

## **Influence of Socio –Economic Status of Parents on Students' Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub-County, Kisii County, Kenya**

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### **Abstract**

The purpose of the study was to assess the extent to which parents' socio-economic status influence students' academic performance in public day secondary schools in Marani Sub- County Kisii County, Kenya with a view to generating policy recommendations on how to manage their effects. This study used a descriptive survey design. The unit of analysis was 29 public day secondary schools in Marani Sub- County of Kisii County, Kenya. The respondents of the study were 1,501 form four students by the time of the study, 29 principals and 301 teachers. In this study simple random sampling was used to sample schools, teachers and students while purposive sampling was used for principals. This study employed content validity and the reliability coefficient of 0.8390 was obtained and was taken as being a perfect measure of the instruments of data collection. The findings of this study indicated that the lower the parents' socio-economic status the lower the students' average grade and number of points in performance while the higher the parents socio-economic status the higher the academic performance of the students. Based on the findings of this study, it was concluded that parents' socio-economic status influenced students' academic performance in public day secondary schools. The conclusions recommended that the Kisii County government in collaboration with Ministry of Education should sensitize parents with low level of education to attend adult classes organised by the communities for them to be explained about the reading and writing; calculating; monitoring students' academic activities both at home and at school.

**Key Words:** Socio –economic status, academic performance

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### **I. Introduction**

When students are in school, they may be influenced by social- economic status of parents. This leads to students receiving fewer hours of classroom instruction and hence deteriorating in academic performance. Perez-Pena (2012) indicated that this is a key indicator of problems that lead to dropping out of school and lower academic achievement. Powell and Arriola (2003) explored the psychosocial variables which included community service, academic motivation, social support, and students' methods of handling unfair treatment of high school students in the US. Their results showed that after gender and absenteeism were controlled for; only the method of handling unfair treatment was positively associated with grade point average (GPA),  $p < .05$ . This study found that there was a strong negative association between the way the student copes with unfair treatment and GPA. The study by Powell and Arriola (2003) suggest that students who talk to others about being treated unfairly instead of keeping it to themselves are more likely to have higher GPAs.

A bipartisan initiative for education reform that alters the federal government's role in kindergarten-through-grade-12 education was signed by asking America's schools to elaborate their success in terms of what each student accomplishes (U.S Department of Education, 2002). This act was developed in response to gaps in academic achievement that have been noted along the lines of race, ethnicity, and income. State-wide policies in Illinois, Alaska, Missouri, and New Jersey describe the need to incorporate psychosocial skills into educational programs to improve students' academic performance. These programs used grade-appropriate psychosocial standards, guidelines, curriculum modules, checklists, and more (Lantieri, 2008). The integration of psychosocial factors changed the meaning of educational accountability from a focus on achievement testing to helping students become life-long, autonomous learners.

Franky and Chamundeswari (2014) carried out their study in schools of Chennai, India, where they proposed that the social standing of an individual is strongly characterized by the predominant features of his or her family background. Academic achievement of a student was greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and

school environment. According to the study of Lisette, Leeuwen, and Pol (2013) in Peru, students with academic deficits or adolescents that exhibit psychosocial problems might be at risk for posterior psychological maladjustment. It was advisable, if possible, to meet the learning needs or demands of these children in order to prevent them from developing insecurity, lack of self-confidence and even disruptive behaviour.

In African countries such as Nigeria, the study by Onabamiro, Omoruyi, Sayingbe, and Rosiji (2013) on secondary schools in Lagos State of Nigeria indicated that study habit, career aspiration and parental involvement had a significant effect on academic self-efficacy; each independent variable made significant relative contributions to the academic self-efficacy of students and there is significant relationship among study habit, career aspiration and parental involvement and academic self-efficacy. Based on these findings, it was recommended among others, that the government and parents should provide enabling environment for teaching and learning, the confidence in the students should be boosted, parents and teachers should encourage students to aspire for greater heights. Only those who were more self-efficacious about being able to effectively manage and cope with these circumstances were expected to have probability of succeeding even if others had the same inherent ability or skill level. Parental involvement had been identified as a factor that improves students' academic self-efficacy. When parents were involved, the academic self-efficacy of students was enhanced. The child's first place of contact with the world is the family. As a result, the child acquires initial education and socialization from parents and other significant persons in the family. The parents are in short, the child's first teachers (Adeyemo, 2007).

