INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON PUPILS' ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY, KENYA

BY

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DECLARATION

DECLARATION BY THE STUDENT

This thesis is my original work and it has not been submitted to any other university for the award of any degree or diploma.

CAROLINE AUMA GORO **Signature……..…… Date……..…**

PG/MED/00031/2013

DECLARATION BY THE SUPERVISORS

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DEDICATION

This study is dedicated to my husband Paul O. Yongo and my children; Lavender Akinyi, Mouline Amondi and Tyler Otieno.

ABSTRACT

Although the government provides trained teachers and free primary education funds to each pupil in public schools, disparities have continued to exist in academic performance in each school. Academic achievement of pupils in Kisumu West Sub County has remained low in comparison with other neighboring sub counties, yet studies linking poor performance with socio economic status of parents in this particular area are limited. Between 2011 and 2014, Kisumu West's mean was 243.17; Kisumu East 256.19; Kisumu Central 278.14, Nyando 248.66 and Muhoroni 258.46. The purpose of this study was to establish the influence of parents'socio economic status on pupils' academic achievement in public primary schools in Kisumu West Sub County. The objectives were to establish the influence of marital status of parents, determine the influence of education level of parents, establish the influence of income level of parents, and to determine the influence of occupation type of parents on pupils' academic achievement. It was conceptualized in the study that pupils' academic achievement depends on socio economic status of parents. Descriptive survey and correlational research designs were adopted for the study. Target population was50 head teachers, 53class 8 teachers, and 2340 parents whose children were enrolled in class 8 for KCPE in 2016. Through Yamane's formula, a sample size of 44 head teachers and 46 class 8 teachers was selected. Random sampling was used to select 40 parents. Questionnaire was used on head teachers and class 8 teachers, while interview schedule was used on parents whose children are in class 8. Reliability of the instruments was determined by test re-test method whereby head teachers questionnaire had a coefficient of .78 and teachers questionnaire was .83 at p- value of .05.Validitywasdetermined by experts from educational management and foundations. Quantitative data was analyzed by use of frequency counts, means, percentages, and regressions analysis. Qualitative data was transcribed and analyzed in emergent themes and sub themes. The study established that marital status had moderate influence on pupils' academic achievement, indicated by an overall mean of 2.96. Parental level of education and income level have positive influence on pupils' academic achievement, accounting for 25% and 20% change in achievement respectively. Occupation type of parents had high influence on pupils' academic achievement, indicated by an overall mean of 3.84. The study concluded that parental socio economic status moderately influences pupils' academic achievement in public primary schools. It is recommended that single parents should inculcate discipline among their children to control truancy behaviour among them so as to enhance their academic achievement. The study findings are of significance to school administrators, policy makers, and parents on ways of contributing to students' academic achievement.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIHW : Australian Institute of Health and Welfare

CDF : Constituency Development Fund

GPA : Grade Point average

IV : Instrumental Variable

KCPE : Kenya Certificate of Primary Education

LFS : Labour Force Survey

OECD : Organization for Economic Co-operation and Development

PIAT : Peabody Individual Tests

SES : Socio Economic Status

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Successful learning in a child is dependent upon many factors. Similarly, child development involves multiple interactive systems of influence and dynamic interactions between the child, the education system, and wider social contexts over time (Australian Institute of Health and Welfare (AIHW, 2012). From a broader perspective, education is represented as a shared responsibility between parents, educators, governments and others, rather than being the exclusive domain of schools. Socio economic status of parents is vital for pupils' academic achievement since children look up-to their parents for guidance, protection and motivation to live a great life (Ntitika, 2014).

It has been argued that children brought up in less favorable conditions obtain less education, despite the large financial returns attributed to schooling (Heckman & Masterov, 2005). Indeed there is a large correlation between the education level of parents and their children (Björklund & Salvanes, 2011). De Lange, Dronkers, and Maarten (2014) investigated the influence of single family parent forms on children's educational performance among secondary school students from European countries using Organization for Economic Co-operation and Development (OECD). The study revealed that there is influence of form of family on educational performance: Students living in single-mother families' score nearly 14 points lower than students living with a mother and father, while those living with a mother plus guardian score on average 10 points lower. On the other hand, Abudu and Fuseini (2013) examined the influence of single parenting on pupils' academic performance with a focus on whether academic performance differed between child from single parents

home and those from two parent homes. Data analysis involved using cross tabulation and t – test. The results showed that there is a significant difference between the academic performance of pupils from single parent homes and those from two parent homes. The main conclusion drawn from this study is that single parenting has negative impact on a child's academic performance. However, both studies did not focus on how other aspects of marital status (like being widowed, separated, or divorced) other than single parents influence academic achievement. Moreover, the gender of the single parent could also influence academic achievement of the child. The current study assessed the influence of various aspects of socio economic status of parents on pupils' academic achievement.

Chevalier, Harmon, O' Sullivan, and Walker (2013) investigated the relationship between early school-leaving and parental education and income using UK Labour Force Survey data- a quarterly survey of households in the U.K. Using children aged 16 to 18 living at home, so as to match parental information to the child's record only when children are living with their parents. They found that, when using paternal occupation as instrumental variables, the results showed that one year of paternal education increases the probability of his daughter staying on in school by seven percent. In contrast, maternal education has no statistically significant impact on the probability of remaining in education for either sons or daughters.

A similar study in Malaysia by Jabor, Krissana, Kungu, Yahya, and Mohd (2011) sought to determine if parent educational status influences the achievement in high school science. This study utilized the student's grade point average (GPA) for science during high school years to measure achievement. It was found that majority of graduating high school students were either parent graduate from college. Most of graduating students attended public

schools. Most graduating high school students had better than C grade in science. “Either Parent College Graduate” students had higher GPA scores on science than the scores of “Neither Parent College Graduate” students. The study concluded that parents play an important role in their children’s learning. Aside from being actively involved in their children’s education, parents also provide a home environment that can affect learning. Parents serve as a model for learning, determine the educational resources available in the home and hold particular attitudes and values towards education.

It is, however, critical to note that the two studies reviewed did not indicate the level of academic achievement that a pupil is capable of attaining due to a particular parental educational level. There was therefore need to compare the academic achievement of pupils under the lenses of particular education levels of their parents.

Dahl and Lochner (2012) used data from the National Longitudinal Survey of Youth (NLSY) and the main NLSY sample of mothers to assess the impact of family income on child achievement over the last two consecutive years. The sample size composed of 4,412 interviewed children born to 2,401 interviewed mothers. Achievement was measured through scholastic performance in math and reading based on standardized scores on Peabody Individual Tests (PIAT). It was found that a $1,000 increase in income raises combined math and reading test scores by 6 percent of a standard deviation in the short run. Test gains are larger for children from disadvantaged families and robust to a variety of alternative specifications. On the other hand, Lacour and Tissington (2011) reviewed multiple studies by the U.S. Department of Education to assess the effect of poverty on academic achievement of students. The focus was on third through fifth grade students from 71 high-poverty schools.

Their findings confirmed results from similar individual studies in the U.S., that: students scored below norms in all years and grades tested; students who lived in poverty scored significantly worse than other students; schools with the highest percentages of poor students scored significantly worse.The two studies, however, have not indicated how particular income level of parents is able to affect pupils' academic performance; that is, indicators of academic achievement that can be influenced by specific income levels. The current study sought to appropriately bridge this gap through a survey in Kisumu West Sub County.

Furthermore, the relationship between occupation of parents and academic achievement has also been investigated, although results seem not to have been consistent. Castillo, Ruiz, Chillón, Jiménez-Pavón, Esperanza-Díaz, Moreno, and Ortega (2011) examined the associations between parental occupational levels and cognitive performance in Spanish adolescents. Cognitive performance was measured by a validated Scholar Aptitudes test in 2,162 participants. Parental occupational levels were found to be positively associated with all specific cognitive abilities and the overall score ($p< 001$ to .04). The odds ratios were 1.9 to 2.4 times higher for adolescents with high parental occupational level. These findings suggest an association between parental educational/occupational levels and cognitive performance in Spanish adolescents and support the parents' role in the creation of a stimulating intellectual environment. Similarly, Akinsanya, Ajayi, and Salomi (2011) investigated the relative effects of parents' occupation, among other variables, on students' achievements in senior secondary school Mathematics in Ogun State, Nigeria. The study employed ex-post facto type of research and the sample was selected using the multi-stage sampling technique. Two thousand four hundred students from 60 selected schools in nine local government areas within Ogun State, Nigeria were involved and two research

instruments namely; Students' Questionnaire; (r = 0.81) and Mathematics Achievement Test; (r = 0.84) were used. Data were analyzed using multiple regression at a 0.05 level of significance. The result reveals that parents' occupation has significant influence on the academic achievement of students in Mathematics while the effect of academic motivation had the least effect among the variables which exerted significant effects on students' academic achievement in Mathematics.

Critical to note from the two studies (Akinsanya, et al., 2011 & Castillo, et al., 2011) is that they havenot revealed the influence of occupation of parents on children's academic achievement in their respective areas of study. It is however essential to note that similar studies need to be done in places like Kisumu West Sub County, owing to the fact that academic achievement of pupils in KCPE has remained low compared to other sub counties in Kisumu County. The need to focus upon Kisumu West Sub County thus informed the present study.

There has been glaring disparities in Kenya Certificate of Primary Education (KCPE) examination performance among primary schools in Kisumu County for over 10 years, although limited information has been provided with regard to how socio economic status of parents could have contributed to this. However, Kisumu West Sub County has continued to perform dismally in KCPE compared with other Sub Counties. For instance, KCPE results (Table 1.1) obtained from Kisumu County Director's office illustrates the performance in KCPE examinations from 2011 to 2014.

Table 1.1

KCPE Results from 2011 to 2014 for Kisumu County

Code	Sub County	2011	2012	2013	2014	Overall Mean
39701	Kisumu East	247.11	250.67	271.45	255.51	256.19
39702	Kisumu Central	272.6	273.47	299.04	267.46	278.14
39713	Nyando	242.71	252.33	251.52	248.09	248.66
39714	**Kisumu West**	**237.00**	**246.93**	**249.22**	**239.51**	**243.17**
39733	Nyakach	257.45	265.5	261.57	256.77	260.32
39734	Muhoroni	257.63	265.14	265.67	245.4	258.46
39	COUNTY MEAN	252.4	259.00	266.41	252.3	257.49
	NATIONAL MEAN	265.10	279.75	270.65	271.50	271.75

Source: Kisumu County Education Annual Report (2015)

Table 1.1 illustrates results obtained from the County Director of Education, Kisumu. The performance achieved by pupils in the 6 sub counties (Seme, having been created in 2013, is left out of the study) indicate that Kisumu West Sub County has the lowest mean score between 2011 and 2014 without any concrete explanation to support it. These disparities exist despite the fact that the Kenya Government has been posting trained teachers to both regions in proportion to the number of enrolled learners. In addition, Free Primary Education funds are being disbursed to each school in proportion to enrollment in each school, to finance education of each child. These have ameliorated parents from the burdens of paying for the child's education hence each pupil is expected to attend class lessons with minimum failure or inconveniences.

Although researchers (Ntitika, 2014; Abudu and Fuseini, 2013; Dahl and Lochner, 2012; Akinsanya, et al., 2011) have revealed that there is some relationship between parental socio economic variables and academic achievement of pupils, the same has not been established in areas like Kisumu West Sub County. Itwas therefore important to establish whether the low academic achievement that exist in Kisumu West Sub County in comparison with other sub counties (in Kisumu County) is due to socio economic status of parents or not.

1.2 Statement of the Problem

Studies have revealed that socio economic status of parents like marital status, level of education, level of income, andoccupation influence pupils' academic achievement. For instance, father's education level has been found to have the potential of influencing academic achievement by 7%, while income levels influences academic achievement by 6%. The performance of pupils in Kisumu West is generally low with a mean score of 243.17 for the period 2011 to 2014, lower than the neighbouring sub counties like Kisumu East (256.19); Nyando sub county (248.66); Nyakach Sub County (260.32); Muhoroni Sub County (258.46); and Kisumu Central Sub County (278.14). The low performance recorded in this area comes on the backdrop of the provision of FPE funds to each child in primary school. Further, Constituency Development Funds (CDF) and County Government bursaries have been channeled to each primary school all over Kenya for education infrastructural expansion over time. Although some researchers have established a link between parental income level, education level, marital status and occupation type with academic achievement, it was not clear as to the extent to which they influences pupils' performance in Kisumu West. There was therefore need to establish the influence of socio economic status on pupils' academic achievement in Kisumu West Sub County.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of parental socio economic status on academic achievement of pupils in public primary schools in Kisumu West Sub County, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

i. Establish the influence of marital status of parents on academic achievement of pupils in primary schools from Kisumu West Sub County
ii. Determine the influence of parental level of education on academic achievement of pupils in primary schools from Kisumu West Sub County
iii. Establish the influence of income level of parents on academic achievement of pupils in primary schools from Kisumu West Sub County
iv. Determine the influence of occupation type of parents on pupils academic achievement in primary schools from Kisumu West Sub County.

1.5 Research Questions

For the researcher to achieve the objectives of the study, the following questions were answered:

i. What is the influence of marital status of parents on academic achievement of pupils in primary schools from Kisumu West Sub County?
ii. What is the influence of parental level of education on academic achievement of pupils in primary schools from Kisumu West Sub County
iii. What is the influence of income level of parents on academic achievement of pupils in primary schools from Kisumu West Sub County?

iv. How does occupation type of parents influence academic achievement of pupils in primary schools from Kisumu West Sub County?

1.6 Scope of the Study

The study was confined to publicschools in Kisumu West Sub County which have participated in KCPE examinations since 2011 till 2014. The study focused on the influence of marital status, level of education, income level, and occupation type of parents on academic achievement of pupils in Kisumu West from 2008 to 2016.

1.7 Limitation of the Study

Some teachers might have feared giving out information about socio economic status lest they are judged to be disclosing confidential information. This was countered by assuring them of the confidentiality of the information they gave.

1.8 Assumptions of the Study

This study took it that pupils in primary schools do not live on their own, but with parents and, or guardians, upon whom they depend for upkeep and other provisions. To this end, parents with whom pupils in primary schools live were described according to marital status, level of education, level of income, and type of occupation. The researcher assumed that teachers, and head teachers from whom data for the study was collected were able to describe pupils' parents or guardians in accordance with the socio economic status which the researcher presented to them. Similarly, the researcher took it that academic achievement of pupils in primary schools is normally influenced by parental socio-economic status created by parents or guardians with whom they (pupils) live with.

1.9 Significance of the Study

Good academic achievement is a concern of every parent. By highlighting socio economic status which might influence academic achievement of pupils, parents would be in a better position to adjust or improve their attitude (character change), thus help in improving pupils 'academic achievement. Similarly, teachers, having an insight about socio economic status of parents (of pupils who they teach) based on the findings of the study, could develop suitable strategies to ensure that home environment does not disrupt class achievement of learners. This study is also significant to the management of primary schools in that by understanding parental socio economic status and how the same relate with academic achievement of pupils, they might design intervention measures to aid achievement of good grades.

Policy formulators would also benefit from the findings of this study. By highlighting socio economic status which seriously influence academic achievement of pupils, policies might be formulated which cushion learners from negative effects of such relationship. Finally, this study is significant to the academia in two ways. First, recommendations for further research that the researcher offered provide a new area or new areas to be studied. Secondly, this study adds to the body of research on factors that influence academic achievement of pupils, and the findings provide new knowledge in the relationship between home environment and academic achievement of pupils.

