INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TANA RIVER COUNTY, KENYA.

BY

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DECLARATION

This research project is my original work and has not been presented for award of any degree in any other university.

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This research project has been submitted to the university with our approval as the university supervisors;

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DEDICATION

This study is in respect of my parents, Emmanuel Juma and Lilian Juma because of their burning desire to see me advance in my academic journey. Your unending prayers and encouragements continue to play a pivotal role in my education and general life. I dedicate this study to you and may God grant you a peaceful and long life.

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ABBREVIATIONS AND ACRONYMS

BOM	-	Board of Management
DEO	-	District Education Officer
GOK	-	Government of Kenya
KCSE	-	Kenya Certificate of Secondary Education.
KNBS	-	Kenya National Bureau of Statistics
MOE	-	Ministry of Education.
MOEST	-	Ministry of Education Science and Technology
NACOSTI	-	National Commission for Science, Technology and Innovation
NGOs	-	Non Governmental Organizations
PTA	-	Parents Teachers Association
REAL	-	Raising Early Achievement in Literacy
ROK	-	Republic of Kenya
SDGs	-	Sustainable Development Goals
SES	-	Socio-Economic Status
SPSS	-	Statistical Package of Social Science
TRCIDP	-	Tana River County Integrated Development Plan
TRLF	-	Tana River Life Foundation
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the influence of parental socioeconomic status on students' academic performance in public secondary schools in Tana River County, Kenya. The study sought to determine the influence of parents' income, educational level, occupation and parental involvement in education on students' academic performance. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parents' representatives was used to execute the study. Questionnaires were used to collect information from students and teachers while interview schedule was used to collect information from parents. Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics using Statistical Package of Social Science (SPSS). The qualitative data was managed through thematic techniques. Target population was parents' representatives, teachers and students in Tana River County. The findings of the study were that parents income influences students' academic performance, parents' level of education influences students' academic performance, parents' occupation influences students' academic performance and parental involvement in education influences students' academic performance to a great extent. In order to improve students' academic performance the study recommends that; schools should put in place systems to enhance parental involvement in education, the government should increase bursary allocation to students from poor families to retain them in school and parents should be highly sensitized about the benefits of parental involvement in education.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is a fundamental human right, the key to sustainable development, a crucial tool for effective participation in societies and it enhances peace and stability among countries (Ninomiya, 2003). Posse and Melgosa (2002) identified three environments that must come into play in the educational process which include; the family, the school and the community. The researchers opined that for a successful educational process to be realized the objectives of these three environments must be harmonized.

Ford and Harris (1997) examined parental influences on African-American students' school achievements. They focused on parents' level of education, marital status and family income and found that children from high and middle socio-economic families are exposed to a better learning environment at home. This is because of provision and availability of extra learning facilities like computers, televisions, radios, different types of reading materials among others. They maintained that most students in low socio-economic status families are not exposed to these learning facilities. Ngorosho (2010) found four key variables as significant indicators of home environment that is conducive for learning in rural eastern Tanzania. These variables are: Father's and mother's education, source of light, house hold materials and the academic materials like books for school subjects in the homes. She maintained that these variables play a pivotal role in children's education.

The Government of Kenya upholds education as a fundamental human right and recognizes that it is crucial for the attainment of self-fulfillment and National Development (GoK, 2007, Children Act Cap 586, 2001). The Kenyan government has made consistent efforts to enhance quality and equity in education to all Kenyans. For instance it has waived tuition fee for public secondary schools (GoK, 2007). The government through Basic Education Act of 2013 No 14 section 35 also promises to give students appropriate incentives to learn and complete basic education. Further, in a bid to

enhance equity and access to education, the government of Kenya through sessional paper No1 of 2005 commits itself to providing extra resources for the development of infrastructure in hard- to- reach and arid areas like Tana River county and north eastern regions.

Despite the government effort to foster quality and equity in education to all Kenyan children, counties like Tana River County still exhibit poor academic performance. Since Kenya's independence in 1963, arid regions like Tana River County have continued to exhibit lower access, participation, completion and achievement rates in education (Sifuna, 2005).According to the Tana River County Integrated development Plan of 2013, the inhabitants of this region face an arid climatic condition coupled with frequent weather extremes. Barrow and Mogaka (2007) posited that economic investment opportunities in such regions are mainly limited to herding and small -scale retail trade. Poor communication networks, low literate communities, lack of social role models and limitations of basic school resources are some of the challenges facing learners and general inhabitants in this region (GoK, 2007).

