition in Kenya that most parents who don't have permanent jobs depend on casual jobs. These parents may consider their children to be economic asset. The children may be involved in supplementing family income through doing menial work in farms and sugarcane factories and jaggeries, these may end up affecting their academic performance due to chronic absenteeism. Further, A study by Akubor, (2016) argued out that most poor parents have relinquished their responsibilities, which has contributed towards their children low academic performance. Further, to achieve the objective on socio-economic factors influencing K.C.S.E performance teachers were asked to rate their level of agreement on five-point liker scale items in questionnaires as:

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). Their responses were tabulated and results are presented in table 4.5.



**Table 8: Social Economic Factors Influencing Performance Factors**

Statement	SA		A		UD		D		SD		Mean	StdDev
	N	%	N	%	N	%	N	%	N	%		
Big family size affects performance	105	5.56	7	38.88	0	0.0	1	5.56	0	0.0	1.78	0.943
Low parental level of education has no influence on performance	0	0.0	10	55.56	0	0.0	5	27.77	2	11.11	3.61	1.092
Low family income is not a factor influencing performance	0	0.0	1	5.56	0	0.0	5	27.77	12	66.67	3.72	1.179
Boy-child performance is affected by engagement in casual jobs.	8	44.44	10	55.56	0	0.0	0	0.0	0	0.0	2.89	1.451
Lack of school fees is a factor that influence performance	13	72.22	4	22.22	0	0.0	1	5.56	0	0.0	4.17	1.098
Family status affects performance of boy-child	84	4.44	2	11.11	3	16.67	2	11.11	3	16.67	2.33	1.44

**Table 8**, shows that 10(55.56%) teachers strongly agreed with the statement that big family size affects performance, 7(38.88%) teachers agreed with the statement, and none of the students were undecided, while 1(5.56%) teacher disagreed with the statement. From the responses, a mean  $1.78 \pm 0.943$  was obtained on the statement showing majority (94.44%) of teachers in mixed public day secondary schools in Kakamega North believed that family size affects the performance. This is further supported by Suleman et al (2012) who pointed out that children with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. This attention and support may lead to better performance.

Further, none of the teachers strongly agreed that low parental level of education has no influence on performance, 10(55.56%) teachers agree with the statement that low parental level of education has no influence on education performance 1(5.56%) teachers were undecided on the statement and 5(27.77%) teachers disagreed with the statement while 2(11.11%) teachers strongly disagreed with the statement. A mean of  $3.61 \pm 1.092$  was obtained on the statement showing that majority (55.56%) of the teachers were of the view that low parental level of education has no influence on performance. This implies that the education level of the parents does not determine how the child will perform. This is in agreement with the findings of McFarland, Zajicek, and Waliczek, (2014). who established that where parents don't have the education to engage their children in school work they hire tutors to help their children in academic matters?

Similarly, none of the students strongly agreed that low family income is not a factor influencing performance, 1(5.56%) teachers agreed with the statement, none of the teachers were undecided and 5(27.77%) teachers agreed with the statement that low family income is not a factor influencing performance while 12 (66.67%) teachers strongly disagreed with the statement that low family income is not a factor influencing performance. A mean  $3.72 \pm 1.179$  was obtained on the statement. Showing that majority (94.44%) of secondary school teachers in Kakamega North were against the view that low family income is not a factor influencing performance. This was shown to be consistent with Nafula (2013) who urged that students who come from families with low income are sent home frequently for fees and this may interfere with student learning outcomes in the long run.

In addition, 8 (44.44%) teachers strongly agreed with the statement that boy-child performance is affected by engagement in casual jobs, 10 (55.56%) teachers agreed with the statement that boy-child performance is affected by engagement in casual jobs. From the response mean of  $2.89 \pm 1.451$  was obtained on the statement showing that majority (100%) of teachers believed that boy-child performance was affected by engagement in casual jobs. This was supported by the work of Dillman Taylor et al., (2011) who pointed out that poor parents consider their children to be economic asset. Children are involved in casual job in order to supplement family income. Further, 13(72.22%) teachers strongly agreed with the statement that lack of school fee is a factor that influences performance, and 4 (22.22%) teachers agree with the statement, none of the teachers were undecided on the statement while (5.56%) teachers disagreed with the statement. A mean of  $4.17 \pm 1.098$  was obtained on the statement showing majority (94.44%) of the teachers in public mixed school were of the view that lack of school fee is a factor influencing boy-child performance. The study findings concur with Brooks (2017) who pointed out that the level of family income may affect educational performance in any way, either positively or negatively.