1.10 Conceptual Framework

The relationship between socio economic status of parents and academic achievement of pupils in primary schools in Kisumu West Sub County is presented in the conceptual

framework. It is found that academic achievement of pupils depends on socio economic status of parents. The independent variable of the study is socio economic status, denoted by marital status of parents, parental level of education, parental level of income, and occupation type of parents. The socio economic status variables are considered to have influence on academic achievement of pupils (the dependent variable), which is measured according to grades attained in KCPE examination results for the year 2016.

Further, the relationship between socio economic status of parents and academic achievement of pupils can also be moderated by some particular factors. For instance, school factors like effective teaching (and poor pupil-teacher relationship), school infrastructure (availability or not of facilities like enough desks, toilets, classrooms, etc.), and general climate in school (like discipline level, bullying, and other hostilities). Similarly, government policies on teacher recruitment, teacher remuneration, teacher training and retraining, and timely disbursement of FPE funds to schools may moderate the relationship between the independent and dependent variables of the study. These are called intervening variables. The researcher however held these intervening variables constant to enable the determination of relationship between independent and dependent variables.

Figure 1.1 represents the conceptual framework of the study.

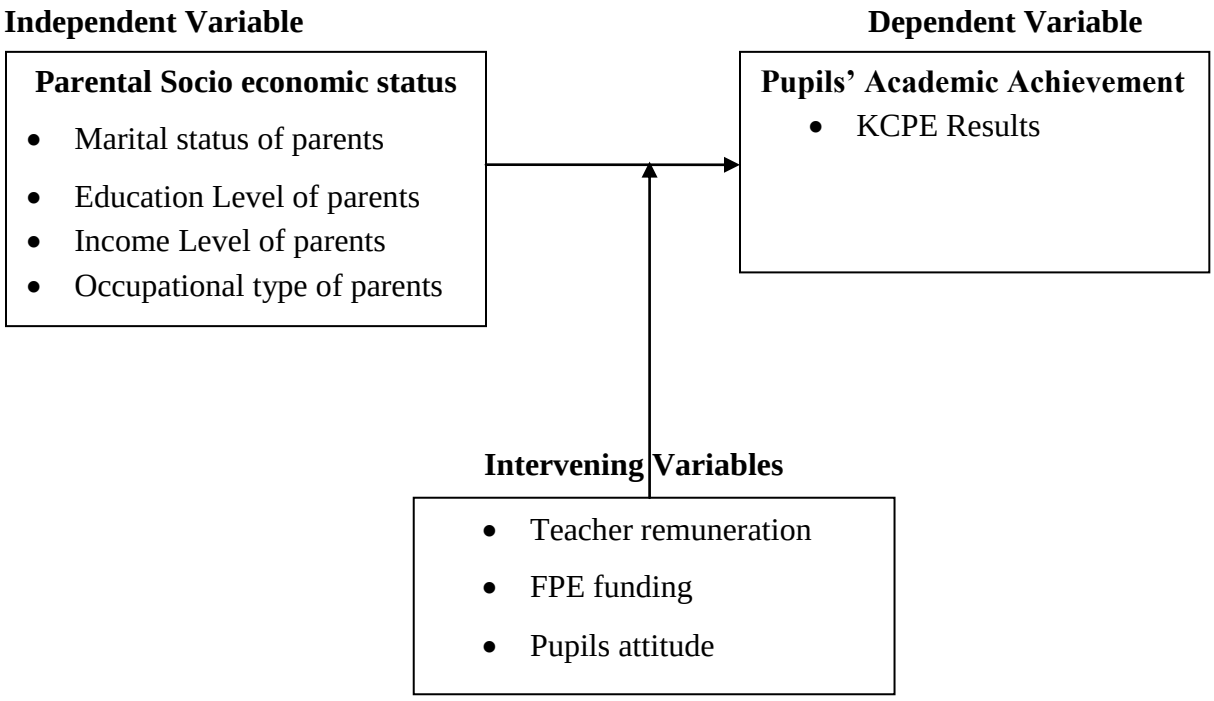

Figure 1.1: The Relationship between Socio economic status of Parents and Academic Achievement of Pupils.

1.11 Operational Definitions of Terms

Academic Achievement : Means knowledge and skills acquired in the eight years of study measured in mean scores in KCPE examinations.

Divorced Parents : are legally separated parents through a court of law

Education Level : the school attainment concerning reading, writing and training level by a parent

Family forms : describes type of marital status in a home, either single or dual family

Income Level : the approximated amount of earnings (measured in terms of money) on a monthly basis by a parent

Marital status : the state of intimate relationship of a man or a woman

Occupational type : Career of a parent.

Parents : are fathers, mothers, or guardians who are more actively involved in the education of children in public primary schools in Kisumu West Sub County

Parental Socio economic status: Refer to education level, marital status, income level, and occupation type of a parent which influence pupils' academic achievement.

Separated Parents : are parents who are not living together due to domestic misunderstanding.

Single Parents : are parents who are single by choice from onset but have children

Vending : The act of selling goods and services for a living.

Widowed : are parents who have lost their partners through death

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents reviews of studies that have been done on the same or similar phenomena as the current study. The reviewed studies followed the sequence of study objectives.

2.2 Influence of Marital Status of Parents on Pupils' Academic Achievement

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental socio–economic background can have possible effects on the academic achievement of children in school (Ogunshola & Adewale, 2012). Several studies have attested to this.

De Lange, *et al* (2014) used pooled data from the Organization for Economic Co-operation and Development (OECD), among European countries, to investigate the influence of single family parent forms on children's educational performance. 2000 and 2003, which contain information on 209,300 students at 11,887 schools in 25 countries was targeted by the study. Results revealed that there is a negative relationship between family form and educational performance: Students living in single-mother families score nearly 14 points lower than students living with a mother and father, while those living with a mother plus guardian score on average 10 points lower. Similarly, single-mother family and mother plus guardian family show more or less an equal deviation after these controls (–7.64 and –5.93, respectively).

However, this study relied entirely on document analysis. There was therefore need to obtain primary data to investigate the influence of marital status on children's academic achievement.

Babalis, Tsoli, Nikolopoulos and Maniatis (2014) sought to investigate the effects of divorce on preschool children. Specifically, we studied the behavior problems and academic performance of children from single-parent families compared with children from nuclear families according to teachers' views. The research sample consisted of 314 students from various urban and suburban parts of Greece, for which their 118 preschool teachers completed the "Pupil Behavior Rating Scale" (PBRS) and a questionnaire with demographic characteristics and data of themselves, their students and their students' parents. The results of the research showed statistically significant correlations between 1) the type of family and occurrence of behavioral problems and 2) the type of family and school performance of the two student groups (single parents-nuclear). According to the findings of the present study, it appears that the family pattern affects the emotional development and school progress of children.

Similarly, Abudu and Fuseini (2013) examined influence of single parenting on pupils' academic performance with a focus on whether academic performance differed between child from single parents home and those from two parent homes in Ghana. The cross-sectional study design was used. A questionnaire aided the collecting of primary data while secondary data on test scores was obtained from pupils' report cards. The sample size was 170. Data analysis involved using cross tabulation and t -test. The results showed that there is a significant difference between the academic performance of pupils from single parent

homes and those from two parent homes. The main conclusion drawn from this study was that single parenting has negative impact on a child's academic performance.

Oluwatosin (2011) investigated the effects of single-parents on the academic performance and truancy behaviour among secondary school students in Nigeria. A total number of two hundred and fifty (250) subjects were randomly sampled for the study. Data was collected by use of questionnaires. Independent t-test was used for analyzing the hypotheses. In analyzing the first hypothesis, it showed that there is no significant difference between the academic performance of adolescent students from single parent homes and those from intact parent homes. The second hypothesis revealed that there is significant difference between truancy behaviour of adolescent students from single parent homes and those from intact homes. With the results obtained, these conclusions were made, that there is no difference between the academic performance of single parent students and intact parents students, but there is difference between them in truancy behavior.

Munini (2010) investigated the influence of single parents on Pre-School children's Academic Performance in Kirinyaga district. The study adopted a descriptive survey design and an accessible population of 160 respondents from the 80 pre-schools that are registered by the Ministry of Education department of ECD; and which had been in operation for over one year. Multi-stage sampling included simple random sampling of 80 teacher and 80 parents. From this total of 160 a simple random sampling was done to determine the 30% respondents for each category to yield a total sample of 48 (30% of 160). Two sets of data collection instruments were employed; a questionnaire for the teachers and an interview schedule for the parents. Validity and reliability were ensured though a pilot study and

professional advice were included in both quantitative and qualitative analysis in which descriptive statistics were employed as measures of central tendencies, (mean, mode and median) and measures of dispersion were also used with the aid of excel computer package. The study found that fathers absent and risk protective factors were the major influences on pre-school child's performance. The study made the conclusion that Influence of Risk and Protective are a major threat to preschool children behaviour and academic performance.

From the preceding reviewed literature, it is clear that the studies did not focus on how other aspects of marital status (like being widowed, separated, or divorced) other than single parents influence academic achievement. The current study covered major aspects of marital status to fill this gap.

2.3 Influence of Education Level of Parent onPupils' Academic Achievement.

Students' academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents' education, occupation or home background. There is evidence that parents' education will affect students' academic achievement in Mathematics (Akinsanya, Ajayi, & Salomi, 2011). Many studies have focused on the relationship between parental level of education and academic achievement of learners.

Chevalier, Harmon, O' Sullivan, and Walker (2013) investigated the relationship between early school-leaving and parental education and income using UK Labour Force Survey data- a quarterly survey of households in the U.K. Children aged 16 to 18 living at home were interviewed in the LFS, so parental information can be matched to the child's record only when children are living with their parents. Their sub-sample consisted of those children

observed in LFS at ages 16 to 18 inclusive (and therefore have made their decision with respect to post compulsory education participation) which is approximately 56,000 observations, or 4% of all LFS respondents. They found that, when using paternal occupation as instrumental variables, the results showed that one year of paternal education increases the probability of his daughter staying on in school by seven percent. In contrast, maternal education has no statistically significant impact on the probability of remaining in education for either sons or daughters. However, the above study (Chevalier, et al., 2013) did not relate the influence of parental level of education on academic achievement of students, by indicating clearly how academic performance was measured.

Similarly in Malaysia, Jabor, Krissana, Kungu, Yahya, and Mohd (2011) sought to determine if parent educational status influences the achievement in high school science. This study utilized the student's Grade Point Average (GPA) for science during high school years to measure achievement. The data for this study came from the National Assessment of Educational Progress (NAEP) High School Transcript Study (HSTS) 2005 consisted transcripts from about 640 public schools and 80 private schools, constituting a nationally representative sample of 26,000 high school graduates, representing approximately 2.7 million 2005 high school graduates. It was found that majority of graduating high school students has either parent graduate from college. Most of graduating students attended public schools. Most graduating high school students had better than C grade in science. "Either Parent College Graduate" students had higher GPA scores on science than the scores of "Neither Parent College Graduate" students. The study concluded that parents play an important role in their children's learning. Aside from being actively involved in their children's education, parents also provide a home environment that can affect learning.

Parents serve as a model for learning, determine the educational resources available in the home and hold particular attitudes and values towards education.

Alokan, Osakinle, andOnijingin (2013) investigated the difference between the academic performance of students from parents with high educational background and students from parents with low educational background. It also investigated the influence of having study facilities at home on academic performance. The population for this study comprised all public secondary school students in Ondo State. The sample consisted of 240 students from 6 randomly selected schools. Expert judgments were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Data collected were analyzed by using t-test. The result revealed a significant difference between academic performance of students from parents with high educational background and students from parents with low educational background. A significant different was also found between the academic performance of students having study facilities at home and students with no study facilities at home.

Ogweno, Kathuri, and Obara (2014) sought to determine the influence of family characteristics (family income, family size and family level of education) on the students' academic performance in Agriculture Subject. Co-relational design was used alongside stratified sampling to select schools for the study. The target population was students taking Agriculture Subject. There were 754 students taking Agriculture Subject at Form Four. The sample size was 254 students upon whom questionnaire were administered. Data was analyzed using both descriptive statistics (frequencies, percentages, means and standard deviation) and inferential statistics (Pearson correlation and multiple regressions) for

statistical tests with levels of significance set at a 0.05 alpha level. Statistical Package for Social Sciences software (SPSS) was used for data analysis. The study found a positive correlation between level of education of the mother and students' performance. Furthermore, multiple regression results on family characteristics found no significant influence of family characteristics on students' performance in secondary school agriculture in Rachuonyo North District, thus the hypothesis was accepted.

It is important to note from the reviewed studies on education levels of parents and academic achievement of pupils that academic achievement has not been clearly measured. Similarly, the level of academic achievement that a pupil is capable of attaining due to a particular parental educational level has not been clearly measured. There was therefore need to compare the academic achievement of pupils in light of particular education levels of their parents, as is adequately covered in the current study.

2.4 Influence of parental Income Level on pupils Academic achievement.

Several studies have also related pupils' academic achievement with income levels of parents. Lacour and Tissington (2011) reviewed multiple studies by the U.S. Department of Education to assess the effect of poverty on academic achievement of students. The focus was on third through fifth grade students from 71 high-poverty schools. Their findings confirmed results from similar individual studies in the U.S., that: students scored below norms in all years and grades tested; students who lived in poverty scored significantly worse than other students; schools with the highest percentages of poor students scored significantly worse initially, but closed the gap slightly as time progressed.

Dahl and Lochner (2012) used data from the National Longitudinal Survey of Youth (NLSY) and the main NLSY sample of mothers to assess the impact of family income on child achievement over the last two consecutive years. The sample size composed of 4,412 interviewed children born to 2,401 interviewed mothers. Achievement was measured through scholastic performance in math and reading based on standardized scores on Peabody Individual Tests (PIAT). It was found that a $1,000 increase in income raises combined math and reading test scores by 6 percent of a standard deviation in the short run. Test gains are larger for children from disadvantaged families and robust to a variety of alternative specifications.

Osuafor and Okonkwo (2013) sought to find out how family background of students in Anambra State, Nigeria influences their academic achievement in senior secondary school Biology. A survey design was adopted for the study. Five hundred and forty-six (546) Senior Secondary Two (SS2) biology students were drawn by simple random sampling from 14 schools within Awka, Nnewi and Onitsha Education Zones, in Anambra State. Three research questions and four hypotheses guided the study. Data were collected using a researcher constructed questionnaire and students' SS1 and SS2 school results. The results revealed that family structure, parents' occupation and educational level of parents, did not have significant influence on students' achievement.

Macharia (2014) sought to investigate the parental influence on academic performance in public primary schools in Nakuru North District. Specifically, the study aimed to establish parental roles, parental economic factors, cultural practices and parental background influencing academic performance in public primary schools in Nakuru North District. A

descriptive survey was used in the study. The target population was 40 public primary schools. A sample size of 10 head teachers, 40 teachers, and 140 class 8 pupils were used for questionnaire administration. It was found that there are parental roles which affect the academic performance of pupils. Also, economic factors and cultural practices among parents adversely affect academic performance. Parental back ground also affects pupils' academic performance. In conclusion, parental roles like meeting attendance, disciplining pupils, control of absenteeism, cultivation of respect for teachers and parents being role models have not been played well by parents. These affect academic performance of pupils. Economic factors like ability to pay fees, ability to supplement reading materials by parents, presence of child labour at home and provision of basic needs to pupils affect academic performance. Cultural practices like FGM, early marriages and attitude towards, and the back ground of parents also affects the academic performance.However, graded parental income has not been focused on, and compared with academic achievement of pupils in public primary schools, as is evident from the above reviewed studies. Further, the above studies have not indicated how particular income level of parents is able to affect pupils' academic performance; that is, indicators of academic achievement that can be influenced by specific income levels investigated. These were areas addressed in the current study, hence appropriately bridging this gap.

