EFFECT OF PARENTAL SOCIO-ECONOMIC STATUS ON STUDENTS’ ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA

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E55/CE/26657/2011

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

APRIL, 2018
DECLARATION

I declare that this research is my original work and has not been presented in another university for a degree award. This research has been accompanied by referenced sources duly acknowledged. Where text, data tables or graphics have been borrowed from other sources including the internet, they are specifically accredited and references cited using APA style and in accordance with anti-plagiarism regulations.

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This project has been submitted with our approval as the University Supervisors.

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DEDICATION

I dedicate this work to my husband Paul Chepkenen for his patience, love, friendship, humor and financial support throughout the duration of the study. Further, to my children Ray, Achim, Natasha and Louis without whom this study would have been completed three years earlier.
ACKNOWLEDGEMENT

I acknowledge the Almighty God for giving me strength, determination and wisdom to undertake this project. In a special way, I extend my sincere and heartfelt gratitude to my supervisors Dr. Martin Ogola and Dr. Mukirae Njihia for their invaluable time, guidance, comments and suggestions that have brought this project to completion. Lastly, to my husband Paul Chepkenen for financial support and constant inspiration - “You don’t get much done if you work on the days you feel like it”.
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### ABBREVIATIONS AND ACRONYMS

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<thead>
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<th>Description</th>
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<tr>
<td>AP</td>
<td>Academic Performance</td>
</tr>
<tr>
<td>KBS</td>
<td>Kenya Bureau of Standards</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>MSS</td>
<td>Mean standard score</td>
</tr>
<tr>
<td>SCT</td>
<td>Social Cognitive Theory</td>
</tr>
<tr>
<td>SES</td>
<td>Socio-Economic Status</td>
</tr>
<tr>
<td>U.P.E</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, scientific and Cultural organization</td>
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</table>
ABSTRACT

The purpose of this study was to investigate the effect of selected parental Socio-Economic Status (SES) on Academic Performance (AP) of students in Secondary Schools in Cheptais Sub-county of Bungoma County in Kenya. The objectives of this study were: ascertain the correlation between parents’ income and children’s academic performance, examine the correlation between parents’ educational level and children’s academic performance and establish the correlation between parents’ occupation and children’s academic performance in Cheptais sub-county secondary schools. A total of 15 head teachers, 26 class teachers, 15 guidance and counseling staff and 820 form four students in the sub-county constituted the population. Stratified random sampling technique was used to select eight schools of the fifteen Schools in the district. Mugenda and Mugenda (1999) sampling formula was used to select the respondents of the study. Simple random sampling technique was used to select 15 students from each of the sampled schools, to give a sample size of 120 students and 8 head teachers, 8 class teachers and 8 guiding and counseling staff. The study was limited to form four students of the existing public schools in the sub county because the standardized results of the sub county joint evaluation test they sat for. Data was collected through three sets of questionnaires for students, teachers and head teachers.. Further, correlation and regression analysis were used to establish the significance and relationship between the variables of the study. The findings of this study were that the level of parent’s education impacted on the student academic performance, parental income affected on the student academic performance and parental occupation also affected on the student academic performance. The study therefore concluded that parental income, parental education, and parental occupation were important antecedents of students’ academic performance. In order to improve students’ academic performance, it was recommended that the government should increase bursary allocation to needy students to retain them in school, the county to develop appropriate systems to enhance parental education and parents to be sensitized on the benefits of parental involvement in education.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter of the study sought to investigate how parental socio-economic status influence students’ academic performance in secondary schools. It covers background of the study, statement of the problem, research objectives, research questions and significance of the study.

1.2 Background of the Study

By definition, Socio-Economic Status (SES) is a mix of the economic and social position of an individual or family in connection to others based on income, educational level and occupation. Duncan and Magnuson (2005) and Hanushek and Ettema (2016) argue that SES, more than any other factor influences academic performance. Mosoge and Pilane (2014) argue that the focus in education debate should shift from funding to SES due to more substantial correlation between SES and academic performance than other variables. On the other hand, Dey (2016) explains the importance of SES not only in students’ life but also outside the school. Dey (2016) also concluded that the determining factor is the parental SES. A study by Boit (2015) showed that parental education and occupations are becoming increasingly important in determining children’s achievement at primary, secondary and tertiary levels of education.

The environment at home is the primary socialization agent and influences a child’s interest in school and future aspirations. The home experiences a child brings to school can either reinforce or hinder those experiences within the school. In a society,
family is an important factor that influences the child’s personality development. Through regular contacts with family members, the child becomes socialized as an individual and experiences certain needs manifested in behavior patterns in school (Azi, 2016).

Families having low SES frequently battle with giving scholarly help to their kids. Monetary assets make it troublesome for guardians to make a locally situated learning condition. These guardians can't bear the cost of learning materials, innovation and mentors for their youngsters not at all like their partners in high SES (Pemberton and Miller, 2015). At the point when kids don't have positive learning condition at home, it contrarily influences their scholarly performance levels in school (Milner, 2013).

What individuals can decidedly accomplish is affected by monetary openings, political freedoms, social forces and the empowering states of good health, fundamental education, and the support and development of activities (Sterling and Huckle, 2014). Tirelessness of neediness and other unfulfilled fundamental needs are factors that oblige the social, political and the monetary openings that are accessible to Kenyans.

Kenyan guardians and parents put a high premium on quality education as the main option to split far from poverty. This is coupled by the government adoption of the Free Primary Education (FPE) policy in 2002 and a further enshrinement in Kenya’s promulgated Constitution on 27th August 2010 that is gone for the arrangement of education and preparing for every single Kenyan child as central to access to education. In this way, it is essential to have an insight comprehension on factors that advance or ruin one's educational fulfillment. In this specific circumstance, the
connection between the socio-economic factors on students' performance was examined in this study.

For five consecutive years, Cheptais Sub-county education panel have been organizing holiday tuition centrally for form four students. This is done every April and August when schools are closed and other students who do not merit for the tuition stay at home. The criterion is such that the best five students are selected from each school based on their performance in their previous exam. The chosen students are sponsored by their respective schools in terms of fee payment less personal effects to be met by their parents. They are then concentrated in a selected institution for extra coaching and facilitated by high performing teachers from within and even outside the sub-county with a view to realize better academic performance (Cheptais sub-county Education Office, 2016).

By organizing such programs, proponents who are the academic committee in the sub-county were trying to improve on the school factors for this sample group as much as possible so that learners could perform to the full potential in their exams. However, the analysis of the Kenya Certificate of Secondary Education (KCSE) results for 2013, 2014 and 2015 has proven otherwise because majority of the students who attend this tuition do not perform to the expectations of their heads of institution and the district academic committee. To substantiate, of the total fifteen secondary schools in Cheptais sub-county and the selection of five from each school for the tuition totals to seventy-five. Therefore, it is anticipated that at least seventy-five students qualify for university entry through joint admissions board. The table below shows the KCSE results of all the schools in the sub-county from 2013-2015.
The data from the sub-county education office clearly show that the mean grades for the schools are below the average 6 (C Plain). This implies an overall below average performance by the schools in Cheptais sub-county. There was decrease in means over the years as the mean value dropped from 4.513 in 2013 to 4.399 in 2014 and 4.033 in 2015.

After all the efforts by the head of institutions to promote the school environment through such arrangements among other things, the students are not meeting the expectations. This has led the researcher to investigate other factors external to school (parental SES) which may have an effect on the academic performance of the learners.

Table 1.1: Cheptais Sub-County KCSE Results, and Admission to University 2013-2015

<table>
<thead>
<tr>
<th>S/N</th>
<th>School</th>
<th>Entry No</th>
<th>Mean 2013</th>
<th>Mean 2014</th>
<th>Mean 2015</th>
<th>KUCCPS Entry</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(c)</td>
<td>(d)</td>
<td>(e)</td>
<td>(f)</td>
<td>(g) (h) (i)</td>
</tr>
<tr>
<td>1.</td>
<td>Cheptais Boys</td>
<td>61</td>
<td>5.763</td>
<td>6.480</td>
<td>6.017</td>
<td>5 4 3</td>
</tr>
<tr>
<td>2.</td>
<td>Toroso Sec</td>
<td>121</td>
<td>5.92</td>
<td>6.060</td>
<td>5.336</td>
<td>12 11 8</td>
</tr>
<tr>
<td>3.</td>
<td>Kipsis Sec</td>
<td>72</td>
<td>5.708</td>
<td>5.860</td>
<td>5.319</td>
<td>6 7 5</td>
</tr>
<tr>
<td>4.</td>
<td>Kapkateny</td>
<td>129</td>
<td>5.292</td>
<td>4.705</td>
<td>4.760</td>
<td>2 4 1</td>
</tr>
<tr>
<td>5.</td>
<td>Chepkube ACK</td>
<td>49</td>
<td>4.196</td>
<td>-</td>
<td>3.959</td>
<td>1 1 0</td>
</tr>
<tr>
<td>6.</td>
<td>Chepkube SA</td>
<td>47</td>
<td>4.249</td>
<td>5.230</td>
<td>3.909</td>
<td>1 0 2</td>
</tr>
<tr>
<td>7.</td>
<td>Kimabole Friends</td>
<td>76</td>
<td>3.955</td>
<td>4.028</td>
<td>3.905</td>
<td>1 1 0</td>
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<td>8.</td>
<td>St. Johns Chepyuk</td>
<td>17</td>
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<td>4.315</td>
<td>3.824</td>
<td>0 0 0</td>
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<tr>
<td>9.</td>
<td>Kim Girls Sec</td>
<td>24</td>
<td>4.229</td>
<td>4.600</td>
<td>3.750</td>
<td>0 0 0</td>
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<tr>
<td>10.</td>
<td>St Teresas Sec</td>
<td>37</td>
<td>3.500</td>
<td>2.800</td>
<td>3.686</td>
<td>0 0 0</td>
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<tr>
<td>11.</td>
<td>Chelebei Sec</td>
<td>31</td>
<td>5.33</td>
<td>4.400</td>
<td>3.613</td>
<td>1 0 1</td>
</tr>
<tr>
<td>12.</td>
<td>Teremi SA</td>
<td>27</td>
<td>4.550</td>
<td>3.303</td>
<td>3.385</td>
<td>2 0 3</td>
</tr>
<tr>
<td>13.</td>
<td>Chesikaki RC</td>
<td>70</td>
<td>4.206</td>
<td>3.880</td>
<td>3.343</td>
<td>1 0 0</td>
</tr>
<tr>
<td>14.</td>
<td>Kapkirwok Sec</td>
<td>21</td>
<td>3.409</td>
<td>5.340</td>
<td>2.857</td>
<td>0 1 0</td>
</tr>
<tr>
<td>15.</td>
<td>Mulatiwa</td>
<td>47</td>
<td>3.694</td>
<td>4.088</td>
<td>2.830</td>
<td>0 0 0</td>
</tr>
<tr>
<td></td>
<td><strong>Total(s)</strong></td>
<td><strong>828</strong></td>
<td><strong>4.513</strong></td>
<td><strong>4.339</strong></td>
<td><strong>4.033</strong></td>
<td><strong>32 29 25</strong></td>
</tr>
</tbody>
</table>

Source: Sub-county Education Office, 2016
1.3 Statement of the Problem

Poor performance and high wastage rates is generally associated with unemployment, low earning, poor health and persistent poverty. More so, it is a formidable obstacle to development. Despite Kenyan government investing in funding the basic education for her school going age, persistent poor performance at KCSE examinations spells doom to the disadvantaged regions because it has inter-generational consequences. Those who perform poorly miss the opportunities for self-advancement and communal development, a situation that discourages the interested parties’ support to education. Experience has shown that among secondary school students there exists some differences that influence students’ academic performance. These differences includes payment of school fees; some students are able to pay fees promptly while others often sent away due to non-payment of school fees. In addition, some students have problems with provision of uniforms and other basic requirements while their parents through provision of basic and educational materials motivate their counterparts from rich families. The gap in students’ performance and academic excellence constitutes a great source of worry and serious discomfiture to both parents, school managers, policy makers and the various governments responsible for education of students in secondary schools. It is against this background that the study sought to determine the effect of parental socio-economic status on student’s academic performance in secondary schools in Bungoma County, Kenya.