Moreover, 8(44.44%) teachers strongly agree with the statement that family status affect performance of boy- child, 2 (11.11%) teacher agree with the statement and 3(16.67%) teachers were undecided on the statement while none of the teachers strongly agreed with the statement. From the results mean of  $2.33 \pm 1.414$  was obtained on the statement showing majority (55.56%) of the teachers in public mixed secondary schools pointed out that family status had an influence on performance of boy-child. The study findings were found to be consistent with McFarland, Zajicek and Waliczek, (2014) who urged that children with one or both parents absent had lower school grades and ranking than children with both parent's present. Further, McFarland, Zajicek and Waliczek, (2014) pointed out that the academic performance of children improves when both parents are actively involved in their education. The father is to give the necessary tools for educational advancement, while the mother is to supplement the fathers' effort.

Further, to assess how parental level of education influencing K.C.S.E performance, students were asked to rate their level of agreement on five-point likert scale items in questionnaires as; Strongly Agree (SA), Agree(A), Undecided (U), Disagree(D), Strongly Disagree (SD). Their responses were tabulated and results are presented in table 4.6.

**Table 9: Parental Level of Education**

Statement	SA	A	U	D	SD	Mean						
Graduate parents educate children	40	10.53	50	13.15	70	18.42	100	26.32	120	37.58	3.87	1.405
Most children of uneducated parents don't complete secondary education	50	13.15	40	10.53	70	18.42	120	31.58	100	26.32	2.66	1.349
Illiterate parents encourage their sons To drop out of schools to help in generating income for the family	100	26.32	150	39.47	0	00	70	18.42	60	15.79	1.96	1.327

From table 9, it can be deduced that 40(10.53%) students strongly agreed with the statement that Diploma holders parents don't educate their children, 50(13.5%) students agreed with the statement, 70(18.42%) students were undecided about the statement and 100(26.32%) students disagreed with the statement while 120(31.58%) of students strongly disagreed with the statement that diploma holders parents don't educate their children. A mean of  $3.87 \pm 1.405$  was obtained on the statement. Showing majority (57.90%) were against the statement that diploma holders' parents don't educate their children. The findings are in agreement with Dixion et al (2013) who urged that the level of parental education attainment is strongly associated with positive educational outcome. Further, MOEST (2007) agreed that the level of education attainment influence parental knowledge, beliefs, values and goals about child rearing. These will directly or indirectly school performance.

Similarly, 50(13.15%) students strongly agree that most children of uneducated parents don't complete secondary school, 40 (10.53%) students agreed with the statement, 70(18.42%) respondents were undecided with the statement and 120(31.58%) students disagreed with the statement while 100(26.32%) students strongly disagreed with the statement that most children of uneducated parents don't complete secondary education. From the results a mean of  $2.66 \pm 1.349$  was obtained on the statement showing that majority (57.90%) of the students disagreed with the statement that most children of uneducated parents don't complete secondary education. The study findings concur with Bracke, and Corts, (2012) who pointed out that parents cannot teach everything but they play a critical role in students' chance for success by shaping their attitudes, their sense of personal competence and their work habits. These activities are geared towards success of the child. Further, Nitecki, (2015) agrees with Henderson and Bracke, and Corts, (2012) that where parents don't have the education to engage their children in school work, they hire tutors to help their children in education matters.

Moreso, 100 (26.32%) students strongly agreed with the statement that illiterate parents encourage their sons to drop out of school to help in generating income for the family, 120 (31.58%) students agree with the statement, further none of the students were undecided on the statement and 70(18.42%) students disagree with the statement while 90 (23.68%) students strongly disagreed with the statement that illiterate parents encourage their sons to drop out of school to help in generating income for the family. A mean of  $1.96 \pm 1.327$  was obtained from the statement showing majority(65.79%) of students were for the view that illiterate parents encourage their sons to drop out of school to help in generating income for the family due to poverty level in the family, and the perception on boy child education. This is shown by Symeou et al., (2012) who claimed that the perception of the parent towards the child will determine how the child will perform. Further, Symeou et al., (2012) point out that those parents who perceive boys to be a source of income tend to influence boys to leave school in order to work because boys have diverse work opportunities than girls