2.5 Influence of Occupation Type of Parents on Pupils' Academic Achievement.

With regard to socio economic status, other studies have also tried to focus on occupation of parents. Usaini and Abubakar (2015) examined how parents' occupation does impact students' academic performance. The main objective of the study is to analyze how formal and informal parental occupation significantly influence secondary school students'

academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms, demographic information, descriptive analysis and inferential analysis. The result of the study indicated that students from a parent with formal occupation perform well than those from parents with informal occupation. However, specific type of occupation was not highlighted in this study.

Another study by Rather and Sharma (2015) sought to examine the Impact of socio-economic status on academic grades of students. The simple random sampling technique was used for the selection of sample and a sample of two hundred secondary school students of Aligarh district of Uttar Pradesh has participated in the present study. A standardized questionnaire for measuring the socioeconomic status was used for the collection of data. The results indicated that there is an intimate relationship between socio economic status and academic grades of students. It also showed that male secondary school students perform better and got better academic grades than their female secondary school students. Nonetheless, little was provided by Rather and Sharma with regard to occupation types that resulted into socio economic status that their study focused upon. The present study looked at specific occupation types.

Castillo, Ruiz, Chillón, Jiménez-Pavón, Esperanza-Díaz, Moreno, and Ortega (2011) examined the associations between parental occupational levels and cognitive performance in Spanish adolescents. Cognitive performance was measured by a validated Scholar Aptitudes

test in 2,162 participants. Parental educational and occupational levels were positively associated with all specific cognitive abilities and the overall score (p<001 to .04). The odds ratios of having a high cognitive performance (top quartile) in adolescents with high parental educational level were 1.6 to 1.7 times higher than for those with a low parental educational level. Similarly, the odds ratios were 1.9 to 2.4 times higher for adolescents with high parental occupational level. These findings suggest an association between parental educational/occupational levels and cognitive performance in Spanish adolescents and support the parents' role in the creation of a stimulating intellectual environment.

Abosede (2015) examined gender, parents' job type and family size as determinants of academic performance of selected junior secondary school students in Ijebu-Ode Local Government Area of Ogun State, Nigeria. Three hypotheses were formulated and tested. The study was descriptive in nature using survey research design. Four hundred (400) students formed the sample of the study. The respondents were randomly selected from eight (8) Junior secondary schools from the study area. A structured questionnaire was used for data collection and it consisted of two (2) sections. Data were analyzed using descriptive and inferential statistics. Multiple Regression analysis was used in analyzing the hypotheses. Findings revealed that there was no significant relationship between gender and academic performance; parents' job type and students' academic performance, but students' academic performance is influenced by their family size which is the only predictor. Furthermore, there were no significant combined contributions of gender, parents' job type and family size to the prediction of academic performance.

Akinsanya, Ajayi and Salomi (2011) investigated the relative effects of parents' occupation, education and academic motivation of wards on students' achievements in senior secondary school Mathematics in Ogun State, Nigeria. The study employed ex-post facto type of research and the sample was selected using the multi-stage sampling technique. Two thousand four hundred students from 60 selected schools in nine local government areas within Ogun State, Nigeria were involved and two research instruments namely; Students' Questionnaire; (r = 0.81) and Mathematics Achievement Test; (r = 0.84) were used. Data were analyzed using multiple regression at a 0.05 level of significance. The result reveals that parents' education has the highest significant influence on the academic achievement of students in Mathematics while the effect of academic motivation had the least effect among the variables which exerted significant effects on students' academic achievement in Mathematics.

Similarly, Batoya, Simatwa, and Ayodo (2013) sought to examine the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. Objectives of the study were to: Establish the extent to which parental level of education; parental occupation; language use at home and parental income influence internal efficiency of primary schools. The research designs used were correlation and descriptive survey. The target population consisted of 106 Head teachers, 530 standard eight teachers, 6850 standard eight pupils and 2 District Quality Assurance Officers (DQASOs). The study sample consisted of 40 head teachers, 200 standard eight teachers, 400 class eight pupils who were selected using simple random sampling technique and 2 DQASOs who were selected using saturated sampling technique. The study used questionnaires and interview

schedules as research instruments. Findings established that Parental level of education, occupation; income and language used at home do influence academic achievement of pupils. Fathers' level of Education was a significant predictor of pupils' performance, Pupils Performance in KCPE improved by 16.973 with fathers Education, The variation in Kenya Certificate of Primary Education pupils results were accounted for by home based factors (6.1%).

Murithi (2015) sought to investigate the parental factors that influence performance in day secondary schools in Imenti North Sub-County. Questionnaires were distributed to parents, students, teachers, and head teachers to help gather the relevant data. The research design used was both descriptive and relational to help gather independent variables and relate them to the dependent variables. The total number of people who were given the questionnaires was 398 individuals. Out of the total respondents, the researcher piloted two questionnaires to ensure reliability of the collected data. Both quantitative and qualitative methods were used to collect and analyze the data. Parental involvement in students' education, social-economic status (incomes and occupation), parental level of education, special characteristics and parent-teacher relationship were all found to influence students' academic performance in Imenti North Sub-County but in different proportions.

It is still evident from the reviewed studies that occupations of parents as they influence academic achievement of pupils have not been specifically covered. Critical to note from the studies (Batoya, et al., 2013; Akinsanya, et al., 2011; Abosede, 2015; Castillo, et al., 2011) is that they have not revealed how occupation of parents influences children's academic

achievement by showing statistics of children who failed to achieve particular academic levels due to their parents' occupation. There was therefore need to pay keen attention on parental occupation and assess how it relates with academic achievement of pupils. The current study therefore endeavored to assess these areas through a survey among public primary schools in Kisumu west Sub County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study area, research design, sample size and sampling techniques, target population, and research instruments. It also describes data collection procedures, with specific focus on validity and reliability of instruments, data analysis techniques and ethical considerations.

3.2 Research Design

The study used a descriptive survey and correlational design. Descriptive research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification (Orodho, 2010), and thereafter compare the relationship between the variables. This design is intended to produce statistical information about aspects of the population that interest policy makers without manipulating any variables. The choice of descriptive and correlational research design was made based on the fact that it enabled the researcher to describe the relationships between parental socio economic status of parents and pupils' academic achievement without manipulation of the independent variables (Mugenda & Mugenda, 2003).

3.3 Study Area

This study was carried out in public primary schools in Kisumu West Sub County. It is one of the seven Sub Counties in Kisumu County. It has a geographical area of 565 Km^2 on land and 410Km^2 under water of Lake Victoria. It lies between latitude 0 20°s and 0° 50°s of equator and Longitude 33°20°E and 35° 20° E. It borders Kisumu Central to the South;

Seme to the West; Lake Victoria to the East, and Aldai Sub County to the North. Appendix V presents the map of the area.The Sub County is partly urban and rural, with a population of diverse backgrounds and tribes, with varying socio economic backgrounds. This therefore makes the area suitable for a study that aims to establish the influence of socio economic status of parents on academic achievement of pupils. This is due to the fact that family background contributes a lot to academic achievement of children, and diversity of background presents different challenges in behaviour (Lewis, et al., 2010).

3.4 Target Population

Target population refers to all the people under consideration in any field of investigation (Kombo, 2006). The target population of the study comprised head teachers, class 8 teachers, and parents with learners in class 8 enrolled for 2016 KCPE examinations from the 50 public primary schools in Kisumu West Sub County. This included 50 head teachers, 53 class 8 teachers, and 2,340 parents with learners in class 8 (Kisumu County Education Annual Report, 2016). The study focused on the head teachers because they are the ones who normally interact directly with parents, while class 8 teachers were included because they are directly involved in preparing the pupils in readiness for KCPE examinations. Parents, being persons upon whom the ones of providing care for learners at home rests, were seen as important for this study and therefore class eight pupils were fully presented by their parents.

3.5 Sample Frame and Sampling Procedure

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda & Mugenda, 2005). This sub group is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as respondent or participant. There are several approaches to determining the sample size.

These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size.

Therefore the sample size for head teachers was 44, 46 for class 8 teachers and 40 parents. Morse (1994) recommended that for the purpose of collecting qualitative data, between 30 and 50 respondents can be selected from a population which is larger than 200. Simple random sampling was employed to select 40 parents who had pupils in class 8 during 2016 academic year. The sample size is as shown in Table 3.1.

Table 3.1

Sample Frame

Respondents	Target Population	Sample Size
Parents of class 8 pupils 2016	2340	40
Class 8 Teachers	53	46
Head Teachers	50	44

Source: Kisumu County Education Office (2016) data

In this study, simple random sampling method was used to select head teachers and teachers from whom data was collected. According to Oso and Onen (2009, 84), simple random sampling method ensures that each member of the target population has an equal and independent chance of being selected in the study.

3.6 Data Collection Instruments

In this study, three data collection instruments were used: questionnaire for head teachers and teachers; interview schedule for parents whose children are in class 8; and document analysis guide.

3.6.1 Questionnaire for Head Teachers and Class 8 Teachers

According to Orodho (2009), a questionnaire comprises a written set of questions to be personally completed by respondents. It is usually accompanied by general information on what is expected from respondents as well as instructions to respondents on how to complete questions. According to Mugenda and Mugenda (2003), questionnaires give a detailed answer to complex problem. Additionally, questionnaires are a popular method to collection in deduction because of relative ease and cost-effectiveness with which they are constructed and administered. They give a relatively objective data and therefore, are most effective**.** This comprised of closed ended questions soliciting specific answers from the respondents**.** The questionnaires were arranged in sections, with the introductory part dealing with demographic information of respondents; section I covered marital status of parents; section II the education level of parents; while section III dealt with income level of parents, and section V the occupation type of parents and academic achievement. The study questionnaire was administered tohead teachers and teachers.

3.6.2 Interview schedule for Parents

Interview is a process of communication or interaction in which the subject or the interviewer gives the needed information verbally in a face to face situation. Interviewing as a research technique involves the researcher asking questions and hopefully receiving answers from the people being interviewed (Kombo & Tromp, 2006). It is widely used in social sciences and there are many of different types. Interviews as research instrument have the benefit of allowing the researcher to follow up on interesting responses that were not expected.

Oso and Onen (2009) hold that structured interviews are widely used in flexible qualitative designs. The researcher used an interview schedule to collect data from a sample of 40 parents whose children were enrolled for class 8 KCPE examination in 2016. The interview schedule was appropriate for the study as it provided in depth information and a detailed understanding of the issues under research. The interview schedule to be used had four sections; the first section covered marital status; the second part focused on education level; the third section focused on income level, while the fourth section looked at parental occupation type and academic achievement of pupils.

3.6.3 Document Analysis Guide

Document analysis is a method of gathering information by carefully studying written materials, or visual information from documents (Amin, 2005). It is a critical examination of public and private recorded information related to the issue under investigation (Oso & Onen, 2008). Document analysis technique was used to confirm information which may be contrasting. These documents were important in providing written evidence of factual details of the study phenomena.

Written evidence enabled the researcher to provide facts and figures in the report. The main documents to be analyzed include pupils' admission records, the files containing pupil progress reports, and the parents' participation records. Document analysis guide used in the study is found as in Appendix III.

3.7 Validity and Reliability of Instruments

To ensure reliability and validity of the study instruments, the researcher commenced by carrying out a pilot study.

3.7.1 Validity

According to Mugenda and Mugenda (2003), instrument validity represents the extent to which the instrument measures what it purports to measure; it is the degree to which the analyzed data actually represents the phenomenon under study. To ensure instrument validity, the data collection instruments were appraised by experts from the department of educational management and foundations of Maseno University. The ratings of these experts were then compared in a session involving the researcher, before data collection, and the necessary adjustments made.

3.7.2 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after a repeated trial (Amin, 2005). Test re-test method was used to measure reliability of the questionnaires. The test/retest method consists in administering the same test on the same individuals at two different times (Amin, 2005). The test – retest was conducted on purposely selected 6 school out of whom 6 teachers and 6 principals were respondents. The coefficient of head teachers' questionnaire was .78 and teachers' questionnaire was .83 at a p-value of .05. These teachers were thereafter eliminated automatically from the main data collection for the study, and the researcher allowed a period of two weeks to elapse before the second test is conducted (Nunnaly, 1978).

3.8 Data Collection procedure

The researcher obtained an introduction letter from Maseno University, School of Graduate Studies (SGS) which was used to obtain authority to carry out the study from National Council for Science and Technology (NACOSTI). Further permission was sought from the Sub County Education Officer - Kisumu East and then proceeded to the selected schools of

study. The researcher explained to the headteachers of the sampled schools the purpose of the study before administering the research instruments. A covering letter attached to the research instruments was used to ensure the respondents of confidentiality and then administer the study tools. Questionnaires were administered and collected on the actual day of the study. The researcher made arrangement on when to administer interview to the parents with each participant taking approximately 10 minutes. The researcher assisted them in clarifying elements that were not clear to them.

3.9 Data Analysis

Data processing involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing underlying assumptions. Data processing and analysis included data preparation, editing, coding, classification and analysis. This involved a sequence of operations to check and code questionnaires, transfer the tabulation on computer files (SPSS), check for errors before making an exploratory analysis (Mutai, 2001; cited by Lumumba, 2012). Data preparation involves editing of and validation of the data collected. This aimed at identifying incorrect entries; entries entered in the wrong places and missing entries. Data coding facilitated proper data categorization. As stated by Emory (2005, p.319) "data categorizations should ensure appropriateness, exhaustiveness, mutual exclusivity and have a single dimension or the use of one concept".

The qualitative data was analyzed using Thematic Analysis, according to Braun and Clarke, (2006). This involved categorizing generated interview data into themes in accordance with research objectives and reported in narrative form a long with quantitative presentation. The qualitative data was used to compliment findings of quantitative data.

Quantitative data on marital status and occupation type was analyzed by use of descriptive and inferential statistics. The use of structured questionnaires enabled the researcher to quantify quantitative data using mean rating, standard deviation, overall mean and t-test for measuring significant differences between responses of head teachers and teachers. In addition, linear regression model was applied to determine the relative importance of parental education level to academic achievement on one hand, and parental income level and academic achievement on the other hand.

Linear regression is a flexible method of data analysis that is appropriate whenever quantitative variables (the dependent) is to be examined in relationship to any other factors (expressed as independent or predictor variable), according to Oso and Onen (2009). Relationships may be non-linear, independent variables may be quantitative or qualitative and one can examine the effects of a single variable or multiple variables with or without the effects of other variables taken into account (Cohen, West & Aiken, 2003, as cited in Lumumba, 2012). The regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1$$

Where:

Y = Academic achievement of pupils

β_0 = Constant Term

β_1, β_2, β_3 and β_4, = Beta coefficients

X_1= Education level

ε = Error term

The same equation applies for parental level of income.