1.4 Purpose of the Study

There exist different classes of citizens in Kenyans as far as distribution of resources is concerned. Due to uneven distribution of wealth among citizens, majority are poor with few able individuals
The purpose of this study therefore was to examine the correlation of parental socio-economic status and student academic performance in Cheptais sub-county secondary Schools. The parental socio-economic status variables investigated are parental level of education, occupation and income.

1.5 Objectives of the Study

The objectives for the study were:

1. To ascertain the correlation between parents’ income and children’s academic performance in Cheptais sub-county secondary schools;
2. To examine the correlation between parents’ educational level and children’s academic performance in Cheptais sub-county secondary schools; and
3. To establish the correlation between parents’ occupation and children’s academic performance in Cheptais sub-county secondary schools.

1.6 Research Questions

1. What is the correlation between parents’ income and children’s academic performance in Cheptais district?
2. How does parental educational level affect children’s academic performance in Cheptais sub-county schools?
3. To what extent does parental occupation influence children’s academic performance in Cheptais sub-county schools?

1.7 Research Hypotheses

Research hypothesis is the statement created by the researcher to speculate upon the outcome of the research study. The researcher came up with three null hypotheses.
H₀₁: There is no significant relationship between parents’ income and children’s performance in academics in Cheptais sub-county secondary schools;

H₀₂: There is no significant relationship between parents’ level of education and children’s performance in academics in Cheptais sub-county secondary schools; and

H₀₃: There is no significant relationship between occupation of parents and students’ performance in academics in Cheptais sub-county.

1.8 Research Assumption

All the sampled students from the secondary schools in Cheptais district came from Cheptais.

1.9 Limitations of the Study

Due to limited time, financial constraint and logistic requirements, it was not possible to cover the opinions of parents in the sub-county. The research was therefore limited to head teachers, guiding and counseling staff and students.

1.10 Delimitations of the Study

The study was delimitated to responses from head teachers, teachers and students from Cheptais Sub-county of Bungoma County. The study was confined to parental income, parental occupation and parental education socio-economic variables affecting students’ academic performance.

1.11 Rationale of the Study

The study would help the parents, teachers and educationists to be enlightened on the effects that the family has on the children and how it affects the child negatively or positively in academic performance.
From the recommendations of this study, measures needed to be put in place to ensure students perform well in academics. This study is also likely to encourage parents to make their children relatively comfortable in schools.

Finally, the research will add to the available literature and encourage further research on the topic.

1.12 Theoretical Framework of the Study

This study was based on the Social Cognitive Theory (SCT) that is a psychological model of behavior that underscores that learning happens in a social setting and quite a bit of what is discovered is increased through perception (Bandura, 2001; 1986). As indicated by the hypothesis, individuals have a criticalness to impact their own particular behavior and nature in an intentional goal–coordinated mold (Bandura, 2001). It additionally states that individuals can through thinking ahead, self-reflected, and self-administrative procedures, apply significant impact over their own results and the earth all the more extensively. There are five concepts associated with the SCT framework; observational learning, self-efficacy, outcome expectations, self-regulation and goal setting. Observational learning revolves around the process of knowledge acquisition through observation of models. The models can be interpersonal imitation or media sources. This portion of SCT relies heavily on outcome expectancies. The environment that the observer grows in heavily influences these outcomes.

In this case, parents play a key role as models in child’s learning acquisition. Educated parents would be more intricate in the education of their kids hence would
provide them with adequate learning resources that positively affect the child’s academic performance.

Identification, self-efficacy and vicarious learning, further development in SCT posits that learning will in all likelihood happen if there is a nearby recognizable proof between the eyewitness (child) and the model and if the observer has a good deal of self-efficacy. Self-efficacy beliefs functions as an important set of proximal determinants of human motivation effect and action that operate on action through motivational cognitive and effective intervening processes. Vicarious learning, the process of learning from other people’s behavior is a central idea of SCT.

This asserts that individuals can witness observed behaviors of others and then reproduce the same actions. Because of this, individuals refrain from making mistakes and can perform behaviors better if they see individuals complete them successfully (Bandura, 1986).

In the same context, the environment one is raised may later influence behaviors just as a father’s mindset will determine the environment in which his children are raised. From the theory, students from high SES where parents hold high educational attainments, wealthy and are in prestigious occupation would be motivated to strive harder to be like the parents or even more than them. As this occurs, their educational performance in whichever the level they are positively affected upon hence high performance.
1.13 Conceptual Framework

The conceptual framework of the study, shown in Figure 2.1, shows the interaction between parental socio-economic variables determine students’ academic performance.

**Independent Variables**

- Parental Income
- Parental Educational Level
- Parental Occupational Status

**Dependent Variable**

- Students Academic Performance

*Figure 1.1: Conceptual Framework*
1.14 Operational Definitions of Central Terms

**Academic Performance**  
Academic Performance is the outcome of learners after assessment - the extent to which a student scored in examinations. This study measured academic performance basing on the average grades scored by students in July/August Sub county joint exam 2016, whether grade A, B, C, D or E.

**Correlation**  
Correlation is the relationship between two or more variables. The extent of strength in relationship between occupation, income and educational level variables with corresponding student academic performance constituted the correlation.

**Effect**  
Results, outcome of anything positive or negative. In this study, effect has been measured basing on the influence of parental income, parental educational level and parental occupation on the performance of the students.

**Income**  
Income is the monetary payment received for goods or services. In this study, income was measured basing on the total monetary payment of parents’ goods, services or other investments.

**Level of Education**  
Level of education is a stage a parent reached educationally either primary level, secondary and college/ University level of education.

**Occupation**  
Occupation is an activity that serves as one regular source of livelihood. In this study, occupation was measured in terms of parents’ work description, occupational prestige (formal or informal).

**Socio-Economic Status**  
This is the strata (whether high, middle or lower) a person belongs to in the society because of income, educational level and occupation.

**Test scores**  
Examination results in form of grades in the joint sub-county exam.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented a review of literature under the following sub-headings derived from the study objectives: socioeconomic status (SES) and academic performance; parental income and students’ academic performance; parental educational level and students’ academic performance and parental occupation and students’ academic performance.

2.2 Socioeconomic Status and Academic Performance

Socioeconomic status and academic performance differs expressively with an amount of features including parental income, level of education and family structure and there have been unpredictable outcomes extending from a resilient relationship to no relationship on the association.

White (1982) did the primary meta-explanatory investigation that assessed the writing on the SES and Academic Performance (AP) concentrating on studies distributed before 1980. On analyzing the connection amongst SES and AP, he demonstrated that the connection fluctuates altogether with various factors, for example, the kind of SES and AP measures. Since the distribution of Whites' meta-investigation, an extensive number of new exact examinations have investigated changed connection. The new outcomes are conflicting; they run from a solid connection (Gottfried, 2010; Green, 2012) to no significant relation at all (Samel, Sondergeld, Fischer & Patterson, 2011; Hartlep & Ellis, 2010). Separate from scarce narrative evaluations that are typically limited to a specific field (Villalba, 2014; Leventhal & Newman, 2010; Burger, 2010;
Marzano, 2012), there has been no methodical evaluation of these empirical investigation discoveries.

Sarsour (2011) and Ngorosho (2010) distinguished various main points that separated the meta-explanatory examination by White (1982). “The first of these is the adjustment in the way that specialists operationalize SES. They, in this way, suggest momentum explore will probably utilize a various cluster of SES markers, for example, family wage, mother's education, and a measure of family structure, as opposed to taking a gander at the fathers’ education and/or occupation. The second factor is societal change in the United States, particularly in parental education and family structure.

In the 1990’s, parental education altered drastically in an ideal course. Children in 2000s were living with preferred instructed guardians over Children in 1980s (Bumpass and Lu, 2000). Similarly, decreases in family estimate were additionally sensational; just around 48% of 15-to-18-year-old youngsters lived in families with at most one kin in 1970, as contrasted and 73% out of 1990 (Grissmer, Kirby, Berendes and Williamson, 1994).

A third factor is analysts’ emphasis on directing components that could impact the hearty connection amongst SES and scholastic Performance (Mcloyd, 1998). With expanded regard for relevant factors, for example, race/ethnicity, neighborhood attributes, and students' review level, flow examination gives an extensive variety of data about the procedures by which SES impacts happen”.

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In the same context, a research on meta-analytic review on the literature on SES and AP in journal articles distributed in the vicinity of 1990 and 2000 has demonstrated a medium to solid socioeconomic status to performance connection. In any case, the unit, the source, the scope of SES factors and sort of SES to performance quantify, directed the connection. The connection was likewise dependent upon school level, minority status and school area (Sirin, 2005). A comparative research on the copy of Whites' (1982) meta-examination to see whether the SES to performance connection had changed since Whites' underlying audit was distributed has additionally demonstrated a slight lessening in the normal relationship (Sirin, 2005).

Thus, because of socio-economic and organizational variations that have occurred, it is prudent to investigate the current state of the relation between SES and academic performance particularly in Cheptais district. More specifically, the purpose of this research is to determine the extent of the relation between parental SES and student academic performance in Cheptais District. The parental socio-economic variables to be investigated are occupation, income and educational level.

2.3 Measurement of Socioeconomic Status

In spite of the fact that SES has been at the center of an extremely dynamic field of research, there appear to be a progressing debate about its applied importance and experimental estimation in contemplates led with kids and teenagers (Bornstein and Bradley, 2003). “As White (1982), called attention to SES for what is surveyed by a wide range of blends of factors, which has made equivocalness in deciphering research discoveries. A similar contention can be made today. Numerous scientists utilize SES and social class conversely, with no basis or elucidation, to allude to social and economic qualities of students (Ensminger and Fothergill, 2003).
Socioeconomic status depicts a people's or family's positioning on a progressive system as indicated by access to or control over some blend of esteemed products, for example, riches, influence and economic wellbeing (Bumgarner and Brooks-Gunn, 2013). The researchers concentrated on Joo (2016) meaning of the tripartite idea of SES that fuses parental pay, parental education, and parental occupation as the three fundamental markers of SES (Gottfried 2016; Harwell, Maeda, Bishop, 2017). Experimental investigations analyzing the relations among these segments has discovered direct connections, however more critical, the examinations demonstrated that the segments of SES are one of a kind and each one quantifies a generously unique parts of SES that ought to be thought to be separate from the other"(Hauser & Huang, 1997; Bollen, Glanville & Stecklov, 2001).