The Kenya Education commission popularly referred to as Ominde Commission (RoK, 1964) was mandated with charting a new education policy for the country. One of its mandates was to address the issue of education inequality across the races and regions in the country. The Ominde report identified Tana River and North Eastern regions as warranting higher grand allocation, boarding schools and mobile schools as immediate strategies to uplift school participation. A charitable Trust called Tana River Life Foundation (TRLF) was set up in December 2005 by Gabriel Teo with the objective of assisting the marginalized in this county through education and acquisition of livelihood skills (Gabriel, 2005). According to Gabriel (2005) the main beneficiaries of TRLF are: Orphans, children of subsistence farmers, nomadic pastoralists and single parent families without any regular source of income. Despite all incentives and efforts by the Government and NGOs to enhance quality and participations in education, this region still perform dismally in academics.

Harris (2006) posited that for proper social and emotional development, students require a strong and reliable primary care giver who provides unconditional love, guidance and general support. They also require safe, predictable, and stable environment. Children raised from arid regions like Tana River County are much less likely to have these vital needs met than their counterparts from regions with favorable climatic conditions. Most families in these regions tend to practice pastoralism. This occupation entails moving from place to place in search of greener pastures and water for animals. Parents tend to be overworked; they are overstressed and authoritarian with children and fail to form solid, healthy relationship with their children leading to emotional and social challenges which may translate to poor academic performance (Ahnert & Pinquart, 2006).

Tana River County continues to exhibit dismal academic attainment despite the Kenyan government commitment to foster quality and equity in education in all counties in the country .The following table shows the Tana River County KCSE results from the year 2010 to the year 2014:

Table 1.0 Tana River County KCSE Results from 2010-2014

Year	Entry	Mean Score	Mean Grade
2010	882	2.888	D
2011	890	2.953	D
2012	952	2.911	D
2013	780	3.0	D
2014	1152	3.35	D

(Source: Tana River County Education Office, 2015)

1.2 Statement of the Research Problem

Despite the Kenyan Government effort in funding public schools, there still exists poor academic performance among students. In Tana River County, 100% of public secondary schools have had a mean grade of less than C+ in the last five years in KCSE exams (Tana River County DEOs office report, 2015). This means that majority of students in this county do not attain the minimum university admission qualification which is C+ and above (MoE, 2002). This dismal academic performance has raised concerns from parents and other educational stakeholders. Some blame teachers and students for poor academic performance in the county.

Many factors such as inadequate school facilities, cultural factors and inadequate teachers among others have been cited as the possible causes of poor academic performance in the county (Tana River County Integrated Development Plan, 2013). However, parents' socio-economic status is hardly mentioned. This study was therefore set to determine the influence of parental socio-economic status on students' academic performance in public secondary schools in Tana River County.

1.3 Purpose of the Study

The class strata in Kenyan society based on socio- economic ground have become common phenomena. There is unequal distribution of wealth (resources) among citizens. Thus there arise the educated and the illiterate poverty stricken masses. This study therefore considered the influence of those stratified classes on student's academic performance. The purpose of this study was to determine the influence of parental socio-economic status on students' academic performance in public secondary schools in Tana River County.

1.4 Objectives of the Study

The objectives of the study were as follows:

1.4.1 Main Objective

The main objective of the study was to determine the influence of parents' socio-economic status on students' academic performance in public secondary schools in Tana River County.

1.4.2 Specific Objectives

In order to achieve the main objective the study aimed at achieving the following specific objectives:

 (i) To determine the influence of parents' income on students' academic performance in public secondary schools in Tana River County.

 (ii) To examine the extent to which parents' level of education influences students' academic performance in public secondary schools in Tana River County.

 (iii) To establish the level to which parents' occupation influences students' academic performance in public secondary schools in Tana River County.

 (iv) To determine the extent to which parental involvement in education influences students' academic performance in public secondary schools in Tana River County.

1.5 Research Questions
1.5.1 Main Research Question

To what extent does parents' socio-economic status influence students' academic performance in public secondary schools in Tana River County?