According to the study by Chinyoka (2013), students raised in low-income families of Zimbabwe are at risk of academic and social problems, as well as poor health and well-being, which can, in turn, undermine their educational achievement. In spite of the overwhelming effects of poverty on the student's education and development, some teachers and headmaster pointed out that a significant number of students from low-income families had thrived in their academic performance. They emphasised the importance of self-efficacy and resilience among the learners, and the financial, material and psychological support of the parents as contributing to academic success.

A study by Boa (2014) revealed that high performing secondary students in Tanzania were those with positive attitude towards academic studies which enabled them to be hardworking, self-confidence, diligent and motivated. These characteristics were reinforced in school through trips/tours, providing students with extra academic assignments to perform at home, awarding them certificates and giving them special privileges in schools. However, Boa (2014) argues that high academic performance in secondary schools may not occur from students' characteristics only, but these must be linked with the support from the family and the school environment. If students are not supported by their families and be consistently reminded of their roles and expectations of the parents, they will not value themselves or the education they pursue.

According to Mwaura (2014), parents' socio-economic status and provision of learning resources influenced the students' academic performance at the Kenya Certificate of Secondary Examination (K.C.S.E). In this study, it was found out that socio-economic status influences school attendance. The previous scholars, such as Aming'a (2015) had studied on students' characteristics, gender, school environment and teachers experience in relation to students' academic performance. These studies had not exhausted on influence of psychosocial factors on students' academic performance in public day secondary schools. There was need for this study to fill this gap by exploring on the influence of selected psychosocial factors on students' academic performance in K.C.S.E in public day secondary schools, especially in Marani Sub-county. In Marani Sub-county, the K.C.S.E. performance in public secondary schools has been dismal. For instance the average academic performance for the public secondary schools in Marani Sub- County for 2014 to 2018 is as shown in Table 1.

**Table 1. Average Academic Performance for Day and Boarding Schools in Marani Sub- County in the past Five years (2014 to 2018)**

Year	Boarding Schools	Day Schools	Overall Mean Score
2014	4.767	4.313	4.540
2015	4.512	4.248	4.380
2016	3.584	2.756	3.170
2017	3.364	1.716	2.540
2018	3.096	3.032	3.064

**Source: Marani Sub-County, SCEO's Office 2019**

Based on the data in Table 1, it can be realized that the academic performance in the boarding schools is fairly higher than that of the day schools. Therefore, this study sought to assess the extent to which parents' socio-economic status influence students' academic performance in public day secondary schools in Marani Sub- County.

### **Statement of the Problem**

The public day secondary schools in Marani Sub- County have benefitted tremendously from various devolved funds such as Constituency Development Fund and Free Day Secondary Education funds. These funds have been used to put additional school facilities and provide bursaries to the needy students. Despite efforts made by the sub-county to improve academic performance in the public secondary schools, the academic performance for students in the public day schools in Marani Sub-County is dismal (Ministry of Education, 2019). The mean score has been low as compared to other neighbouring sub-counties such as Kisii Central Sub-county and Rachuonyo Sub-county which had been gradually improving their K.C.S.E mean scores. For instance 25.8% of students had been scoring mean grade of C+ and above in K.C.S.E in Marani Sub-county, which was low as compared to 39.4% in Kisii Central Sub-county and 44.3% in Rachuonyo Sub-county. The previous studies had addressed the incremental contributions of psychosocial factors in the influencing academic achievement at the secondary school level, but they were not clear how student psychosocial factors interact with prior academic achievement when predicting subsequent academic achievement (Lounsbury, Sundstrom, Loveland, & Gibson, 2003). A combination of prior academic achievement and psychosocial factors can predict students' later achievement (ACT, 2008), but interactions between academic achievement and psychosocial factors were not yet fully understood. Therefore, the study was designed to assess the extent to which parents' socio-economic status influence students' academic performance in public day secondary schools in Marani Sub- County.

### **II. Objective of the Study**

- To assess the extent to which parents' socio-economic status influence students' academic performance in public day secondary schools in Marani Sub- County.

