RELATIONSHIP BETWEEN SOCIOECONOMIC STATUS AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN KAKAMEGA COUNTY, KENYA

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E55/CE/26312/2011

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OCTOBER 2019
DECLARATION

I confirm that this research project/thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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This research work is dedicated to my loving husband George Nyaory for empowering me academically and the support he has given me in my education journey, our children: Michelle, David, Dorris, Stephanny and George for their immeasurable love and support.
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My special thanks are to my family for their invaluable support, encouragement and patience in my pursuit of this degree. Were it not for them, I would not have reached this far.
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<td>ERSWEC</td>
<td>Economic Recovery Strategy for Wealth Employment Creation</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>HELB</td>
<td>Higher Education Loans Board</td>
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<td>ILO</td>
<td>International Labour Organisation</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KIHBS</td>
<td>Kenya Integrated Household Budget Survey</td>
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<td>KILM</td>
<td>Key Indicator of the Labour Market</td>
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<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<tr>
<td>NACOSTI</td>
<td>National Council of Science, Technology and Innovation</td>
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<td>NLCB</td>
<td>No Child Left Behind</td>
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<td>NARC</td>
<td>National Rainbow Coalition</td>
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<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
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<tr>
<td>PACE</td>
<td>Programa de Ampliación de Cobertura de la Educación Secundaria</td>
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<td>SES</td>
<td>Socio-economic Status</td>
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<td>SCDEO</td>
<td>Sub-County Director of Education Office</td>
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<td>UNDP</td>
<td>United Nations Development Program</td>
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ABSTRACT

The purpose of this study was to investigate the parents’ socioeconomic factors affecting student’s academic achievement in KCSE in public secondary schools in Marama-south ward Butere sub-county. The main objectives of this research were: Establish how parental education level affected student’s academic performance in the KCSE, Examine the extent to which parental occupation influenced the student’s academic achievement in the KCSE and Assess how the household income of the parents affected student’s academic performance in the KCSE in Marama-south, Kakamega County. The study adopted family stress model which proposes that economic pressure experienced by parents’ increases parental stress which are associated with greater hostility generally by parents towards their children. Literature was reviewed along the following themes: parental education level, parental occupation and parental income levels in relation to student academic achievement in the national examination. Correlational research design and Chi-Square statistic were employed. The key variables for the study included independent variable (parental socio-economic status) and dependent variable (student academic achievement in KCSE). The locale of the study was Marama south in Kakamega County. The target population comprised of all the 300 form four students and 240 parents in public secondary schools in Marama south. Probability sampling was employed that yielded a sample size of 175 representing 58% of the students’ population and 175 representing 73% of the parents’ population. Questionnaires for both students’ and parents’ were used as data collection instruments. Content validity was ensured by checking whether the items in both students and parents’ questionnaires reflected objectives stated. The reliability based on scales reported in terms of internal consistency of scores on items purported to measure the same concept. Data was analyzed in three forms; demographic information, descriptive and inferential statistics. Correlation, Regression analyses and Chi-Square tests were used respectively. The findings of the study are presented in tables of frequency distributions, percentages and pie charts. The study established a positive and statistically significant correlation between parental education level, parental occupation, parental income levels and the student academic achievement in the national examination, KCSE (r = 0.628, p = 0.001; r = 0.703, p = 0.001; r = 0.609, p = 0.001) at alpha 0.01 level of statistical significance respectively. Moreover, difference in students’ performance in KCSE in relation to their parents’ level of education was found to be significant (χ² =56.253, df =6, P =.001). Thus, null hypothesis was rejected. The difference in students’ performance in KCSE in relation to their parents’ occupation was found to be significant (χ² =87.624, df =6, P =.001), hence the rejection of the null hypothesis. Also, the difference in students’ performance in KCSE in relation to their parents’ income level was found to be significant (χ² =56.739, df =6, P =.001). The null hypothesis was rejected. With regard to the study findings, the study concluded that the parent’s education level, occupation and income levels determined student’s academic achievement in the national examination, KCSE in Marama south in Kakamega County. It therefore recommended that adult and continuing education provision, expansion of job opportunities at the village level and diversification of sources of income for the residents of Marama south in Kakamega County to be done by individuals, civil societies and the national government.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction
This chapter presents background to the study; statement of the problem; purpose of the study; objectives of the study; research questions; significance of the study; limitation and delimitation of the study; assumptions of the study; theoretical and conceptual framework; and operational definition of terms used in the study respectively.

1.2 Background to the Study
The role of socioeconomic status in explaining the variations in students’ academic achievement has persisted. For many years policy makers, educators and concerned citizens across the world have joined forces to address this complex and persistent problem of socioeconomic status affecting academic achievement that seems to be unending. Educationists see it and admit that it is difficult to ignore such an all-encompassing issue but the steps by various stakeholders have slightly reduced the obvious truth that continues to go unresolved.

Using data from PISA, the OECD have concluded that while many disadvantaged students succeed at school, socioeconomic status is associated with significant differences in performance in most countries and economies that participate in PISA. The socioeconomic background is represented by the index of economic, social and cultural status a composite score derived from the principal components of analysis comprised of occupational status, the highest parental level of education converted into years of schooling, PISA index of; family wealth, home educational resources,
and possessions related to ‘classical’ culture in the family home (OECD, 2017). Advantaged students tend to outscore their disadvantaged peers by large margins' but the strength of the relationship exists in each country varying from very strong to moderate across participating countries. The Human Development Report, 2016 (UNDP, 2016) showed that although average human development significantly improved across all regions from 1990 to 2015, one in three people worldwide continue to live in low levels of human development as measured by the human development index. The UNDP’s Human Development Index (HDI) provides one of the best summaries of a country's overall achievements in providing its citizens with quality education, health care, longevity, and basic necessities to lead a decent life. It shows that in almost every country several groups face disadvantages that often overlap and reinforce each other increasing vulnerability, widening the progress gap across generations and making it harder to catch up as the world moves on (UNDP, 2016).

Academic achievement gap in the education setting of economically advantaged and economically disadvantaged students is well documented. The gap is immense and persistent, a fact that is recognized and widely accepted (Barton 2003, Crooks 1995, Leach & Williams, 2007). The issue was brought to focus in 2003 when the National Rainbow Coalition (NARC) government set in motion a number of policy interventions that pulled economy out of its doldrums (UNESCO, 2010). The policy interventions contained in the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) launched in June 2003 based on four pillars. The fourth pillar was human resource development mainly through reforms in education and health which involved interventions in several areas such as enhancing
secondary education by expanding bursaries to cater for students from poor background among others. These interventions have greatly reduced on school factors affecting performance in school yet the performance is still low looking at the KCSE analysis in Kenya for the last 10 years trend, the data shows 15.52% of students qualified for university intake in 2016 down from 27.95% in 2015 results (KNBS, 2016) nationally.

According to Butere Sub-County Director of Education Office (SCDEO), Annual report (2016) the performance of Butere sub-county Marama south ward has been dismal for the last five years (2012-2016). Addressing the public in Kakamega in February 2017 during award ceremony for 2016 best performed schools, the governor said “Despite Kakamega County having led in the KCPE examinations for the last five years running, the standards at the secondary level are falling and elected leaders must address this trend” (Kakamega county website). This was as a result of overall poor performance in KCSE with the performance weakest at the sub-county level where only 11% of the students scored at least a C+ compared to 45% in county and 90% in the national schools. This may be attributed to the wide gap between the rich and the poor as one of the major causes of educational inequality and the huge achievement gap among students in Kenya. Wealthy members of the can buy expensive and better education for their children. Such advantage of educational opportunities are not only related to wealthy individuals alone but also an area with more resources which tends to have more amenities such as good schools and hospitals than area of limited economic resources.

The research on socioeconomic factors affecting performance in school has also been done in developed countries and can be demonstrated through many years of
research work done in various parts of the world. In USA, the world leader in educational research begins with the high school movement (1910 - 1950). Therefore, when looking at the correlation in the findings, education generates the economic growth unless otherwise. It is therefore, important to have a clear understanding of what benefits or hinders students’ education attainment.

Federal legislation in USA, 2002, aimed at improving student academic performance by accountability. Arce et al (2005), in their program termed as No Child Left Behind (NCLB), schools that increase their student test scores were motivated through federal funding. It specifically focuses on test scores and thus directly affects schools and students making it more important to examine what factors influence students’ test-scores. In 2003, the US Department of Education in their study on helping the child in early adolescence noted that, low socioeconomic status causes environmental deficiencies which results in low self-esteem of students. Similarly, the government of Kenya funds students who excel in their national examinations through government loans (HELB) so that the students can access higher education. Students who score C+ and above qualify for this loan even though priority is given to the less fortunate first.

Drummond & Stipek (2004) while discussing their “Low-income Parents’ beliefs about their role in children’s academic learning” mentioned that a few of these parents indicated that their responsibilities were limited to meeting children’s basic and social emotional needs, such as providing clothing, emotional support, and socializing manners. Parents’ education is an indicator of the parental occupation and income level as they are highly correlated given the returns of education. Thus socioeconomic status in most cases represents information concerning income and
education required for a particular occupation and the prestige and cultures that accompany it.

Parental education to children has changed in unfavorable direction due to improved technology. Children in modern world get more information from the social media than from the parents rendering parent-child relationship less meaningful, that is, most parents may not understand most of the things their children are doing or learning via social media since majority are less educated or have no access to the social media sites their children access. For instance, 44% of the total population in Marama south is class 8 leavers, 21% form four leavers and 4% completed college (KNBS, 2008). These statistics explains the economic activities of the region which stands at 54% in undefined type of activity, 19% in self small scale agriculture, 17% in self-employed informal sector, 7% in informal jua-kali sector and 2% in self modern sector, (KNBS, 2009).

The indicator for employment by occupation comprises statistics on jobs classified according to major groups as defined in one or more versions of the International Standard Classification of Occupations (ISCO), KILM, 2008. The most recent version of the International Standard of Occupation, ISCO-08, distinguishes 10 major groups: (1) Managers; (2) Professionals; (3) Technicians and associate professionals; (4) Clerical support workers; (5) Service and sales workers; (6) Skilled agricultural, forestry and fishery workers; (7) Craft and related trade workers; (8) Plant and machine operators and assemblers; (9) Elementary occupations; and (10) Armed forces occupations. According to Marnot, 2004, occupations are ranked into most prestigious occupation and lower ranking occupation. The job considered as high status in classification provides more
challenging work, ability and greater control over working conditions. While those considered less valued in classification pays significantly less and more laborers, very hazardous and provides less autonomy. These statistics clearly shows that this is a low socioeconomic region and the availability of basic needs is a challenge to many learners that could be a major factor contributing to their level of performance in school.

The question that one asks is, why does SES influence what students accomplish in school more significant than a direct relationship such as caliber of the teaching, class size, rigorous four years curriculum in which students spend eight hours a day for five days a week? The influential Coleman, 1966 report concluded that schools themselves did little to affect a student’s academic outcomes over and above what the students themselves brought to school- ‘the inequalities imposed on children by their home, neighborhood and peer environment are carried along to become the inequalities with which they confront adult life at the end of school’. The correlation between socioeconomic status and student academic achievement remains a steady subject in spite of over two decades of school reforms, and achievement gaps exists in almost all schools.