1.5.2 Specific Research Questions

The study was guided by the following research questions:

(i) To what extent does parents' income influence students' academic performance in public secondary schools?

(ii) How does parents' level of education influence students' academic performance in public secondary schools?

(iii) How does parents' occupation influence students' academic performance in public secondary schools?

(iv) How does parental involvement in education influence students' academic performance in public secondary schools?

1.6 Significance of the Study

The study will be of significance to the parents, teachers and educational researchers because the information collected by the researcher will actually contribute to their general understanding of the influence of parental socio-economic status on students' academic performance. The Ministry of Education and policy makers in education sector may also use the findings in this study to address the problem of poor academic performance in Tana River County.

This study will also contribute to the body of knowledge in general by providing direction to future researchers who may wish to further their investigation on similar topic. Through this study, religious organizations and nongovernmental organizations will understand the influence of parents' socio-economic status on students' educational success and thus obtain appropriate knowledge on how best to contribute/participate in education sector.

1.7 Limitations of the Study

The main limitation of this study was transportation problems due to poor road network system and long distance from one school to another in the locale of study. Therefore, the study was limited to the areas that are easily accessible. This is because it would be very expensive for the researcher to access the really hard to reach areas.

Another limitation for this study was difficulty in separating objective responses from subjective ones especially on the sensitive issue touching on parents' income level. The researcher overcame this limitation by assuring parents that the information given would only be used for academic purpose and also ensured that they were interviewed separately.

1.8 Delimitations of the Study

According to Dusick (2011) delimitations are those characteristics selected by the researcher to define the boundaries of the study. They involve what to be included and those not to be included in the study.

The study only looked at the influence of parental socio- economic status on students' academic performance in public secondary schools and not private ones. The study did not capture private secondary schools because according to the Tana River county Integrated development Plan of 2013 there are no private secondary schools in the county but public schools only. The study was also confined to four independent variables only which are: parents' level of income, parents' educational level, parents' occupation and parental involvement in educational activities. The data collection instruments were questionnaire and interview schedules. The respondents/participants were: class teachers, parents and form three and four students only. Form three and four students were involved in the study because they have more experience and knowledge of their parental socioeconomic status as compared to their counterparts in form one and two.

1.9 Basic Assumption of the Study

The assumption of this study was as follows;

The target respondents were expected to participate in giving the desired information for the study and that they would be truthful, honest and objective to the questionnaires especially after being assured that the information would only be used for academic purpose.

2.0 Definition of Significant Terms

Socio- economic status: This refers to individual's/group's demographic, social and economic position in relation to others. In this study, socio-economic status was measured in terms of parents' level of income, level of education, and occupational status.

Occupation: Is an activity that serves as one's regular source of livelihood. In this study, occupation was measured in terms of parents' work content, occupational prestige (formal or informal occupation), occupational class and occupation as an indicator of education/skills and income.

Level of education: This means the stage one reached educationally from primary level, secondary level, tertiary level/ college or university stage.

Academic performance: Is the outcome of the students after assessments. This study measured academic performance basing on the average grades scored by students in exams (whether A, B, C, D or grade E).

Education: Is the act or process of imparting or acquiring particular knowledge or skills, especially at a school, college, or university. In this study education was measured through the analysis of data such as scores/grades obtained from educational assessments to infer the abilities and proficiencies of students.

Income: This refers to the monetary payment received for goods or services, or from other sources, as rents or investment. In this study income level was measured basing on the total monetary payments of parents' goods or services, rents or other investments.

Parental involvement in education: This refers to the amount of participation a parent has when it comes to schooling and her child's life. In this study parental involvement in education was measured in terms of: Parent-teacher communication, parents' visits to school, parental supervision of students' educational progress, assistance of students with assignments at home and parental participation in school meetings.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature on the "Influence of parental socio- economic status on students' academic performance in public secondary schools''. The themes of this study include: Parents' level of income, parents' level of education, parents' occupation and parental involvement in education and students' academic performance. Finally the chapter provides a discussion of the theoretical framework and conceptual framework.

2.2 Parents' Income and Students' Academic Performance

Zhang (2012) examined students and their families' income in China. He studied in their early years (lower primary school children). The study measured students reading skills, verbal interaction and phonological awareness in relation to their families' level of income. The results showed that low income children exhibited lower levels of cognitive-linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high and middle income families. It also showed that children from high income families were more proficient in reading skills than in low income families although the research only examined early childhood pupils but this research focused on students in secondary schools.