3.9. Ethical Considerations of the Study

Research ethics refers to the moral principles guiding research from its inception through to completion and publication of results, according to The British Psychological Society (2010). In this regard, the researcher observed the following: Respect for the autonomy and dignity of persons, scientific value, social responsibility, and maximizing benefit while minimizing harm. Moral rights, rights to privacy, self-determination and personal liberty were observed to fulfill the autonomy and dignity of human rights. Review and good conduct ensured scientific value; while unwarranted disruptions was intended to ensure social responsibility is met. This study adopted all the stated research procedures.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to establish the influence of parentalsocio economic status on pupils' academic achievement in public primary schools in Kisumu West Sub County. The objectives were to establish the influence of marital status of parents, determine the influence of education level of parents, establish the influence of income level of parents, and to determine the influence of occupation type of parents on pupils' academic achievement. The researcher developed a structured questionnaire that was issued to 44 head teachers and 46 teachers. The return rate of the issued questionnaires is presented in Table 4.1.

Table 4.1

Questionnaire Return Rate

Respondent	Issued Questionnaires	Returned Questionnaires	Percent
Head Teachers	44	44	100
Teachers	46	44	95.65
Total	90	88	

Table 4.1 illustrates that out of all the 44 questionnaires issued to head teachers were collected. This represented 100% return rate for the head teachers' questionnaire. On the other hand, the researcher was able to collect 44 out of 46 questionnaires issued to teachers. This amounted to 95.65% return rate. This was an acceptable questionnaire return rate given that it surpasses 50% for surveys involving small population (Gay, 1992) and 70%

recommended by Mugenda and Mugenda (2003).In addition, the researcher also conducted interviews with parents whose children were enrolled for class eight KCPE examinations in 2016. The parents (40 parents in number).

4.2 Demographic Characteristics of head teachers and teachers.

The demographic characteristics of the study respondents assessed were distribution by gender, age, marital status, and education level of the sampled head teachers and teachers. Table 4.2 presents demographic characteristics of the study respondents.

Table 4.2

Demographic Characteristics of Headteachers and Teachers

Demographic Characteristics			**Frequency**	**Percent**
Gender				
	H/Teachers	Male	28	63.64
		Female	16	36.36
	Total		**44**	**100**
	Teachers	Male	24	54.55
		Female	20	45.45
	Total		**44**	**100**
Age				
	H/Teachers	25 – 30	00	00
		31 – 35	00	00
		36 – 40	5	11.36
		41 – 45	7	15.91
		46 – 50	14	31.82
		51 – 55	16	36.36
		>55	2	04.55
	Total		**44**	**100**
	Teachers	25 – 30	3	6.82
		31 – 35	11	25
		36 – 40	14	31.82
		41 – 45	8	18.18
		46 – 50	5	11.36
		51 – 55	2	04.55
		>55	1	2.27
	Total		**44**	**100**
Marital Status				
	H/Teachers	Single	02	4.55
		Married	36	81.81

		Widowed	04	9.09
		Separated	02	4.55
	Total		**44**	**100**
	Teachers	Single	13	29.55
		Married	23	52.27
		Widowed	04	9.09
		Separated	04	9.09
	Total		**44**	**100**
Education level				
	H/Teachers	P1	12	27.27
		Diploma	17	38.64
		Degree	15	34.09
	Total		**44**	**100**
	Teachers	P1	16	36.36
		Diploma	9	20.45
		Degree	19	43.18
	Total		**44**	**100**

Table 4.2 illustrates that 63.64% of the sampled head teachers were males while 36.36% were females. This means that most public primary schools are headed by male persons, although there are a significant number of institutions headed by female persons. This factor could be attributed to the absence of women in leadership positions that have become common all over the world (Sabatier, 2015) With regard to the sampled class eight teachers; Table 4.2 indicates that 54.55% were males while 45.45% of them were females. This implies that there is gender balance in the population of teachers in the sampled public schools. Issues of gender bias were therefore not expected to interfere with the opinions of the respondents. Gender of the respondent was important in this study because both male and female parents were represented, with regard to parental socio economic status both gender

support their children regardless of their levels in socio economic status. Socio economic status of parents indeed influences the pupils' academic achievement. Parents look upon themselves as main drivers of their children success therefore they either support their pupils qualitatively or quantitatively by providing materials and services required. Their status varies and therefore the context in which they support their children depends on where they are endowed qualitatively or quantitatively. This therefore means that invoking gender in collecting data enriched the study. If one gender was left out then the study would not be real complete since in most cases the child is brought up by both gender and in exceptional cases one gender influence may be hidden particularly in cases of single parents.

Concerning age distribution, Table 4.2 illustrates that 36.36% of the sampled head teachers were between 51 and 55 years old; 31.82% were between 46 and 50 years; 15.91% were between 41 and 45 years; 11.36% were between 36 and 40; and 4.55% were aged 55 years and above. Table 4.2 also indicates that 31.82% of the sampled teachers were between 36 and 40 years of age; 25% were between 31 and 35 years of age; 18.18% were between 41 and 45 years; 11.36% were between 46 and 50 years; 6.82% were between 25 and 30, while another 4.55% were between 51 and 55 years. The remaining 2.27% of the sampled teachers were 55 years and above by age. This indicates that only 25% of the teachers were less than 35 years of age. It could therefore mean that class eight teachers who participated in the study were of relatively mature age, thus were expected to be objective in their opinions concerning influence of socio economic factors on academic performance of pupils. This meant that the respondents were mature and could understand the concept of socio economic status of parents as well as academic achievement of their children. Since most of them were

also parents, they had experience in parenting. Age of the respondents was important in this study because parents of varied age groups were represented; with regard to parental socio economic status all age groups of parents support their children regardless of their levels in socio economic status. Socio economic status of parents indeed influences the pupils' academic achievement. This therefore means that age of parents influence pupils academic achievement since parents have individual responsibility to look upon their children to achieve their academic success. Parent's socio economic status vary with their age therefore, the context in which they support their children depend on whether they are strong enough to provide enough resources to support their children economically. This therefore means that invoking age in collecting data enriched the study.

With regard to marital status, Table 4.2 indicates that majorities (81.81%) of the sampled head teachers were married; 9.09% were widowed; 4.55% were separated; and another 4.55 of the head teachers were single. These findings mean that most of the head teachers lived or are still living as couple. This therefore means that the school administrators were better placed to assess and respond to issues concerning families within varied households, such as socio economic factors that might interfere with the academic achievement of learners. Table 4.2 also indicates that majority of the sampled class eight teachers (52.27%) of the sampled class eight teachers were married; 29.55% single; 9.09% widowed while another 9.09% of the sampled teachers were separated. Marital status of the respondents was important in this study because all aspects of marital status of the parents were represented. With regard to parental socio economic status, parents take up the responsibility to support their children regardless of their marital status and socio economic status to achieve the success of their children; this therefore means that indeed parental socio economic status influence pupils

‘academicachievement. The respondents therefore had experience in bringing up children from varied marital status therefore their views were relevant to this study, this mean that invoking marital status in collecting data enriched this study. If one aspect of marital status was left out then the study would not be real complete since children are brought up from different marital status background.

Lastly, Table 4.2 illustrates that 38.64% of the head teachers had diploma level of education; 34.09% of them had degree level of education; while 27.27% had P1 level of education. This indicates a fair level of academic qualification among the sampled school administrators. This therefore means that the head teachers were in a better position to understand issues related to socio economic factors that may affect pupils’ academic achievement. For class eight teachers, the table shows that 43.18% of them had degree level teachers had diploma level of education. With over 56% of class eight teachers holding diploma and degree levels of education, the respondents were expected to have adequate understanding of pupils’ responses to class instructions and relate the same to home environment where the child comes from. Similarly, the fair levels of education possessed by class eight teachers meant that they were able to implement the class eight curriculum effectively, and disparities in pupils’ academic achievement could only be attributed to home factors and not teacher factors. Level of education of the respondents was important in this study because the varied parental levels of education were represented. Parents of all levels of education support their children to achieve their academic success regardless of their levels in socio economic status. This therefore means that indeed the socio economic statuses of parents influence pupils’academic achievement. The context in which the parents support their children

depends on where they are endowed qualitatively and quantitatively. This therefore means that invoking level of education in collecting data enriched this study.

4.3 Influence of Marital Status of Parents onPupilsAcademicAchievement.

The first objective of the study assessed the influence of marital status of parents on academic achievement of pupils. The aspects of marital status assessed were single parents, married parents, divorced parents, widowed parents, and separated parents. Based on their experience and knowledge, the head teachers as well as teachers were asked to rate the influence of marital status of parents on their children's academic achievement as:**1**- Very Low (VL); **2**- Low (L); **3**- Moderate (M); **4**- High (H); **5**- Very High (VH). Table 4.2 presents the distribution by influence of Marital Status. Results obtained are presented in Table 4.3.

Table 4.3

Influence of Marital Status on pupils Academic Achievement

Marital status	Respondent	Mean	SD	OM	Df	T	Sig
Single	Teachers	2.84	1.326		82	1.077	.285
	Head Teachers	2.54	1.227	2.69			
Married	Teachers	3.95	1.174		82	-.272	.786
	Head Teachers	4.02	1.214	3.98			
Divorced	Teachers	2.53	1.517		82	-.385	.702
	Head Teachers	2.66	1.425	2.59			
Widowed	Teachers	3.05	1.234		79	-.761	.449
	Head Teachers	2.84	1.175	2.94			
Separated	Teachers	2.49	1.579		82	-.555	.589
	Head Teachers	2.68	1.635	2.58			
Overall Mean	Teachers	2.97	.89929		82	-.745	.452
	Head Teachers	2.95	.98417	2.96			

Key: Interpretation of Mean Ratings

1.00 – 1.44: Very Low Influence

1.45 – 2.44: Low influence

2.45 – 3.44: Moderate Influence

3.45 – 4.44: High Influence

4.45 – 5.00: Very High Influence

From Table 4.3, it can be noted that married parents had high influence on pupils academic achievement as the teachers' rating was (M=3.95; SD=1.174) and head teachers' rating was

(M=4.02; SD=1.214). The t-test output, t (82) = -.271, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that married parents had high influence on pupils' academic achievement as signified by the overall mean, 3.98.

Interview findings concurred with these findings, as interviewees emphasized that spouses living together enhances their children's academic achievement. This was highlighted by parent interviewees who stated:

> Text books and other learning materials that parents provide promote learning because learning continues in the absence of the teacher. This is only realised when both mother and father living together put in effort to assist the learner at their home (P).

This finding indicates that concerted support provided by parents in terms of educational materials enhances academic achievement of pupils to a certain degree. Its most likely the case that two parents can share their responsibilities within the house with one partner providing help to the children in terms of their academic activities while the other partner engage in equally important household chores, even though this finding indicates that both parents have high influence on pupils academic achievement, sometimes it can also have low influence on pupils academic achievement if at all both parents are present but irresponsible maybe due to negligence, laziness or alcoholism among other factors. Nevertheless these findings agree with those of Jabor et al (2011) who found that parents play an important role in their children's learning. Aside from being actively involved in their children's education, parents also provide a home environment that can affect learning. Parents serve as a model for learning, determine the educational resources available in the home and hold particular attitudes and values towards education. Similar findings were also made in Abudu and

Fuseini (2013) that there is a significant difference between the academic performance of pupils from single parent homes and those from two parent homes, with the last having positive influence than the fast. This means that married parents provides favorable home environment for pupils that are subsequently transferred to school and performance in class.

Equally, Table 4.3 illustrates that widowed parent had moderate influence on pupils academic achievement as the teachers' rating was (M=3.05; SD=1.234) and head teachers' rating was (M=2.84; SD=1.175). The t – test output, t (79) =.761, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that widowed parents had moderate influence on pupils' academic achievement as signified by the overall mean, 2.94.

Interview findings revealed that absence of a spouse due to death tend to lower academic achievement of pupils owing to shock suffered. This was highlighted by parents interviewee who stated "missing part of support from one parent who has departed due to death often leads to reorganization endeavors by a child. This tends to divert concentration of the child on academic work hence impairing achievement in school."

Losing support of one parent due to death seems to be cruel, particularly to a child. Readjustment to normality derails concentration in class work tends to lower academic achievement. On the other hand widowed parent can have high influence on pupils academic achievement since the parent is left alone and works hard to double efforts of supporting children to achieve their academic success. Nonethelessthis findings agree with that of Darren (2010), who found that posttraumatic stress as a change that the individual experiences as a result of the struggle with a traumatic event. The change depicted is largely

transformative as it elicits growth in peoples' relationships with others, their sense of self, and philosophy of life.

Death of parents makes children vulnerable and predisposes them to physical and psychological risks over which they have no control. The feeling of helplessness is very costly in terms of psychological well-being and may be reflected in lack of concern, involvement and vitality in social and school activities (Sengendo & Nambi, 1997). In Nigeria, Oyotunde (2014) also found that there was a significant difference in the mental health of orphans and non-orphans. Orphans differed significantly from non-orphans on self-concept, self-esteem, social support, life satisfaction, and child abuse.

Table 4.3 illustrates that single parents also had moderate influence on pupils academic achievement as the teachers' rating was (M=2.84; SD=1.326) and head teachers' rating was (M=2.54; SD=1.227). The t- test output, t (82) =1.077, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that single parents had moderate influence on pupils' academic achievement as signified by the overall mean, 2.69.

Interview findings however tended to contrast this finding by elaborating the fact pupils from single parents have poor discipline compared to those who live with both parents. Lack of discipline therefore tends to tamper with the relationship between the pupil and the teacher. This was highlighted byparents interviewees who stated "children who live with both parents benefit from disciplinary measures administered by both father and mother. Behavior monitoring from both parents also ensures that a child grows up with good conduct".

Truancy behavior is the main issue that distracts pupils from single parents from concentrating in class work. It is most likely the case that single parents are usually burdened with multiple household chores to the extent that little or no time is available in helping with the academic activity of their children hence this could have low influence on pupils academic achievement. On the other hand single parent could have high influence on pupils academic achievement since, the parent is the only provider for the children and also guide and shape the children according to their level of socio-economic status, However these findings agree that of Oluwatosin (2011) who found that there is difference between single parent students and intact parents students in truancy behaviour. Probably it is due to truancy behaviour and lack of discipline that may contribute to lack of focus in educational activities among children from single parenting. In this regard, many studies have established that being single parents negatively influences academic achievement of learners. In a study done among OECD countries, De Lange, et al (2014) established that students living in single-mother families score nearly 14 points lower than students living with a mother and father, while those living with a mother plus guardian score on average 10 points lower. Equally, single parenting was found to have negative impact on a child's academic performance by Abudu and Fuseini (2013) in a study done in Ghana among 170 families with children in public primary schools.

Table 4.3 also illustrates that divorced parents had moderate influence on pupils academic achievement as the teachers' rating was (M=2.53; SD=1.517) and head teachers' rating was (M=2.66; SD=1.425). The t-test output, t (82) = -.385, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers

and head teachers were in agreement that divorced parents had moderate influence on pupils' academic achievement as signified by the overall mean, 2.59.

Interview findings also revealed that disruption impact of family dynamic which undermines the security and containment young children need to manage and process their emotions extend to academic achievement in school. This was highlighted by parent interviewee who stated:

> Disruption of family fabrics through divorce devastates children who find it difficult to adjust to new locations or family dynamics on one hand and how to explain to peers what has actually taken place on the other hand. This in turn results to difficulties in coping with class work, resulting into lowered academic performance (P).