Careful analysis of these factors through research quantitatively will help conduct and improve outcomes upon study (Memon et al., 2010). By gaining a better understanding of the parental socioeconomic factors that affect the academic performance of the student in the national examination (KCSE), education policies can be revised to be more beneficial so that no student is disadvantaged.
1.3 Statement of the Problem

Since 1966 Coleman report, the main question that has pre-occupied the researcher is why some students consistently perform well while others consistently perform poorly in the Kenya Certificate of Secondary Education (KCSE) in public secondary schools despite governments’ increased finance in secondary education? The number of those performing well is very small compared to the number of students sitting for Kenya Certificate of Secondary Education in Marama-south. This can be attested to by the data obtained from Butere sub-county KCSE analysis 2016, which shows that in 2013 only 26%, 2014 only 17%, 2015 only 17% and in 2016 only 9% attained a mean grade of C+ and above in KCSE as compared with the national data. This trend is worrying to the education stakeholders given the financial, material and time investment made by the government, parent, teachers, learners and other stakeholders to ensure favorable school environment for learning. The main focus of this research is to investigate the extent to which socioeconomic factors affects students’ performance in the national examinations given the mean grade they attain in KCSE in order to understand the long-term effects and changing aspects progress of socioeconomic status and academic performance. Most particular the research will rely on parental education level, occupation status and income variables to define the socioeconomic status and the mean grade attained in KCSE to measure the academic achievement in order to quantify the variability of the problem. These components will offer information regarding the home environment an otherwise typical factor defining life outside school. Starting with the belief that socioeconomic status affects students’ academic achievement, the main objective of the research is to investigate socio-economic factors affecting student’s academic achievement in the national examination (KCSE) in Marama-South in order to
improve in performance through intensive analysis of the variables using the Spearman’s rho correlation and focusing on the overall measurement of the variables by regression and chi-square to test the hypotheses. The relationships need to be examined so that education stakeholders respond to the underlying issues that are impacting different learners in their effort to achieve higher in their studies.

1.4 Purpose of the Study

To investigate socio-economic factors affecting student’s academic achievement in the national examination (KCSE) in Marama-South in order to improve in performance

1.5 Objectives of the Study

The objectives of this study are to:

i. Establish the effect of parental education level on academic performance in the Kenya Certificate of Secondary Examination.

ii. Examine the extent to which parental occupation status influences the student’s academic achievement in the Kenya Certificate of Secondary Examination.

iii. Determine the effect of parental income status on academic performance in the Kenya Certificate of Secondary Examination.

1.6 Hypotheses

The following null-hypotheses were formulated to guide this study:

H01: There is no significant relationship between parent’s education level and the student academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools Marama-south.
H0₂: There is no significant relationship between parental occupational status and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south.

H0₃: There is no significant relationship between parent’s income level and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south.

1.7 Assumptions of the Study

The following assumptions were made:

i. The school environmental factors were favorable and equally applicable to all learners to ensure no discrimination.

ii. The respondents could provide truthful information concerning socioeconomic status variables used and the academic achievement. This was done by ensuring anonymity and confidentiality was preserved.

iii. The participants in the study freely provided information basing on research ratings used in the instruments on socioeconomic status and academic achievement. This was assured through pilot study conducted in one of the schools not included in the actual research.

iv. The sample size obtained was a representative of the whole population in order to make inferences to. Random sampling was employed to ensure the sample size was large enough to make generalization to other areas of similar characteristics.
1.8 **Limitation of the Study**

Since the study is quantitative in nature, data collected is based on the outcomes outlined in the research instruments to measure the extent to which academic achievement correlates with socioeconomic status. This means that respondents can overrate themselves because, as Webster, Iannuci and Romney, 2002 established, respondents tend to overrate themselves on positive traits. To overcome this, the researcher had two questionnaires (for parents and students) and looked for any contradictory data among the responses. Another limitation was that there was problem with controlling the return of the questionnaires since the learner had already sat for KCSE and could only volunteer to participate in the exercise. Data collection was therefore delayed. This was worked on by giving them one month time to have filled and returned the questionnaire to school where the researcher collected them from.

1.9 **Delimitations of the Study**

The study confined itself only to:

i. Feedback from form four students and parents of the sample in the five public secondary schools since the independent variables directly affects them.

ii. Socio-economic factors (education, income and occupation of the parents) affecting academic achievements of the student, they are the only independent factors under study.

iii. Kenya Certificate of Secondary Education examination results as the measure of student’s achievement level.
1.10 Significance of the Study

The research outcomes of this study helped parents expand their knowledge on matters of education, understand the critical roles they play in their children academic life for them to perform well in school and the means by which family socioeconomic status is associated with academic achievement and thus develop ways of tackling them. It is also expected to help the students have an understanding on the importance of parent-child relationship despite their parents’ status economically and socially which is a great motivation to good performance. The study findings were of great importance to both policy makers and education planners in giving guidance on necessary course of action to enhance academic performance. Finally the results would help future researchers in identifying priority areas in which to research on in bid to finding solutions for good performance in secondary school.

1.11 Theoretical Framework

Though there are diverse literatures linking family socioeconomic status (SES) to child and youth education outcomes, this study is based on family stress model by Conger et al, (1994) which postulates that economic pressure experienced by parents’ increases parental stress and marital conflicts which are associated with greater hostility generally by parents towards their children. The resulting state as a result of family stress affects the desire, motivation and participation of the parent in school activities and programs that could improve their children academic concentration hence good results in examinations. The main reason may be that rich parents can afford all the basic needs, goods and services that enable the student to be more comfortable both at school and home but have no time for them as opposed
to poor parents who may have time but no resources to equip their children for learning. The parental stress, depression and conflicts may also be a great demotivation to the learners rendering their poor performance at school and unwillingness to participate in school activities that can boost their academic achievements.

These family hardships and conflicts may also influence the way parents prioritize their available resources so that all areas of the family needs are catered for. The decisions on the choice of priorities are dependent to individual parents’ and cultural preferences, but are dictated by the availability of resources, that is, as resources increase, so does the parents’ ability to invest them—financial, human and social capital—in their children’s education to improve their academic outcomes. Therefore, family income (which is an indicator of available economic resources) combines with parental education and occupation (which are indicators of human and social capital and may influence preferences) to influence parents’ choice to invest and support their children’s education. For instance, parents who themselves have attained higher levels of education may consider providing their children with intellectually stimulating activities to be of greater value than would parents who have little or no formal education.

1.12 Conceptual Framework

The purpose of this study was to determine the relationship between the parental socioeconomic status and students’ academic achievement in the national examination (KCSE). The independent variable was the parental socioeconomic status defined by their education level- the highest level of schooling, occupation status- working status of the parent if employed by government or self, in farming or
in business and income level - the total household income. The dependent variable was the student academic achievement in KCSE - denoted by the grade scored from the highest A and lowest E. There are also the intervening factors that indirectly contribute to the academic achievement of the learner since they are hypothetical and therefore cannot be measured. They only explain how or why the independent variables affect the dependent variable.

**SOcioeconomic Status**
- Parental education level
- Parental occupation status
- Parental income status

**INTERVENING FACTORS**
Learners attitude in school, concentration in academics, motivation to learn, school activities participation and teaching/learning process in school

**Student’s Academic Achievement in KCSE**

Figure 1.1: Conceptual Framework linking the Independent variables (socioeconomic status) and the Dependent variable (academic achievement) and showing the interaction of the Intervening variables between independent and dependent variables

The conceptual framework above shows that the student’s academic achievement in KCSE is an outcome of interrelated factors originating from within the family. The factors interaction indicated by the two sided arrows link the three independent factors (parental education level, occupation and income). The learner is affected by these factors as they go through the education system as indicated by the intervening factors (Learner’s attitude in school, concentration in academics, motivation to learn,
school activities participation and teaching/learning process in school). This is shown by one sided arrows originating from the three independent factors that brings together all the stated factors which impacts on the student’s academic performance in KCSE.

As argued in the earlier discussions, family’s socio-economic status based on family income, parental educational level and occupation correlates with academic achievements of their children at secondary level. Families where the parents are privileged educationally, socially and economically, promote a higher level of achievement and psychological support to their children through enriched atmosphere that promote and encourage the development of skills required for success at school. Families’ with low socioeconomic status may negatively and depressingly affect students’ academic achievement because due to low socioeconomic status, a student does not access important resources and hence generates additional stress and tension at home demotivating the child which is directly portrayed in his/her performance at school by the end of the term. Hence those children, whose socioeconomic status is strong, show better academic performance and those with weak socioeconomic status show poor and unsatisfactory academic performance.

The findings intend to show that socioeconomic status is a factor, which correlates with academic performance effect. In other words, socioeconomic status of the parents is an independent variable varying from one family to the other and which can be measured in terms of parental education level, income and occupational status while academic achievement is the dependent variable measured using the KCSE results.
1.13 Operational Definition of Terms

**Academic achievement:** refers to academic grade attained by the student in the national examination (KCSE) rated from A (highest) to E (lowest).

**Parental education level:** refers to the highest level of schooling of the parent. The levels were measured in terms of primary, secondary, tertiary and no formal education. Higher levels of education are often associated with better economic outcomes as well as the expansion of social resources.

**Parental income:** refers to the household income. The collection of income includes total income earned from wages and salaries by both the parent measured in Kenyan shilling in a given range.

**Parental occupational level:** refers to current job title from the selected list. Good employment can expand social networks. The nature of lower SES positions can undermine these benefits as the job itself maybe hazardous or monotonous.

**Socioeconomic status:** is one’s access to financial, social cultural and human capital resources. It’s a general variable defined by parental educational attainment, parental occupational status and household income.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, review of literature related to the relationship between parental socioeconomic status and the students’ academic achievement in the national examination (KCSE) in Marama-South in order to improve in performance was done under the following sub-headings: Socioeconomic status, Parental education level, Parental occupational status, Parental income and summary of the literature review and gap identification respectively.

2.2 Socioeconomic status and academic achievement

Using data from PISA, the OECD concluded that ‘while many disadvantaged students succeed at school, socioeconomic status is associated with significant differences in performance in most countries and economies that participate in PISA’. Advantaged students tend to outscore their disadvantaged peers by large margins (OECD, 2016). For more than 15 years of PISA, data currently available, the magnitude of the relationship between socioeconomic status and academic achievement has slightly changed by a small margin since the publication of the Coleman report, the gap between the advantaged and disadvantaged students’ remains. One of the most influential factors in students’ academic achievement is books at home especially for day scholar (Thompson et al, 2017). From the beginning, parents with higher socioeconomic status are able to provide their children with financial support and home resources for individual learning as they are likely to have higher education levels.
White (1982) meta-analysis on the relationship between socio-economic status and Academic Achievement in America found out that the most powerful factor that affects students’ life both in school and home is the family background. Further, White (1982) narrowed down his argument to socioeconomic status and found out that it was the most influential predictor of the student performance in school concluding that the higher the family social and economic status, the better the performance in school of the student. Suleman et al., (2012) study in Pakistan on socioeconomic status (education, income, occupation) revealed that socioeconomic status influences the quality and availability of education. Socioeconomic status determines how individuals or families adjust in society.

Martins (2013) investigation of social economic foundations of educational outcomes in Nigeria established that the poorer the family is economically and socially, the more challenging it is to support their child’s educational development and vice versa. This study differed with the study findings by Eamon (2005) in Latin America high school adolescents which endeavored to establish the family’s economic and social circumstances influences on their high school adolescents’ academic achievements. The study by Eamon (2005) established that family’s economic and social circumstances influences did not significantly influence high school adolescents’ academic achievements.

However, SES of the family is associated with poor academic achievements due to constrained access to vital resources caused by the economic hardships experienced at home Conger and Elder (2002) findings in their study about economic stress, coercive family process and developmental problems, IOWA State University, USA, found out that, inadequate resources creates additional stress at home, commands the
type of parenting style which may not be good to support the child for better performance in school, increases the rates of family disputes that cause depression in parents which may lead to increased dropout rates in school. Thus, the home environment in which the learners are brought up can easily de-motivate them academically lowering their self-esteem resulting to poor performance. Kruse (1996) in his research concerning the influence of socio-economic status on academic achievement concluded that, families with low socioeconomic status had their children performing poorly in school compared to those of high socioeconomic status. These research findings clearly indicate that socioeconomic status of the parent is closely linked to home environment and therefore can be used to explain the quality of home life of the students.