Sean (2013) presents in his comprehensive study how students from families with high income are having best performance than those from low income families. His study took place in United States of America. He posited that the impact of the parents' income can be shown in the early timing of the students' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts. They can afford to take their children through preschool learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low income counterparts who do not afford preschool learning for their children and prefer having their children

commence learning from class one (grade one) onwards. However, the researcher is aware that low income parents are also as eager and desire to take their children to school earlier as their counterparts in high income families.

The project "Children's level of living-the impact of family income" was carried out in the year 2000 in Norway by Norwegian Social Research. The main aim of the project was to study the relationship between family income and everyday life of their children. The focus was on the families with low income. The result showed a positive correlation between families income level and the children's everyday life i.e. the children from such low income families had poor living standards. The researcher (Norwegian Social Research) only focused on low income parents but this research focused on both the low income and high income parents/families.

2.3 Parents' Level of Education and Students' Academic Performance

Generally traditional research has revealed that more highly educated parents and especially mothers have greater success in providing their children with cognitive and language skills that contribute to success in school (Stich and McDonald, 1990).

Parents' level of education is important to schooling as parents want their children to maintain the status quo (Mallan, 2009). It's also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their child will earn good grades behave well in school and attend college. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also help them to build their own confidence and self-concept which is important in their education (Mallan, 2009). However, parents' over expectations might also cause stress to their children which translates to poor educational attainments.

Eccles (2005) pointed out that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries- all activities educated parents are more apt

to do- they are engaging the child in a number of direct learning experiences that will help him or her to achieve the best in education.

Rana (2015) carried out a study on the relationship between the parents' level of education and academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and students' academic performance. There is a gap here, in that the researcher carried out his study in urban area but this study was carried out in rural - arid area so as to find out the influence of parental socio-economic status on students' academic performance.

Jamila (2009) conducted a study on the effect of parental level of education on students' academic performance in Norway. The results of the study indicated that there was a positive correlation between parental level of education and their children's academic achievement. There is a gap here that leaves a window for further study as all the socio-economic factors were not exhausted. The research did not look at how parents' occupation and income affect children's academic performance, this gap in knowledge was filled by this study.

2.4 Parents' Occupation and Student's Academic Performance

Parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization (Adekey, 2002). It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life (Adekey, 2002).

Mudassir and Abubakar (2015) conducted a study on "The impact of Parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia." The result showed that students from parents with formal occupation perform well than those from parents with informal education. However, the researchers did not give any details on how the time that parents spent in their occupations (whether formal or informal) affects students' academic performance. This gap was filled by the study.

Gratz (2006) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore they are often left with less time to spend with their family members and getting more involved in their children's educational activities. However it's also important to note that not all parents in inferior occupation work for long hours.

Muhammed (2012) conducted a study on the "Impact of parents' profession on their Children's learning English in Pakistan." The results revealed that for learning English parents' profession has positive correlation on it that varies with respect to their professions. In this study Mohammed found out that children whose parents have more advanced or better profession live in places where English language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions .The study only focused on learning of English but this research was focused on the general academic performance of secondary school students.

2.5 Parental Involvement in Education and Students' Academic Performance

Generally parental involvement in education takes many forms including the provision of secure and stable environment, intellectual simulations, parent to child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment, contact with school to share information, participation in school events and school work and governance (Desforges& Abouchaar, 2003). Epstein (1992) established that parental involvement in education-checking homework, attending school meetings and events, discussing school activities at home has a very powerful influence on students' academic performance.

While parental involvement positively affects student's academic achievement, low socio economic parents are least likely to be involved in their children's education (Gratz, 2006). Low socio -economic parents are often working most of the time to take care of their families and they have no or limited time to participate in their children's education (Ratcliff & Hunt, 2009). However, the researcher is aware that the low socio- economic parents are also willing and just as eager to help their children succeed in their education

as their counterparts in high socio- economic status but they are limited by their low level of education, income and occupation.

Bawa (2000) reported a parental involvement in education project as part of a wide learning and educational achievement in nursery, primary and special school in Newham. Evaluation over the years indicated considerable enthusiasm for working together on the part of the parents and even the teachers. Teachers felt that parents' attitude had become very positive and had also raised their expectations. However, there was no evidence reported which related the initiative to impact on pupils achievement and also the researcher only focused on the nursery school, primary school and Special school but this study only focused on public secondary school students.