The statement by Parent indicates that self-esteem of children gets eroded among his/her peers from divorce incidents. This in turn reduces social interaction both inside and outside classroom. This forms a recipe for moderated academic achievement, children from divorce incidents have lower educational aspirations during the process of their parents marital disruptions. This could cause low influence on pupils academic achievement. However these findings concurred with those ofFagan and Churchill (2012) who found that divorce diminishes children's learning capacity and educational attainment. Children of divorced mothers have poorer and less stimulating home environments. Furthermore, divorced mothers, despite their best intentions, are less able than married mothers to give emotional support to their children. Babies, et al (2014), in their study that investigated the effects of divorce on preschool children, found that divorce affects the emotional development and school progress of children.

From Table 4.3, it can also be noted that separated parents had moderate influence on pupils academic achievement as the teachers' rating was (M=2.49; SD=1.579) and head teachers' rating was (M=2.68.02; SD=1.635). The t – test output, t (82) =-.555, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that separated parents had moderate influence on pupils' academic achievement as signified by overall mean, 2.58.

Interviews findings also revealed that separation moderates academic performance of children, particularly those approaching or in adolescent stage. This was captured in a statement made by parent interviewee who stated:

> Stressors at home occasioned by separation makes focus in school challenging for boys and girls. Forgetting assignments, leaving homework at the other parents' home, or daydreaming in school contribute to lack-of-focus in the classroom. It is a big responsibility to keep track of homework, paperwork, and assignments at this age with a family in transition (P).

This statement tends to suggest the uncontrolled movement of children from one parent's home to other during school days results to lack of concentration on academic activities, thus lowers achievement in general. In separated families parental involvement in school cannot make up for the detriment to their children's education This finding agrees with that of Whitemarsh (2008) who found that educators have observed that some children from separated families may show decreased functioning in academic performance and display oppositional behavior, or signs of anxiety and depression. Whitemarsh (2008) further noted diminishing ability to concentrate in class, declining attendance and willingness to participate in class may indicate a child is having a difficult time adjusting to a transition in family dynamics. In another study done in Nigeria by Omoruyi (2014) it was found that there was significant relationship between adolescents from broken homes and academic performance.

Equally in Tanzania, Bubelwa (2014) investigated the effects of broken marriage on academic performance of primary school pupils and found that broken marriages contribute a lot to student's poor academic performance, psychological problems academic performance and delinquent behavior among students. Overall marital status of parents had a moderate influence on pupils' academic achievement with an overall mean of 2.96.

4.4 Influence of Parental level of Education on pupils academic achievement

The second objective sought to establish the influence of parental level of educationon pupils' academic achievement. Parental level of education was quantified by assigning the following numerical: 1= KCPE; 2= KCSE; 3 = Certificate; 4 = Diploma; 5 = Bachelors Degree 6 = Masters and 7 = PhD. (Appendix VII). These numerical data was therefore used in regression analysis was. The computed results were as shown in Table 4.4.

Table 4.4

Influence of Parental level of Education on pupils' Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.503	.253	.250	51.170	.253	103.377	1	306	.000

Predictors: (Constant), Parental level of Education.

Table 4.4 Indicates that the influence of parental level of education on pupils academic achievement was significant (r=.503, N=308, p<0.01). This means that increase in parentallevel of education, improved pupils' academic achievement. In essence, parents with high education level improved pupils' academic achievement.

The influence of parental level of education on pupils' academic achievement illustrated by the adjusted R- square of .250 indicates that parental level of education accounts for 25% change in pupils' academic achievement. The remaining 75% of change in the achievement is due to other factors other than education level of parents. This means that parental level of education has relatively low influence on pupils' academic achievement. This is because educated parents have an understanding of the value of education and therefore they will struggle to ensure that their children also have received good education by providing them with conducive learning atmosphere at home and the necessary reading materials.

To establish as to whether level of education of parents was a significant predictor of pupils' academic achievement, Analysis of Variance (ANOVA) was carried out (Table 4.5).

Table 4.5

Analysis of Variance of Parental education level on pupils academic achievement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	270,677.536	1	270,677.536	103.377	.000
	Residual	801,218.162	306	2,618.360		
	Total	1,071,895.698	307			

Dependent Variable: KCPE Marks.

Predictors: (Constant), Educational level of parents.

From Table 4.5, it can be noted that parental level of education is a significant predictor of pupils academic achievement ($F(1, 306) = 103.377$, $P<0.05$). Given that the significance value of F statistics is small (in this case P=.000), education level of parents can be accepted as explaining variation in the academic achievement of pupils as shown by KCPE marks.

To establish the actual influence of parental education level on academic achievement of pupils, linear regression analysis was computed. Table 4.6 presents the linear regression analysis.

Table 4.6

Linear Regression AnalysisParental education level on pupils academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	240.945	5.116		47.093	.000
	Educational level of Parents	19.277	1.896	.503	10.167	.000

Dependent Variable: KCPE Marks; Regression Equation: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Table 4.6 indicates that every one unit increase in Parental level of education there was 19.277 units' increases in pupils' academic achievement as signified by the coefficient 19.277. The regression equation $Y = \beta_0 + \beta_1 X_1 + \varepsilon$, That is, $Y = 240.945 + 19.277X_1 + \varepsilon$,

During the interviews with the parents, they stated that educated parents do guide their children in doing school assignments, identifying and purchasing educational materials to enhance pupils' academic achievement. In this respect parents stated "after coming back from school, some snacks are served to the children after which they perform a few domestic chores. This is followed by revision and going through school assignment under the guidance of the parent."

This finding means that the parents' takes time to closely monitor educational activities of the child, besides helping the child with school assignments.

In addition parents stated during the interviews:

> Noticing areas where our children have difficulties, we at personal level look and purchase relevant books and other learning materials which are easy to read and understand. This has really helped our children in improving academic performance in subjects which were previously considered difficult (P).

This finding illustrates that parents with higher levels of education often understands areas where their children are facing difficulties with regard to academic achievement on one hand and on the other hand, such parents are also aware of ways of solving such difficulties: through availing of learning facilities at home. This finding agrees with that of Chevalier *et al* (2013) who established that, one year of paternal education was found to increase the probability of his daughter staying on in school by seven percent In contrast; maternal education has no statistically significant impact on the probability of remaining in education for either sons or daughters. This can be attributed to the reason that the more the parents are educated the high chances that they appreciate the value of education and thus can support their children in studies. Highly educated parents can support their children in education through assistance with homework and setting home environment conducive for learning.

Ogunsola and Adawale (2012) also agreed that educational qualification of parents is a significant factor that affects the academic performance of students. Therefore implies that educated parents know the value of monitoring their pupils' academic achievement which finally has a positive significance influence.

4.5 Influence of Parental Level of Income on Pupils Academic Achievement

The third objective of the study measured the influence of parental level of income on pupils' academic achievement. In this considering estimated amount of money per household that was used to educate the child and therefore this ranged from KCPE starting from 3000-

50000, KCSE 7000 -75000, Certificate 15000 -85,000 Diploma 25000 -90000, Bachelor's Degree 35000 -100000, Masters 55000 -120,000 and PhD 75,000 -199,000. (Appendix VII). The influence parental level of income on pupils academic achievement was computed and regression analysis done. The computed results were as shown in Table 4.7.

Table 4.7

Influence of Parental Level of Income on pupils Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.451	.203	.200	52.835	.203	77.978	1	306	.000

Predictors: (Constant), Parental level of Income.

Table 4.7 indicates that the influence of parental level of income on pupils academic achievement was moderate but significant (r=.451, N=306, p<0.05). This means that increase in parental level of income, positively improved pupils' academic achievement. Thus, parents with high level of income improved pupils' academic achievement.

The influence of parental level of income on pupils' academic achievement is illustrated by adjusted R^2 is .200 (R^2 =.200; P<0.05) indicates that parental level of incomeaccounts for 20% change in achievement in KCPE marks. Although the direction of the influence is positive, the contribution of income level of parents towards academic achievement seems to be low; hence the model may not be a good predictor of the variation in the dependent variable. This finding indicates that parental level of income explains only 20% of variation on pupils' academic achievement. Consequently, 80% of variation in pupils' academic achievement is explained by other factors other than parental level of income. This finding

indicates that parental level of income does not influence pupils' academic achievement much, other than to a low extent: probably contributing to only 20% of academic achievement. Parents with good occupation type results in better support for the learner, these occupations are commensurate with pay and engaged their children with educational activities hence can have high influence on pupils' academic achievement. Similarly, some parents engage in lowly paying occupation types that made them incapable of supporting the education of their children in terms of paying school levies which leads to absenteeism of pupils from school and may ultimately lead to low influence on pupils' academic achievement.

Further analysis was done to check how well the model can predict academic achievement using parental level of income. This was carried out using Analysis of Variance (ANOVA). Table 4.8.

Table 4.8

Analysis of Variance of parental income level on pupils academic achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	217679.375	1	217679.375	77.978	.000
	Residual	854216.323	306	2791.557		
	Total	1071895.698	307			

Dependent Variable: Pupils' academic achievement.

Predictors: (Constant), Parental level of income.

Table 4.8 indicates that parental level of income is a significant predictor of academic achievement of pupils ($F(1, 306) = 77.978$, $P<.05$). The significance value of F in this case is .000, which is smaller than .05. Parental level of income explains the variation in pupils' academic achievement. The significance level of .000 implies that parental level of income

can predict academic achievement of pupils. The actual prediction of the influence of parental level of income on pupils' academic achievement was computed through linear regression analysis (Table 4.9).

Table 4.9

Linear Regression Analysison influence of income level of parents on pupils academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	217.786	8.048		27.062	.000
	Income Level	51.390	5.820	.451	8.831	.000

Dependent Variable; Pupils academic achievement. Regression Equation: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Table 4.9 indicates that everyone unit increase in parental level of income, there was 51.390, units increasein pupils' academic achievement. Academic achievement when parental level of income is zero is 217.786. The regression model is therefore presented as:

Academic achievement = 217.786 + 51.390 Income level of parents.

It also emerged from the interviews that were conducted with the parents that parental level of income can only help in enhancing academic achievement of the child if part of the income is dedicated appropriately towards education needs of the child. This includes purchasing of the necessary learning materials, paying school levies in time, and providing adequate food to the pupil, among others. Without the aforementioned practices, pupils' academic achievement may not be improved like was stated by a parent "most of us parents

expect teachers to provide quality teaching to our children, and we entirely rely on them to provide both teaching and learning materials to our children."

This finding tends to suggest that some parents do not commit part of their income to purchasing learning materials for their children other than relying on what is provided by the school. However, most parents stated that they often ensure that all the school levies required are paid, like was stated by one parent "often strive to ensure that all the required school levies for my child are paid, even if it means at a later date."

This finding implies that a child may take some time without attending school before the parent pays the expected school levies. This probably indicates that payment of school levies is not given the expected priority by some parents. Another parent stated, "I normally work for longer hours without getting much time to guide my child during home work so that I may be in a position to provide food and other basic needs for the upkeep of the family".

This revelation points at the neglect that monitoring of the pupils' academic achievement has suffered due to the pursuit for more income for the family. Families seem to place academic progress of children secondary compared to pursuit of income.The finding that the parental level of income does not influence academic achievement of pupils the family to a large extent concurs with Lacour and Tissington's (2011) who found that although students who lived in poverty scored significantly worse than other students, this gap is slightly closed as time progressed. It is therefore emerging that increase in parental level of income only increases academic achievement of pupils in the short term, but not in the long term. Dahl and Lochner (2012) established a similar finding: that a $1,000increase in income raises

combined math and reading test scores by 6 percent in the short run, and that test gains are larger for children from disadvantaged families and robust to a variety of alternative specifications. This can be attributed to by the fact that pupils from parents who earn high level of income had all the necessary reading materials, good medical care, their school levies paid in time, they are also well motivated and had conducive learning environment back at home, which pupils from parents with low level of income lacked. All these led to disparities in academic achievement among pupils from varied backgrounds of parental level of income.

4.6 Influence of Parental occupation type on pupils'Academic Achievement

The last objective assessed the influence of parental occupation type on pupils' academic achievement in public primary schools. Descriptive analysis on parental occupation type and academic achievement in KCPE is presented in Table 4.10.

Table 4.10

Parental Occupation Type on pupils' Academic Achievement

Occupation type	Respondent	M	SD	OM	Df	t	Sig
Banking	Teacher	4.18	.914	4.156	77	.244	.808
	Head Teacher	4.13	1.067				
Teaching	Teacher	4.23	.872	4.17	77	.691	.492
	Head Teacher	4.10	.810				
Medical	Teacher	4.38	.907	4.37	77	.174	.862
	Head Teacher	4.35	.864				
Law	Teacher	4.23	.959	4.23	77	.028	.978
	Head Teacher	4.23	.862				
Farming	Teacher	3.28	.916	3.53	77	-.627	.533
	Head Teacher	3.78	1.828				
Vending	Teacher	2.72	1.213	2.55	77	1.448	.152
	Head Teacher	2.38	.868				
Overall Mean	Teacher	3.84	.9856	3.84	77	.034	.432
	Head Teacher	3.83	.895				

Key: Interpretation of Mean Ratings

1.00 – 1.44: Very Low Influence

1.45 – 2.44: Low Influence

2.45 – 3.44: Moderate Influence

3.45 – 4.44: High Influence

4.45 – 5.00: Very High Influence

From Table 4.10, it can be noted that in banking parents had high influence on pupils academic achievement as the teachers' rating was (M=4.18; SD=.914) and head teachers' rating was (M=4.13; SD=1.067). The t – test output, t (77) =.244, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that banking parents had high influence on pupils' academic achievement, as signified by the overall mean, 4.156.

Interview findings concurred with these findings, as some interviewees emphasized that an occupation working in bank enables one to be exposed to essential information. This in turn gives such a parent the urge to encourage his/ her child to aspire for similar positions in future. This was highlighted by parent interviewees who stated "children whose parents are in positions like bank managers tend to excel academically because their parents continuously keep abreast of current and essential tips in education that they are able to share with the children." This statement suggests that the guidance provided to the child informed by the exposure of the parent is capable of enhancing academic achievement of the child. It goes that involvement in the child's education by exposed and informed parents positively influence academic achievement of the child. Perhaps the statement that concisely captured this was "parents who hold occupations like senior managers would wish their children to follow after them. Such parents do ensure that they guide their children effectively to academic excellence."

Active involvement in the child's education by parents who hold managerial status seemed to have been implied by parent as a motivator to better academic achievement though sometimes such managerial occupations can deprive the parent's time to follow up the

progress of their children in school hence leads to low performance. However these findings agree with that of Qaiser, et al (2012) who conducted a study on effect of parental socio-economic status on the academic achievement of secondary school students in Karak District, Pakistan. He found that parents with prestigious occupation provide necessary facilities needed for the enhancement of their children education. They also give them support and encouragement towards the attainment of educational achievement. Equally, Murithi (2015), in a study that investigated the parental factors that influence performance in day secondary schools in Imenti North Sub-County, found that parental involvement in students' education as well as occupation, among others, significantly influence students' academic performance. It is therefore emerging that active involvement of parents who hold managerial positions in educational activities of their children has positive effect on academic achievement of the child.