Families with high socioeconomic status are in a good position to equip their children for school as well as providing basic needs at home that ensures that the students are comfortable for effective learning. Memon et al., (2010), noted that high SES families are well informed about their children hence closely monitors their health, social, emotional and cognitive development to help them perform better at school. Parent’s financial stress and constraints may cause emotional instability in terms of balancing the available resources with the family’s basic needs and depression to the family members which may have a negative impact to their children performance in school.

Sirin 2005, in a meta-analysis review of the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000 showed a medium to strong SES- Academic relations. This, relations however, were moderated by the unit, the source, the range of SES variables, the type of SES-
achievement measure and subject to school level, minority status and the school location. Agrist et al, 2002 and 2007, evaluated Colombia’s PACE program, which provided vouchers to students from poor neighborhoods to attend private schools as long as they maintained their grades. The Programa de Ampliación de Cobertura de la Educación Secundaria (PACES), a Colombian initiative that provided over 125,000 pupils with vouchers covering somewhat more than half the cost of private secondary school. The results showed that the program had led to substantial increase in both attendance and test-scores for participants. They argued that vouchers can lead to better educational outcomes by promoting competition among schools and providing students with increased access to private sector options which may lead to a better match between students and schools.

Family status may make a difference with time and in some cases the status improves when the children have already had academic difficulties. The current research confines itself to parental socioeconomic status and its direct influence to the student’s academic achievement within a low SES background. How the changes in the family socioeconomic status corresponds to the academic performance of the children especially in secondary school where the children are entering the adolescence. This information is missing in the previous research yet education at this stage is a multidimensional process and therefore family background is very crucial for the academic stability of the child. It is vitally important for the individual and collective life since the achievement attained enables the student to enroll in colleges / higher education.
2.3 Parental Education Level and Academic Achievement

Parents’ educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students’ academic performance. Ahmad, (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance. Femi (2012) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents. Ahmad et al. (2013) stated that a parent with an educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child.

Educated parents communicate the importance of education to their children and help them learn strategies to enhance their perceptions of competence and control over achievement outcomes (Lareau, 2000). According to Mayer, 2010, a casual observation is that the children of affluent parents are more likely to succeed in life than the children of poor parents probably because the rich parents spend more than poor parents on their children and these “investments” lead to better outcomes for their children. When parents are financially capacitated, and also give moral support to the children by guiding their reading at home, the students perform better than their counterparts. Although it has been argued that the most accurate predictor of students’ achievement is the extent to which
the family is involved in the child’s education, and not the family’s level of income (Henderson et al, 1994)

Alexander et al., (1994), noted that parent’s level of education influences how they organize their home environment and how they relate with their children in order to support them perform well in their academic achievement. Educated parents are well informed of their expectations concerning their children’s education and would always work to improve their performance in school through instilling the right virtues. Jeynes, (2002) noted that parental education and family SES levels have a positive correlation with the students’ quality of achievement. Students with high levels of SES perform better than the middle class and the middle class students perform better than the students with low level of SES, Kikup, (2008). The returns of education relate high education levels high SES levels and low education relates to low SES levels. The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning, Eamon (2005). Rouse & Barrow, (2006) found out that economically disadvantaged parents are less able to afford the cost of education of their children at higher levels which is a demotivating factor to the students to work hard in school to their full potential.

An earlier study by both Muller (1993), Stevenson and Baker (1987), showed that educated parents express high participation and involvement in the education of their children which enhances positive attitudes of the child towards school, develops good habits at home, reduces the rate at which learners miss school and eventually drop out, and improves academic achievements. According to James (2002), parental education level shows the best patterns of discrepancies of the
student’s attitudes while in school and after completion of school system. In the same way, Western (1998) discovered that parents with high education levels had access to diverse resources for their children which helps in promoting good study habits that is considered a good recipe for good performance in examinations leading to better courses at higher levels of education.

Educated parents also possess good language mastery that is significant in communication especially in the manner in which parents talk to their children more so mothers who spend more time conversing with their children than fathers. Bake and Stevenson, (1986) noted that, educated parents interpret any information more effectively into family traditions that are essential in managing and monitoring the education of the early adolescents in the family. It is also easy for them to understand the various challenges that their children go through especially at this adolescence stage. These set of parents also creates way in which to motivate their children to perform well in school and encourages them to do even better for those performing well by giving them hope for a bright future. Similarly, education level of the parents guides the parent in managing their time so as to spare some time to check on the academic progress and balance the academic activities of their children and also involve themselves in it (Global advanced research journals, 2012). Dubow et. Al. (2009) examined the forecast of individuals’ educational and occupational success from related and personal variables assessed during their mid childhood and late adolescence. The results provided strong support for the unique predictive role of parental education on their children’s educational developmental factors such as late adolescent achievement and achievement-related ambitions. On the other hand researcher such as Vellymalay (2010) studied the
relationship between parents’ education level and their immersion in their children’s education. Findings of the study suggested that there were no significant differences between parents’ education level and parents’ involvement plans for their children’s education.

For instance, in Marama-south, the parental education is a point of concern since most of the parents did not achieve much and hence their expectation for their children is very low. This creates the laxity in children who find it normal to fail since their parents did not succeed in academics and can still make ends meet for the family and therefore they also follow suit. This is clearly portrayed in the KNBS statistics (2008) regarding the literacy, education levels and college completion rates of the region as shown in the chart below.

![Education status chart](image-url)

**Figure 2.1: Highest Education Level Butere sub-county**
Education is crucial in developing skills that are essential for acquiring jobs and specific qualities that determines one's occupation which in most cases reflects one's socioeconomic status either high or low. The chart above clearly indicates that the majority of Butere dwellers are class eight graduates and a few form four leavers. This explains why the parents do not qualify for higher positions in the job market since they lack the necessary education and skills required for such positions. This makes them to remain casual laborers who earn very little and depend on the availability of the jobs to sustain the family. Also, they may lack interest in their children's academics since they do not understand the hurdles and commitment that need to be put in to help the learners cope with the adolescence challenges and education. They sometimes consider it time and resources wasting when the students attend extra teaching lessons or have their extra time to revise on their own but instead expect their children to help in providing for the family after school by doing casual jobs in the evening or early morning before going to school.

The current research also seeks to find out a solution on how the parents can engage the little education they have to help their children in academics. This is because the previous research had a wide composition of all levels in education yet the current region of study is majorly inhabited by less educated as per the statistics. The previous research indicates that education only is achieved through language mastery and in institutions. This research intends to find solution for parents to use the available resources and traditional methods to educate their children at home which will improve behavior and character traits that inculcates to good discipline one of the recipe of good performance.
2.4 Parental Occupation and Academic Achievement

Occupations are ranked into most prestigious occupation and lower ranking occupation, Marnot, (2004). The most prestigious occupations are physicians, surgeons, lawyers, chemical & biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and house keepers, vehicle cleaners, and parking lot attendants. The job considered as high status in classification provides more challenging works, ability and greater control over working conditions. While those considered less valued in classification paid significantly less and more laborious, very hazardous and provided less autonomy.

Faisal Ibrahim, M.A. (2014) in his research conducts to find out the influence of parental socioeconomic status on their involvement in their children’s education in Jordan. He revealed that the relationship between parental occupation and parental involvement at home was moderate in some strategies and that parent with the prestigious occupations is more likely to identify their children’s problem to give a possible solution. They also help them to do their homework by providing facilities necessary for learning development. It is therefore, possible that a prestigious occupation is connected with high income level and the parents have better income stability that would make it easier for them to make adequate provisions to their children’s learning development.

Hauser (1994) noted that the level of education of the parent determines their income level and this is a factor defining the type of occupation an individual can get in the job market. Therefore, a parent in good occupation has a positive impact towards the performance of their children in academics mostly portrayed by the kind
of schools the children attend, health, discipline and the language used for communication by the children. Memon et al., (2010), in their research on impact of parental socio-economic status on students’ educational achievements at secondary schools of District Malir, Karachi found out that children whose parents were in good occupational positions posted good results in their examinations compared to students whose parents were in low occupational positions.

The privileges and respect that accompany high occupation levels of the parents’ builds children confidence in their parents and it is also a motivation for them to work hard to emulate their parents or even attain better positions than them. In most cases, occupation dictates the kind of schools the children are taken to hence providing the best education for the children whose parents are in high ranking occupations than those in low occupational levels. According to the findings by Rothstein (2004), different parents in different occupational positions usually have various styles of bringing up their children, disciplining and correcting their children and reacting to various issues concerning the welfare of their children. These differences influence the average tendencies of families in different occupational levels since they do not always express themselves consistently as expected in every family. Saifullahi, (2011) pointed out that parents’ occupation significantly influence students’ achievement. He used the data from three different colleges in Gujarat district. The result indicated that children of government employees secured more marks (60.02%) than the private jobholders, because of the certainty and reliability of the government jobs. Parents with government jobs are more secured, and their families are at peace relatively compared to those who work in the private
organization. They are always in frustration and lack of confidence since it’s not permanent and depends on the performance of the worker.

Qaiser, et al (2012) conducted a study on effect of parental socioeconomic status on the academic achievement of secondary school students in Karak district, Pakistan. The study indicated that parents with prestigious occupation provide necessary facilities needed for the enhancement of their children education. They also give them support and encouragement toward the attainment of educational achievement. On the other hand, students from less prestigious occupations lack so many advantages as compared to those from the parents with high prestigious occupation. They face a lot of challenges both at home and school which hinder them from participating fully in classroom activities, and result in poor academic performance. Parents with lower or less prestigious occupation are always battling with how to satisfy their basic needs in the life as such they pay little attention to their children education. According to Charles (2013) occupational status measures social position by describing job characteristics, decision making, ability & control and psychological demand on the job.

The literature reviewed majorly compares how high to low occupational status affects learners’ choices and preferences. The occupation majorly discussed is as a result of education and income that comes with it. The region under this study is majorly inhabited by low class citizens denoting low occupational status since it’s majorly occupied by farmers and small scale traders. Similarly, in our current society, high occupation does not only come through education and income but also through politics and social connections. Therefore, the occupational status frequently changes especially if it politically instigated. This means that the child is
likely to suffer more academically with these changes something not captured in the previous research findings.

2.5 Parental Income and Academic Achievement

According to Businessdictionary.com (2016), family income is the “total compensation received by all family members living in the same household. Compensation may include wages, social security, child support, pensions, capital gains, and dividends”. Money Income is the purchasing power in Kenyan shillings during a given period of time. Money income is one of the important material resources of the family and its management includes the management of family income to ensure that it balances family needs so as reduce family conflicts and stress that could spill over to the children resulting to poor performance in school. As money is a limited resource it must be managed properly in order to achieve family goals. Money income is affected by factors such as the abilities and skill of the wage earner, personal attitude towards the work, and good relationship with management and co-workers. These factors are highly correlated with education considering the returns of education.

The availability of family resources as portrayed by the student preparation for school is an indication of the income level accessible to the family. Crosnoe, et al., (2004) good and satisfactory income of the parent is an indication that there is less concern and stress to the parents who have the responsibility to ensure that their children are well equipped for learning by providing the necessary learning resources and material. This income factor plays a very important role on the academic and vocational success of the student. This is because, lack of such
resources to the learner makes it hard to support the student’s needs which may make them to be destabilized psychologically affecting their concentration in school, feel frustrated, sick and emotionally destabilized, the end product of all these is low self-esteem and morale in education that leads to poor performance in school.

Conger and Elder (2002) findings shows that families lack of resources due to low income levels experience economic hardships that affects the student both at school and home and this is a recipe of stress to both the parents and students. The parents’ with low income levels experience many problems in managing the family resources and relationship that may cause depression, marital conflicts which makes them harsh to their children and the result is reflected in the school performance. This point out parents-children disagreements are mostly caused by poverty and economic stress which leads to poor grades attained weakens an individual’s emotional and social growth.