2.3.1 Parental Income
Parental income as a pointer of SES mirrors the potential for social and economic assets that are accessible to the student. The educational level and additionally income of guardians is interconnected. This is on account of taught guardians by uprightness of their educational foundation have potential for expanded income. It has been advanced that guardians of high SES have more uplifting demeanor towards their youngsters schooling and subsequently economic strengthening to purchase the favorable position that cash can purchase. It is observed that as family unit’s socioeconomic assets increases, so does the guardian’s capacity to put money related assets in their youngsters’ educational which thus enhance their kids' scholarly result. Nicholas-Omoregbe (2010) said that youngsters from high SES families are probably going to enhance their scholarly performances regardless of whether they have been
performing inadequately in light of the fact that they can be furnished with the motivating forces to improve the situation.

Davis, Gordon and Burns (2011) demonstrated that low-income families negatively affect their kids’ education. The study discovered that the students were behind others from various family foundations that were experiencing asthma as well. The family income influenced their youngsters’ education in their initial years. Abraham, Crais, and Vernon-Feagans (2013) evaluated the third investigation of low-income family and their youngsters’ education. The investigation demonstrated that mind boggling sentences and vocabularies were utilized from high-income moms with their kids, which improved them perform than those from the low income families.

Reardon (2013) displayed in his examination how students from families with high income were having best performance than low-income families' students. His investigation had a spot in United States for quite a long while. He indicates how timing is vital for the families' income. The effect of the income appeared in the right time of the students’ learning. This may indicate better outcomes to the student's scholarly accomplishment. Also, students from high income have the chance to get in any schools or colleges than others. Chevalier (2013) prescribed a few procedures to help and bolster students from poor groups. These students should have been raised and given some assistance to construct their aptitudes.

Jensen (2013) established that the distinction affected kids’ learning from families with high/low income. A few students from low income experience issues to comprehend or catch on quickly as others. Their vocabulary can be less and not that much as alternate students from various foundations. Likewise, their method for take
in and comprehension is not the same as others, in light of the fact that their folks may not help them at home or they have single parents. On the other side, when they are poor, then their kids are compelled to work all the day for them, leaving no opportunity to help their youngsters with homework. Something else is the anxiety they have and their family at home. These may influence their evaluations in light of the fact that nobody causes them or even, in some cases, think about their accomplishment in schools.

2.3.2 Parental Education

Parental level of education is known as a factor emphatically identified with the kids' academic performance (Grissmer, Kirby, Berends and Williamson, 1994). The educational level of parents is a capable factor impacting youngsters' Academic Achievement (AA). Limoncelli (2010) discovered that “informed parents who most fall into high and center level economic class families either tend to indicate more worry over youngsters' poor performance at school by showing them or procuring private mentors or designate subject instructors for additional training. These parents give most extreme help to their kids and even wish that they could improve the situation than their education levels.

Parents who themselves have achieved larger amounts of education may consider furnishing their youngsters with scholarly invigorating exercises to be of more prominent incentive than would parents who have minimal formal education. The scholarly performance of the students intensely relies on the parental contribution of the scholastic exercises to achieve the larger amount of value in scholastic achievement (Henderson, MacPherson, Osborne& Wild, 2015; Cote-Lussier (2015).
Rana (2015) did an examination on the connection between the parents' level of education and scholarly performance of their kids in South Punjab town, Pakistan. The outcome demonstrated that there was a noteworthy positive connection between parents' level of education and students' scholastic performance. Azhar (2014), directed an investigation on the impact of parental level of education on students' scholarly performance in Norway. The after effects of the examination demonstrated that there was a positive relationship between parental level of education and their kids' scholarly accomplishment.

Muola (2010) detailed that parental educational accomplishment related fundamentally with scholarly accomplishment. An informed parent turns out to be more engaged with education for a youngster that may aid schoolwork. Educated parents buy additional learning materials and stationeries for their youngsters that improve on the school environment to positively affect performance and yet the learning environment is good and provincial household. Youngsters that belong to parents’ of low educational fulfillment are caught off guard in school.

Geberselassie and Gebry (2000) notes that parents that were previously or existing government representatives supported the enlistment of their kids in schools. Likewise uneducated parents’ impacted school enlistment emphatically and fundamentally. For example, extra years of further schooling apparently raised the school enlistment of young men and young ladies by 2% though an extra year in mother schooling raised the likelihood of enlistment of young men by 2% and young ladies by 3% thus a roundabout way upgrade scholarly performance.
2.3.3 Parental Occupation

According to Nicholson, Slater, Chriqui and Chaloupka (2014), “parental occupation is positioned on the premise of the education and income required to have a specific occupation. Word related measures, for example, Duncan's socioeconomic record of 1961 deliver data about the social and economic status of a family in that they speak to data about the income and education required as well as about the renown and culture of a given socioeconomic” stratum.

Parental occupational status plays a key role to adolescents in that this group of people try to identify themselves with people in prestigious professions like in law, medicine and would even work very hard at school so as to attain such jobs. This will be easier if the parents are in such prestigious occupations or hold senior positions (Azi, 2016). The students/children will be motivated to do better hence affect positively on their academic performance.

As per Plan (2013), delays in the payment of funds to the school's education have hampered numerous instructors; put a considerable measure of weight on the parent's budgetary weights. The investigation verified that many school heads have in the current past been grumbling that there is a considerable measure of deferrals in payment of the assets that every government funded school gets. The providers are not being paid their dues that they provide to such schools. A portion of the essential and optional must be shut uncertainly since they couldn't maintain themselves. Those parents form the lower income families will suffer most, as most of their children may be forced to stay at home and therefore lower their performance.
Adekeye (2002) determined that parents are the main people in nurturing children in any culture that is why the household is regarded as the primary agent of socialization. It is through parents’ occupation and efforts that children are diversified to develop prolific citizens in education and general life. Usaini and Abubakar (2015) conducted a study on the impact of parents’ occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia. The result showed that pupils from parents with prescribed profession achieve well than those from parents with informal education.

Gratz and Roemer (2008) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore, they are often left with less time to go through with their relatives and getting more engaged with their youngsters' educational exercises. However it's likewise essential to take note of that not all parents in second rate occupation work for extend periods of time. Afzal (2012) led an examination on the effect of parents' profession on their Children's learning English in Pakistan. The outcomes uncovered that for learning English parents' profession has positive connection on it that differs as for their professions. In this study, it was found out that children whose parents have more advanced or better profession live in places where English language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions.

Rothstein and Johnson (2009) contended that parents of various work related classes have a tendency to have diverse styles of tyke childhood. The authors contend that these distinctions however not indistinguishable crosswise over families with
indistinguishable occupations, they have been observed to be usually shared by parents in the particular word related group; they in this way speak to the normal propensities of families for various work related classes. Parent's occupation is considered in three levels in this investigation, unemployed, self-employed and civil/public servant which are the predominant occupations of individuals living in the range of the examination.

Ahmar and Anwar (2013) in his examination of “gender orientation and socioeconomic status on the scholarly accomplishment of optional secondary school students of Luck now a city in India discovered that male and female students perform scholastically well than their associates from low socioeconomic status”. High socioeconomic status parents give fundamental facilities with respect to their youngsters’ education, health and comprehend their issues identified with the pre-adult period that influences their scholastic accomplishment.

Asbah, Nasra and Abu-Baker (2014) in their exploration led to discover the impact of parental socioeconomic status on their inclusion in their youngsters’ education in Israel and uncovered that the connection between parental occupation and parental contribution at home was direct in a few techniques. It demonstrates that parent with the lofty occupations will probably recognize their youngsters’ concern to give a conceivable arrangement. They likewise help them to get their work done by giving facilities important to learning improvement.

Odunuga and Ajila (2000) argued that “the home affects the mental, passion, social and economic condition of the students. The condition of the home influences the person since the parents are the principal socialization operator in a man’s life. It is on
account of the family foundation and setting of a kid's family do the impact in his response to life circumstance and his level of performance. In spite of the fact that, the school is in charge of the information that make up the person amid the school time frame, yet parents and the individual encounters at home assume a huge part in building the identity and making him what he is. One huge student contrast is a social class. Indeed, even in little rustic towns, where all people groups are the same in ethnicity and religion”. The offspring of the town investors, specialists, and educators presumably may have an alternate childhood from those offspring of most farmland or residential laborers.

2.4 Academic Performance

For student academic Performance, the choice as whether to use an individual students’ SES or an aggregate SES based on the school that the student attends (Pittman, McGinty& Johnson-Busbin, 2014) or the neighborhood where the student resides (McCoy et al, 2015) has been considered. The research was restricted to individual students’ test-scores owing to the fact that aggregate SES may introduce ‘ecological fallacy’ into the interpretation of results from various studies with differing units of analysis (Sirin, 2005).

Performance in national examinations is embraced as an indicator of quality in education systems that are examination oriented (Duflo, Dupas& Kremer, 2015). Learners who perform well are perceived to have received high quality education. Despite the Government of the Republic of Kenya commitment to provide high quality primary education, pupils’ academic achievement remains a challenge in
Kenya. It is therefore important to establish how parental factors influence performance of children’s in schools.

2.5 Summary of the Literature Review

There is clearly some evidence that socioeconomic status of parents plays a role in the performance of their children is schools. Even though there is a lot of research undertaken on socioeconomic status in general, more analysis needs to be explored specifically on socioeconomic status in the education sector in Kenya and how this relates to student performance. Empirical studies have contributed to knowledge of how socioeconomic status affects student performance, through approaching investigation into socioeconomic status with appropriate qualitative and empirical research techniques. There is still clearly a gap in the literature to be filled concerning in particular the relationship between socio-economic status and performance of children in Cheptais sub-county in Kenya. This researcher’s research question attempted to fill this gap by addressing the relationship between socioeconomic status and students’ academic performance in Cheptais sub-county.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the research design, locale, target population, the sample and sample procedures, research instruments for data collection, and analysis techniques among others.

3.2 Research Design
The study on effect of parental SES on student academic performance in Cheptais sub-county secondary schools used a correlation research design based on empirical data to test the relationship between the independent variable characteristics of occupation, income and educational level and the dependent variable of student academic performance.

3.3 Study Location
Cheptais district is 25km to the west of Bungoma town. It has two divisions and four locations. Agriculture is the mainstay of the district economy accounting for 90% of employment. Subsistence farming is dominant. The main constraints in the district include loose surface roads that are impassable during wet season and isolated market centers that have electricity with frequent cases of power blackouts.

Cheptais sub-county was chosen for the study because KCSE performance has been on the decline for the past five consecutive years and familiarity of the area by the researcher.
3.4 Target Population

In correlation studies, two types of respondents are crucial. Namely; informed and consumer specialists (Njihia, 2014). 26 class teachers, 15 guidance and counseling staff, 15 heads of department and 820 students formed the target population.

3.5 Sample Size and Sampling Methods

3.5.1 Schools

According to Mugenda and Mugenda (2003), 50% of the population needs to be included in the samples. Based on the information, sampling for the secondary schools was done as shown in the table 3.1 below. Sample size was eight schools out of the target population of 15 schools.