Table 4.10 also indicates that teacher parents had high influence on pupils academic achievement as the teachers' rating was (M=4.23; SD=.872) and head teachers' rating was (M=4.10; SD=.810). The t – test output, t (77)=.691, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that teacher parents had high influence on pupils' academic achievement as signified by the overall mean, 4.17.

Interview findings also revealed relevant information, as interviewees stated that children who their parents are teachers often perform better academically. This was highlighted parent interviewee who stated "the job stability that teachers have enables them concentrate on imparting knowledge not only to children in school, but also to their own children at home."

The statement attributed to parent suggests that parents who hold formal employment tend to enjoy job stability that foster concentration in the child's academic activities. This stability further enhances their socio-economic status in the society. Nevertheless these findings agree with those of Usaini and Abubakar (2015) who found that Students from parents with formal occupation were found to perform better than those from parents with informal occupation in a study done in Malaysia to examine how parents' occupation does impact students' academic performance. Rather and Sharma (2015) found that there is an intimate relationship between socio economic status and academic grades of students. According to a study done by Saifullahi (2011) in Gujarat district (India), families whose parents were with government jobs were found to be more secured and were found to be at peace. Stability of parental occupation coupled with involvement in academic activities of the child tends to make teachers' children attain better academic achievement.

Table 4.10 also illustrates that medicalparents had high influence on pupils academic achievement as the teachers' rating was (M=4.38; SD=.907) and head teachers' rating was (M=4.35; SD=.864). The t-test output, t (77) =.174, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that doctor parents had high influence on pupils' academic achievement as signified by the overall mean, 4.37.

According to findings that came from the interviews, children whose parents are in professions like medical doctors are able to attain academic achievement due to the fact that their parents are able to avail to them essential academic facilities. This was highlighted by parent interviewee who stated "children whose parents are doctors often benefit from affluent

environment where they live. They live in homes with nearly all facilities that support their education endeavors."

The importance of home environment to academic achievement of the learner is highlighted in the statement attributed to parent. Parents who are able to provide the right facilities like ICT devices that support efficient acquisition of knowledge, in an environment with minimum detractors for the youths enhance academic achievement of their children. Sometimes doctors cannot have time to be actively involved in the child's academic activities due to their busy work schedules and this can lead to low academic achievement. Nevertheless these findings agree with those of Qaiser, et al (2012) who found that parents' occupation plays a significant role on students' academic performance in a study done in Pakistan. Such parents with prestigious occupations provide necessary facilities needed for the enhancement of their children education. They also give them support and encouragement toward the attainment of educational achievement. Occupation and home location were found to be highly correlated with students' academic performance in a study done in a study done in Nigeria by Egunsola (2014). However, Abosede (2015) found a contrasting result with regard to the relationship between occupation of the parent and academic achievement of the child: it revealed that there was no significant relationship between gender and academic performance; parents' job type and students' academic performance. It should therefore be considered that parental job type alone may not influence academic achievement of the child without active involvement in the child's educational activities.

Table 4.10 indicates that parents who studylaw had high influence on pupils academic achievement as the teachers' rating was (M=4.23; SD=.959) and head teachers' rating was (M=4.23; SD=.862). The t – test output, t (77) =.028, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that parents who are lawyers had high influence on pupils' academic achievement as signified by the overall mean, 4.23.

Interview findings concurred with these findings, as interviewees emphasized that occupation like being a lawyer enables parents to set up home environments that foster the child's academic achievement. This was highlighted by parent's interviewee who stated "being proficient in languages, parenting lawyers are able to inculcate speech abilities into their children. This in turn enhances academic achievement of these children, especially in languages."

The home environment, according to statement attributed to parent, where key language used to administer school curriculum is commonly used has the ability to enhance children's academic achievement. In a study by Mosha (2014) to investigate the factors affecting students' performance in English language subject in Zanzibar, it was found that students' infrequent use of English language at school and home, limited home support environment and poverty significantly affect students' academic achievement. Parent's occupation, income, and language used at home was found to influence academic achievement of pupils by Batoya, et al (2013) in a study that examined the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. It has therefore emerged that parents who have set home environment to emulate their daily

practices like use of language or speech are able to nurture the same in their children: hence enhancing academic achievement of the children.

Table 4.10 similarly illustrates that farmer parents had between moderate and high influence on pupils academic achievement as the teachers' rating was (M=3.28; SD=.916) while head teachers' rating was (M=3.78; SD=1.828). The t – test output, t (77) = -.627, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that farmer parents had between moderate and high influence on pupils' academic achievement as signified by the overall mean, 3.53.

Interview findings seemed to concur with these findings, as interviewees emphasized that farmer parents often influence their children's academic achievement between moderate and high extent. This was highlighted by parents interviewee who stated "most farmers live near their farms and, although they take almost a whole day in their farms, they at times get some time to assist their children with school assignments, among other things." This statement seems to suggest that although farmers are almost fully occupied on daily basis, they at times spare some of their time to participate in the children's educational activities. Another related statement provided by one parent stated:

> Being a farmer whose farm is located near the home, I often find time to attend all school activities involving parents like PTA meetings, academic forums organized by the school, among other activities required of parents (P34).

The interview finding therefore tends to suggest that parenting farmers, although their occupations are moderately paying, are able to participate in school activities required of them by school administration for the enhancement of academic achievement of their

children. By constantly participating in meetings called by teachers, the relationship between parent and the teachers would be improved. This has the potential of enhancing performance of the child. Similar finding was attained by Murithi (2015) in an investigation of parental factors that influence performance. The study found that special parents' characteristics and parent-teacher relationship influence students' academic performance.

Lastly, Table 4.10 also indicates that vendingparents had moderate and low influence on pupils academic achievement as the teachers' rating was (M=2.75; SD=1.213) while head teachers' rating was (M=2.38; SD=.868). The t – test output, t (77) = 1.448, P>.05 means that there was no significant difference between the teachers and head teachers' means. Therefore the teachers and head teachers were in agreement that vendor parents had moderate and low influence on pupils' academic achievement as signified by the overall mean, 2.55.

Interviews conducted revealed that itinerary practices of vendors render them incapable of effectively participating in their children's education. In this regard, one parent commented:

> Traders who sell their wares in open market centers often wake up very early in the morning and return late at night, probably when the children are asleep. Such parents hardly have time to monitor academic performance of their children (P).

This statement tends to imply that the nature of occupation that vendors are engaged in takes most of their time without giving them a chance to aid academic efforts of their children. The informality of vendors' occupation impairs their involvement in the educational activities of their children. This finding seem to be in agreement with Usaini and Abubakar's (2015) study that students from a parent with formal occupation perform well than those from parents with informal occupation in a study done in Malaysia. Equally, Castillo, et al (2011) found that the odds ratios between parental occupational levels and cognitive performance in

Spanish adolescence were 1.9 to 2.4 times higher for adolescents with high parental occupational level. Similarly, Batoya, et al (2013),while examining the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts in Kenya, established that parental occupation, among other factors do influence academic achievement of pupils. But in a contrasting finding, Abosede (2015) established that there was no significant relationship between parents' job type and students' academic performance, which is influenced by the family size. This may suggest that occupation types only influences academic achievement in a family that is small in size.

In overall, occupation type of parents had a high influence on pupils' academic achievement with an overall mean of 3.49. Based on the interpretation of mean rating, 3.49 represent high influence.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the study findings, conclusions as well as recommendations for improvement in academic achievement of pupils in KCPE and areas for further research.

5.2 Summary of Findings

The purpose of this study was to establish the influence of parents' socio-economic status on pupils' academic achievement in public primary schools in Kisumu West Sub County. Socio economic status of parents was measured with regard to parental marital status, education level, income level, and occupation type. The following is the summary of the study findings:

5.2.1Marital Status of Parents and Academic Achievement

Marital status of parents had a moderate influence on pupils' academic achievement with an overall mean of 2.96. Parents interviewees indicated that textbook and other learning materials that parents provide promote learning because learning continues in the absence of a teacher. This is only realized when mother and father living together put in effort to assist the learner at their income.

5.2.2 Education Level of parent and Academic Achievement

Parents interviewees indicated that noticing areas where their children had difficulties at personal level looked and purchased relevant books and other learning materials which were easy to read and understand. This helped their children in improving academic performance in subjects which were previously difficult.

5.2.3 Income Level of Parent and Academic Achievement

Parental income level explains 20% of variations in pupils academic achievement and parents interviewees indicated that they normally work for longer hours without getting much time tom guide their children during homework so that we might be in a position to provide food and other basic needs for the upkeep of the family.

5.2.4 Occupation type of Parents and Academic Achievement

Parental occupation type had a high influence on pupils academic achievement with an overall mean of 3.49. Parents' interviewee indicated that parents often wake up very early in the morning to go to their jobs and return late at night, probably when the children are asleep. Such parents hardly have time to monitor academic performance of their children.

5.3 Conclusions

Based on the findings of the study the following conclusions were made;-

Marital status had moderate influence on pupils academic achievement. In this respect dual parenthood had high influence on pupils academic achievement while separate, single, divorced and widowed had moderate influence.

Parental education level accounted for 25% variation in pupils academic achievement. Nevertheless, it was a significant predictor of pupils academic achievement.

Parental income level accounted for 20% of variation in pupils academic achievement and was a significant predictor.

Parental occupation type had a high influence on pupils academic achievement, with Banking, law, teaching, medical, farming having high influence while vending had moderate influence on pupils.

5.4 Recommendations

Based on the findings and the conclusions of the study the following recommendations were made;

i) With regard to the finding that marital status influence moderately pupils academic achievement and that dual parenthood enhances pupils performance by providing textbooks and other learning resources, the study recommends that parents should be advised by head teachers to double their effort in enhancing pupils academic performance, while single, widowed, separated and divorced parents should be advised to pay special attention to pupils studies by providing the basic requirements like extra textbooks and other resources required for enhancement of pupils performance.

ii) In view of the findings that parental level of education accounted for 25% of the variation in pupils achievement, parents had a minimum academic achievement of KCPE, the study recommended that, parents be encouraged by the head teachers and teachers to fully provide academic guidance and counseling to their school going children with a view to going beyond their parents level of education. Furthermore the highly educated be encouraged to serve as role models to the pupils.

iii) In view of the findings that parental level of income accounted for 20% variation in pupils achievement the study recommended that, parents be advised by the teachers

and head teachers to invest more in their children's education by using the income to provide promptly the education resources required by their children to perform better.

iv) With regard to the finding that parental occupation type had high influence onpupils academic achievement. The study recommended that, parents of different occupation type be advised by the head teachers, teachers and school boards to encourage their children to understand what entails different occupations in terms of talents and encourage them to enhance performance that will enable them to achieve their dreams.

5.5 Recommendation for Further Research

The study exposed the following areas that require further studies. –

i) Influence of single parenting on pupils academic performance. This study is required because during interviews there were contradictory revelations on single parenting and pupil discipline.

ii) Impact of parental occupation on pupils academic performance. The study should focus on ranking of occupation type on influence of pupils' academic performance. This is because the current study did not seek to establish the degree of influence across occupation type with a view to generating a model.

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APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

The purpose of this research is to obtain information on the influence of socio economic status of parents on academic performance of pupils in Kisumu West Sub County. All the information gathered will be used for this study only and will be treated with confidentiality. You are therefore requested to respond to these questions honestly and accurately.

Tick (√) where appropriate or where applicable

PERSONAL INFORMATION

1. Gender Male [ ] Female[ ]

2. Age i) 25 - 30 years [ ] ii) 31 - 35 years [ ] iii) 36 – 40 years [ ] iv) 41 – 45 years [ ] v) 46 – 50 years; [ ] vi) 51 – 55 years; vii) 56 and above years [ ]

3. Marital status: i) Single [ ] ii) Married [ ] iii) Widowed [ ] iv) Separated [ ]

4. Highest level of training of teachers

i) Untrained [ ] ii) P1 [ ] iii) Diploma [ ] iv) Degree [ ]

5. Category of teacher: i) Head Teacher [ ] ii) Class 8 Teacher [ ]

SECTION I: INFLUENCE OF MARITAL STATUS OF PARENTS ON ACADEMIC ACHIEVEMENT

Marital status of parents influences pupils' academic achievement. Based on your experience and knowledge, rate the influence of the listed different aspects of marital status on their children's academic achievement. Where:

1- Very Low (VL); **2**- Low (L); **3**- Moderate (M); **4**- High (H); **5**- Very High (VH)

No	Items	VL	L	M	H	VH
1	Influence of single parents on children's academic achievement is					
2	Influence of married parents on children's academic achievement is					
3	Influence of divorced parents on children's academic achievement is					

4	Influence of widowed parents on children's academic achievement is					
5.	Influence of separated parents on children's academic achievement is					

State any other important information in regard to marital status of parents/guardians in relations to academic performance of pupils

_____

_____

SECTION II: INFLUENCE OF EDUCATION LEVEL OF PARENTS ON ACADEMIC ACHIEVEMENT

Indicate in the spaces provided parental levels of education, that is **KCPE; KCSE; Certificate; Diploma; Degree; Masters; PhD**andthe academic performance in 2016:

School Code	**Pupils' No**	**Education level of pupil's Parent**	**Pupils' academic achievement in KCPE 2016**
	1		
	2		
	3		
	4		
	5		
	6		
	7		

State any other important information in regard to education level of parents/guardians in relations to academic performance of pupils

_____

_____

SECTION III: INFLUENCE OF INCOME LEVEL OF PARENTS ON ACADEMIC ACHIEVEMENT

Indicate in the spaces provided estimated levels of income that is: KCPE starting from 3000-50000, KCSE 7000 -75000, Certificate 15000 -85,000 Diploma 25000 -90000, Bachelor's Degree 35000 -100000, Masters 55000 -120,000 and PhD 75,000 -199,000 and the academic achievement in 2016

School Code	**Pupils' No**	**Income level of Pupil's Parent**	**Pupils' Academic achievement in KCPE**
	1		
	2		
	3		
	4		
	5		
	6		
	7		

State any other important information with regard to income level of parents/guardians in relations to academic performance of pupils

_____

_____

SECTION IV: INFLUENCE OF OCCUPATION TYPE ON ACADEMIC ACHIEVEMENT

Occupation type of parents influences pupils' academic achievement. Based on your experience and knowledge, rate the influence of the listed different types of occupation on their children's academic achievement. Where:

1- Very Low (VL); **2**- Low (L); **3**- Moderate (M); **4**- High (H); **5**- Very High (VH)

No	**Occupation**	**Influence**				
		VL	**L**	**M**	**H**	**VH**
1	Banking					
2	Teaching					
3	Medical					
4	Law					
5.	Farming					
6	Vending					
7	Any other specify ---------- ----------					

State any other important information in regard to occupation level of parents/guardians in relations to academic performance of pupils

_____

_____

APPENDIX II: INTERVIEW SCHEDULE FOR PARENTS WHOSE CHILDREN ARE IN CLASS 8

This guide will aid the researcher to conduct face to face interview with selected parents whose children are in class 8. The researcher intends to use the information gathered from these interviews solely for her academic work.

Section I: Parental Marital Status and Academic Achievement

1. Fathers/mothers/guardians living with their spouses do enhance academic achievement of their children? Explain.
2. Widowed fathers/mothers/guardians stimulate academic achievement of their children? Explain.
3. Divorced fathers/mothers/guardians bear on academic achievement of their children? Explain.
4. Separated fathers/mothers/guardians bear on academic achievement of their children? Explain.
5. Single fathers/mothers/guardians stimulate academic achievement of their children? Explain.