Hafiz & Waqas (2013) carried out a research aimed to explore the effect of parental involvement in education on their children's academic achievement in Allama Iqban Town, Pakistan. It was found that parental involvement has significance effect in better academic performance of their children. However their research was conducted within a city /urban area but this research was conducted in rural -arid area.

2.6 Theoretical Framework
The idea behind a theory is to clarify issues and to have guiding principles as well as direction for the explanation and interpretation of social phenomena (Otite and Ogionwo, 2006).
This study was based on the following theory:

Social Conflict Theory
Conflict theory states that society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution (Randall, 1975). Marx (1884) proclaimed that the history of all existing societies is a history of class struggle. For example there is struggle between those in power or the rulers and the ruled, rich and poor, educated and uneducated, those who are economically powerful and the

poor. The haves and the have-nots are seen as being in constant state of tension. In other words there is endless struggle between those without privileges who wish to acquire them and those with privileges who wish to get more or prevent others from taking what is available. The conflict theorists see education as a tool used by the ruling classes and the wealthy to perpetuate social inequality by controlling both access to education and the type or value of education.

Conflict theory manifests itself in Tana River County in relation to other counties where there are inadequate school facilities, shortage of teachers, poor infrastructure development like schools and roads, poor communication network among others in relation to other more developed counties like Nairobi county et al (Tana River County Integrated Development Plan, 2013). This could be one of the reasons as to why the county exhibits poor academic performance in relation to other more developed counties in the country. There may be also conflict between the teachers' employer (TSC) and teachers in this rural hardship area in which teachers constantly seek to be transferred to more developed counties with favorable climatic conditions against the wish of their employer (Cobbold,2006).This constant tension/conflict may also affect students' academic performance in the region.

2.7 Conceptual Framework

Independent variables
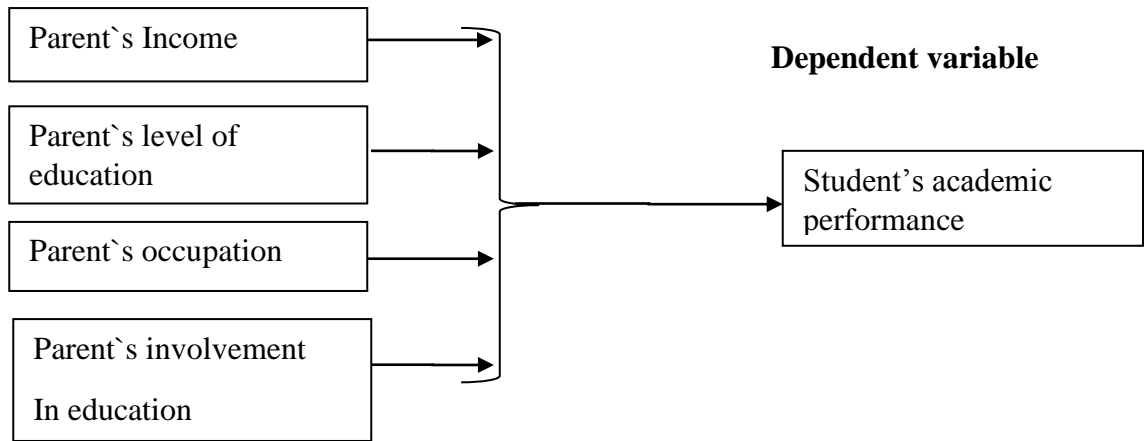
Figure 2.1: Conceptual Framework

This conceptual framework presents independent variables such as parent's income level, parent's level of education, parent's occupation, and parental involvement in education. The interaction of these variables determines the outcome of students in academics as shown above.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on overall methodology that was used in the study. It includes the discussion of the study area, the tools the researcher used to collect the data for the study, the data analysis techniques among others.

3.2 Research Design

This study adopted a descriptive survey research design. According to Mugenda and Mugenda (2003) descriptive survey design entails a systematic and empirical inquiry in which the researcher does not have a direct control of independent variables as their manifestation has already occurred. The main rationale for using this design is that it allows in-depth study of the subject matter and it is suitable to describe attitudes, views or opinions and behavior patterns of people. Descriptive survey design also allows the researcher to study how the independent variable affects the dependent variable.