Simple random sampling on the target population schools was done. Names of the fifteen schools in the two divisions of the district were written on a piece of paper and folded uniformly, put into a container then five papers be picked from Cheptais division and three from Kopsiro division. These picked papers were unfolded and names of schools recorded.

<table>
<thead>
<tr>
<th>Table 3.1: Sampling for Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Division</strong></td>
</tr>
<tr>
<td>Cheptais</td>
</tr>
<tr>
<td>Kopsiro</td>
</tr>
</tbody>
</table>

3.5.2 Teachers

Considering that a class teacher manages the affairs of each class, eight form four class teachers were included in the study. The guidance and counseling heads of
department and heads of the eight schools were purposively sampled because they are the custodians of important students’ records that were crucial for this study.

3.5.3 Students

Since the class admission numbers is in an ordered sampling frame, systematic sampling was employed for students. This involved selecting an element, k, from the list of the random and then every k\textsuperscript{th} element in the frame selected such that k=N/n and where n is the sample size and N the population size (Acharya et al, 2013).

<table>
<thead>
<tr>
<th>Targeted group</th>
<th>Target Population</th>
<th>Sample</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teachers</td>
<td>15</td>
<td>8</td>
<td>53.3%</td>
</tr>
<tr>
<td>Class teachers</td>
<td>26</td>
<td>8</td>
<td>30.7%</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>15</td>
<td>8</td>
<td>53.3%</td>
</tr>
<tr>
<td>Students</td>
<td>820</td>
<td>120</td>
<td>14.6%</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The main research instrument in this study was the questionnaire. A questionnaire is a written set of questions related to the topic. Questionnaires are issued to one or more respondents in the field who fill in the answers then required information extracted from them (Kothari, 2004).

The researcher developed three sets of questionnaires for data collection. One set for the students, another set for teachers (class teachers and guidance and counseling teachers) and the third set for the head teachers. The questionnaires were designed to
capture socioeconomic variables of parental income, parental occupation and parental educational level.

3.7 Piloting

Prior to the actual fieldwork, piloting was done to explore the weaknesses, misconceptions and ambiguities of the instruments. Simple random sampling technique was used to select one school from each division. Systematic random sampling on form four students was used to reach for 10 students from each school to be subjected to piloting. The researcher visited the two schools and issued each set of questionnaires to the sampled students, class teacher, head teacher, guidance and counseling teacher.

3.8 Data Collection

After the approval of the research proposal by the supervisors, the researcher sought permission from Kenyatta University in order to obtain a research permit from the National Commission for Science and Innovation (NACOSTI) before conducting the research. After acquiring the research permit, the researcher visited the Sub-county Commissioner and the Sub-county Education Office (DEO) in Cheptais to explain the intention and purpose of research. Data was collected on the actual day of the fieldwork by the researcher who personally visited the locale, sought permission from the schools’ administration before carrying on the process of data collection. Questionnaires were filled by respondents on the same day and returned to the researcher.
3.9 Data Analysis

Quantitative data analyzed by use descriptive and inferential statistics. Descriptive statistics was done using frequencies and percentages while inferential statistics was done using Pearson’s correlation coefficient (r) to measure the strength of the association between the variables of socioeconomic status and academic performance. A further regression analysis was used to establish the significance of relationship between the variables. Qualitative data was classified into major themes from which content analysis was used to present the data.

3.10 Logistical and Ethical Considerations

The researcher got an introductory letter from the Dean, Graduate School Kenyatta University, a research permit from the National Commission for Science and Innovation (NACOSTI). The researcher visited the schools, introduced herself, and explained the purpose of the study to the head teacher. The researcher booked appointments for data collection in the sampled schools prior to the actual date of data collection. This was to ensure that a convenient and appropriate time was set for the exercise. The respondents were assured of the confidentiality of information they were to provide as the responses.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents, interprets, and discusses the findings. The findings of the study are presented on the basis of the research objectives defined in chapter one; to ascertain the association between parents’ income and students’ performance in academic in Cheptais sub-county, to establish the correlation between parents level of education and children’s performance in Cheptais sub-county, and to examine the correlation on parents’ occupational level and children’s performance in Cheptais sub-county. Both descriptive and inferential statistics have been employed in the analysis. The response rate and the demographic characteristics of the study respondents are also given as a background to the analysis part. Presentations of the results are illustrated in tables and figures where appropriate. Table 4.1 below shows the questionnaire return rate from the respondents.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Returned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Class Teachers</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Guidance &amp; Counseling teachers</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>105</td>
<td>88.5%</td>
</tr>
<tr>
<td>Total</td>
<td>129</td>
<td>89.6%</td>
</tr>
</tbody>
</table>

The study was designed to draw respondents from eight public secondary schools that targeted eight head teachers, eight class teachers, eight guidance and counseling
teachers and 120 students. All the questionnaires issued to head teachers, class teachers and guidance and counseling teachers were duly filled and collected. Questionnaires collected from the students were 105. This means that there was 100% questionnaire return rate from the head teachers, class teachers and guidance and counseling while that of students was 88.5%. The overall response rate was 89.6%. The researcher administered the questionnaires personally and made follow up to ensure the questionnaires were filled and returned.

The response rate achieved by the study is very good according to Mugenda and Mugenda (2003) who posit that a response rate of 50% is adequate, 60 % is good and above 70% is very good. Further, Saunders, Lewis and Thorn (2007) suggested that an average response rate of 30 % to 40% is reasonable for a deliver and collect survey method.

4.2 Background Information of the Respondents
The researcher sought to establish background information of the respondents to arrive at a conclusive research analysis in the following areas; duration served in the school by the head teacher, students entry behavior, the cut off mark for form one entry into the schools, number of parents who visit the head teacher’s office in a term and the school type.

4.2.1 Duration Served in the School by the Head Teacher
The researcher sought to find the number of years served by the head teacher in the school. The findings are as presented in Table 4.2.
Table 4.2: Number of Years Served by the Head Teacher in the Current School

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>6-10</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Above 10</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in Table 4.2 indicate that 50% of the head teachers had served in their current school for 6 to 10 years, 25% had served for 1 to 5 years and 25% had served for more than 10 years. The findings imply that the head teachers had adequate experience in the management of their current schools, shown by a good number of years served.

4.2.2 Students Entry Behavior (Marks) to Form One

The students were asked to indicate the K.C.P.E examination marks they were admitted with in form one and the responses recorded in Table 4.3.

Table 4.3: K.C.P.E Examination Marks of Students Admitted to Form One

<table>
<thead>
<tr>
<th>Marks</th>
<th>No. of students</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>400-449</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>350-399</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>300-349</td>
<td>29</td>
<td>27.7</td>
</tr>
<tr>
<td>250-299</td>
<td>45</td>
<td>42.8</td>
</tr>
<tr>
<td>200-249</td>
<td>17</td>
<td>16.3</td>
</tr>
<tr>
<td>199 and below</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings indicate that 42.8% of the students who participated in the study were admitted into form one with 250-300 marks, 27.7% were admitted with 300-349 marks, 16.3% were admitted with 200-249 marks 10.4% were admitted with 199 marks or less and 2.8% had 350-399 marks. There were however no students admitted with 400 marks or more. The findings imply that the schools admitted students with average marks at K.C.P.E. Further, all the secondary schools in the sub county admit students with less than 400 marks, which explains the average performance by students in the sub county.

4.2.3 Head Teachers Response on The Cut-off Mark For Form One Entry

The researcher sought to establish form one cut off mark in each of the schools studied. The results obtained from the eight head teachers from the sampled schools are shown in Table 4.4.

<table>
<thead>
<tr>
<th>Entry Marks</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 400</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>350-399</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>300-349</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>250-299</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>200-249</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Below 199</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.4 indicate that 50% of the head teachers indicated that they admit form one students of between 250-300 K.C.P.E marks, 25% admitted students of between 300-349 marks, 12.5% of between 350-399 and the same 12.5% between 200-249 marks. No head teacher however had admitted students below 200. The
findings of the study affirm the findings obtained from the students, that the schools admitted average students who had scored between 250 and 300 marks.

4.2.4 School Type

The findings are presented in Table 4.5.

Table 4.5: Type of School Sampled

<table>
<thead>
<tr>
<th>School Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Boarding</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.5 indicates that 50% of the schools selected for the study were mixed day schools, 25% were purely boarding schools and another 25% mixed day and boarding schools. The findings imply that the majority of schools in Cheptais sub-county are mixed day schools.

4.2.5 School Performance

The study sought to determine the students’ performance in Cheptais sub county using the following aspects; students mean grades in the exam sat for in third term in 2016, the average sub-county K.C.S.E performance, the parents’ level of commitment in their children’s learning and the level of discipline among the students.

On the students’ mean grades in the exam sat for in third term in 2016, the students gave the grades shown in Table 4.6 based on the examination done in term three in 2016.
Table 4.6: Students Mean Grades in the 2016 Term Three Exam

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B+</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>B-</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>C+</td>
<td>24</td>
<td>22.8</td>
</tr>
<tr>
<td>C</td>
<td>17</td>
<td>16.2</td>
</tr>
<tr>
<td>C-</td>
<td>13</td>
<td>12.4</td>
</tr>
<tr>
<td>D+</td>
<td>35</td>
<td>33.3</td>
</tr>
<tr>
<td>D and below</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicate that 22.8% of the students scored C+ grade, 12.4% had a C-, 16.2% had a C plain, 4.8% had a B-, 33.3% had D+, and 5.7% had a B plain. The findings imply that the majority of the students scored average grades. Further, the average Joint Admission Board (JAB) university entry point is grade C+. It is evident that 40 students qualified for JAB university entry that translates to 38.1%.

On the average Sub-county K.C.S.E performance in 2016, the study sought to establish the average K.C.S.E performance in the sub-county. The head teachers were requested to give their school mean scores from 2013 to 2015. Figure 4.1 shows the average mean scores for the sub-county from 2013-2015.
The findings show that the highest mean of 4.513 was recorded in 2013, followed by 4.339 recorded in 2014 and 4.033 recorded in 2015. The results imply that performance was on increase, as the performance dropped from 2013 to 2015.

The study also sought to determine from the class teachers on the level of commitment by parents on their children’s learning. The findings are presented in Table 4.7.

Table 4.7: Parents’ Commitment Toward their Children’s Learning

<table>
<thead>
<tr>
<th>Level of Commitment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>5</td>
<td>62</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Very low</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
On the parents level of commitment in their children’s learning, the findings show the teachers indicated that 62% of parents had high commitment to their children’s learning, 25% had low commitment while 13% had very low commitment towards their children’s learning. This gives a general impression that parents in the area are committed towards the learning of their children.

The study further sought to determine from the head teachers on the discipline among the students. The findings are presented in Table 4.8.

**Table 4.8: Discipline Among Students**

<table>
<thead>
<tr>
<th>Level of Commitment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Below average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicate that 50% of head teachers indicated the discipline was good in their schools, 37.5% indicated that the discipline was very good and 12.5% said the discipline was average. The findings imply that the students in the schools in Cheptais Sub-county generally had good discipline.