### **III. Literature Review**

Socio-economic status of parents is a universal variable consisting of a number of sub - categories: parental education, employment rate, family composition and family income. It applies to lower classes or working-class families with poor housing. According to Rothstein (2004), socio-economic status of parents has a great influence on students' academic performance of children. Parents of different occupation classes often have different styles of child upbringing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothstein, 2004). This study did not clarify on the influence of socio-economic status of parents on students' academic performance.

According to Suleman, Hussain, Khan and Nissa (2012) in their study on effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in Karak District of Pakistan, parental occupation has a significant influence on the academic achievement of students. It performs a remarkable role in students' academic achievement. According to this study, good parental occupation has a positive influence on the academic achievement of students. The findings indicated that parental education and occupation and facilities at home influence the student's achievement. However, the study findings of this study have not shown the influence of all the socio-economic components of parents on the students' academic performance.

Memon, Joubish and Khurram (2010) in the Secondary Schools of Malir District of Karachi in Pakistan found that parents with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support the students' education. The parents with low socioeconomic status often lack the financial, social and educational supports that characterize families with high socio-economic status. It was noted that poor resources could not promote and support children's development and school readiness. Parents with low socioeconomic status may have inadequate skills for such activities as reading to and with their children and they may lack information about childhood immunizations and nutrition. Inadequate resources and limited access to available resources can negatively influence families' decisions involving their young children's development and learning. Consequently, children from families with low socio-economic status are less prepared than their peers from families with medium or high socio-economic status. This study did not exhaustively discuss the influence of various components of parents' socio-economic status on students' academic performance.

The study in Nigeria by Eze (2002) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio – economic background under the same academic environment. Moreover, Smith, Ferguson, and Caris (2001) asserted that significant predictor of intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers have posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school

schedules (Guerin, Reinberg, Testu, Boulenguez, & Mechkouri, 2001). In a previous local finding in Nigeria, Oni(2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio–economic statuses.

The health status of the children which could also be traceable to parental socio – economic background can be another factor that can affect the academic performance of the students. In the selected schools in Enugu Estate of Nigeria, the study by Adewale(2002) reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio–economic background. Moreover, Eze (2002) had expressed that when a child gets proper nutrition, health care, stimulation during pre–school years, his ability to interact will take optimal advantage of the full complement of resources offered by any formal learning environment.

The study findings by Musangu, Ghazali and Mohammad (2017) noted that parents' socio-economic status affects academic performance of secondary school students in the Republic of Zambia. Although some scholars argued that parents with higher level of education have greater potential to get high status occupations which results in high financial earning, this study revealed that parents' income has strong influence on academic performance of secondary school students. The influence of parents' level of education on academic performance of secondary school students in Zambia was second while that of occupation was the least. The results of the study also revealed that female parents have more influence on academic performance of their children than the male parents. The study had not explained how the parental socio-economic status influenced students' academic performance.

Livumbaze and Achoka (2016) in their study in Hamisi Subcounty in Kenya, postulated that students receded academically at the secondary schooling level due to low parents' socio-economic status. A few from well-endowed families achieved favourable scores. This study recommended that the government should create an enabling environment for parents to be self-employed so that they cater for their children's educational needs such as the subsidized school fees. This study did not give the negative influence of both high and low socio-economic statuses of parents on students' academic performance. It also failed to bring out the influence of every kind of socio-economic status.

According to the study of Juma, Muasya and Masese (2016) in public secondary schools in Tana River County in Kenya, there is a significant positive correlation between parents' income and students' academic performance. This is because higher income parents are able to pay school fees in time, avail the necessary learning materials and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs. There is a significant positive correlation between parents' level of education and students' academic performance. This is because parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with assignments/homework as compared to their counterparts with lower educational level. There is a significant positive correlation between parents' occupation and students' academic performance. Students whose parents are in good formal employment exhibit higher academic attainments than those whose parents practice nomadic, peasantry or non-employed. The study by Juma, Muasya and Masese (2016) has not exhaustively related the parents' socio-economic status to the students' academic performance in public day secondary schools.