3.3 Location of the Study

Tana River County has three constituencies: Garsen, Galole and Bura (Tana River County Integrated Development Plan, 2013). The study was conducted in Garsen Constituency because unlike in other constituencies where schools are located far apart from each other the schools in this constituency are located near each other hence this reduced transportation costs. The geographical setting of Garsen constituency is also favorable compared to other constituencies in the county this enabled the researcher to easily access the schools.

3.4 Target Population

Target population is the entire group of individuals or objects to which a researcher is interested in generalizing the conclusions of a research (Best and Karn, 1996). The target population for this study was students, parents and class teachers of the public secondary schools in Tana River County.

Class teachers were involved in the study because they are involved in monitoring students' school attendance, assessment and evaluation of students and they also know the students well in terms of their weakness, strength and general behaviors. Students were involved in the study because they are the ones directly affected by parental SES thus they are rich informants. Parents participated in the study because they are the main subject of concern whose socio- economic status directly impacts students' academic attainments.

3.5 Sample Size and Sampling Procedure

A sample is a group in a research study from which information is obtained (Hunt and Tyrrell, 2001). According to Best and Kahn (1993) the ideal sample is that which is large enough to serve as an adequate representation of population about which the researcher wishes to make generalization and small enough to be selected economically in terms of expense and complexity of data analysis. The sample size was selected basing on this concept. In each of the selected school, 10% of students, 30% of the total number of teachers and also 30% of parents' representatives were engaged in the study. This sample size was sufficient because according to Mugenda and Mugenda (2008) a sample size between 10% and 30% is statistically significant for social study. This means that 158 out of a population of 1579 students, 17 out of 57 teachers and a sample size of 11 out 36 parent representatives participated in the study. Therefore, the total number of respondents was 186 out of 1672. This represented 11% of the population in the location of study.

For the purpose of this research the researcher used simple random sampling technique. This technique was used because it allows every member of population to be selected without bias and it is also easy to use (Mugenda and Mugenda, 2003). The researcher employed manual lottery method to generate a simple random sample whereby each member of the population group was assigned a number. Next, numbers were drawn at random to comprise the sample group thus each member had an equal chance of being selected. The table 3.1 below shows the summary of target population of the location of study.

Table 3.1   Target Population of the Location of Study

School	Student population	No. of teachers	Parents' representatives
Marifano	255	10	6
Garsen	785	17	6
Sane	40	4	6
Gadeni	169	7	6
Tarasaa	245	14	6
Odza	85	5	6
Total	1579	57	36

(Source: Tana Delta Sub County DEOs office, 2016)

The population and sample size of students, teachers and parents' representatives was obtained and summarized. Table 3.2 below shows summary of the sample size and sampling technique used in this study.

Table 3.2   Summary of the Sample Size and Sampling Technique

Respondents	Population size	Sample size	Percentage (%)	Sampling technique
Students	1579	158	10	Simple random
Teachers	57	17	30	Simple random
Parents' representatives	36	11	30	Simple random
Total	1672	186	11	

(Source: Tana Delta Sub County DEOs office, 2016)

3.6 Research Instruments

The information for this study was gathered by use of questionnaires and Interview schedule as the main research instruments. These instruments had both closed and open ended questions and were also divided into sections. The questionnaires were administered to students and class teachers while parents were engaged in an interview.

3.6.1 Instrument Validity

Validity is the extent to which a measuring instrument provides adequate coverage of the topic under study (Mugenda et al, 1999). This study used content validity which is the type of validity that shows the extent to which elements of research questions and objectives are represented in the study (Mugenda and Mugenda, 1999). The researcher requested the experts in the field of research to evaluate the relevance of items contained in these instruments in deriving the information sought by the study. Their input, suggestions and clarifications were incorporated to improve the instruments. The instruments were then piloted in one school in Galole Constituency, Tana River County. Adjustments were made to assess the questionnaires in relation to the objectives of the study.