### 4.3 Parental Income and Students’ Academic Performance

The first objective of the study was to examine the correlation of parental income and children’s performance in Cheptais sub-county secondary schools. The study first sought to determine the income level of parents, those who paid the fees for the
students and whether the parents provided the necessary learning materials that were needed for study by the students.

### 4.3.1 Descriptive Statistics for Parental Income

The students were asked to give the levels of income of their parents. The findings are presented in Table 4.9.

<table>
<thead>
<tr>
<th>Parents’ Income Per Month (Kshs.)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,000-10,000</td>
<td>39</td>
<td>37.2</td>
</tr>
<tr>
<td>11,000-20,000</td>
<td>29</td>
<td>27.6</td>
</tr>
<tr>
<td>21,000-30,000</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Over 31,000</td>
<td>16</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicate that 37.2% of the parents had income of Kshs. 5,000-10,000 per month, 27.6% had income of Kshs. 11,000-20,000 per month, 20% had income of Kshs. 21,000-30,000 per month while 15.2% of the parents had income of Kshs. 31,000 or more per month. According to the Kenya National Bureau of Statistics (2015), low-income households live on a monthly income of less than Kshs. 23,670.00, middle-income class live on monthly income of between Kshs. 23,670.00 and Kshs. 199,999.00 while upper class/high income families spend a monthly income of above Kshs. 200,000.00. From the findings obtained, it was clear that most students came from low income families.
Cross tabulations were further conducted between parental income and academic performance of students. The findings obtained were as shown in Table 4.10.

Table 4.10: Parents Income and Students’ Academic Performance

<table>
<thead>
<tr>
<th>Monthly Parents’ Income (Kshs.)</th>
<th>Representation</th>
<th>Students’ Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>E</td>
</tr>
<tr>
<td>5,000-10,000</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>11,000-20,000</td>
<td>0%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>21,000-3,0000</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Over 31,000</td>
<td>0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>% within</td>
<td>0%</td>
</tr>
</tbody>
</table>

The findings in Table 4.10 indicate that for those parents who had monthly income of Kshs. 5,000-10,000, 59% of their children scored grade C, 38.5% had grade D in their 2016 third term exam while 2.5% had B grade. For the parents with monthly income of Kshs. 11,000-20,000, 55.1% of their children scored grade C, 38% had grade D while 6.9% had B grade. In addition, for those parents with monthly income of Kshs. 21,000-30,000, 47.6% of their children had grade C, 33.3% had grade D while 19.1% had scored grade B. Further, for the parents with monthly income of over Kshs. 31,000, 56.2% had grade B, 31.3% had grade C while 12.5% had grade D. The study observed that those parents with higher income, the performance of their children was generally higher than those students who belonged to lower income families. This
could be attributed to the reason that more income can allow parents to buy student resources that helps in their performance.

The study also sought to determine the opinion of teachers on whether the parents of students in their class were provided with revision books and other stationery by their parents in Cheptais District. The findings obtained indicated that 57% of the parents provided the revision books and other stationery while 43% did not. In addition, the head teachers and teachers from each of the sampled schools were asked to give information of the kind of family background of the students who performed well in KCSE. The findings are shown in Table 4.11.

Table 4.11: Background of Students Having High Performance as Reported by Teachers

<table>
<thead>
<tr>
<th>Background</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Middle Income</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>High Income</td>
<td>10</td>
<td>41.6</td>
</tr>
<tr>
<td>Mixed</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.11 indicate that 41.6% of the teachers said those students who performed well came from high income families, 25% said the students came from middle income families while 16.7% said the students came from low income families. This finding confirmed the earlier findings on students’ performance and family background.

Further, the study sought to determine those who were involved in the payment of school fees in the schools for the students. The study findings indicated that 83% of
the school fees was paid by the student parents, while 17% was paid by the guardians of the students. This implied that most students in the schools had parents who were responsible for the payment of their school fees.

4.3.2 Correlation Findings on Parental Income and Students’ Academic Performance

The study sought to establish correlation between the parental income and students’ academic performance. The dependent variable for the study was students’ academic performance while the independent variable was parental income. The correlation test was conducted at the 5% level of significance with a 2-tailed test. The correlation analysis findings are shown in Table 4.12.

Table 4.12: Correlation Between Parental Income and Students’ Academic Performance

<table>
<thead>
<tr>
<th></th>
<th>Parental Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Academic</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Performance</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**Significant correlation at 0.01 level 2-tailed.

The findings obtained in the study, shown in Table 4.12, indicate that parental income has a positive and significant association with students’ academic performance. A strong correlation was obtained between parental income and students’ academic performance with a Pearson’s correlation of 0.797 and a significant value of 0.001 which is less than 0.025 the critical value at the 5% level of significance. Therefore, based on the above findings, it can be deduced that there is significant correlation
between income of parents and children’s performance in academic in Cheptais sub-county secondary schools.

It thus followed that the researcher rejected the null hypothesis and concluded that there exists a significant connection between the level of income earned by parents and their corresponding children’s scores in academics in Cheptais sub-county secondary schools.

These results is in congruence with the findings of Zhang (2012), Sean (2013) and the Norwegian Social Research (2000) that stated that students from high-income families perform better than those from low-income families.

The findings of the study also align with those of Humlum (2011) who determined that the family income, high or low, can have its impact on student’s achievement in all their learning years. The study studied students in their early years, and determined that their family incomes can affect their education. In the event that the family has high income at the time of the student learning, this may acknowledge him/her at that school, which can make a colossal not quite the same as that student whose family has a high income in his late learning.

Further, Jensen et al (2013) confirmed that the distinction in nature effect of the families with high/low income to their kids learning. A few students from low income experience issues to comprehend or catch on quickly as others. Their vocabulary can be less and not that much as alternate students from various foundations. Likewise, their methods for take in and comprehend are not quite the same as others, on the grounds that their parents may not help them at home or they have single parent. On
the off chance that they are poor then their parents must work all the day for them, which will be no opportunity to help their kids with homework. Something else is the anxiety they have and their family at home. These may influence their evaluations on the grounds that nobody encourages them or even, infrequently, think about their achievement in schools.

In addition, Demski (2011) found that family income and scholastic performance were emphatically connected and subsequently suggested that a few schools may help and bolster students from low-income families. They can furnish them with a few materials for better learning. These sorts of schools are worked to help these students outside schools. This is the most mainstream issue for students. Further, Higgins, Xiao and Katsipataki (2012) inspected students and their families' income in China and measured students perusing aptitudes and watched families in their home. Likewise, it participated in the families' home and in the student's aptitudes. In addition, it was efficient investigation with the picked youngsters and the way toward measuring them and their families. The outcomes with numbers were clear and shows by what method can the families income influenced their kids learning.

4.3.3 Regression Between Parental Income and Students’ Academic Performance

The study sought to find correlation of parents’ income and students’ level of performance in academic using regression analysis and therefore come up with an appropriate model.
As illustrated in the Table 4.13, the predictor variable (parental income) explains 65.8% of the variation in students’ academic performance in Cheptais sub county ($R^2 = .658$). Thus, based on this coefficient, other factors that were not considered in this research contribute to 33.2% (1-0.658=0.332 expressed as percentage) of the variability in students’ academic performance in Cheptais sub county.

As illustrated in the Table 4.14, the significance value in testing the reliability of the regression for the connection of parents’ income and students’ performance was obtained as 0.000 which is less than 0.05 the critical value at 95% significance level. Therefore, the regression is statistically significant in predicting the relationship between the dependent and independent variable of the study. The $F$ value from the table is 23.760 indicating a significant regression for the relationship as given by the regression coefficients. This shows that the overall regression was statistically significant.
significant and reliable in explaining the influence of the predictor variable to students’ academic performance in Cheptais Sub County.

The findings shown in Table 4.1 indicate that parental income had a significant influence on students’ academic performance as shown by the coefficient ($\beta_1 = 0.797$, $t = 4.874$, $p = 0.000$). A linear regression model was adopted and the B value was 0.836, implying that parental income contributed to 0.836 linear changes in students’ academic Performance in Cheptais sub-county secondary schools.

The findings have shown that parental income has a positive influence on students’ academic performance. The findings of the study are in line with the findings earlier posited by Rana (2015) who observed that parental income was an important indicator of student performance and reflected the potential for social and economic resources that are available to the student. In addition, Nicholas-Omoregbe (2010) also agrees with these findings when he determined that kids from high social economic status’ families are probably going to enhance their scholastic performances regardless of whether they have been performing ineffectively in light of the fact that they can be furnished with the motivating forces to improve the situation.
The discoveries of the study align with the discoveries set by Davis, Gordon and Burns (2011) who demonstrated another case of the low-income families and their youngsters’ education, who are experiencing asthma. The examination discovered that the students were behind others from various family foundations that were experiencing asthma as well. The family income influenced their kids’ education in their initial years. Abraham, Crais, and Vernon-Feagans (2013) surveyed the third investigation of low-income family and their kids’ education. The investigation demonstrated that mind boggling sentences and vocabularies were utilized from high-income moms with their kids, which improved them perform than those from the low income families.

The findings additionally concur with those of Reardon (2013) represented in his examination how students from families with high income were having best performance than low-income families' students. His investigation had a spot in United States for quite a long while. He indicates how timing is imperative for the families' income. The effect of the income can be appeared in the ahead of schedule of the student's learning. This may demonstrate better outcomes to the student's scholarly accomplishment. Besides, students from high income have the chance to get in any schools or colleges than others. Chevalier et al (2013) prescribed a few systems to help and bolster students from poor groups. These students should have been propelled and some assisted to fabricate their aptitudes. Perusing is one of the abilities that this examination appears for instance. The investigation spoke to some approaches to enable students with perusing in school to time. In addition, students from poor regions did not get the hang of amid their occasions. Educators expected to assist and direct their students to work in their abilities.
Qualitative data was further collected in the study from open ended questions. The study sought to determine whether the parental income affected the students’ performance from teachers. The findings obtained indicated that teachers had a general view that students’ whose parents had higher income, tended to have higher performance. One teacher noted that:

“I can generally say that those parents with higher income usually do not have problems in clearing arrears in school fees. This helps their children to settle in class and concentrate more. This could definitely lead to increased performance of the children.”

Another teacher said that, “High income parents are able to cater for their children’s educational needs as compared to low income parents. Performance of these children therefore was higher than those from low income families.”

Another teacher stated that, “High income parents are more able to set conducive environment for their children than the low. This contributed to the performance of these children”

4.4 Parental Educational Level and Students’ Academic Performance

The second objective of the study was to determine the correspondence between parents’ education level and the students’ performance in academic in Cheptais Sub-county schools. In order to achieve this objective, both descriptive and inferential statistical tests were conducted.

4.4.1 Descriptive Statistics for Parental Educational Level

The students were asked to state their parents’ level of education. The findings are shown in Table 4.16.
Table 4.1: Parental Educational Level

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Formal Education</td>
<td>19</td>
<td>18.1</td>
</tr>
<tr>
<td>Primary Level of Education</td>
<td>35</td>
<td>33.3</td>
</tr>
<tr>
<td>Secondary Level of Education</td>
<td>40</td>
<td>38.2</td>
</tr>
<tr>
<td>College Level of Education</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in table 4.1 indicate that 38.2% of the parents had secondary education as the highest level of education, 33.3% had attained up to primary education, and 18.1% had no formal education while 10.4% had college level education. The findings imply that most parents had at least attained basic education.