The study of Nadenge (2015) in selected secondary schools in urban settlement in Westlands Division of Nairobi in Kenya, established that the parents' occupation affected their children's academic performance. The influence can be both positive and negative. The parents' occupation determined whether they had enough time with their children and get involved in their learning or be able to pay their fees and provide for other needs. The study established that there was a non-significant correlation between the occupation of parents and academic performance of learners. It was established from the point of view where occupation determined ability of parents to finance the education of their children. It is likely to affect academic performance since parents who are not able to finance education are likely to have their children lacking most academic necessities and therefore have their performance affected. On the same note, occupation also determines time available for parents to follow up on the discipline of their children as well as their academic progress. On a different approach, children who came from poor families were seen to work extra hard to liberate themselves from such conditions and are therefore likely to perform well academically. Nadenge (2015) did not discuss about rural day secondary schools pertaining to the influence of socio-economic status of parents on students' academic performance.

### **Theoretical Framework**

This study was informed by the following theories: Walberg's Theory of Educational Productivity and Attitudinal Theory.

### **Walberg's Theory of Educational Productivity**

This study was based on Walberg's (1998) theory of Educational Productivity that suggests that schools are the focal point for the positive influence on a student's academic success. There are other numerous factors in achieving success outside the realm of curriculum, and instructional strategies and practices. Community support, parental involvement, and the psychological characteristics of students also play an essential role in the academic achievement of all students. Walberg's theory is applicable in determining the different factors that influence academic achievement.

Walberg's theory demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. He reported, based on the large-scale implementation of a Social-Emotional Learning (SEL) program, that student who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals, and who were organized in their approach to work, Self-Regulated Learning (SRL), performed better in school.

Walberg stated that the most essential factor of academic success for students from low parental socio-economic status is the home environment. It is more essential than other factors influencing academic achievement, such as parental income and education. Schools cannot change the factors of parental education and income but can have a positive influence on the home environment by educating and working with parents. Walberg suggests that the family's socio-economic status plays a significant role in the involvement of the student's educational process. Research reveals that families from a high socio-economic background are more involved in the educational process than those from a low socio-economic background.

The theory suggests that the success of a student's academic achievement is strongly dependent upon parental involvement. This is extremely true for those students that come from a low socio-economic background. These individuals need to have parental involvement in their academic journey in order to achieve a high level of educational success. The author stated that historically students from a low socio-economic background are the ones not receiving the essential involvement from home. They are the students whose academic achievement is failing the most. The author noted that parental involvement created higher grades and test scores, long-term academic achievement, positive attitudes and behaviour, more successful programs, and more effective schools. Walberg (1998) noticed that poorer communities tend to have less parental involvement than more advantaged communities. These families tend to have more survival issues, such as money and safety, than educational focus for their children. Parents from low socio-economic communities tend to have poor relationships with the school because they perceive that they are not being respected. The author suggested that it is necessary that schools make collaborative efforts to involve parents and make them feel comfortable communicating with the administration and teachers. His study found that the major factors contributing to the academic achievement could be explained with respect to: students' home background, institutional characteristics, students and external influence. From Walberg's (1998) theory it is evident that there is strong linkage between students' academic achievement and their socio-cultural background. This theory is relevant to the current study as the researcher uses it to conceptualize that the student's academic performance may be influenced by the parent's income, education and occupation.

Further, Walberg's theory suggests the importance of the domain of motivational orientations; he reveals that families from high socio-economic background are more involved in education than low socio-economic background. This can be used to explain the influence of peer pressure of students on academic performance. Students whose peers come from high class background will tend to influence those from high socio-economic background and may perform well in class while those from low-socio-economic background may also be influenced by those of their status hence perform poorly. There is the saying that states that "Birds of the same feathers flock together"

### **Attitudinal Theory**

This study used attitudinal theory of Fishbein and Ajzen (1975). It has three major components;- cognitive domain, affective domain and psychomotor domain. The three components must move in the same direction on the continuous of primary attitude and intermediate attitude target attitude, if not conflict arise. The learner must change his attitude in order to perform well in school. In this study the influence of selected psychosocial factors on students' academic performance was found to be affected by peer pressure, socio-economic status of parents and their own intrinsic view on academic's in KCSE. Then if the three components were to be achieved then the student academic drop could rise up and students could perform well and perfectly join the university level of learning.