Eamon (2005) concluded that poor neighborhoods have common characteristics that often lack positive role models for the students to emulate, adult guidance, and connections to good schools. Such kind of environment limits growth of the learner by creating unhealthy social networks, lack of motivation to steer up good performance in examination. National commission on children in U.S. (1999) noted that, adolescents from poor families are more likely to work after school hours and this may be harmful to school achievement if work hours are extremely long. The discussion in this chapter affirms that the most crucial and destructive factor affecting families and academic performance of the child in school and in turn causes a direct relation of parental low income with the student’s academic achievement.
Yousefi et al. (2010) examined the effect of family income on test-anxiety and academic achievement. The findings showed that family income significantly affected academic achievement of students. It was recommended that in enhancing academic achievement in school setting, support strategies such as improving family income among families by government must be focused on. Lacour and Tissington (2011) examined the effects of poverty on academic achievement in the USA. They concluded their study that poverty directly affects academic achievement due to the lack of resources available for students’ success; thus low academic achievement is closely correlated with lack of resources, with emphasis on financial resources. Nyakunga’s 2011 study explored the effects of cost sharing on students’ academic performance in Mzumbe University, Morogoro Main Campus in Tanzania. In his analytical framework of six concepts of academic performance and financial factors. The results showed that the effects of cost sharing on academic performance seem to be complex and they may depend on the particular circumstance an individual is facing. The study concluded that cost sharing is likely to motivate some students to study hard and improve performance by reflecting on the amount of funds they invest in education. However, it can also lead to poor performance due to lack of funds to cover educational expenses and other personal needs. The results implied that students from low-income families were more likely to perform lower because of financial hardship and poor schools they attended.

According, to the Kenya National Bureau of Statistics survey (2009), the economic statistics of Butere sub-county, Kakamega County indicated by main employer is as shown below.
Figure 2.2: Economic activities and the main employer in Butere

The report clearly explains the income levels of Marama-south residents which is so minimal to sustain adequately the family needs. The majority (54%) of the dwellers in this area have no applicable economic activity they engage in to earn them income. 19% are in small scale agriculture as compared with self-employed informal. These statistics confers with the Kakamega county report on the economic activities in Butere sub-county which showed that ‘Small scale maize production is a major economic activity for Butere region. There is a small quantity of sugar cane supply to Mumias Sugar factory. Residents are also small scale cattle and bee keepers as well as fish keepers’. The job opportunities are also limited since the fall of the sugar company. Similarly, there are very few industries in the region that could create the job opportunities hence boosting the income ventures in the region leading to a better life. This explains the 7% informal sector (jua kali) position as people have to find a way for survival.
The economic activities in relation to the work occupation describes the environment and the neighborhoods where the families more so student’s come from to be low income earners. This contributes to the laxity in the desire to work hard by some learners who find it appropriate to engage in job search to help their parents in providing for the family as well as meeting their own needs especially at this adolescence stage where they go through intellectual, social, physical and psychological changes at the expense of their studies. Limited or lack of basic needs leaves the children confused with the concurrent changes in lifestyles and technology leading to their poor performance or even drop out of school.

The availability of funds from parents and other family members will greatly affect things like quality of schools the child attend, the number of books a student possesses and private tuition that could boost the student’s academic achievement. That is, the students will be adequately equipped for learning and therefore, they have enough time to concentrate in their studies for better results. Coleman (1996), and Lareau (1989) research to determine the degree to which American public schools give equal opportunities across all levels of income, found out that the influence the school has on academic performance of the student is very minimal and independent of the factors outside the school and the general social context. These external factors are a threat to the learners’ success in education basing on the home environment, neighborhoods’ and peer pressure which are carried along to become the inequalities with which they confront in their adult life at the end of school. In addition, Banks, (1971) identified poverty, poor housing and overcrowding as serious factors that brings out academic handicap to children from low socioeconomic families. This is because poor living condition and malnutrition
due to lack of money directly or indirectly affects the learning abilities of the children.

The current research seeks to find out a solution on how the parents can engage the little education they have to help their children in academics. This is because the previous research had a wide composition of all levels in education thus comparing high levels to low levels of education yet the current region of study is majorly inhabited by less educated as per the statistics. The previous research indicates that education is only achieved through language mastery and in institutions. This research intends to find solution for parents to use the available resources and traditional methods to educate their children at home which will improve behavior and character traits that inculcates to good discipline one of the recipe of good performance.

2.6 Summary of Literature Reviewed

The first null hypothesis of the study was that there is no significant relationship between parent’s education level and the student academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools Marama-south. The reviewed literature revealed that various studies have been done on the effect of socioeconomic on the student’s academic achievement within and outside Kenya. Researchers such as Alevander, Jeynes, Muller, Stevenson and baker, Global advanced research journals acknowledged that educated parents have a great influence in the academic achievement of their children basing on how they organize their home environment, relate with their children, expectations they have for their children and involvement in the academic activities of their children. These studies had a wide composition of all levels in education yet the current region of study is
majorly inhabited by less educated as per the statistics. Barton, 2003 notes that, although the achievement gap is an extremely debated factor and widely an educational term it refers to inequality of academic performance among groups of students. The current study endeavors to fill the gap on how the less educated can fully support their children in academics in order to improve performance.

The second null hypothesis of the current research stated that there is no significant relationship between parental occupational status and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south. Researchers such as Hauser, Memon and Rothstein agreed a parent in good occupation has a positive impact towards the performance of their children in academics in terms of how they bring up their children, disciplining and correcting them and how they react to various issues concerning the welfare of their children. The literature reviewed majorly discuses on how high occupational status affects learners’ choices and preferences. The region under this study is majorly inhabited by low class citizens denoting low occupational status since it’s majorly occupied by farmers and small-scale traders. Does it imply that all the children should have their preferences and choices demined due to their poor background? The current research seeks to find answers to this question.

The third hypothesis of this study was that there is no significant relationship between parent’s income level and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south. Literature reviewed indicate that most researcher like Crosnoe, et al, Conger and Elder, Eamon and Banks agrees that the availability of family resources as portrayed by the student preparation for school is an indication of the income level accessible
to the family. These researchers found out that poor neighborhoods have common characteristics that often lack positive role models for the students to emulate, adult guidance and connections to good schools. Literature on parental income majorly describes the availability of resources to the learners and the immediate neighborhoods. It lacks more information on how parental income is linked to; when the children join secondary school, how often they attend school, when they have temporarily withdrawn or dropped out of school. It maybe that poverty is the primary and contributor reason for the poor performance. Pressure on children due to poverty increases as they get older and so the effect is more pronounce at secondary school as a result of adolescence and peer influence. The current research intends to find out more information concerning the parental income and the student academic achievement at this stage of adolescence.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology on how the study was conducted to find out the relationship between parental socioeconomic status and the students’ academic achievement in the national examination (KCSE) in Marama-South in order to improve in performance. That is, research design, locale, target population, sampling techniques and sample size, research instruments, pilot study, reliability and validity, data collection, analysis and logical and ethical considerations respectively.

3.2 Research Design

The study adopted a correlational research design. Correlational research design is a measurement of two or more factors to determine the extent to which the values for the factors change in an identifiable pattern (Brook, 2013). The design was appropriate for this study since it helped in the assessment of the degree of the relationship between the independent variable (parents socioeconomic status) and the dependent variable (students’ academic achievement in KCSE) despite the difficulty in controlling for the other possible factors such as learners attitude towards education, cultural practices and neighbourhoods’ that could be causing the change. The parental socioeconomic status was measured in term of: parental education level which based on highest year of schooling by both the parents since higher levels of education is always associated with better economic outcomes, parental occupational status defined by the current job title and parental income status measured by the household income resulting from the total income earned from wages and salaries by both the mother and the father. The student academic
achievement based on the grade attained in KCSE results. KCSE results were appropriate since it marks the end of secondary education and start of college education which depends on the grade attained.

Further, the study employed the Chi-Square Statistic to confirm the relationship between parents’ socioeconomic status and students’ academic achievement in public secondary schools’ national examinations in Marama south ward, Kakamega County and to accept or reject the three null hypotheses. The study null hypotheses stated that there; H0₁: There is no significant relationship between parent’s education level and the student academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools. H0₂: There is no significant relationship between parental occupational status and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools. H0₃: There is no significant relationship between parent’s income level and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools. The Chi-Square statistic is commonly used for testing relationships between categorical variables (Creswell, 2014).

3.2.1 Locale of the Study

The study was carried out in public secondary schools in Marama South ward that consists of; Shiatsala, Masaba, Bukuti, Eshihenjere, Bushieni and Shibembe areas of Butere-Sub County, Kakamega County. All these schools are sub-county schools and so have many things in common such as classroom setups, teacher-student ratio and school neighborhoods. This is because these areas are densely populated characterized by many unemployed youths and school drop outs with very minimal
economic activities taking place (Kenya Population and Housing Census Report, 2009)

3.3 Study Population

The study population included all public secondary schools in Marama-South ward, Butere sub-county. The target population is the total number of subjects, or the total environment of interest to the researcher (Oso, 2009). In this study the target population comprised of five schools, 300 form four students who cleared school in the year 2016 and 240 form four parents in Marama-south ward.

3.4 Sampling Techniques and Sample Size determination

3.4.1 Sampling Techniques

The research employed probability sampling since it assumes the law of statistical regularity which states that; if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe (Kothari, 2004). This makes random sampling to be considered the best technique of selecting a representative sample for this study.

3.4.2 Sample Size

The sample size was determined by the method proposed by Kothari (1990) applicable for finite populations. That is; 
\[ n = \frac{Z^2 P(1-P)N}{e^2 (N-1) + Z^2 P(1-P)} \]

where 
- \( n \) = required sample size, 
- \( N \) = the population proportion in the target population estimated to have the characteristics being measured. 
- The value of \( P = 0.5 \), \( Z = \) the value of the standard variation at the desired level of confidence. In this study the confidence level is 95% thus \( Z = 1.96 \) and \( e = \) the margin error of the sample
proportion and it will be taken as 5%=0.05. The actual sample size was obtained by randomly selecting 32 form four leavers from each participating school, and the school with the highest population had 47 form four students participating in the study giving a total of 175 which represents 58% of the total population. A total of 175 parents participated since each sample student had a parent questionnaire accompanied with his/her questionnaire so as to provide information concerning the socioeconomic status of the family, this represented 73% of the total parent population. Students were numbered consecutively according to how they appeared in the KCSE exam analysis broadsheet from KNEC but the starting point was picked randomly until an adequate sample was achieved. This is to ensure that all the categories of respondents in terms of parental socioeconomic status are equally represented (Martins, 2013). Table 3.1 below shows a summary of the study population and the study sample size obtained after applying the formula.

<table>
<thead>
<tr>
<th></th>
<th>Number of Parents</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>240</td>
<td>300</td>
</tr>
<tr>
<td>Sample size</td>
<td>175</td>
<td>175</td>
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<tr>
<td>Proportion of sample size</td>
<td>73%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Source: Data obtained from Kakamega County Education Database 2016

3.5 Research Instruments

Questionnaires were used for this study due to its ability to collect enough data at a reasonably low expense and less time involved. They also allow anonymity thus enhance confidentiality of the respondents (Orodho, 2009). The study employed two
sets of questionnaires; parents and students’ questionnaires. Though different sets of
the questionnaires were employed, the two sets were attached to each other to ensure
that both the parent’s and student’s questionnaire responses of a particular family
were attached to each other.

3.5.1 Parent’s Questionnaire
The parent’s questionnaire gave information about demographic data, parents’ socio-
economic status characterized by their education level, occupation status and their income
level and the academic achievement of their children in their KCSE, the national
examination. The questions in the questionnaire were structured (closed-end) charac-
terised by possibility and prevailing conditions. Some questions were best
answered using the Likert scale and rank order methods.