The study further cross-tabulated parents’ education level and academic performance of the students for the previous exam in 2016. Results are as presented in table 4.17.

Table 4.17 indicate that for those who had no formal education, 78.9% of their children had grade D in the 2016 sub county joint exam, 21.1% had grade C while no student had grade B. For the parents with primary education level, 60% of their children had grade C, 34.3% had grade D while 5.7% of their children grade B in their previous exams. In addition, for the parents with secondary level education, 62.5% of their children had grade C, 20% had grade B while 17.5% of their children had grade D. The findings also indicate that for the parents with college level education 54.5% of their children had grade B, 36.4% had grade C while 9.1% had grade D. The findings show that the children from learned parents generally performed better than those from families with low levels of education. It can be deduced that the more the parents are educated the higher chances they appreciate the value of education and thus support their children in studies. Highly educated parents support their children...
in education through assistance with homework and setting home environment for learning.

Table 4.17: Parents Education Level and Students’ Academic Performance

<table>
<thead>
<tr>
<th>Level of Education of Parent</th>
<th>Students’ academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
</tr>
<tr>
<td>No Formal Education</td>
<td>Count</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
</tr>
<tr>
<td>Primary Level of Education</td>
<td>Count</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
</tr>
<tr>
<td>Secondary Level of Education</td>
<td>Count</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
</tr>
<tr>
<td>College Level of Education</td>
<td>Count</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
</tr>
</tbody>
</table>

Educated parents will always provide all sorts of learning materials for their children, give them incentives for every good performance which in turn motivates the children to perform even better in every other exam. Children of low level educated parents may not experience what their counterparts go through no matter how good they may be performing because their parents may not know the value of education leading to decline in performance of these children.

4.4.2 Correlation between Parental Educational Level and Students’ Academic Performance

The study sought to establish correlation between students’ academic and parental educational level. The correlation test was conducted at the 5% level of significance.
with a 2-tailed test. Thus, the significance critical value was set at 0.025 above which
the association is deemed to be insignificant and vice versa. The correlation analysis
findings are shown in Table 4.18.

Table 4.18: Correlation Between Parental Educational Level and Students’
Academic Performance

<table>
<thead>
<tr>
<th>Parental Educational Level</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Academic</td>
<td>.812**</td>
<td>.000</td>
<td>105</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation significant at 0.01 level_2-tailed.

The findings in Table 4.18 show that parental education level have a strong positive
influence on students’ academic performance with a Pearson correlation coefficient of
0.812 and a significant value of 0.000 which is less than 0.025 the critical value at the
5% level of significance. Based on the hypothesis of the study;

H\textsubscript{02}: There is no significant association between the educational level of parents
and students’ academic performance in Cheptais sub-county secondary schools.

Therefore, based on the findings of the study, the study rejected the null hypothesis
and hence deduced a significant connection between parents’ level of education and
academic scores of children in Cheptais sub-county secondary schools. The results
support the findings of Mallan (2009) and Rana (2015) that showed parental
education achievement influenced children’s performance academic.
The findings of the study are in line with those posited by Mallan (2009) who determined that parents' level of education is imperative to schooling, as parents need their youngsters to keep up business as usual. It's likewise trusted that parents with higher educational levels have more grounded trust in their kids' scholastic capacities and they additionally have higher desires of their youngsters. They expect that their children will gain decent evaluations carry on well in school and go to school. These desires and trust in their kids rouse them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education.

However, the findings of the study disagree with the findings of Eccles (2005) who found that parents’ over expectations might also cause stress to their children which translates to poor educational attainments. Eccles (2005) nevertheless agrees that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries- all activities educated parents are more apt to do- they are engaging the child in a number of direct learning experiences that will help him or her to achieve the best in education.

The findings agree with those of Rana (2015) who carried out a study on the relationship between the parents’ level of education and academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between education level of parents and students’ academic scores. Further, the findings agree with those of Azhar (2014) who conducted a study on the effect of parental level of education on students’ academic
performance in Norway. The results of the study indicated a positive link between level of parents’ education and their children’s academic achievement.

Further, Muola (2010) argue that parents’ level of educational accomplishment associated altogether with scholastic accomplishment. Informed parents turn out to be more engaged education of a youngster thus aid schoolwork. Additionally, instructed parents buy books and learning assets for their kids to make school conditions for effective performance and yet the conditions are truant in the poor uneducated and provincial family. Youngsters that come from parents’ of low education fulfillment are not ready to go to school.

Geberselassie & Gebry (2000) determined that informed parents that working with the government supported the enlistment of respective children’s. This is in accordance with the discoveries of the present investigation. It likewise uncovered that parental education impacted school enlistment significantly and fundamentally for example extra years of further schooling supposedly raised the school enlistment of young individuals by 2 percent though added year in mother schooling raised the likelihood of enlistment of young boys by 2 percent and young girls by 3.00% and this in a roundabout way upgrade scholarly performance.

In an investigation led by Knight and Sabaot (2000), it was established that unlike in Tanzania, there was a sure connection in Kenya between the parent’s education accomplishment and the Childs' exams scores in form four. The discovery agrees with Ferguson (2001) that education level of parents’ impacts on performance of students both in essential and optional examinations. In numerous nations, kids from taught foundation are at favorable position in scholarly rivalry. In Kenya, the offspring of
more instructed homes additionally have better chances to gain subjective aptitudes and suitable demeanors in the home.

**4.4.3 Regression between Parental Educational Level and Students’ Academic Performance**

The study used regression analysis to determine the link between parents’ level of education level and children’s performance in academic in Cheptais sub county.

**Table 4.19: Model Summary for Parental Educational Level**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.812a</td>
<td>.660</td>
<td>.657</td>
<td>.386</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Parental Educational Level

As illustrated in the Table 4.19, the predictor variable (parental educational level) explains 66% of the variation in students’ academic performance ($R^2 = .660$). Thus, based on this coefficient, parental levels of education greatly influence the students’ academic performance. Other factors that were not considered in this research contributed to 34% (1-0.660=0.340 expressed as percentage) of the students’ academic performance in Cheptais sub-county secondary schools which is far much less than 0.66.

The Anova Table 4.20 below was generated to test the significance value of reliability for association between parental level of education and students academic performance.
Table 4.20: ANOVA Table for Parental Educational Level

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>36.645</td>
<td>1</td>
<td>36.645</td>
<td>46.161</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>18.906</td>
<td>103</td>
<td>.149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.550</td>
<td>104</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Students’ Academic Performance
b. Predictors: (Constant), Parental Educational Level

As illustrated in the Table 4.20, the significance value in testing the reliability of the regression for the connection between parents’ level of education and students’ academic scores was obtained as 0.000 which is less than 0.05 the critical value at 95% significance level. Therefore, the regression is statistically significant in predicting the relationship between the dependent and independent variable of the study. The F value from the table is 46.161 indicating a significant model for the relationship as given by the regression coefficients.

The Table 4.21 below shows the relationship between parental educational level and students’ academic performance using linear regression model.

Table 4.21: Relationship Between Parental Educational Level and Students’ Academic Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.250</td>
<td>.278</td>
<td>.899</td>
<td>.371</td>
</tr>
<tr>
<td>1 Parental Educational Level</td>
<td>.809</td>
<td>.064</td>
<td>.812</td>
<td>15.690</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Students’ Academic Performance
The findings shown in Table 4.21 indicate that parental educational level had a significant influence on students’ academic performance as shown by the coefficient ($\beta_1 = 0.812$, $t = 15.690$, $p = 0.000$). A linear regression model was adopted and the $B$ value was 0.736, implying that parental education level contributed to 0.809 linear changes in students’ academic Performance in Cheptais sub-county secondary schools. When the level of parents education is increased their students’ academic performance also increases.

The study has determined that parental education status positively influences students’ performance in Cheptais sub-county. Mallan (2009) is in agreement of these findings when the study put forward that those parents of high education levels have more positive attitude towards their children schooling and improved performance. Grissmer, Kirby, Berends and Williamson (1994) are also in agreement with these findings when the authors determined that parental level of education is known as a factor positively related to the children’s academic performance. Further, Shumox and Lomax (2001) agree with these findings by positing that the academic performance of the students heavily depends upon the parental involvement of the academic activities to attain the higher level of quality in academic success.

The findings of this study agree with those earlier posited by Alokam (2013) who noted that parental educational level or fulfillment has been observed to be essentially identified with the educational accomplishment of their kids in both provincial and national samples. This investigation likewise had two levels of judging educational level. The two levels were some school or below school graduates or more. Likewise with the case beforehand, the children of more instructed groups had a tendency to have higher desires and advanced education designs.
The findings of the study concur with those of Stephens, Hamedani and Destin (2014) who showed that parent educational level, family structure/status, and income extend affect their student's scholastic potential and accomplishment. Students whose parents had higher educational levels performed higher on government sanctioned tests than parents with low educational levels. Ressler et al (2017) additionally found that on family qualities and test scores parents' education was the family trademark most firmly identified with student accomplishment. In spite of an expansion in the normal most astounding education level, Black and Hispanic youngsters stay more improbable than White kids to have parents who moved on from school.

The findings of this study however do not concur with those of Koskei and Ngeno (2015) who researched the impact of parents’ achievement on scholarly scores of open blended day optional school students. The finding of this investigation uncovered that parental educational achievement did not fundamentally impact students' scholarly performance in Kuresoi Sub-area. All things considered, Bumgarner and Brooks-Gunn (2013) established that education of mothers’ was imperative indicator of physical condition and learning knowledge at home. Koskei (2015) discovered relationship between parent's education with children's’ scholarly accomplishment was intervened by the home condition.

The findings obtained in this investigation demonstrate a positive connection between parental education level and the scholarly performance of students in schools. In accordance with these discoveries, Corwyn and Bradley (2002) additionally found that maternal education had the most reliable direct effect on youngsters' intellectual results. Maternal qualities influence scholarly accomplishment. Mothers who are
more instructed and have higher confidence have youngsters who get higher test scores (Eamon 2005).

In accordance with this examination, Berzin (2010) inferred that yearnings to go to school were gotten essential from parents' education. Plunkett and Bamac-Gomez (2003) additionally discovered significant help for positive connection amongst mothers' and fathers' steady behavior, educational level, dialect talked in the home and juvenile's goals.

What was founded in this study additionally line up with the discoveries of Gilligan & Powers (2008) who contemplated the variable of mothers' education and its effect on her kids. Thirty five ladies in this sample were taken after for 10 years to decide the longitudinal impact of their arrival to school and the result their scholastic accomplishment had on children's' educational objectives and introductions. The study found out that going to school had a positive influence on children’s’ aspirations in situations where mothers’ attained tertiary level of education.

The study also sought to determine whether the parental education affected students’ performance from teachers. The majority of teachers had the opinion that the education level of the parent could affect the performance of the student. Some of the findings obtained were as follows;

One teacher said “The higher the parent’s level of education, the better the academic performance of the student because the parent could assist the child in some technical areas, give direction to the child and follow up the child progress both in academics and discipline. He/she could as well motivate his/her child more because they know the value of education.”
Another teacher added,

“Parents with higher level of education are more able to monitor their children’s education than those with low educational level.”