#### IV. Methodology

This study used descriptive survey research design. Research design is a systematic study with a framework that assists an individual to perform a task, the arrangement of conditions for collection and analysis of data in a manner that aims at combining relevance to the research purpose, with economy of information in the procedure (Orodho, 2006). Descriptive survey design sought to show the influence of psychosocial factors in secondary schools. The descriptive survey design facilitated collection of data from students, class teachers and principals on their opinions, feelings and experiences.

The study targeted form four students because they had been in school for long time than the other students in lower classes. Thus, they provided reliable information for the study. The target population from which the sample size was drawn consisted of 29 public day secondary schools in Marani Sub-County which had 1,501 form four students by the time of the study, 29 principals and 301 teachers (Marani Sub-County Education Office, 2019).

This study used simple random sampling method to sample schools, teachers and students. As for principals, purposive sampling method was used. A sample is a small part of anything intended as a representative of the whole. Orodho (2006) says sampling is done because it is impossible to test every single individual in the population. Besides it saves time, money and effort. Ten percent of the target population was selected as sample size which was reliable for the study and this was in accordance to Mugenda & Mugenda (2003). The list of all the 29 secondary schools in Marani Sub-County was drawn from the Quality Assurance and Standards office (QASO), Marani Sub-County to make a sample frame which was the actual number of respondents selected. The researcher would carefully list down all the twenty-nine schools in Marani Sub-County. The researcher then proceeded to cut the list into pieces, each representing a school. The researcher further divided them into two zones, Marani and Kegogi, and then proceeded to place the pieces of papers into two boxes, each representing a respective zone.

After shaking to mix the papers in the boxes, five schools were picked from each box. A total of 30 teachers and 150 students were sampled using random sampling technique. Purposive sampling was used to select 9 principals to be used to participate in the study. The purposive sampling was useful to reach the targeted sample quickly. The sample distribution was 150 students, 30 teachers and 9 principals, giving a sample size of 189 respondents. Struwig and Stead (2001) suggested that a sample size of 150-200 respondents provided is correct and reliable. Table 2 shows the sample distribution of respondents.

**Table 2: Sample Distribution**

Respondents	Frequency	Percentage
<b>Students</b>	150	79.4
<b>Teachers</b>	30	15.9
<b>Principals</b>	09	4.7
<b>TOTAL</b>	<b>189</b>	<b>100.0</b>

In this study, the researcher prepared another set of pieces of papers with “YES”/ “NO” options, place them in a box and allowed students to pick them. The ones who had picked “YES” were selected to participate as respondents. Using this method, the researcher selected fifteen form four respondents. Using the same procedure again, three teachers were selected. This was repeated in all the 10 randomly selected schools to pick the students’ respondents and teachers to actively participate in the research study.

This study used questionnaires and interview schedule as the main data collection instruments. A pilot study is a small-scale test of the methods and procedures to be used on a larger scale. Porta (2008) says that the fundamental purpose of conducting a pilot study is to examine the feasibility of an approach that is intended to ultimately be used in a larger scale study. Reliability of the instruments of data collection was checked through piloting, whereby student population of 100 from 5 sampled schools, 5 teachers and 2 principals from neighbouring Kisii Central Sub-County were piloted.

Content validity of the questionnaires and interview schedules, the researcher sought supervisory assistance of experts in the field of Educational Psychology of Maasai Mara University. The instrument gave the required feedback for implementation. Through this, the researcher was able to identify areas of difficulty in the research work and make the necessary adjustments before the actual study.

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. The Cronbach’s alpha coefficient of reliability between the two separate administrations of the questionnaires was 0.8390 by use of the Statistical Package for Social Sciences (SPSS version 21.0) software and this was high enough to confirm the reliability hence adopted for the study (Mugenda & Mugenda, 2003). Quantitative data was analysed using descriptive statistics such as, frequencies, percentages and distribution tables aided by Statistical Packages for Social Sciences (SPSS). Qualitative data derived from interview schedule was analysed by making inferences from views and opinions of respondents and transcriptions analysed according to emerging themes and presented in quotes and narratives. The information

obtained was then summarized and organized according to research objectives, arranged in themes and presented in narrative form.

### V. Study Findings

#### **Influence of Socio-economic Status of Parents on Students’ Academic Performance**

The purpose of the study was to assess the extent to which parents’ socio-economic status influence students’ academic performance in public day secondary schools in Marani Sub- County. The students were asked to indicate parents’ economic status and indicate their average grades and points for the first, second and third terms of previous year of study. This was important as the study sought to assess the extent to which the parents’ socio-economic status influenced performance of the students. Their responses are shown in Table 3.