3.5.2 Student’s Questionnaire
The student’s questionnaire presented information on; demographic data, student’s socio-
economic status characterized by payment of fees, availability of learning resources such as
books, calculators, geometrical sets and how much pocket money they were given, trips they
are taken by their parents and financial support they receive from their parents, and finally
the information on their secondary education experiences and academic achievement in the
KCSE results. The questionnaire used structured (close-ended), contingency and
matrix questions. Likert scale and rank order methods were also used in some items
in the questionnaire.

3.6 Pilot Study
Pilot study was conducted before the actual data collection was done in one of the
public schools in Shibembe sub-location that was not to be included in the actual
study. This was the best school for piloting since it has two schools closer to each
other with similar characteristics and/or performance level in the national examination (KCSE). The respondents were 40 former four students, 36 parents. The pilot study was undertaken to ensure that the feedback got gives the significant feedback useful for generalization. The piloting was also useful in testing the validity and reliability of the instruments to make sure that the objectives were fully measured and achieved.

3.6.1 Validity

Validity refers to the level at which the research findings from the collected data represents the facts under study (Mugenda and Mugenda, 1999). In the study, the questionnaires were given to the supervisors who are the experts to ascertain the content validity that is for quality, clarity, content coverage, appropriateness, alignment to the study objectives, and grade appropriate stimuli with emphasis on parental socioeconomic status and student academic achievement in KCSE. There is also only one clear correct answer with relevant and reasonable distracters per test item. Best and Khan (1993) stated that content validity of the research instruments can be enhanced through expert judgment. Content validity was ensured by checking whether the items in the questionnaires reflected objectives stated. Kombo (2009) define content validity as a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of particular concept.

3.6.2 Reliability

Mugenda and Mugenda (1999) described reliability as a measure of degree to which a research instrument yields consistent results after repeated trials. The reliability of the study based on the analysis of the information gathered from both the 175
parents and 175 students questionnaires. Focused on this information, scales were developed in accordance with the study objectives. The reliability of these scales was reported in terms of the internal consistency of scores on items purported to measure the same concept. The alpha reliability formula reflects the inter-correlation of set items, accounting for variations in responses to the items. The scores were correlated using Pearson Product Moment Correlation formula to determine the reliability coefficient, a correlation coefficient of 0.8 was considered high enough to judge the instrument as reliable for the study (Orodho, 2008:41).

3.7 Data Collection Techniques

The researcher got the approval to carry out this research from the graduate school, Kenyatta University and National Council of Science, Technology and Innovation. Before data collection, contact to the participating schools was made and schedule appointments for visits. This enabled the researcher to prepare and administer the questionnaires by herself to the participating students since it was during December holidays after the results were announced, for those who did not come for the exercise, their questionnaires were left behind for them to fill them later and return them to school to be collected on completion. Each child was given a questionnaire and asked to have his or her parent fill out the questionnaire and return it to school within five days. The main challenge was non-response since the researcher depended on students who had already sat for the KCSE and could only volunteer to fill the questionnaires since the researcher had no powers to force them to return the questionnaires even if the timeline was well spelt as they took them. The return was however delayed for a month in order to ensure most of them were returned. The questionnaires were coded to the student for purposes of matching parent responses.
to student achievement scores. Parents were assured of confidentiality and that no unauthorized persons would have access to them since only the parent’s child could take and return the questionnaires. This was to ensure that the questionnaires were completed appropriately.

3.8 Methods of Data Analysis

Data analysis is defined as the process of making sense of data. Data analysis presents many challenges, such as identifying patterns, reducing large volumes of data and creating a vehicle to communicate what the researcher has learned (Creswell, 2009; Merriam, 2009). Being a survey research, cross-sectional survey method was employed. Borg and Gall, 1989 noted that in cross-sectional survey, data are collected from a sample from a predetermined population. The information collected at one point in time although the actual time required to complete may take more than a day or a month and can be analyzed in two ways, that is, description of single variables and exploration of the relationship. Using the two ways, the data collected from the structured close-ended questions ranked from highest to lowest values or yes or no responses used in the questionnaire yielded quantitative data that was useful in getting the correlations between the parental socioeconomic status variables and the student’s academic achievement in KCSE. The description of the single variables from the study respondents, parents and students’ resulted in explanation of the demographic details that were analyzed to generate descriptive statistics such as frequencies and percentages. Tables and figures were used to present the information.
To explore the relationship between parental education, occupation and income levels and the student’s academic achievement in the national examination as stated in the study objectives, data analysis was done by Spearman’s rho correlation. Spearman’s rho correlation was useful because it determines the strength and direction of the monotonic relationship between the parental socioeconomic status variables and the student academic achievement in KCSE since it is a statistical measure of the strength of a linear relationship between paired data that is bivariate and nominally distributed. Monotonic relationship is one in which when the value of one variable increases, the other variable also increases or if one value of the variable increases the other value decreases. Regression analysis was done between independent and dependent variables in order to make predictions from the existing relations. Chi-square tests were also conducted to confirm the existence of the relationship between the independent and the dependent variables by testing the study hypotheses. Chi-square determines whether variables are independent or related and to test the null hypothesis which stated that no relationship exists between parental socioeconomic status and the student academic achievement in KCSE. This was based on the differences between what was actually observed in the data and what would be expected if there was truly no relationship between the variables. Tables were used to present the analyzed data.

3.9 Logistical And Ethical Considerations

Before administering the questionnaires, an introduction to the respondents and explanation of the research intention were made. To ensure confidentiality, the identity of the respondents was not disclosed so as to ensure a high response rate and eliminate the possibility of feeling insecure when giving information.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analysis of research findings, interpretation and discussion of the study on relationship between parents’ socioeconomic status and students’ academic achievement in public secondary schools’ national examinations in Marama south, Kakamega County. The chapter is subdivided into two main sections. The first section is on general and demographic information; it gives an analysis of the descriptive results on the study respondents; students who had sat for their Kenya Certificate of Secondary Education (KCSE) the previous year and their respective parents in public secondary schools of Marama South, Kakamega County. Section two is on the findings of each objective and hypothesis testing.

Data analysis, interpretation and discussion were guided by the following objectives and hypothesis.

Objectives included:

i. Establish the effect of parental education level on academic performance in the Kenya Certificate of Secondary Examination.

ii. Examine the extent to which parental occupation status influences the student’s academic achievement in the Kenya Certificate of Secondary Examination.

iii. Determine the effect of parental income status on academic performance in the Kenya Certificate of Secondary Examination.
The hypotheses that guided the study included:

H01: There is no significant relationship between parent’s education level and the student academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools Marama-south.

H02: There is no significant relationship between parental occupational status and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south.

H03: There is no significant relationship between parent’s income level and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south.

4.2 General and Demographic Information

4.2.1 Respondents’ rate of response

This being a quantitative study, respondents’ role of filling in of the questionnaire was the most important. The study had the students and their parents as respondents. Both provided vital information to the study objectives that sought to establish a relationship between parents’ socioeconomic status and students’ academic achievement in public secondary schools’ national examinations in public secondary schools of Marama South, Kakamega County. The study issued 350 questionnaires to students and their parents sampled for the study. However, only 314 were successfully filled and returned for analysis. Filled and returned questionnaires made up a proportion of 90% response rate. Table 4.1 illustrates a summary of the response rate of each type of respondent in this study.
Table 4.1: Response rate

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>Response Frequency (N)</td>
<td>157</td>
<td>157</td>
</tr>
<tr>
<td>Response Percentage (%)</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

Source: Study questionnaires

Table 4.1 shows that equal number of students and parents responded to the questionnaire in all the sampled areas, 157 (90%), in public secondary schools of Marama South, Kakamega County. Further, Table 4.1 illustrates that response rate in all the sampled areas was more than 80%. This could be attributed to the researcher’s familiarity of the area thus cooperation from the respondents.

4.2.2 Students Demographic Details

a) Students’ Number of years in the school they did National Examination

The study endeavored to establish the number of years the students had been in the public secondary schools of Marama South, Kakamega County which they did their national examination. Figure 4.1 illustrates an analysis of Student Number of years.
Figure 4.1: Student Number of years in school they did National Examination

Figure 4.1 depicts that 26 (17%), 46 (29%), 29 (18%) and 52 (33%) noted that they had been in the school that they did their national examination for 1 year, 2 years, 3 years and 4 years respectively. The finding implied that most students, approximately, 101 (64%), who had spent less than four years in the school they did their national examination, could have transferred from other schools. There could be a possibility that they started their secondary education in a different school from which they did their national examination. Suleman et al., (2012) study noted that children stayed longer in school than expected in effort of improving their academic performance. Only 4 (3%) of the students’ study respondents had been in the school where they did their national examination for more than 4 years. Since secondary education in Kenya should take four years, some students who had spent more than...
4 years could have repeated classes and also those who had taken less than 4 years in the school where they did their national examination could have come to the school where they did their national examination to repeat.

b) Students’ Repetition Status

Repetition indicates education internal inefficiency. Parents incur extra cost for their children education anytime the child repeats a class (Suleman et al., 2012). Figure 4.2 below illustrates the proportion of students who indicated that they had repeated any class in secondary school.

![Pie chart showing students' repetition status](image)

Source: Study questionnaire (N=157)

**Figure 4.2: Students who had repeated any class in Secondary school**

Figure 4.2 demonstrates that only 23 (15%) of the students had repeated classes. The finding confirmed the earlier finding implication that some students who has taken 4 years and below in the public secondary school where they did their national examination had repeated a class. This finding concurs with the findings of (White 1982; Kruse 1996; Suleman et al., 2012 and Martins 2013), which also established
that students repeated classes in public secondary school before doing their national examination so as to boost their chance of doing well in their examination.

c) Students’ Academic Achievement in the National Examination (KCSE)

Education through national examination in secondary education filters and screens participants of the labor market. This makes both the students and the parents to take national examination seriously particularly in secondary education. Figure 4.3 below summarizes the students’ academic achievement in the national examination.

**Figure 4.3: Students’ Academic Achievement in the National Examination**

Source: Study questionnaire (N=157)

Figure 4.3 portrays that majority of the students, 89 (56.7%) in public secondary schools of Marama South, Kakamega County indicated that they achieved grade C in KCSE. None, 0 (0.0%) of the students indicated having achieved grade A or E in
KCSE as shown in Figure 4.3. A small proportion of students, 5 (3.2%) indicated that they achieved grade D in KCSE. At least 63 (40.1%) indicated that they had achieved grade B in the KCSE. This concurs with the Kakamega county Governor remarks during award ceremony for 2016 best performed schools that “Despite Kakamega County having led in the KCPE examinations for the last five years running, the standards at the secondary level are falling and elected leaders must address this trend” (Kakamega county website). Overall, Figure 4.3 illustrates that majority of the students indicated that they had achieved quality grades, B and C in the KCSE which would help them to undertake higher education courses in the university and colleges respectively. Further analysis established that majority of students 64 (40.8%) indicated that their home environment majorly contributed to their performance in the national examination. Though 61 (38.9%) indicated that they did not own any textbook while in secondary school, 86 (54.8%) of the students noted that their school fee payment was made on time. Moreover, 112 (71.3%) indicated that they lived with their parents. The finding relates to the finding of Martins (2013) study on social economic foundations of educational outcomes which established that student’s home environment played a vital role in the academic performance of students in secondary education. This study also investigated the parents’ characteristics of the students in public secondary schools of Marama South, Kakamega County.

4.2.3 Parents Demographic Details

a) Parents’ Gender

The study sought to find out the gender of the parents that responded to the questionnaire in public secondary schools of Marama South, Kakamega County.
Parents’ gender investigation on the study respondents was important to enhance understanding of the parents’ characteristics. Figure 4.4 illustrates the parents’ gender.