Section II: Parental Education level and Academic Achievement

1. Parents/guardians with KCPE level of education have high affect on academic achievement of their children. Explain.
2. Parents/guardians with KCSE level of education enhance academic achievement of their children. Explain.
3. Parents/guardians with Certificate level of education stimulate on academic achievement of their children. Explain.
4. Parents/guardians with Diploma level of education stimulate academic achievement of their children. Explain.
5. Parents/guardians with Degree level of education bear on academic achievement of their children. Explain.
6. Parents/guardians with Master level of education enhance academic achievement of their children. Explain how

7. Parents/guardians with PhD level of education stimulate academic achievement of their children. Explain.

Section III: Parental Income level and Academic Achievement

Income level of parents has contributed to academic achievement of children over time. Provide your opinion concerning how monthly income levels of parents/guardians can affect child education:

1. Parents/guardians with up to Kshs. 50,000 income level bear on academic achievement of their children. Explain.
2. Parents/guardians with between Kshs. 50,100 and 100,000 income levels affect academic achievement of their children. Explain
3. Parents/guardians with between Kshs. 100,100 and 150,000 income levels affect academic achievement of their children. Explain.
4. Parents/guardians with between Kshs. 150,100 and 200,000 income levels affect academic achievement of their children. Explain
5. Parents/guardians with between Kshs. 200,100 and 250,000 income level affect academic achievement of their children. Explain.
6. Parents/guardians with between Kshs. 250,100 and 300,000 income level affect academic achievement of their children. Explain.
7. Parents/guardians with above Kshs. 300,000 income level affect academic achievement of their children. Explain.

Section IV: Parental Occupational type and Academic Achievement.

Occupation of parents has been found to have some considerable influence on academic achievement of learners who live under the care of such parents. Offer your response concerning how occupation type of parent can affect child education:

1. Parents/guardians with Bank manager type of occupation stimulate academic achievement of their children. Explain.
2. Parents/guardians with teacher type of occupation affect academic achievement of their children. Explain.
3. Parents/guardians with Doctor of occupation enhance academic achievement of their children. Explain.
4. Parents/guardians with Lawyer type of occupation stimulate academic achievement of their children. Explain
5. Parents/guardians with Farmer type of occupation affect academic achievement of their children. Explain.
6. Parents/guardians with Vendor type of occupation bear on academic achievement of their children. Explain.

APPENDIX III: DOCUMENT ANALYSIS GUIDE

This guide will aid the researcher to conduct scrutinize key documents related to personal details of pupils and their academic achievement. The researcher intends to use the information gathered from these analyses solely for her academic work.

Item	Remarks	Documents used
1. Marital status		Admission Register PTA Membership register Admission register
2. Level of Education		Admission register
3. Income Level		
4. Occupation level		Admission register

APPENDIX IV

RESEACH AUTHORIZATION LETTER - NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/94699/19471**

Date: **31st October, 2017**

Carolyne Auma Goro
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of parental socio economic status on pupils' academic achievement in public primary schools in Kisumu West Sub County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **30th October, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

APPENDIX V

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. CAROLYNE AUMA GORO
of MASENO UNIVERSITY, 0-40100
Kisumu,has been permitted to conduct research in *Kisumu County*

on the topic: *INFLUENCE OF PARENTAL SOCIO ECONOMIC STATUS ON PUPILS'ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY, KENYA*

for the period ending:
30th October,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/94699/19471
Date Of Issue : 31st October,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

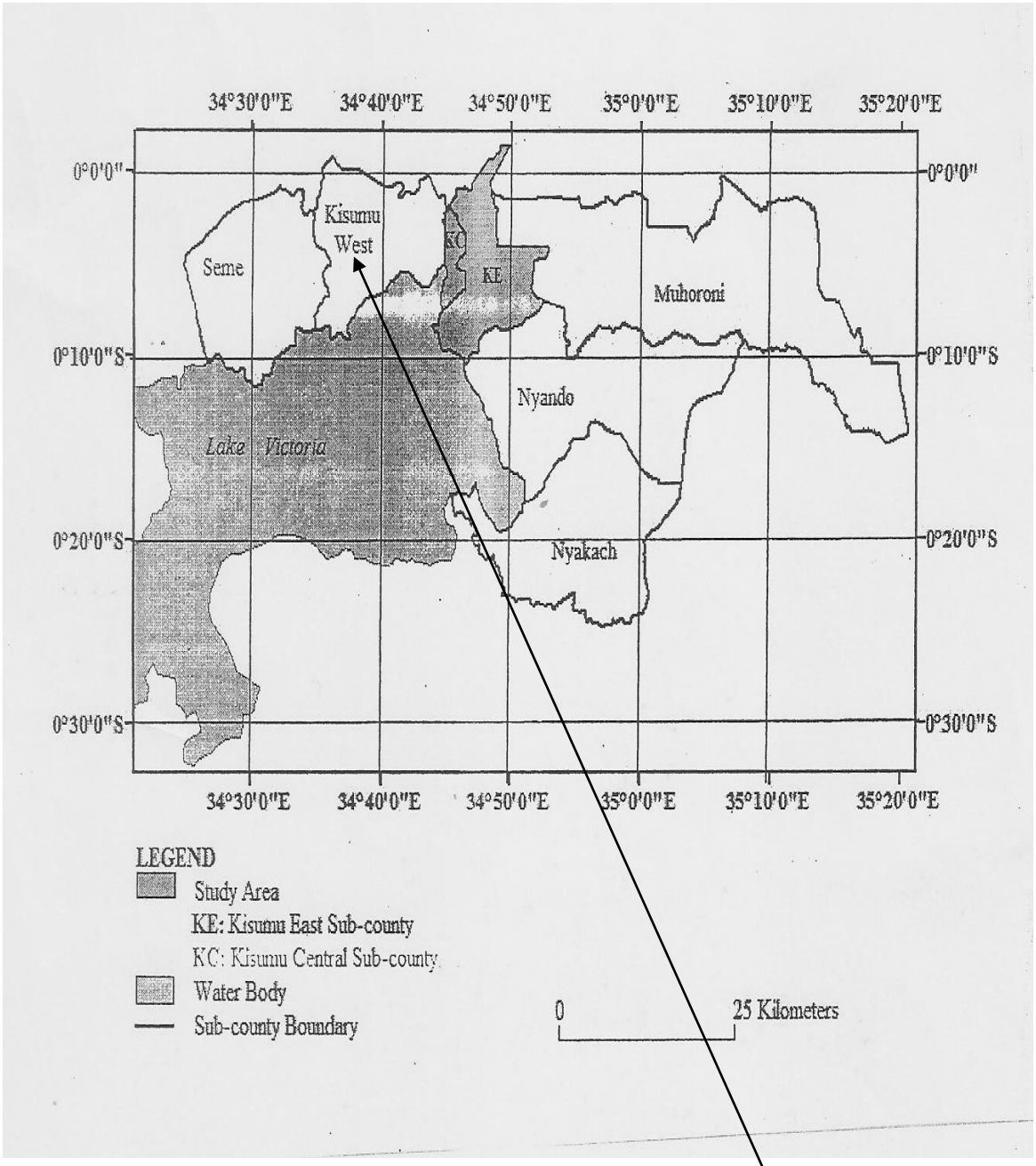
RESEARCH CLEARANCE PERMIT

Serial No.A 16306

CONDITIONS: see back page

APPENDIX VI

MAP SHOWING LOCATION OF KISUMU WEST SUB COUNTY



Source: Kisumu County Integrated Development Plan 2013-2017

APPENDIX VII: DATA ON RESPONDENTS

SERIAL NO OF PARENTS	PARENTAL EDUCATIONAL LEVEL	KCPE MARKS OF THE CHILD	ESTIMATES OF INCOME LEVEL OF PARENTS	OCCUPATION TYPE OF PARENTS	MARITAL STATUS OF PARENTS
1	DIPLOMA	320	25000-90000	Banking	married
2	KCSE	315	7000-75000	Teaching	Widowed
3	KCPE	292	3000-50000	Law	Single
4	KCPE	275	3000-50000	Farming	Separated
5	KCPE	250	3000-50000	Vending	Divorced
6	KCPE	245	3000-50000	Teaching	Married
7	KCPE	227	3000-50000	Teaching	Widowed
8	DEGREE	371	35000-100000	Vending	Married
9	DIPLOMA	334	25000-90000	Farming	Divorced
10	DIPLOMA	318	25000-90000	Farming	Separated
11	KCSE	273	7000-75000	Farming	Single
12	KCPE	257	3000-50000	Teaching	Married
13	KCPE	250	3000-50000	Banking	Married
14	KCPE	240	3000-50000	Farming	Single
15	DEGREE	378	35000-100000	Teaching	Widowed
16	KCSE	375	7000-75000	Teaching	Married
17	MASTERS	287	55000-120000	Teaching	Married
18	KCPE	290	3000-50000	Vending	Married
19	KCPE	215	3000-50000	Farming	Married
20	DIPLOMA	254	25000-90000	Law	Widowed
21	KCPE	242	3000-50000	Vending	Divorced
22	DEGREE	384	35000-100000	Law	Divorced
23	KCPE	319	3000-50000	Banking	Widowed
24	CERTIFICATE	217	15000-85000	Farming	Widowed
25	DIPLOMA	362	25000-90000	Farming	Married
26	KCPE	245	3000-50000	Farming	Married
27	DIPLOMA	261	25000-90000	Law	Married

28	KCPE	252	3000-50000	Law	Divorced
29	DIPLOMA	375	25000-90000	Vending	Separated
30	KCSE	332	7000-75000	Banking	Married
31	DIPLOMA	356	25000-90000	Teaching	Single
32	KCPE	314	3000-50000	Law	Separated
33	KCPE	309	3000-50000	Teaching	Single
34	KCPE	292	3000-50000	Vending	Divorced
35	KCPE	246	3000-50000	Farming	Divorced
36	KCSE	364	7000-75000	Farming	Married
37	KCPE	184	3000-50000	Farming	Separated
38	KCSE	134	7000-75000	Banking	Married
39	KCPE	270	3000-50000	Teaching	Single
40	KCPE	280	3000-50000	Law	Married
41	KCPE	243	3000-50000	Farming	Married
42	KCPE	331	3000-50000	Vending	married
43	DEGREE	370	35000-100000	Teaching	Widowed
44	DIPLOMA	330	25000-90000	Teaching	Single
45	DIPLOMA	315	25000-90000	Vending	Separated
46	KCSE	273	7000-75000	Farming	Divorced
47	KCSE	250	7000-75000	Farming	Married
48	KCPE	250	3000-50000	Farming	Widowed
49	KCPE	230	3000-50000	Teaching	Married
50	MASTERS	385	55000-120000	Banking	Divorced
51	KCSE	364	7000-75000	Farming	Separated
52	KCPE	346	3000-50000	Teaching	Single
53	DEGREE	330	35000-100000	Teaching	Married
54	KCPE	209	3000-50000	Teaching	Married
55	KCPE	216	3000-50000	Vending	Single
56	KCSE	283	7000-75000	Farming	Widowed
57	DEGREE	350	35000-100000	Law	Married
58	DIPLOMA	370	25000-90000	Vending	Married
59	DIPLOMA	343	25000-90000	Law	Married
60	KCSE	278	7000-75000	Banking	Married

61	KCPE	272	3000-50000	Farming	Widowed
62	KCPE	198	3000-50000	Farming	Divorced
63	KCPE	150	3000-50000	Farming	Divorced
64	DEGREE	368	35000-100000	Law	Widowed
65	DIPLOMA	330	25000-90000	Law	Widowed
66	CERTIFICATE	247	15000-85000	Vending	Married
67	KCSE	278	7000-75000	Banking	Married
68	KCPE	268	3000-50000	Teaching	Married
69	KCPE	252	3000-50000	Law	Divorced
70	KCPE	190	3000-50000	Farming	Separated
71	DEGREE	330	35000-100000	Vending	Married
72	DIPLOMA	359	25000-90000	Teaching	Married
73	CERTIFICATE	330	15000-85000	Teaching	Married
74	KCSE	324	7000-75000	Vending	Separated
75	KCPE	368	3000-50000	Farming	Single
76	KCPE	318	3000-50000	Farming	Married
77	KCPE	270	3000-50000	Farming	Married
78	MASTERS	378	55000-120000	Teaching	Married
79	DEGREE	367	35000-100000	Banking	Divorced
80	DEGREE	330	35000-100000	Farming	Separated
81	DIPLOMA	240	25000-90000	Teaching	Married
82	CERTIFICATE	264	15000-85000	Teaching	Married
83	KCSE	260	7000-75000	Teaching	Married
84	KCSE	330	7000-75000	Vending	Divorced
85	MASTERS	390	55000-120000	Farming	Divorced
86	DEGREE	384	35000-100000	Law	Divorced
87	DIPLOMA	366	25000-90000	Vending	Married
88	KCSE	320	7000-75000	Law	Married
89	KCSE	304	7000-75000	Banking	Married
90	KCPE	276	3000-50000	Farming	Divorced
91	KCPE	250	3000-50000	Farming	Separated
92	MASTERS	368	55000-120000	Farming	Married
93	KCPE	364	3000-50000	Law	Married

94	KCPE	340	3000-50000	Law	Married
95	DEGREE	330	35000-100000	Vending	Married
96	KCPE	207	3000-50000	Farming	Divorced
97	KCPE	216	3000-50000	Banking	Separated
98	KCSE	280	7000-75000	Teaching	Single
99	CERTIFICATE	320	15000-85000	Law	Separated
100	CERTIFICATE	300	15000-85000	Farming	married
101	KCSE	280	7000-75000	Vending	Widowed
102	KCSE	267	7000-75000	Teaching	Single
103	KCPE	227	3000-50000	Teaching	Separated
104	KCPE	217	3000-50000	Vending	Divorced
105	KCPE	200	3000-50000	Farming	Married
106	DEGREE	328	35000-100000	Farming	Widowed
107	DIPLOMA	357	25000-90000	Farming	Married
108	CERTIFICATE	328	15000-85000	Teaching	Divorced
109	KCSE	322	7000-75000	Banking	Separated
110	KCPE	366	3000-50000	Farming	Single
111	KCPE	316	3000-50000	Teaching	Married
112	KCPE	268	3000-50000	Teaching	Married
113	DIPLOMA	316	25000-90000	Teaching	Single
114	KCSE	310	7000-75000	Vending	Widowed
115	KCPE	287	3000-50000	Farming	Married
116	KCPE	270	3000-50000	Law	Married
117	KCPE	245	3000-50000	Vending	Married
118	KCPE	240	3000-50000	Law	Married
119	KCPE	222	3000-50000	Banking	Widowed
120	DEGREE	375	35000-100000	Farming	Divorced
121	KCSE	372	7000-75000	Farming	Divorced
122	MASTERS	284	55000-120000	Farming	Widowed
123	KCPE	287	3000-50000	Law	Widowed
124	KCPE	212	3000-50000	Law	Married
125	DIPLOMA	251	25000-90000	Vending	Married
126	KCPE	239	3000-50000	Farming	Married