**Table 3: Parents’ Socio-economic Status and Students’ Academic Performance**

Parents’ Socio-economic Status		Students		Average Grade	Average Points
Social Class	Kshs. pm	F	%		
Lower Class	1000-10000	71	47.3	D+	4.0000
Lower Middle Class	10001-20000	41	27.3	C	6.0000
Upper Middle Class	20001-50000	25	16.7	B	9.0000
High Class	50000- 100000	13	8.7	A-	11.0000
Total		150	100.0	A	12.0000

From the results in Table 3, show that slightly more than half (71) 47.3% of the students indicated that their parents belong to the lower class with the net earnings of between Kshs. 1000- 10000 per month. The average grade of these students was found to be a D+ (plus) with an average number of points of 4.0000. Further, the table shows that (41) 27.3% of the students indicated that their parents belonged to the lower middle class with the net earnings of between Kshs. 10001- 20000 per month. The average grade of these students was found to be a C (plain) with an average number of points of 6.0000. In addition, the table shows that (25) 16.7% of the students indicated that their parents belonged to the upper middle class with the net earnings of between Kshs. 20001- 50000 per month. The average grade of these students was found to be a B (plain) with an average number of points of 9.0000. Finally, results from the table showed that (13) 8.7% of the students indicated that their parents belonged to the high class with the net earnings of between Kshs. 50001- 100000 per month. The average grade of these students was found to be a A- (minus) with an average number of points of 11.0000. From these findings, it can be implied that the lower the parents socio-economic status the lower the students average grade and number of points in academic performance. It can also be implied that the higher the parents socio-economic status the higher the academic performance of the students. This implies that parents’ socio-economic status influences the academic performance of the students in secondary schools. These findings are in line with those of Amutabi (2003) who asserts that the segregating nature of social class, ethnicity may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. It contradicts the findings of Sheldon (2003) observes that even in families with above average income parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care both before their children start school and during the early school years.

The researcher further sought from the students the extent parents’ socio-economic factors affect their academic performance and the responses are as in Table 4.

**Table 4: Parents’ Socio-Economic Factors and Students’ Academic Performance**

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
School fees is always paid late	42	28.0	42	28.0	32	21.3	34	22.7	150	100.0
Parents are not rich to provide enough space for my studies	26	17.3	39	26.0	43	28.7	42	28.0	150	100.0
School materials are not provided by my guardians	46	30.7	56	37.3	25	16.7	23	15.3	150	100.0
I help my parents to raise my school fees	25	16.7	13	8.7	56	37.3	56	37.3	150	100.0
Parents are financially stable to adequately provide with everything needed	26	17.3	28	18.7	39	26.0	57	38.0	150	100.0

Results in Table 4 shows that (84) 56.0% of the students agreed with the fact that their school fees are always paid late which affects their performance whereas (66) 44.0% of them disagreed. This implies that most

of the parents are not able to pay fees in time to allow the students in school. As a result, the academic performance of the students is low. This is in line with Bakken (2003) who asserts that the source of income is essential for meeting the learner's educational needs as well as participating on social activities.

It is further indicated that (65) 43.3% of the students agreed that their parents are rich and they have the basics for their studies while slightly more than half (85) 56.7% of them disagreed. This implies that most of the parents/guardians are not able to provide the basics for their studies. As a result, the academic performance of the students is affected. This is in line with APA (2001) which asserts that sometimes, when basic necessities of learners are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development.

In addition, it was found out that (102) 68.0% of the students agreed that most times their school supplementary materials are not provided by their parents/ guardians because they are not financially able whereas (48) 32.0% of them disagreed. This implies that most parents are not able to provide school supplementary materials to give them humble time to study. As a result, the academic performance of the students is affected. This is in line with Kalil (2005) who asserts that unstable or insufficient funds limits families' ability to purchase the resources and goods (school, housing, food and cognitively enriched learning environment) that are critical for successful development and academic performance.