Figure 4.4: Parents’ Gender
Source: Study questionnaire (N=157)

Figure 4.4 illustrates that the study had more 88 (56%) of the male parents’ respondents than the female 69 (44%) parents. This finding indicates that male parents were more responsive to answer questions in the questionnaire than their female counterparts.

b) Parents’ Age
Parents’ age characterizes the parents’ in public secondary schools of Marama South, Kakamega County. This study sought to establish the age of parents. Figure 4.5 below shows the finding.
Figure 4.5 shows that most parents 74 (47.1%) who responded to the questionnaire were in the age range of 40-50 years. Further, Figure 4.5 shows that only 41 (26.1%) of the parents indicated that they were above 50 years old whereas, 42 (26.8%) indicated that they were below 40 years. This implies that majority of the parents, 116 (73.9%) were a maximum of 50 years old and a minimum of 30 years old.

c) **Family size**

Family size in this study is determined by establishing the number of children in the family. The larger the family size the more constrained the limited family resources become (Martins, 2013). Figure 4.6 below illustrates the finding.
Figure 4.6: Family size

Source: Study questionnaire (N=157)

Figure 4.6 shows that most parents 71 (45.2%) indicated that they had 5-7 children. Equal number of parents, 43 (27.4%) indicated to have 8 children and above as those who indicated to have 2-4 children. This finding suggests existence of large families in Marama South, Kakamega County among the parents who were sampled for this study. This concurs with the Kakamega county population statistics which puts the region as a highly populated region as compared to the neighboring counties, KNBS, 2008.

Primarily, the study sought to establish the relationship between parents’ socioeconomic status and students’ academic achievement in public secondary schools’ national examinations in Marama south, Kakamega County. The findings on the relationship between parents’ socioeconomic status and students’ academic
achievement in public secondary schools’ national examinations are presented in respect to the formulated objectives.

4.3 Parents’ Education Level and Students’ KCSE Performance

The first objective of this study was to establish the effect of parental education level on academic performance in the Kenya Certificate of Secondary Examination in Marama south, Kakamega County. The study hypothesized that there is no significant relationship between parent’s education level and the student academic achievement in the KCSE in public secondary schools Marama-south. It first sought to establish the parents’ education level. Secondly, it endeavored to establish the existence of the relationship and prediction through regression of parents’ education level and students’ KCSE performance. Lastly, it confirmed the existence of the relationship and then tested the hypothesis.

a) Parents Education Level

Parent’s education level determines the quality of education obtained by their children (James, 2002). This study investigated the education level of parents of students in public secondary schools of Marama South, Kakamega County. Table 4.2 illustrates a summary of the parents’ education level of the respondents in this study.

Table 4.2: Parents Education Level

<table>
<thead>
<tr>
<th>Parents Education Level</th>
<th>N (f)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal Education</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Primary</td>
<td>39</td>
<td>24.8</td>
</tr>
<tr>
<td>Secondary</td>
<td>80</td>
<td>51.0</td>
</tr>
<tr>
<td>Tertiary (College/University)</td>
<td>35</td>
<td>22.3</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)
Table 4.2 depicts that majority, 80 (51.0%) of parents with students in public secondary schools of Marama South, Kakamega County had attained secondary education while only 3 (1.9%) of parents had no formal education. Moreover, 35 (22.3%) of parents had tertiary (college/university) education which is lower than secondary education. The results from the sampled population agrees with the KNBS statistics of Butere sub-county in which the majority at 44% are class eight graduates, 21% had form four certificates and only 4% completed college. These findings differ from the findings of a study by Muller (1993) on social economic status which established that parents’ education level and abilities did not influence the academic achievement of their children.

b) Parents’ Education Level and Students’ KCSE Performance Correlation

To find out if parents’ education level and students KCSE performance were correlated, Spearman’s rho was determined as shown in Table 4.3.

Table 4.3: Spearman’s rho Co-efficient for Parents’ Education Level and Student’s KCSE Performance

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Students’ KCSE Performance</th>
<th>Parents’ Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spearman's rho</strong></td>
<td>1.000</td>
<td>.628”</td>
</tr>
<tr>
<td>Students’ KCSE Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>157</td>
<td>157</td>
</tr>
<tr>
<td>Parents’ Education Level</td>
<td>.628”</td>
<td>1.000</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>157</td>
<td>157</td>
</tr>
</tbody>
</table>

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

Source: Study Questionnaire (N=157)
Table 4.3 depicts a strong positive and statistically significant correlation ($r = .628$, $p = .000$) at alpha 0.01 level of statistical significance between parents’ education level and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. This indicates that the higher the parents’ education level the higher the students’ KCSE examination performance in public secondary schools’ in Marama south, Kakamega County. This finding relates to findings of Eamon (2005) which indicate that parents’ education enhances children education attainment in early grades of schooling and Global advanced research journals, 2012 which concluded that parents education level guides the parent in managing their time so as to spare some time to check on the academic progress and balance the academic activities of their children and this motivates and encourages the learners to perform well in school. In addition, the study sought the percentage at which student’s KCSE performance can be predicted from the relationship between the parents’ education level and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. The finding is illustrated in Table 4.4.

**Table 4.4: Regression Model Summary on Parents’ Education Level and the Performance of the students in the KCSE**

<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>.639$^a$</td>
<td>.409</td>
<td>.405</td>
<td>.37440</td>
</tr>
<tr>
<td>a. Predictors: (Constant), Parents Education Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)

Table 4.4 illustrates that R Square is .409. Therefore, 40.9% of the variation in student’s KCSE performance in public secondary schools’ in Marama south,
Kakamega County can be predicted from the relationship between the parents’ education level and the performance of the students in the KCSE. These findings relate to findings by Eanmon (2005) which established that parents’ education played a significant role in students’ achievement in the school continuous examinations.

c) **Parents’ Education Level and Students’ KCSE Performance Chi-square tests**

The study conducted chi-square tests to affirm the existence of a relationship established by the Spearman’s rho and further test the study hypothesis on the relationship between the parents’ education level and the performance of the students in the KCSE. Table 4.5 portrays the cross tabulation results.

**Table 4.5: Chi-square Tests on Parents’ Education Level and Students’ KCSE Performance Cross tabulation**

<table>
<thead>
<tr>
<th>Students’ KCSE Performance * Parents’ Education Level Cross tabulation</th>
<th>No formal Education</th>
<th>Parents’ Education Level</th>
<th>Tertiary (College/University)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td></td>
</tr>
<tr>
<td>Students’ KCSE Performance</td>
<td>Count</td>
<td>0</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>B</td>
<td>% within Students’ KCSE Performance</td>
<td>0.0%</td>
<td>7.9%</td>
<td>46.0%</td>
</tr>
<tr>
<td>C</td>
<td>Count</td>
<td>2</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>2.2%</td>
<td>33.7%</td>
<td>57.3%</td>
</tr>
<tr>
<td>D</td>
<td>Count</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>20.0%</td>
<td>80.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>3</td>
<td>39</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>1.9%</td>
<td>24.8%</td>
<td>51.0%</td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)
Table 4.5 shows that in Marama South, Kakamega County, majority of the students, 92.1% who scored the highest grade, B, their parents had attained a minimum of secondary education level. All the students who scored the lowest grade (D) their parents had at most primary education. Further analysis in Table 4.6 explains the relationship and the hypothesis.

Table 4.6: Chi-square Tests on Parents’ Education Level and Students’ KCSE Performance

<table>
<thead>
<tr>
<th>Source: Study Questionnaire (N=157)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
</tr>
<tr>
<td>56.253</td>
</tr>
</tbody>
</table>

Table 4.6 affirms that the difference in students’ performance in KCSE in relation to their parents’ level of education is significant ($\chi^2 = 56.253, \text{df} = 6, P = .001$). The null hypothesis was rejected, since $p < 0.05$ (in fact $p < 0.001$). Furthermore, ($\chi^2 = 56.253, \text{df} = 6, P = .001$) affirms existence of a relationship between parent’s education level and students KCSE performance which is the alternative hypothesis. These findings relate to the Memon et. al., (2010) study which came to a similar conclusion but differs from Scharticles (2014) which stated that there lacked adequate evidence to claim existence of a relationship between parents’ education level and students’ performance in the examination.

4.4 Parents’ Occupation Status on Students’ KCSE Performance

The second objective of this study was to examine the extent to which parental occupation status influences the student’s academic achievement in the Kenya Certificate of Secondary Examination. in Marama south, Kakamega County. The
study hypothesized that there is no relationship between parental occupational status and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south. It first sought to establish the parents’ occupation status. Secondly, it established existence of the relationship and regression between parents’ occupation status and students’ KCSE performance. Lastly, it confirmed the existence of the relationship and then tested the hypothesis.

a) Parents Occupation Status

Education facilitates entry into labor market through employment. This study investigated parents of students in public secondary schools of Marama South, Kakamega County occupation status. According to Klebanoy et. al (1994) parents’ education is a motivation for students to remain in school. The study analyzed the occupation status of the parents in relation to their employment. In this study, employment by government was considered as any job engagement with a monthly pay that is made by tax payers money; private employment was considered as job engagement with a monthly payment by a non-governmental entity and not self; self-employed business was considered as self-initiated job engagement and involves trade, thus earnings are obtained from the profits made while self-employed farmer is considered as self-initiated job engagement on purely agricultural practices. Figure 4.7 below summarizes the parents’ occupation status.
Figure 4.7: Parents Occupation Status

Source: Parent Questionnaire (N=157)

Figure 4.7 reveals that most, 67 (42.7%) parents of students in public secondary schools of Marama South, Kakamega County indicated that they were privately employed as at the time of this study. Few, 14 (8.9%) and 17 (10.8%) of parents indicated that they were self-employed farmers and employed by government respectively. Also, Figure 4.7 illustrates that more parents, 59 (37.6%) indicated that they were in self-employed business than those who indicated that they were self-employed farmers and employed by the government as at the time of this study. The findings concur with the KNBS statistics that the region is inhabited with low occupations such as farmers and self-employed small scale businesses. These findings correspond to the findings of Rothstein (2004) who showed that different parents in different occupational positions usually have various styles of bringing up their children, disciplining and correcting their children and reacting to various
issues concerning the welfare of their children. When asked about the challenges they encountered in support of their children education, most 86 (54.8%) indicated lack of resources. These study findings relate to findings of Saifullahi, 2011 who found out that parents’ occupation significantly influence students’ achievement and that parents with government jobs are more secured, and their families are at peace relatively compared to those who work in the private organization.

b) Parents’ Occupation Status and Student’s KCSE Performance Correlation

To find out if parents’ occupation status and students KCSE performance were correlated, Spearman’s rho was determined as shown in Table 4.7

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th>Student’s KCSE Performance</th>
<th>Parents’ Occupation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spearman's rho</strong></td>
<td>Correlation Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td><strong>Student’s KCSE Performance</strong></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Parents’ Occupation Status</strong></td>
<td>Correlation Coefficient</td>
<td>.703**</td>
</tr>
</tbody>
</table>
| **Table 4.7: Spearman’s rho Co-efficient for Parents’ Occupation Status and Student’s KCSE Performance Correlations**

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

Source: Parent Questionnaire (N=157)

Table 4.7 illustrates a strong positive and statistically significant correlation (r = .703, p = .000) at alpha 0.01 level of statistical significance between parents’ occupation status and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. This indicates that the
higher the parents’ occupation status the higher the students’ KCSE performance in public secondary schools’ in Marama south, Kakamega County. More, the finding infers that the more reliable the occupation of a parent is the higher the performance of the student in KCSE examination. This finding relates to findings of Olaniyan (2008). The study also sought the percentage at which student’s KCSE performance can be predicted from the relationship between the parents’ occupation status and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. The study results are illustrated in Table 4.8 below.