127	KCPE	292	3000-50000	Farming	Divorced
128	KCPE	275	3000-50000	Banking	Separated
129	KCPE	250	3000-50000	Teaching	Married
130	KCPE	246	3000-50000	Law	Widowed
131	KCPE	227	3000-50000	Banking	Divorced
132	KCPE	224	3000-50000	Teaching	Divorced
133	KCPE	150	3000-50000	Law	Married
134	KCPE	260	3000-50000	Farming	Widowed
135	KCPE	244	3000-50000	Vending	Divorced
136	KCPE	267	3000-50000	Teaching	Divorced
137	KCPE	269	3000-50000	Teaching	Married
138	KCPE	229	3000-50000	Vending	Married
139	KCPE	155	3000-50000	Farming	Divorced
140	KCPE	235	3000-50000	Farming	Married
141	KCSE	309	7000-75000	Farming	Married
142	KCSE	289	7000-75000	Teaching	Divorced
143	KCSE	235	7000-75000	Banking	Married
144	KCPE	237	3000-50000	Farming	Married
145	KCPE	204	3000-50000	Teaching	Divorced
146	KCPE	256	3000-50000	Teaching	Married
147	KCPE	224	3000-50000	Teaching	Married
148	KCSE	235	7000-75000	Vending	Married
149	KCSE	243	7000-75000	Farming	Divorced
150	KCSE	212	7000-750000	Law	Divorced
151	KCPE	256	3000-50000	Vending	Married
152	KCPE	224	3000-50000	Law	Married
153	KCPE	231	3000-50000	Banking	Divorced
154	KCPE	235	3000-50000	Farming	Married
155	KCSE	206	7000-75000	Farming	Married
156	KCSE	159	7000-75000	Farming	Married
157	KCPE	260	3000-50000	Law	Married
158	KCPE	270	3000-50000	Law	Divorced
159	KCPE	178	3000-50000	Vending	Married

160	KCPE	208	3000-50000	Farming	Married
161	KCPE	255	3000-50000	Law	Divorced
162	KCPE	266	3000-50000	Farming	Married
163	KCSE	314	7000-75000	Vending	Married
164	CERTIFICATE	311	15000-85000	Teaching	Divorced
165	DIPLOMA	383	25000-90000	Teaching	Married
166	DEGREE	228	35000-100000	Law	Married
167	KCPE	272	3000-50000	Banking	Married
168	KCPE	226	3000-50000	Teaching	Divorced
169	KCPE	325	3000-50000	Law	Divorced
170	KCSE	357	7000-75000	Farming	Married
171	CERTIFICATE	235	15000-85000	Vending	Married
172	DIPLOMA	276	25000-90000	Teaching	Divorced
173	DEGREE	242	35000-100000	Teaching	Divorced
174	KCPE	357	3000-50000	Vending	Married
175	KCPE	226	3000-50000	Farming	Married
176	DEGREE	193	35000-100000	Farming	Divorced
177	DIPLOMA	247	25000-90000	Farming	Married
178	CERTIFICATE	245	15000-85000	Teaching	Married
179	KCSE	339	7000-75000	Banking	Divorced
180	KCSE	286	7000-75000	Farming	Married
181	KCPE	276	3000-50000	Teaching	Married
182	KCPE	305	3000-50000	Teaching	Married
183	KCSE	389	7000-75000	Teaching	Divorced
184	KCSE	317	7000-75000	Vending	Divorced
185	KCPE	227	3000-50000	Farming	Married
186	KCPE	283	3000-50000	Law	Married
187	KCPE	292	3000-50000	Vending	Divorced
188	KCPE	248	3000-50000	Law	Married
189	KCPE	186	3000-50000	Banking	Married
190	CERTIFICATE	214	15000-85000	Farming	Divorced
191	KCSE	289	7000-75000	Farming	Married
192	KCSE	316	7000-75000	Farming	Married

193	KCPE	309	3000-50000	Law	Divorced
194	KCPE	395	3000-50000	Law	Married
195	KCPE	227	3000-50000	Vending	Married
196	KCPE	306	3000-50000	Vending	Single
197	KCPE	346	3000-50000	Farming	Divorced
198	KCSE	352	7000-75000	Farming	Married
199	CERTIFICATE	397	15000-85000	Vending	Married
200	DIPLOMA	358	25000-90000	Farming	Divorced
201	DEGREE	244	35000-100000	Farming	Married
202	KCPE	266	3000-50000	Teaching	Married
203	KCPE	267	3000-50000	Vending	Divorced
204	MASTERS	375	550000-120000	Vending	Married
205	DEGREE	372	35000-100000	Law	Married
206	DEGREE	315	35000-100000	Teaching	Married
207	DIPLOMA	345	25000-90000	Vending	Divorced
208	CERTIFICATE	365	15000-85000	Farming	Divorced
209	KCSE	185	7000-75000	Farming	Married
210	KCSE	200	7000-75000	Vending	Married
211	MASTERS	380	55000-120000	Farming	Divorced
212	DEGREE	330	35000-100000	Farming	Married
213	DEGREE	320	35000-100000	Law	Divorced
214	DIPLOMA	350	25000-90000	Teaching	Married
215	CERTIFICATE	370	15000-85000	Farming	Divorced
216	KCSE	190	7000-75000	Banking	Married
217	KCSE	210	7000-75000	Teaching	Divorced
218	DIPLOMA	320	25000-90000	Law	Married
219	DIPLOMA	302	25000-90000	Farming	Divorced
220	CERTIFICATE	290	15000-85000	Vending	Divorced
221	KCSE	286	7000-75000	Teaching	Married
222	KCSE	222	7000-75000	Teaching	Married
223	KCPE	262	3000-50000	Vending	Divorced
224	KCPE	250	3000-50000	Farming	Married
225	DEGREE	350	35000-100000	Farming	Married

226	DIPLOMA	345	25000-90000	Farming	Divorced
227	CERTIFICATE	356	15000-85000	Teaching	Married
228	KCPE	322	3000-50000	Banking	Married
229	KCPE	270	3000-50000	Farming	Married
230	KCPE	262	3000-50000	Teaching	Divorced
231	KCPE	180	3000-50000	Teaching	Divorced
232	KCPE	283	3000-50000	Teaching	Married
233	KCPE	250	3000-50000	Vending	Married
234	KCPE	240	3000-50000	Farming	Divorced
235	KCPE	200	3000-50000	Law	Divorced
236	KCSE	270	3000-50000	Vending	Married
237	KCSE	256	7000-75000	Law	Married
238	KCSE	227	7000-75000	Banking	Divorced
239	KCPE	370	3000-50000	Farming	Married
240	DEGREE	401	35000-100000	Farming	Married
241	KCSE	325	7000-75000	Farming	Divorced
242	KCSE	250	7000-75000	Law	Married
243	DIPLOMA	200	25000-90000	Law	Married
244	DIPLOMA	340	25000-90000	Vending	Married
245	KCSE	300	7000-75000	Banking	Divorced
246	MASTERS	390	55000-120000	Teaching	Divorced
247	DEGREE	384	35000-100000	Law	Married
248	DIPLOMA	366	25000-90000	Farming	Married
249	KCSE	320	7000-75000	Vending	Divorced
250	KCSE	304	7000-75000	Teaching	Married
251	KCPE	276	3000-50000	Teaching	Widowed
252	KCPE	250	3000-50000	Vending	Divorced
253	KCSE	300	7000-75000	Farming	Divorced
254	KCSE	250	7000-75000	Farming	Widowed
255	KCPE	248	3000-50000	Farming	Widowed
256	KCPE	306	3000-50000	Teaching	Married
257	KCPE	260	3000-50000	Banking	Married
258	KCPE	190	3000-50000	Farming	Married

259	KCPE	170	3000-50000	Teaching	Divorced
260	KCPE	340	3000-50000	Teaching	Separated
261	KCPE	360	3000-50000	Teaching	Married
262	KCPE	392	3000-50000	Vending	Widowed
263	KCPE	372	3000-50000	Farming	Divorced
264	KCPE	280	3000-50000	Law	Divorced
265	KCPE	180	3000-50000	Vending	Married
266	KCPE	170	3000-50000	Law	Married
267	KCPE	350	3000-50000	Banking	Widowed
268	KCPE	368	3000-50000	Farming	Divorced
269	KCPE	296	3000-50000	Farming	Divorced
270	KCPE	282	3000-50000	Farming	Widowed
271	KCPE	200	3000-50000	Law	Widowed
272	KCPE	189	3000-50000	Law	Married
273	KCPE	150	3000-50000	Vending	Married
274	DEGREE	350	35000-100000	Banking	Married
275	DIPLOMA	324	25000-90000	Teaching	Divorced
276	DIPLOMA	298	25000-90000	Law	Separated
277	KCSE	270	7000-75000	Farming	Married
278	KCPE	255	3000-50000	Vending	Widowed
279	KCPE	250	3000-50000	Teaching	Divorced
280	KCPE	240	3000-50000	Teaching	Divorced
281	DEGREE	358	350000-100000	Vending	Married
282	KCSE	370	7000-75000	Farming	Married
283	MASTERS	277	55000-120000	Farming	Widowed
284	KCPE	270	3000-50000	Farming	Divorced
285	KCPE	210	3000-50000	Teaching	Divorced
286	DIPLOMA	224	25000-90000	Banking	Widowed
287	KCPE	222	3000-50000	Farming	Widowed
288	DEGREE	380	35000-100000	Teaching	Married
289	KCPE	270	3000-50000	Teaching	Married
290	CERTIFICATE	250	15000-85000	Teaching	Married
291	DIPLOMA	360	25000-90000	Vending	Divorced

292	KCSE	245	7000-75000	Farming	Separated
293	DIPLOMA	240	25000-90000	Law	Married
294	KCPE	260	3000-50000	Vending	Widowed
295	DEGREE	350	35000-100000	Law	Divorced
296	DIPLOMA	330	25000-90000	Banking	Divorced
297	DIPLOMA	312	25000-90000	Farming	Married
298	KCSE	274	7000-75000	Farming	Separated
299	KCPE	240	3000-50000	Farming	Married
300	KCPE	250	3000-50000	Law	Widowed
301	KCPE	230	3000-50000	Law	Divorced
302	KCPE	315	3000-50000	Vending	Divorced
303	KCSE	310	7000-75000	Law	Married
304	KCPE	290	3000-50000	Teaching	Divorced
305	KCPE	274	3000-50000	Law	Married
306	KCPE	245	3000-50000	Farming	Separated
307	KCPE	227	3000-50000	Farming	Widowed
308	KCPE	250	3000-50000	Farming	Married

APPENDIX VIII

DESCRIPTIVE AND INFERENTIAL ANALYSES

INCOME LEVEL OF PARENTS AND KCPE MARKS

Correlations

		Income level of parents	KCPE marks
Income level of parents	Pearson Correlation	1	.451**
	Sig. (2-tailed)		.000
	N	308	308
KCPE marks	Pearson Correlation	.451**	1
	Sig. (2-tailed)	.000	
	N	308	308

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451[a]	.203	.200	52.835

a. Predictors: (Constant), INCOME_LEVEL

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	217679.375	1	217679.375	77.978	.000[b]
	Residual	854216.323	306	2791.557		
	Total	1071895.698	307			

a. Dependent Variable: KCPE_MARKS

b. Predictors: (Constant), INCOME_LEVEL

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	217.786	8.048		27.062	.000
	INCOME_LEVEL	51.390	5.820	.451	8.831	.000

a. Dependent Variable: KCPE_MARKS

Educational level of parents and KCPE marks

Correlations

		Educational level	KCPE_marks
Educational level	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	308	308
KCPE_Marks	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	308	308

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

REGRESSION

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503[a]	.253	.250	51.170

a. Predictors: (Constant), EDUCATIONAL LEVEL OF PARENTS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	270677.536	1	270677.536	103.377	.000[b]
	Residual	801218.162	306	2618.360		
	Total	1071895.698	307			

a. Dependent Variable: KCPE_MARKS

b. Predictors: (Constant), Educational level of parents

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	240.945	5.116		47.093	.000
	Educational level of parents	19.277	1.896	.503	10.167	.000

a. Dependent Variable: KCPE_MARKS

MARITAL STATUS

Group Statistics

	respondent	N	Mean	Std. Deviation	Std. Error Mean
Single parenthood	Teacher	43	2.84	1.326	.202
	Head Teacher	41	2.54	1.227	.192
Married	Teacher	43	3.95	1.174	.179
	Head Teacher	41	4.02	1.214	.190
Divorced	Teacher	43	2.53	1.517	.231
	Head Teacher	41	2.66	1.425	.223
Widowed	Teacher	43	3.05	1.234	.188
	Head Teacher	38	2.84	1.175	.191
Separated	Teacher	43	2.49	1.579	.241
	Head Teacher	41	2.68	1.635	.255

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Single parenthood	Equal variances assumed	.727	.396	1.077	82	.285	.301	.279	-.255	.856
	Equal variances not assumed			1.079	81.928	.284	.301	.279	-.254	.855
Married	Equal variances assumed	.000	1.000	-.272	82	.786	-.071	.261	-.589	.448
	Equal variances not assumed			-.272	81.456	.786	-.071	.261	-.590	.448
Divorced	Equal variances assumed	.380	.539	-.385	82	.702	-.124	.322	-.763	.516
	Equal variances not assumed			-.385	81.983	.701	-.124	.321	-.762	.515
Widowed	Equal variances assumed	.026	.872	.761	79	.449	.204	.269	-.330	.739
	Equal variances not assumed			.763	78.542	.448	.204	.268	-.329	.737
Separated	Equal variances assumed	.182	.671	-.555	82	.581	-.195	.351	-.892	.503
	Equal variances not assumed			-.554	81.444	.581	-.195	.351	-.893	.504

OCCUPATION

Group Statistics

	respondent	N	Mean	Std. Deviation	Std. Error Mean
Banker	Teacher	39	4.18	.914	.146
	HeadTeacher	40	4.13	1.067	.169
Teacher	Teacher	39	4.23	.872	.140
	HeadTeacher	40	4.10	.810	.128
Doctor	Teacher	39	4.38	.907	.145
	HeadTeacher	40	4.35	.864	.137
Lawyer	Teacher	39	4.23	.959	.154
	HeadTeacher	40	4.23	.862	.136
Farmer	Teacher	39	3.28	.916	.147
	HeadTeacher	40	3.78	4.828	.763
Vendor	Teacher	39	2.72	1.213	.194
	HeadTeacher	40	2.38	.868	.137

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Bank manager	Equal variances assumed	.716	.400	.244	77	.808	.054	.224	-.391	.500
	Equal variances not assumed			.244	75.760	.808	.054	.223	-.390	.499
Teacher	Equal variances assumed	1.024	.315	.691	77	.492	.131	.189	-.246	.508
	Equal variances not assumed			.690	76.246	.492	.131	.190	-.247	.508
Doctor	Equal variances assumed	.382	.538	.174	77	.862	.035	.199	-.362	.431
	Equal variances not assumed			.174	76.582	.863	.035	.199	-.362	.432
Lawyer	Equal variances assumed	1.158	.285	.028	77	.978	.006	.205	-.402	.414
	Equal variances not assumed			.028	75.692	.978	.006	.205	-.403	.415
Farmer	Equal variances assumed	1.483	.227	-.627	77	.533	-.493	.787	-2.059	1.073
	Equal variances not assumed			-.634	41.876	.529	-.493	.777	-2.062	1.076
Vendor	Equal variances assumed	5.498	.022	1.448	77	.152	.343	.237	-.129	.815
	Equal variances not assumed			1.442	68.724	.154	.343	.238	-.131	.817