Information in Table 4 further reveals that (102) 68.0% of the students agreed that sometimes they miss school because they help their parents/guardians to raise money for their school levies/ fees and this affects their academic performance whereas (48) 32.0% of them disagreed. This implies that most parents struggle to look for school levies/fees which lead to late payment hence affecting the students' academic performance. This is in line with Hill et. al., (2004) who found out that those students from homes with low income due to low parental occupations may model their parent's lower levels of educational attainment and thus not work hard to attain high grades in school. They further observed that there was a link between academic performance and future occupational success may be less clear for children from low socio-economic status homes.

Finally, it was found out that (54) 36.0% of the students were in agreement that their parents/guardians were financially stable and they adequately provide them with everything they needed for schooling whereas majority (96) 64.0% of them disagreed. This implies that most of the parents in Marani Sub-County were economically challenged. This is in line with the findings of Jeynes (2002) who noted that there was a positive correlation between socio-economic status of a family and the academic performance of a student. Hochschild (2003) argues that students who come from low socio-economic background earn lower test scores and are more likely to drop out of school. Emmon (2005) believed that low socio-economic background negatively affects academic performance as this hinders access to vital resources and creates additional stress at home.

These findings were confirmed through the study carried by Suleman, Hussain, Khan and Nissa (2012) where it was noted that academic achievement of a student is directly proportional to the parental income, education and occupation. That is why it is right to suggest that high socio-economic status of the parents plays a fundamental and essential role in the enhancement of their children's academic achievement. However, according to Machebe and Ifelunni (2014), it was revealed that parental socio-economic status and parental educational background did not have significant influence on the academic performance of the students. In contrast, the study also indicated that the parental educational qualification and health status of the students were identified to have statistical significant influence on the academic performance of the students. The two factors that indicated significant influence do reflect nature of the student home environment and played remarkable role in the academic achievement of the respondents. Government could come in to raise the level of academic achievement among students in rural area.

The findings of this study were also confirmed by Memon, Joubish and Khurram (2010) who indicated that parents with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support status often lack the financial, social and educational supports that characterize families with high socio-economic status. Poor resources were incapable of promoting and supporting children's development and school readiness. Parents may have inadequate skills for such activities as reading to help their children and may lack information about childhood immunizations and nutrition. Inadequate resources and limited access to available resources can negatively affect families' decisions concerning their young children's development and learning. Consequentially, children from families with low socio-economic status are less prepared than their peers from families with medium or high socio-economic status.

The study by Juma, Muasya and Masese (2016) confirmed the findings by revealing that there is a significant positive correlation between parents' income and students' academic performance in Tana River County. This is because higher income parents are able to pay school fees in time, avail the necessary learning materials and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs. According to Juma, Muasya and Masese (2016) it was



suggested that there is a significant positive correlation between parents’ level of education and students’ academic performance in Tana River County. This is because parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with assignments/homework as compared to their counterparts with lower educational level. This study also noted that there is a significant positive correlation between parents’ occupation and students’ academic performance. Students whose parents are in good formal employment exhibit higher academic attainments than those whose parents practice nomadic, peasantry or non-employed.

### **Influence of Socio-economic Status of Parents on Students’ Academic Performance**

- The objective of this study was to assess the extent to which parents’ socio-economic status influence students’ academic performance in public day secondary schools in Marani Sub- County.
- It was established by majority 70.0% of the students that their parents belonged to the lower class with the net earnings of between Kshs. 1000- 10000 per month and the lower middle class with the net earnings of between Kshs. 10001- 20000 per month respectively.
- It was found out that the student’s average grades was found to be a D+ (plus) with an average number of points of 4.0000 and a C (plain) with an average number of points of 6.0000 respectively.
- Further, it was established that the lower the parents socio-economic status the lower the students average grade and number of points in academic performance.

### **VI. Conclusion**

Based on the findings of this study, it can be concluded that parents’ socio-economic status influenced students’ academic performance in public day secondary schools.

### **VII. Recommendations**

Based on the conclusions made, the following recommendations were made:

- The Kisii County government in collaboration with Ministry of Education sensitize parents with low level of education to attend adult classes organised by the communities for them to be explained about the reading and writing; calculating; monitoring students’ academic performance activities both at home and at school. Schools should also have parents’ meetings to explain to them on how to improve the academic performance of the students. Students should not use the poverty of their parents as an excuse for failing in academics.

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