Table 4.8: Regression Model Summary on Parents’ Occupation Status and the Performance of the students in the KCSE

<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>.707&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.501</td>
<td>.497</td>
<td>.34413</td>
</tr>
</tbody>
</table>

<sup>a. Predictors: (Constant), Parents’ Occupation Status</sup>

Table 4.8 illustrates that R Square is .501. Therefore, 50.1% of the variation in student’s KCSE performance in public secondary schools’ in Marama south, Kakamega County can be predicted from the relationship between the parents’ occupation status and the performance of the students in the KCSE. These findings agreed with the findings of Olaniyan (2008) which established that parents’ occupation status motivated children to work hard in school and perform well.
c) Parents’ Occupation Status and Student’s KCSE Performance Chi-square tests

Like in the first objective, the study conducted chi-square tests to affirm the existence of a relationship established by the Spearman’s rho and test the hypothesis on the relationship between the parents’ occupation status and the performance of the students in the KCSE. Table 4.9 below illustrates the crosstabulation findings.

Table 4.9: Chi-square Tests on Parents’ Occupation Status and Students’ KCSE Performance Crosstabulation

<table>
<thead>
<tr>
<th>Students’ KCSE Performance</th>
<th>Parents’ Occupation Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employed政府</td>
<td>Employed Private</td>
</tr>
<tr>
<td>B</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>% within</td>
<td>23.8%</td>
<td>65.1%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>% within</td>
<td>2.2%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>% within</td>
<td>0.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>67</td>
</tr>
<tr>
<td>% within</td>
<td>10.8%</td>
<td>42.7%</td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)

Table 4.9 portrays that, majority of the students, 88.9% who scored the highest grade, B; their parents were employed by the government or private firms. Most, 80.0% of the students who scored the lowest grade (D) their parents were self-employed farmers. Further analysis in Table 4.10 explains the relationship and the hypothesis.
Table 4.10: Chi-square Tests on Parents’ Occupation Status and Students’ KCSE Performance

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>87.624</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>78.217</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>157</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)

Table 4.10 supports that the difference in students’ performance in KCSE in relation to their parents’ occupation status is significant ($\chi^2 = 87.624$, df = 6, $P = .001$). The null hypothesis was rejected, since $p < 0.05$ (in actual fact $p < 0.001$). Besides, $\chi^2 = 87.624$, df = 6, $P = .001$ confirms existence of a relationship between parent’s occupation status and students’ KCSE performance which is the alternative hypothesis. These findings differ from the findings of Sirin (2005) which stated that there was no relationship between parents’ occupation status and students’ performance in the examination and suggested that other factors were responsible for student’s performance.

4.5 Parents’ Income Level on Students’ KCSE Performance

The third objective of this study was to determine the effect of parental income status on academic performance in the Kenya Certificate of Secondary Examination in Marama south, Kakamega County. The study hypothesized that there is no significant relationship between parent’s income level and the student’s academic achievement in the Kenya Certificate of Secondary Examination in public secondary schools in Marama-south. The study first sought to establish the parents’ income level. Secondly, it established existence of the relationship and regression
between parents’ income level and students’ KCSE performance. Lastly, it confirmed the existence of the relationship and then tested the hypothesis.

a) Parents Income Level

Parental income determines child’s access to secondary education Conger and Elder (2002). Since the investigated students in public secondary schools of Marama South, Kakamega County had accessed and completed their secondary education and even done the national examination (KCSE), the study sought to establish their parents’ income level. Figure 4.8 below summarizes the parents’ income level.

Figure 4.8: Parents Income Level
Source: Parent Questionnaire (N=157)

Figure 4.8 illustrates that majority of parents in public secondary schools of Marama South, Kakamega County, 78 (49.7%) indicated that their approximate monthly income was between a range of Ksh. 10,001 and Ksh. 20,000. Few 20 (12.7%) parents indicated an approximate monthly income of below Ksh. 5,000. Parents who
indicated an approximate monthly income of above Ksh. 20,000 were 34 (21.7%) and 25 (15.9%) indicated an approximate monthly income between a range of Ksh. 5,001 and Ksh. 10,000. This finding implies that majority of parents 112 (71.4%) had an approximate monthly income of above Ksh. 10,000. On average, majority of Kenyans earn an average of Ksh. 10,000 monthly, findings that agrees with the KNBS report on economic activities of the region which are very low in terms of occupation that earns them very little daily and monthly.

Moreover, in finding out the support the parents in public secondary schools of Marama South, Kakamega County gave to their children in school, the study found that 141 (89.8%) of the students indicated that their parents attended all their school functions; only 39 (24.8%) of the students indicated that they received pocket money from their parents; most students 113 (72.0%) indicated that they discussed education issues with their parents and 68 (43.3%) indicated that they were given a study area at home. These findings concurred with the findings of Crosnoe, et al., (2004) who noted that good and satisfactory income of the parent is an indication that there is less concern and stress to the parents who have the responsibility to ensure that their children are well equipped for learning by providing the necessary learning resources and material.

**Parents’ Income Level and Student’s KCSE Performance Correlation**

To find out if parents’ income level and students KCSE performance were correlated, Spearman’s rho was determined as shown in Table 4.11 below.
Table 4.11: Spearman’s rho Co-efficient for Parents’ Income Level and Student’s KCSE Performance

<table>
<thead>
<tr>
<th></th>
<th>Student’s KCSE Performance</th>
<th>Parents’ Income Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td>Correlation Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td>Student’s KCSE</td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>Performance</td>
<td>N</td>
<td>157</td>
</tr>
<tr>
<td>Parents’ Income Level</td>
<td>Correlation Coefficient</td>
<td>.609**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>157</td>
</tr>
</tbody>
</table>

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

Source: Parent Questionnaire (N=157)

Table 4.11 illustrates a strong positive and statistically significant correlation (r = .609, p = .000) at alpha 0.01 level of statistical significance between parents’ income level and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. The finding implies that the higher the parental income level the higher the student of such parent performed KCSE in public secondary schools’ in Marama south, Kakamega County. This finding relates to findings of Rothstein (2004) study which concluded that parents with lots of revenue are able to sufficiently take care of their children’s basic needs helping them to do well in their education and consequently in their life. Likewise, the study attempted to establish the percentage at which student’s KCSE performance can be predicted from the relationship between the parents’ income level and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. The study findings are depicted in Table 4.12 below.
Table 4.12: Regression Model Summary on Parents’ Income Level and the Performance of the students in the KCSE

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Source:</strong> Study Questionnaire (N=157)</td>
</tr>
</tbody>
</table>

Table 4.12 illustrates that R Square is .383. Therefore, 38.3% of the variation in student’s KCSE performance in public secondary schools’ in Marama south, Kakamega County can be projected from the relationship between the parents’ income level and the performance of the students in the KCSE. These findings concurred with the findings of (Muller, 2015).

b) **Parents’ Income Level and Student’s KCSE Performance Chi-square tests**

The study further conducted chi-square tests to support the existence of a relationship established by the Spearman’s rho and the hypothesis on the relationship between the parents’ income level and the performance of the students in the KCSE. Table 4.13 below illustrates the crosstabulation findings.
Table 4.13: Chi-square Tests on Parents’ Income Level and Students’ KCSE Performance Crosstabulation

<table>
<thead>
<tr>
<th>Students’ KCSE Performance</th>
<th>Parents’ Income Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Ksh. 20,000</td>
<td>Below Ksh. 5,000</td>
</tr>
<tr>
<td>Students’ KCSE Performance</td>
<td>B Count</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>C Count</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>6.7%</td>
</tr>
<tr>
<td></td>
<td>D Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>% within Students’ KCSE Performance</td>
<td>21.7%</td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)

Table 4.13 reveals that, most students, 96.8% who scored the highest grade, B, their parents had a minimum income level of above Ksh. 10,000. However, 60% of the students who scored the lowest grade (D) their parents had an income level of below Kshs. 5,000. Further analysis in Table 4.14 explains the relationship and the hypothesis.

Table 4.14: Chi-square Tests on Parents’ Income Level and Students’ KCSE Performance

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>56.739</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>63.925</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>157</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Study Questionnaire (N=157)
Table 4.14 asserts that the difference in students’ performance in KCSE in relation to their parents’ income level is significant ($\chi^2 = 56.739$, df = 6, $P = .001$). The null hypothesis was rejected, since $p < 0.05$ (in reality $p < 0.001$). Also, ($\chi^2 = 56.739$, df = 6, $P = .001$) supports existence of a relationship between parent’s income level and students KCSE performance which is the alternative hypothesis. These findings relate to those of other studies (Rothstein, 2004; Conger and Elder, 2012; Muller, 2015).
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary of the findings, conclusions and recommendations respectively.

5.2 Summary of Research Findings

5.2.1 General and Demographic Information
Equal number of students and parents responded to the questionnaire, 157 (90%) in all the sampled areas. Only 52 (33%) of the students indicated that they had been in the school that they did their national examination for 4 years while 101 (64%) indicated that they had spent less than 4 years. In addition, 4 (3%) of the students indicated that they had been in the school that they did their national examination for more 4 years. Fifteen percent, of the students had repeated classes. Majority of the students, 89 (56.7%) in public secondary schools of Marama South, Kakamega County indicated that they achieved grade C in KCSE. However, none, 0 (0.0%) of the students achieved grade A or E in KCSE. Most, 64 (40.8%) students indicated that their home environment meaningfully contributed to their performance in the national examination. Nonetheless 61 (38.9%) noted that they did not own any textbook while in secondary school, but 86 (54.8%) of the students noted that their school fee payment was made on time. More than three quarters of the students, 112 (71.3%) indicated that they lived with their parents.

Among the parents sampled for the study, 88 (56%) were male and 69 (44%) were female in public secondary schools of Marama South, Kakamega County. Majority
of the parents 74 (47.1%) who responded to the questionnaire, their age oscillated between 40-50 years. At least, 41 (26.1%) of the parents indicated that they were above 50 years old whereas, 42 (26.8%) indicated that they were below 40 years. Most parents 71 (45.2%) indicated that their family size had 5-7 children.

5.2.2 Parents’ Education Level on Students’ KCSE Performance

Eighty percent of the parents who responded to the study questionnaire in public secondary schools of Marama South, Kakamega County indicated that they had attained secondary education while only 3 (1.9%) of parents indicated that they had no formal education. A strong positive and statistically significant correlation \(r = .628, p = .000\) at alpha 0.01 level of statistical significance existed between parents’ education level and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. Student’s KCSE performance in public secondary schools’ in Marama south, Kakamega County 40.9% of the variation can be predicted from the relationship between the parents’ education level and the performance of the students in the KCSE.

Ninety two percent of the students who scored the highest grade, B, their parents had attained secondary education. Highest education of parents whose students had scored the lowest grade (D) was primary education. Chi-square tests revealed a statistical significant difference \(\chi^2 = 56.253, df = 6, P = .001\) in students’ performance in KCSE in relation to their parents’ level of education. The null hypothesis was rejected, since \(p < 0.05\). The findings therefore, concludes that educated parents have information on the benefits of education, the quality of secondary schools on the selection process that allows students from poorer backgrounds access quality schools/colleges. This gives a cost-effective way of
improving the outcomes of the students in the national examinations from disadvantaged backgrounds.

5.2.3 Parents’ Occupation status on Students’ KCSE Performance

Sixty seven percent of the parents sampled for the study indicated that they were privately employed. Only, 14 (8.9%) and 17 (10.8%) of parents indicated that they were self-employed farmers and employed by government respectively. Among the self-employed parents, 59 (37.6%) indicated that they were self-employed business much more than those who indicated that they were self-employed farmer and employed by the government at the time of this study. Most parents however, 86 (54.8%) indicated lack of resources as the major challenge they encountered in educating their children in secondary school. The study found that there is a strong positive and statistically significant correlation (r = .703, p = .000) at alpha 0.01 level of statistical significance between parents’ occupation status and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. It also established that 50.1% of the variation in student’s KCSE performance in public secondary schools’ in Marama south, Kakamega County can be predicted from the relationship between the parents’ occupation status and the performance of the students in the KCSE.