3.6.2 Reliability of Instrument

Reliability refers to the extent the instrument would be consistent in measuring what they are expected to measure (Mugenda and Mugenda, 1999). Random errors arise from unclear instructions to the respondents, ambiguous questionnaires or attention deficit during interviews. The researcher minimized random errors by cross checking the questionnaires during piloting. This study used test-re-test technique to ascertain reliability of research instruments. The questionnaires were administered twice by the researcher to the same group after two weeks interval. This assisted the researcher to establish whether the responses given were consistent. Downie and Heath (1983) observe that the longer the time between the administrations of the two tests, the lower the correlation in responses. The researcher used this concept to administer the two tests.

3.7 Data Collection Procedure

For the purpose of this study both primary and secondary data were used to acquire information needed to make conclusion. The researcher obtained an introductory letter from the school of education, University of Nairobi then a research permit was obtained from National Commission for Science and Technology and Innovation (NACOSTI). The researcher, upon being granted research permit, reported to Sub County Director of Education and District Education Officer Tana Delta Sub County for further permission to conduct research in their areas of jurisdiction.

Permission to conduct research in a particular school was sought from the principals of the concerned schools. The researcher distributed the questionnaires to the respondents personally. The students were given instructions by the researcher on how to fill and complete the questionnaires. All items in the questionnaires were fully filled up before being collected by the researcher from the respondents on the same day for analysis. The interview of parents was conducted during PTA meeting in some of the selected schools. The researcher through the office of principals obtained the contacts of parents who were not easily accessible in schools and planned on when and where to meet for the interview.

Document analysis is a method of data collection from documented sources. The method was used to gather information that was not captured in the responses in the questionnaires and interviews. The information was collected from paper documents as well as computer databases and policy documents of the selected schools. Document analysis is advantageous in data collections because the documents are expected to be complete, detailed, consistent and structured. They save on time since they are readily available. The records included examination results, class registers and teacher records.

3.8 Data Analysis Techniques

According to Polit and Hungler (1997), data analysis means to organize, provide structure and elicit meaning. The data collected in this study was coded and tested for completeness and then analyzed using descriptive and inferential statistics using Statistical Package of Social Science (SPSS) and presented using tables, charts and graphs. Chi Squares,

Pearson Correlations and regression analysis were used to establish the relationship between variables. These types of inferential statistics are easy to compute and interpret and they also help in making conclusions. Descriptive statistical techniques (frequencies and percentages) were employed to analyze field data from questionnaires to assist in the interpretation of data.

3.9 Ethical Considerations

According to Mugenda and Mugenda (2003), ethical considerations are critical for any research. Leedy and Ormrod (2005), affirm that most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues. In this study, ethical guidelines for conducting the research were embraced to ensure that ethical values are not violated. Before going to the field to collect data, the researcher applied for research permit from National Council for Science and technology and Innovations (NACOSTI) through the School of education University of Nairobi. The researcher, upon being granted research permit, reported to Sub County Director of Education and District Education Officer Tana Delta Sub County for further permission to conduct research in their areas of jurisdiction.

The researcher sought parents' permission to involve students in the study. The parents' permission was sought through principals. The researcher established a good rapport with the respondents by being sincere and respectful. Indeed the researcher ensured that the purpose of the study and its potential benefits were clearly explained to all the participants and the participation of the respondents was on voluntary basis. Further, the participants were assured that the study is for purely academic purposes only. The research was conducted on condition of anonymity as the study did not insist on the identities of the respondents as a pre-condition to take part in research. The questionnaires carried this disclaimer. Finally, the researcher remained objective and ensured that findings, conclusion and recommendations were based only on the data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the data analysis and discussion of the findings while answering the research questions outlined in chapter one. The main rationale of this chapter is to present the analyzed data and its interpretation.

4.2 Questionnaires Return Rate

A total of 186 respondents with 158 of them being students, 17 being teachers and 11 parents participated in the study. The results of questionnaire return rate are presented in the table 4.1 below:

Table 4.1 Questionnaires Return Rate

Respondents	Returned	Not returned
Students	158(100%)	0(0%)
Teachers	17(100%)	0(0%)
Total	**175(100%)**	**0(0%)**

The table 4.1 above shows that all the questionnaires were returned by the students and teachers in this study. This shows that data was collected from all the intended sample of students (158) and teachers (17) therefore was a good representation as proposed by the researcher. The researcher made a follow up of the distributed questionnaires so as to ensure that respondents returned them.