## Summary, Conclusions and Recommendations

### Summary of the Findings

#### Socio –Economic Factors That Influence K.C.S.E Performance

The objective of the study was to analyze the socio-economic factors that influence K.C.S.E performance of boy child in Kakamega North Sub County. The study findings revealed that: family status, family size, and family income, source of family income and parental level of education influence academic performance of the boy- child. From the observation, majority 55.56 percent of teachers and 57.89 percent of students pointed out that family status has an influence on academic performance. Further, the study established out that children from single parents or both parents missing perform poorly due to many challenges they encounter both at home or school. These is supported by the findings of Reardon, (2011). who pointed out those children with both or one parent absent had lower school grade ranking than children with both parent's present. Moreso, Asiimwe, (2013) and Chowa, (2013) support the findings of this study that academic performance of students improves when both parents are actively involved in their academic work. The father is to give the necessary tools for educational achievement while the mother is to supplement the fathers' effort.

Similarly, majority 94, 44 percent of teachers and 57.89 percent of students observed that family size has a great influence on academic performance. This implies that the bigger the number of siblings in the family the larger the resources needed to cater for the family needs. It was established from the study that most children who come from big families with little resources suffers a lot when allocating resources between basic needs and school requirements. Most students in mixed day schools in Kakamega North Sub County are disadvantaged due to the size of the family which may lead to poor performance. The study is in line with Eamon (2005) who observed that small family size is linked with higher academic performance. Children with fewer siblings may receive more parental attention and have more access to resources than children from large families.

Further, majority 94.44 percent of teachers and 86.84 percent of students viewed that income was a factor influencing academic performance. The study revealed that most parents in Kakamega North Sub County earn low income below 8000 Ksh per month. This implies that most parents are not in a position to provide basic needs for their children. Many students are usually sent home for fees this leads to absenteeism from school, poor performance in examination and this may result to students dropping out of school in the long run. Nafula (2013) agree with this study that students who come from low income families are sent fee at home frequently and this may interfere with students learning outcomes. Further, Okane (2016) justify the study that poor parents who get low income are unable to meet their children basic requirements. This affect the performance of the students.

In addition, majority 100 percent of teachers and 52.63 percent of students pointed out that the main source of income in Kakamega North Sub county was from casual jobs and small-scale farming. Kakamega North Sub county being a sugarcane farming and processing zone, many parents and boys offer cheap labor through: Weeding, cutting, loading of sugarcane and others work in the factories where specialized skill is not needed, in order to get income. Most boys are made to stay away from school by their parents in order to look for money to cater for their school requirements while the parents sustain the family from the little income they get from

casual jobs and small-scale farming. This means that little time is spared by the boy-child for serious studies which may eventually affect the academic performance of the boy-child. Symeou et al., (2012) pointed out that most parents who don't have permanent jobs depend on casual jobs and they may consider their children as economic assets. It is observed from the study that most boys in Kakamega North Sub county supplement their family income through casual or menial work. These may have tremendous effect on their performance.

The level of education attained by the parent increases the chances of enrolling and sustaining the child in school through monitoring and provision of school requirements. From the study majority 65.79 percent of students viewed that most illiterate parents encourage their children especially boys to drop out of school in order to help in generating family income. The study further revealed that most illiterate parents do not attach value to education and are ignorant of what their children are taught in school. The study is in line with Symeou et al., (2012) findings who urged that the perception of the parents towards the child determines how the child will perform. Most parents in Kakamega North Sub county perceive boys to be source of generating income for the family due to their diverse work opportunities by withdrawing them from school. Through this forced withdrawal from school the boy-child may be discouraged from putting more effort in his education and this may lead to poor performance.

### Conclusions of the Study

The first objective of this study was to analyze the socio-economic factors that influence K.C.S.E performance of boy-child in Kakamega North Sub County. It can therefore be concluded that family status has an influence on academic performance. The study revealed that for any student to perform better he/she needs both parents present. The father is to give the necessary tools for educational achievement and the mother is to supplement the father's effort. Majority of students in public day secondary schools in Kakamega North come from single parenthood families or they are total orphans living with guardians. These students suffer a lot of challenges which may interfere with their performance. Furthermore, family size is also a factor influencing academic performance. The more the number of siblings in the family the more resources need to cater for them adequately. Many parents in Kakamega North Sub County have big families above five siblings but little resources to share amongst the children. This implies that most parents tend to cater for basic needs (food, house and clothes) at the expense of education for their children. Many children from big families lack parental attention and adequate provision of other school requirements. From the study conclusion the ministry of education and policy makers need to come up with policies for improving the boy-child academic accomplishments in secondary schools.

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