Among the students who scored the highest-grade B, 88.9% of them, their parents were employed by the government or private firms. Most, 80.0% of the students who scored the lowest grade (D) their parents were self-employed farmers. Chi square tests affirmed that the difference in students’ performance in KCSE in relation to their parents’ occupation status was significant (χ2 =87.624, df =6, P =.001). The null hypothesis was rejected, since p < 0.05.
Parents’ Income Level on Students’ KCSE Performance

Almost half of parents in public secondary schools of Marama South, Kakamega County indicated that their approximate monthly income ranged between Ksh. 10,001 and Ksh. 20,000. Only 20 (12.7%) parents indicated an approximate monthly income of below Ksh. 5,000 and 34 (21.7%) parents indicated an approximate monthly income of above Ksh. 20,000. The study found that 141 (89.8%) of the students indicated that their parents attended all their school functions. However, only 39 (24.8%) of the students indicated that they received pocket money from their parents while most students 113 (72.0%) indicated that they discussed education issues with their parents. The study established a strong positive and statistically significant correlation \( r = .609, p = .0001 \) at alpha 0.01 level of statistical significance between parents’ income level and the performance of the students in the KCSE in public secondary schools’ in Marama south, Kakamega County. The study also found that 38.3% of the variation in student’s KCSE performance in public secondary schools’ in Marama south, Kakamega County can be projected from the relationship between the parents’ income level and the performance of the students in the KCSE. Majority of the students, 96.8% who scored the highest grade, B, their parents had a minimum income level of above Ksh. 10,000. However, 60% of the students who scored the lowest grade (D) their parents had an income level of below Kshs. 5,000. The Chi-square tests attest that the difference in students’ performance in KCSE in relation to their parents’ income level is significant \( \chi^2 =56.739, df =6, P =.0001 \). The null hypothesis was rejected, since \( p < 0.001 \).
5.3 Conclusion

Based on the findings, the following conclusions were made:

In first objective: Establish the effect of parental education level on academic performance in the Kenya Certificate of Secondary Examination.

i. The higher the parents’ education levels the higher the student’s KCSE performance in public secondary schools in Marama-South, Kakamega County.

ii. Relationship between parents’ education level and students’ KCSE performance in public secondary schools in Marama-South, Kakamega County can be used to predict more than forty percent of the variation in student’s KCSE performance.

iii. The difference in students’ performance in KCSE in relation to their parents’ level of education is significant thus the study null hypothesis ‘no relationship between parents’ education level and the student academic achievement in KCSE in public secondary schools in Marama-South, Kakamega County was rejected.

In second objective: Examine the extent to which parental occupation status influences the student’s academic achievement in the Kenya Certificate of Secondary Examination.

i. The higher the parents’ occupation status the higher the student’s KCSE performance in public secondary schools in Marama-South, Kakamega County.
ii. Relationship between parents’ occupation status and students’ KCSE performance in public secondary schools in Marama-South, Kakamega County can be used to predict more than half of the variation in student’s KCSE performance.

iii. The difference in students’ performance in KCSE in relation to their parents’ occupation status is significant thus the study null hypothesis ‘no relationship between parents’ occupation status and the student academic achievement in KCSE in public secondary schools in Marama-South, Kakamega County was rejected.

In third objective: Determine the effect of parental income status on academic performance in the Kenya Certificate of Secondary Examination.

i. The higher the parental income levels the higher the student’s KCSE performance in public secondary schools in Marama-South, Kakamega County.

ii. Relationship between parents’ income level and students’ KCSE performance in public secondary schools in Marama-South, Kakamega County can be used to predict more than thirty percent of the variation in student’s KCSE performance.

iii. The difference in students’ performance in KCSE in relation to their parents’ income level is significant thus the study null hypothesis ‘no relationship between parents’ income level and the student academic achievement in KCSE in public secondary schools in Marama-South, Kakamega County was rejected.
5.4 Recommendations

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

i) Adult and continuing education provision to be made in Marama-South, Kakamega County through the provisions of Alternative Provision of Basic Education and Training (APBET) policy. This could be facilitated by collaboration and network with development partners such as Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs).

ii) Both local and national government should enhance creation and expansion of job opportunities in Marama-South, Kakamega County to enhance the occupation status of the residents.

iii) Parents should find ways of growing their income levels through diversification of the income sources among the residents of Marama-South, Kakamega County. Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs) need to provide awareness of existing job opportunities that can be used to supplement residents’ of Marama-South, Kakamega County income.

5.5 Recommendations for Further Research

Based on the findings of the study, another study should be carried out to investigate relationship between parents’ socio-economic status, students’ co-curricular achievements and school continuous assessment achievement in public secondary schools in Marama-South, Kakamega County. This study would be significant in revealing the association between the parents’ socio-economic status, students’ co-curricular achievements and school continuous assessment achievement in public secondary schools in Marama-South, Kakamega County and guide the way forward in the adoption of the new curriculum.
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APPENDICES

APPENDIX I: STUDENTS QUESTIONNAIRE

The purpose of this questionnaire is to collect important information in relation to the parental socioeconomic factors which affects academic achievement of public secondary schools students in Marama south, Butere Sub-county. It is therefore not meant to be a test. You are kindly requested to answer all the questions and not to write neither your name nor of your school on it. Be guaranteed that the information collected from this questionnaire will remain confidential and will be used solely for the purpose of this research. Your sincere participation is highly appreciated.

Instructions: Tick (√) where appropriate and elaborate where required

1. How long have you been in this school?
   1yr ( ) 2yrs ( ) 3yrs ( )
   4yrs ( ) More than 4 years ( )

2. Have you repeated any class? Yes ( ) No ( )
3. Which grade did you attain in the KCSE exam?
   A ( ) B ( ) C ( ) D ( ) E ( )

4. What has majorly contributed to your performance stated above?
   School environment ( ) Home environment ( )
   Peer pressure ( ) Personal ( )

5. How many personal text books do you have?
   1 ( ) 2 ( ) 3 ( ) 4 ( )
   Above 4 ( ) None ( )

6. Do you have a school bag? Yes ( ) No ( )

7. Do you have the mathematical instruments required (geometrical set, ruler etc.)? Yes ( ) No ( )
8. Is your fees paid on time? Yes ( ) No ( )
9. Do you live with your parents? Yes ( ) No ( )
10. What is the education level of your parents?
    i. Father - Primary ( ) Secondary ( )
       Tertiary(college/university) ( ) No formal education ( )
    ii. Mother - Primary ( ) Secondary ( )
        Tertiary(college/university) ( ) No formal education ( )
11. What is the occupational status of your parent?
    i. Father – Employed Government ( ) Self-employed Farmer ( )
       Private ( ) Business ( )
    ii. Mother - Employed Government ( ) Self-employed Farmer ( )
        Private ( ) Business ( )
12. What is the monthly income of your parents? Below Ksh. 5000 ( )
    Ksh 5001- Ksh 10000 ( ) Ksh 10001- Ksh 20000 ( ) Above Ksh. 20000
13. How many are you in your family? (1) (2) (3) (4) (5)
    More than five ( )
14. Do your parents attend school functions? Yes ( ) No ( )
15. If yes, who attends most: Father ( ) Mother ( )
16. Are you given any pocket money? Yes ( ) No ( )
17. If yes, how much money are you given per week?
    Ksh.10 ( ) Ksh.20 ( ) Ksh.50 ( )
    Above Ksh.50 ( ) If other specify ..............................................................
18. Do you have time with your parents on education matters?
    Yes ( ) No ( )
19. How often? Daily ( ) once in a while ( )
    Never discuss education matters ( )
20. Are you given an opportunity to give your opinion at home?
    Yes ( ) No ( )
21. Who listens to you most?
   Father (  )  Mother (  )  Both (  )  None (  )

22. Do you have a study room at home?  Yes (  )  No (  )

23. Do you have a home library?  Yes (  )  No (  )

24. Do your parents buy you education materials for home library?
   Yes (  )  No (  )

25. Are you taken for academic trips by your parents?
   Yes (  )  No (  )
APPENDIX II: PARENTS QUESTIONNAIRE

The purpose of this questionnaire is to collect important information in relation to the parental socioeconomic factors which affects academic achievement of public secondary schools students in Marama south, Butere Sub-county. It is therefore not meant to be a test. You are kindly requested to answer all the questions and not to write neither your name nor of your school on it. Be guaranteed that the information collected from this interview will remain confidential and will be used solely for the purpose of this research. Your sincere participation is highly appreciated.

Instructions: Tick (√) where appropriate and elaborate where required

1. Gender:  Male ( ) Female ( )

2. Age: 30-39 years ( ) 40-50 years ( )
         51-60 years ( ) 61 years and above ( )

3. Educational attainment:
   i. Father - Primary ( ) Secondary ( ) Tertiary(college/university) ( )
      No formal education ( )
   ii. Mother - Primary ( ) Secondary ( ) Tertiary(college/university) ( )
      No formal education ( )

4. Occupation:
   a. Father – Employed Government ( ) Self-employed Farmer ( )
      Private ( ) Business ( )
   b. Mother - Employed Government ( ) Self-employed Farmer ( )
      Private ( ) Business ( )

5. Level of income per month? Below Ksh. 5000 ( ) Ksh 5001- Ksh 10000 ( )
   Ksh 10001- Ksh 20000 ( ) Above Ksh. 20000

6. Family size:
   2-4 ( ) 5-7 ( ) 8-10 ( ) 11 and above ( )
7. How many children do you have in secondary school?
   1 ( )  2 ( )  3 ( )  Above 3 ( )

8. How often do you visit your child/children in school?
   Frequently ( )  Once in a month ( )
   Once in a term ( )  Never visits ( )

9. What grade did your child attain in KCSE?
   10. A ( )  B ( )  C ( )  D ( )  E ( )

11. Are you pleased with the academic achievement of your child?
    Yes ( )  No ( )

12. If no, what is the reason?
    Lack of text books ( )  Fees problems ( )  Peer pressure ( )
    Indiscipline cases ( )  Lack of learners interest in academics ( )

13. Was fees paid solely by you or you had other guarantors?
    By me ( )  Bursary ( )  Well-wishers ( )
    An organization ( )

14. Was your child involved in any after-school activities (academic or non-academic)?
    Yes ( )  No ( )

15. If no, why was your child not involved?
    Health problems ( )  Home environment ( )  Personal ( )

16. What did you want your child to accomplish by attending school?
    Have a good career ( )  Have no idea ( )
    Be a business person ( )

17. Do you have a plan for your child to attend college after completing secondary education?
    Yes ( )  No ( )

18. What challenges did you face in helping your child achieve highly in school?
    Lack of time ( )  Lack of resources ( )  Lack of interest ( )

19. How often did you help your child in his/her homework?
    Daily ( )  Once in a while ( )  Never helped ( )
### APPENDIX V: BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>ITEM No.</th>
<th>DESCRIPTION</th>
<th>COST ESTIMATES (Ksh.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer accessories (browsing, typing)</td>
<td>100,000</td>
</tr>
<tr>
<td>2</td>
<td>Software (Microsoft office, Adobe Acrobat, Operating system, Antivirus, SPSS)</td>
<td>150,000</td>
</tr>
<tr>
<td>3</td>
<td>Data storage (flash disc, CD’s)</td>
<td>10,000</td>
</tr>
<tr>
<td>4</td>
<td>Printing costs</td>
<td>30,000</td>
</tr>
<tr>
<td>5</td>
<td>Socioeconomic journals and educational papers</td>
<td>25,000</td>
</tr>
<tr>
<td>6</td>
<td>Stationary</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>325,000</strong></td>
</tr>
</tbody>
</table>