Further, another teacher said,

“Parents with higher level of education assist their children with homework more than those with low educational levels.”

4.5 Parental Occupation and Student’s Academic Performance

The third objective was to analyze the connection between parents level of occupation and academic scores of children in Cheptais sub-county schools. Both descriptive and inferential statistics have been done to present the findings of the study.

4.5.1 Descriptive Statistics on Parental Occupation

The students were asked to state the occupation of their parents. The results obtained are as presented in Table 4.23. The findings in Table 4.23 indicate that most parents had family business forming 40% as the main occupation type, 36.2% were employed in the private sector, 11.4% were employed in the public sector while 12.4% were farmers. The findings imply that most parents had a source of income to cater for their families. The researcher further noted that, those parents with family businesses were doing it on small scale and those in farming were peasant farmers.

<table>
<thead>
<tr>
<th>Parental Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>13</td>
<td>12.4</td>
</tr>
<tr>
<td>Family business</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>Private sector employment</td>
<td>38</td>
<td>36.2</td>
</tr>
<tr>
<td>Public sector employment</td>
<td>12</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Further, the study conducted cross-tabulations between parental occupation and students’ academic performance. The findings are presented in Table 4.23.

<table>
<thead>
<tr>
<th>Parental occupation</th>
<th>Students’ academic Performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>Farmer</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Family business</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Private sector employment</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Public sector employment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>% within</td>
<td>0%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

The findings indicate that, for those parents who were farmers, 53.8% of their children scored grade C, 30.8% scores grade B while 15.4% scored grade D. Also, those parents who were businessmen/women, 73.8% of their children scored grade C, 19% scored grade D while 7.2% scored grade B. In addition, for those parents who were employed in the private sector, 65.8% of their children scored grade D, 31.6% scored grade C while 2.4% scored grade B. Further, for those parents who were employed in the public sector, 66.6% scored grade B while 33.3% scored grade C. From this finding, the students of parents in public employment performed very well as seen with a percentage of 66% scoring grades B. This implies that students in this area like public employment hence motivated to do better in academics to get employed one day.
4.5.2 Correlation between Parental Occupation and Students’ Academic Performance

The study sought to establish correlation between students’ academic performance and parental occupation. The correlation test was conducted at the 5% level of significance with a 2-tailed test. Thus, the significance critical value was set at 0.025 above which the association is deemed to be insignificant and vice versa. The correlation analysis findings are shown in Table 4.24.

Table 4.24: Correlation Between Parental Occupation And Students’ Academic Performance

<table>
<thead>
<tr>
<th>Parental Occupation</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Academic Performance</td>
<td>.723**</td>
<td>.000</td>
<td>105</td>
</tr>
</tbody>
</table>

**. Correlation significant at 0.01 level_2 tailed.

The findings, shown in Table 4.24 indicate that parental income has a positive and significant association with students’ academic performance. Parental occupation had a strong positive correlation with students’ academic performance with a Pearson’s correlation coefficient of 0.723 and a significant value of 0.000 which is less than the critical value of 0.025 at 5% significance level. Based on the hypothesis of this study;

\[
H_0:3: \text{There is no significant correlation between parental occupation and children’s academic performance in Cheptais sub-county.}
\]

Therefore, based on the findings of the study, the study rejected the null hypothesis and hence deduced a significant relationship between a parents’ occupation and kid’s academic scores in Cheptais sub-county secondary schools. The results support the

The findings of the study are also in line with the findings of Adekey (2002) who determined that parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parents’ occupation and efforts that children are socialized to become productive citizens in education and general life. Usaini and Abubakar (2015) conducted a study on the impact of Parents’ occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia. The result showed that students from parents with formal occupation perform well than those from parents with informal education. This is in line with the findings of the present study.

In line with this study, Gratz and Roemer (2008) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore they are often left with less time to spend with their family members and getting more involved in their children’s educational activities. However it’s also important to note that not all parents in inferior occupation work for long hours. Afzal (2012) conducted a study on the impact of parents’ profession on their Children’s learning English in Pakistan. In this study, it was found out that children whose parents have more advanced or better profession live in places where English language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions.

Rothstein and Johnson (2009) agree with the findings of this study that parents of various occupational classes have a tendency to have diverse styles of kid childhood.
The authors contend that these distinctions however not indistinguishable crosswise over families with indistinguishable occupations, they have been observed to be ordinarily shared by parents in the particular occupational group; they in this way speak to the normal propensities of families for various occupational classes. Parent’s occupation is considered in three levels in this study, the unemployed, self-employed and civil/public servant which are the dominant occupations of people living in the area of the study.

Amazu and Okoro (2014) agree that the intellectual development of children could be significantly impacted if they endeavor to follow the career paths of their parents. They gave as an example, mothers doing such low level jobs as hair dressing, sewing, petty trading, farming, catering and so on. They further show that menial occupations engaged in by parents seem to choke off the contact hours parents have with their children. This in turn may impair the development of these children. Moreover, the researcher opined that parents from low socioeconomic backgrounds may want their children to join their trade and as a result play down on the need to invest heavily on the intellectual development of their children.

In line with the findings of this study, Ahmar and Anwar (2013) in his examination of gender orientation and socioeconomic status on the scholarly accomplishment of optional secondary school students of Luck in India discovered that male and female students perform scholastically well than their associates from low socioeconomic status. High socioeconomic status parents give important offices with respect to their youngsters’ education, health and comprehend their issues identified with the pre-adult period that influences their scholarly accomplishment. Asbah, Nasra and Abu-
Baker (2014) in his exploration directed to discover the impact of parental socioeconomic status on their inclusion in their kids' education in Israel. The authors uncovered that the connection between parental occupation and parental association at home was direct in a few methodologies. It demonstrates that parent with the renowned occupations will probably recognize their youngsters' concern to give a conceivable arrangement. This is in line with the findings of this study.

The findings of this study indicate that parental occupation is an important factor in students' academic performance. In line with these findings, Ezewo and Okoye (1981) found out that educated parents who most fall into high and middle level economic class families either tended to show more concern over children’s poor performance at school by teaching them or hiring private tutors or appoint subject teachers for further coaching. This improved their performance.

In addition, Odunuga and Ajila (2000) pointed out that the home impacts the mental, passion, social and economic condition of the students. The condition of the home influences the person since the parents are the main socialization specialist in a man's life. It is on the grounds that the family foundation and setting of a child's family do the impact in his response to life circumstance and his level of performance. In spite of the fact that, the school is in charge of the information that make up the person amid the school time frame, yet parents and the individual encounters at home assume a gigantic part in building the identity and making him what he is. One huge student contrast is a social class.
The study of this investigation are in accordance with those set by Sherin (2010) in the exploration on the effect of socioeconomic status on students' educational accomplishment at auxiliary schools areas found that there was a connection between parents' occupation and students' scholastic performance in registration examination. Students whose fathers have better occupation performed well in registration examination than those students whose fathers have a less esteemed occupation. Fathers with the high occupation are in a superior condition to help and empower their kids toward educational fulfillment. They can give whatever is expected to help and empower their youngsters ethically, mentally, profoundly and mentally. In any case, parents with less esteemed occupation because of unsteadiness and money related issues can't give satisfactory present day offices to upgrade their kids’ education. Mother's occupation additionally impacts students' scholarly performance.

Likewise Usaini and Abubakar (2015) studied parents' occupation fundamentally impacts students' accomplishment. Parents with government employments are more secured, and their families find a sense of contentment generally contrasted with the individuals who work in the private associations. They are dependably in dissatisfaction and absence of certainty at been perpetual. In like manner, occupation of the mother has an impact on students' scores. The aftereffect of this examination demonstrated that the most extreme level of imprints that is 64.5% is of students mothers' identity government specialists. So this appears the two fathers and mothers profession affect students' scholastic accomplishment.

The impact of parental occupation on student performance has been recorded in recent literature. In accordance with these findings, Slimi (2016) demonstrated that those
students who their parents have a place with class 1 scores high review than alternate classes in correlation. Moreover, the students have a place with class 2, are superior to those from class 3, and after that took after by class 3, to class 4 individually. Accordingly, parents' occupation assumes a critical part on students' scholarly performance. The investigation showed that parents with lofty occupation give vital offices expected to the improvement of their kids’ education. They additionally give them support and consolation toward the fulfillment of educational accomplishment. Then again, students from less lofty occupations need such a significant number of focal points when contrasted with those from the parents with high esteemed occupation. They confront a ton of difficulties both at home and school which upset them from taking an interest completely in classroom exercises, and result in poor scholarly performance. Parents with lower or less esteemed occupation are continually combating with how to fulfill their fundamental needs in the life all things considered they give careful consideration to their youngsters’ education. Subsequently, the impact of parents' occupation can't be overemphasized, despite the fact that; other socioeconomic status factors, for example, income, education do influence students' scholastic performance.

As indicated by Okioga (2013), occupational status measures social position by depicting work attributes, basic leadership, capacity and control and mental request at work. The examination proposed that a progression of inquiries for some information about the money related conditions encompassing kids’ school enrolment. Their answer was close to economic issue militating against their youngsters to school. Wang et al (2010) additionally said neediness as a contributing component of youngsters drop out in provincial zones of China. Parents with less esteemed
occupation neglect to make satisfactory arrangements to help their kids in their educational accomplishment, and result in poor scholastic performance or even dropouts.

Analyses of data obtained by Amazu and Okoro (2015) showed that majority of the students, whose parents were well educated, performed better than those whose parents had limited or no formal education. This finding is in consonance with the findings of Aikens and Barbarin (2008) who reported that inadequate education and increased dropout rate affect children’s academic performance. Bradley et al (2001) established material education had a greater representation to influence on kids’ cognitive and behavioral results with some direct influence through a cognitively stimulating home environment. Variations were also observed in the academic performance of students from various parental occupational backgrounds. Analysis of data obtained in this study showed that children whose parents had well-paying government jobs performed better than their counterparts whose parents were either struggling on their own or completely unemployed. Similarly, a significant relationship was found between family income and the academic performance of the students under study. The result if this study showed that the higher the income of the family the better the educational outcomes of their children.

This result is in consonance with the findings of Olubunmi (2015) who reported that children from low socio-economic parental backgrounds do not have access to extra learning facilities and therefore lack the opportunity to excel academically. This may be due to the fact that these children from low income families often have to fend for themselves thus thwarting their academic endeavors. The study further showed that
poverty contributes towards educational failure because poor children are culturally disadvantaged and their health and nutritional status inadequate to allow for the maximum mental development and for the realization of their educational potential. This study supports the findings of this study.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions, recommendations and gives suggestions for further research studies. The chapter has been organized based on the objectives of the study.

5.2 Summary

The purpose of this study was to investigate the effect of parental socioeconomic status on students’ academic performance in secondary schools of Cheptais Sub-county of Bungoma County, in Kenya. The study conducted analysis of the findings based on the objectives of the study, namely: to establish the connection between parental income and student’s academic performance in Cheptais sub-county, to find out the link between parental educational level and student’s academic performance in Cheptais sub-county, and to analyze the correlation between parental occupation and student’s academic performance in Cheptais sub-county.

5.2.1 Parental Income and Students’ Academic Performance

The first objective of this study was to establish the relationship between parental income and students’ academic performance. The findings of the study indicated that most parents had monthly income of less than Kshs. 30,000, which is classified as low income per month by the Kenya National Bureau of Statistics. The findings further indicated that those students whose parents had higher income had better performance than those students who belonged to lower income families. This could be attributed
to the reason that more income can allow parents to buy student resources that helps in their performance.

The study further revealed that parents’ income had a significant influence on students’ academic performance.

5.2.2 Parental Education and Students’ Academic Performance

The findings obtained in the study indicated majority of the parents had secondary education as the highest level of education. The findings also showed that the children from more highly educated parents generally performed better than those from families with low levels of education. It could be deduced that the more the parents are educated the higher chances they appreciate the value of education and thus support their children in studies.

The study also found out that there was a significant positive correlation between parents’ education and students’ academic performance in Cheptais Sub-County Bungoma district. This could be because parents with high education level highly appreciate the value of education and thus set a more conducive learning atmosphere for their children and can help their children with assignments/homework as compared to their counterparts with lower education level.

5.2.3 Parental Occupation and Students’ Academic Performance

The study found out that the main economic activity in the study locale was small scale businesses, farming and formal employment. The study found that performance of the students was higher for those students whose parents had more income than the parents with less income. The study also found out that parents’ occupation positively
affected students’ academic performance. Students whose parents were in formal employment exhibited higher academic performance than those whose parents were in non-formal employment.

5.3 Conclusion

Based on the findings of the study, the following conclusions were made:

The study findings showed that that parents’ income had a significant influence on students’ academic performance in Cheptais Sub-County. The study therefore concluded that the higher the family income, the higher the students’ performance.

The study also found out that there was a significant positive influence of parents’ education on students’ academic performance in Cheptais Sub-County. The study therefore concluded that the more the parents were educated the higher their children’s performance.

Finally, the study found that performance of the students was higher for those students with parents in formal occupations than the students with parents in informal occupations. The study therefore concluded that students’ whose parents were in formal employment exhibited higher academic performance than those whose parents were in informal employment.

5.4 Recommendations for Policy Purposes

Based on the findings and conclusions made in the study, the following recommendations were made based on the objectives of the study.
5.4.1 Parental Income and Students’ Academic Performance

Due to low level of parents’ income in Cheptais Sub-County as established in this study, the researcher recommended that the government need to increase bursary allocations to students from poor families. This will enable these students to always stay in school and learn and not a sent home for school fees thus performance is enhanced.

5.4.2 Parental Educational Level and Students’ Academic Performance

From the study, most of the parents in the area had little education and this frustrated their efforts in the involvement of their children’s education. In light of this, the study recommends that the county needs to put in place appropriate systems to enhance parental education like adults education so the parents could be equipped with basic formal education.

5.4.3 Parental Occupation and Students’ Academic Performance

The researcher found out that most of the parents in Cheptais Sub County are in informal occupation and earn very little income per month. In light of this, the study recommends that the government needs to boost the economic status of households through investing much on income generating activities.

5.5 Recommendations for Further Research

The study gives findings on the effect of parental socio-economic status on student’s academic performance in secondary schools in Cheptais sub-county, Bungoma County in Kenya. However, this was a case study and only focused on teachers, head teachers and students of Cheptais sub-county. Therefore, the researcher recommends that other researchers can undertake a similar study in other counties apart from
Bungoma County which is covered by this study, and therefore provide results for comparison. In addition, the study did not take into consideration the views of the parents in the study area hence other scholars can undertake a similar study using the responses from the parents.
REFERENCES


Cheptais Sub-County Education Office, 2016. An assessment of Student performance versus extra investments by schools in Cheptais Sub-County.


APPENDICES

Appendix 1: Questionnaire for Head Teacher

This questionnaire is focused on gathering information that will be essential in trying to determine the role of environment on student achievement in KCSE examinations in Kenya. All information provided will be strictly used for purposes of research and kept confidential. You are therefore not to indicate your name.

1. Name of the school

2. Division

3. How long have you served as a head teacher in this particular school? Years

4. What is the minimum entry mark for your students in Form one? Marks

5. What is the approximate number of parents who access your office per term to address their students’ performance?

<table>
<thead>
<tr>
<th>Below 5</th>
<th>6-20</th>
<th>21-50</th>
<th>Above 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

6. Please indicate the mean score of your school in KCSE performance in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. In your opinion, what problems have you identified to be responsible for the kind of performance indicated in 6 above?

(i)

(ii)

(iii)
8. (a) Kindly fill the table below on students who have joined public university through the joint admission boards since 2012 from your school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Entry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) How can you describe the kind of family background these students who perform well in KCSE come from?
- Low Income [ ]
- Middle Income [ ]
- High Income [ ]
- Mixed [ ]

9. In your own assessment what are the sources of income for parents of this school?
(i)
(ii)
(iii)

10. What do you think is the effect of socioeconomic status of families named above on the academic performance of students?

11. (a) How do you rate the level of discipline among your students? (Tick appropriately)

- Very Good [ ]
- Good [ ]
- Average [ ]
- Below average [ ]

(b) If below average what would be attributed to this?

12. (a) Do you have full support of the parents of this school in terms of fee payment and other needs?

- Yes [ ]
- No [ ]
(b) What do you think is the effect of your answer in 13 (a) above has on the performance of students in examinations?

13. What measures would you suggest to be put in place to improve the performance of KCSE in the district?
Appendix 2: Questionnaire for Teachers

1. Division

2. What facilities does your school provide to students?
   - Day [ ]
   - Boarding [ ]
   - Day and Boarding [ ]

3. What percentage of students completes the class homework when given?
   - 100% [ ]
   - More than 50% [ ]
   - Less than 50% [ ]

4. How can you rate the parents’ level of commitment in their children’s learning?
   - High [ ]
   - Low [ ]
   - Very Low [ ]

5. What can you comment on the general performance of students in your school?
   .................................................................................................................................
   .................................................................................................................................

6. State some problems that could be making the students in your school not to perform well
   .................................................................................................................................
   .................................................................................................................................

7. What is the economic background of most students in your class?
   - Low income [ ]
   - Middle income [ ]
   - High income [ ]

8. What are the major economic activities of parents of students in your class?
   - Small scale farming [ ]
   - Large scale farming [ ]
   - Business people [ ]
   - Formal occupation [ ]

9. Do parents of students in your class provide revision books and other stationery to their children?
   - Yes [ ]
   - No [ ]

10. What do you think might be the reason for your answer in 10 (a) above?........
       .................................................................................................................................

11. Suggest measures that can be adopted to improve the academic performance of learners in Cheptais district
       .................................................................................................................................
       .................................................................................................................................

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Appendix 3: Questionnaire for Students

Dear student,
You are provided here below with questions for you to answer. This work will not be marked, so be free to give your opinion accurately. Be as truthful as you can. The purpose of these questions is strictly for research and therefore your confidentiality is highly guaranteed. You need not to write your name on this paper.

1. Name of your school ........................................................................................................................................

2. Division ..........................................................................................................................................................

3. (b) What facilities do your school provide

   Day [ ] Boarding [ ] Day & Boarding [ ]

   If day, how far is your home from school? .............................................. Kms

4. What was your entry mark in form one? .................................marks

5. What was your mean score last term? ...............................Marks.

6. (a) What average grade have you scored in examinations in

   Form one [ ] Form two [ ]
   Form three [ ] Form four [ ]

   (Please indicate the grade scored in the boxes above) ..............................................

   b. Give reasons for your current performance

7. Do you have all necessary textbooks and other stationary for KCSE preparations?

   Yes [ ] No [ ]

8. Who pays for your school fees

   Parents [ ] Guardians [ ] Others (specify) .................................
9. What is the level of education of your parent/guardian? Tick (√) against the level

<table>
<thead>
<tr>
<th></th>
<th>No schooling</th>
<th>Primary</th>
<th>Secondary</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardian</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

10. What is the occupation of the following:
    *(e.g. farmer, teacher, police, businessman/woman etc)*

    Father: .................................................................
    Mother: .................................................................
    Guardian: .................................................................
    Other: ........................................................................

11. What are the other sources of income of your parents/guardian

.................................................................................................

12. What type of a house does your family live in? (please tick one)

   - Permanent house (Brick/stone house) [ ]
   - Semi-permanent house (Mud walled with Iron sheets) [ ]
   - Mud-walled house with grass thatched [ ]
   - Timber walled house [ ]

13. How do your parents/guardians support you in your school work apart from paying your school fees

.................................................................................................

.................................................................................................

14. How does your guardian/parent earn most of his/her income

   - Formal employment [ ]
   - Family business [ ]
   - Farming [ ]
   - Others [ ]

15. Specify some of the learning facilities provided at home that aid you in school work

.................................................................................................

.................................................................................................
16. Do your parents/guardians arrange for private tuition during the school holidays?
   Yes [ ] No [ ]

17. (a) Are you ever absent from school
   Yes [ ] No [ ]

(b) If yes, how often
   Once a week [ ] Twice in a week [ ]
   More than twice in a week [ ]

(c) If, your answer is yes what makes you to be absent?
   .................................................................................................................
   .................................................................................................................
   .................................................................................................................

18. (a) At home are you given enough time to do your homework and study?
   Yes [ ] No [ ]

(b) Are you given other duties to perform while at home? (If yes, Specify).....
   .................................................................................................................
   .................................................................................................................

19. In your own view what would you like be done at home so as you can do better in
your academic work?
   .................................................................................................................
   .................................................................................................................

Thank you for your response
Appendix 4: Research Authorization Letter from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E55/CE/26657/2011
DATE: 25th August, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION WINROSE NANGUNI KIBOI — REG.
NO.E55/CE/26657/2011

I write to introduce Ms. Winrose Nanguni Kiboi who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

Ms. Kiboi intends to conduct research for a M.Ed Project Proposal entitled, “Impact of Parental Socio-Economic Status on Students Academic Performance in Secondary Schools in Bungoma County in Kenya”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

JL/rwm
Appendix 5: Research Authorization Letter from Nacosti

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
221349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote
Ref. No.

NACOSTI/P/16/72331/14090

Winrose Nanguni Kiboi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Impact of parental socio-economic status on students academic performance in secondary schools in Bungoma County in Kenya," I am pleased to inform you that you have been authorized to undertake research in Bungoma County for the period ending 24th October, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Bungoma County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.
Appendix 6: Research Permit

This is to certify that:
Ms. Winrose Nanguni Kiboi
of Kenyatta University, 0-1002
Madaraka, has been permitted to
conduct research in Bungoma County
on the topic: IMPACT OF PARENTAL
SOCIO-ECONOMIC STATUS ON
STUDENTS ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN BUNGOMA
COUNTY IN KENYA
for the period ending:
26th October, 2017

CONDITIONS
1. You must report to the County Commissioner and
the County Education Officer of the area before
commencing on your research. Failure to do this
may lead to the cancellation of your permit.
2. The Government Officer will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2)
hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

Permit No.: NACOSTI/P/16/72331/14000
Date of Issue: 26th October, 2016
Fee Received: Ksh 1000

Director General
National Commission for Science, Technology & Innovation

Republic of Kenya

National Commission for Science, Technology and Innovation

Research Clearance Permit

Serial No.: 11400

Conditions: see back page

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