4.3 Background Characteristics of the Respondents

4.3.1 Respondents Distribution by Gender

The gender of sampled students and teachers was obtained and presented as shown in the table 4.2 below:

Table 4.2 Respondents Distribution by Gender

Respondents	Male	Female
Students	88(56%)	70(44%)
Teachers	11(65%)	6(35%)
Total	**99(57%)**	**76(43%)**

From the table 4.2 above it is evident that majority of the interviewed students were male with 56% while female students were 44%. 65% of the teachers were male while 35% were female.

4.3.2 Distribution of Students by Age

Data on the distribution of students by age is shown in table given below:

Table 4.3 Distribution of Students by Age.

Age in years	Frequency	Percentage (%)
Below 16	9	6%
16-18	90	57%
Above 18	59	37%
Total	**158**	**100**

Tables 4.3 above indicates that majority (57%) of the students were 16-18 years of age while the minority (6%) were below 16 years of age. Those above 18 years were 37% of the total number of students.

4.3.3 Distribution of Teachers by age

Data on the distribution of teachers by age is shown in the table below:

Table 4.4 Distribution of Teachers by age.

Age in years	Frequency	Percentage (%)
Below 20	0	0.0
21-30	11	65
31-40	6	35
41-50	0	0.0
51-60	0	0.0
Above 60	0	0.0
Total	**17**	**100**

The table 4.4 above shows that majority (65%) of the teachers were 21-30 years of age while 35% were 31-40 years of age.

4.3.4 Teachers' Professional Qualification

Data on the Professional qualification of teachers who took part in this study is presented in the table below:

Table 4.5 Teachers' Professional Qualification

Category	Frequency	Percentage (%)
Doctorate	0	0.0
Masters degree	0	0.0
Bachelors degree	16	94
Diploma	1	6.0
Certificate	0	0.0
Total	**17**	**100**

Table 4.5 above indicates that majority (94%) of the teachers had bachelors' degree while only one teacher (6%) had a diploma. However no teacher had Doctorate, Masters degree and certificate.

4.3.5 Teachers' Working Experience

The data on teachers' working experience is presented in the table below:

Table 4.6 Teachers' Working Experience in Years

Category in years	Frequency	Percentage
Less than 5	16	94
6-10	1	6.0
11-15	0	0.0
16-20	0	0.0
21 and above	0	0.0
Total	**17**	**100**

Table 4.6 above shows that majority (94%) of the teachers that participated in this study had a working experience of less than five years while only one teacher (6%) had a working experience of 6-10 years.

4.4 School Type

The majority (65%) of the schools that were selected to participate in this study were mixed day and boarding schools. 35% of the schools that participated in the study were mixed day school.

4.5. Students' Academic Performance in Tana River County

Teachers were required to give the overall mean grade of their classes in the previous end of term two 2016 examination. The following data was obtained as recorded in the table below:

Table 4.7 Students' Academic Performance

Mean Grade	Mean Point	Frequency	Percentage (%)
E	1.333	1	6.0
D-	2.287	8	47
D	2.833	6	35
D+	4.0	1	6.0
C-	4.5789	1	6.0
Totals	3.00	17	100

(Source: Field data 2016)

The table above shows that majority of teachers (47%) stated that their class had mean grade of D- in the previous end term examination. This is followed closely by 35% of teachers who stated that their classes had mean grade of D plain. 6% of the teachers stated that their classes had mean grade of E, D+ and C- respectively in previous end term examination. From the table above it is clear that 8 teachers out of 17(47%) stated that their classes scored mean grade of D- . This shows that majority of students in the location of study exhibited dismal academic performance.

4.6 Discussion of Research Objectives

The research objectives in this study were discussed in relation to other studies in the literature review.

4.6.1 Parents' Income and Students' Academic Performance

The first objective of this study was to determine the influence of parents' income on students' academic performance in public secondary schools in Tana River County. In order to achieve this objective, 158 students were required to state the approximate level of their parents' income and their corresponding academic performance (mean grade) in the previous end of term two 2016 examination. Cross tabulation was done and the data is presented in the table below:

Table 4.8 Parents' Income and Students' Academic Performance

Note:

According to the Kenya National Bureau of Statistics (2015) lower income households live on monthly income of less than Ksh 23,670, Middle income class live on monthly income of between Ksh 23670 and Ksh 199999 while upper class/high income families spend a monthly income of above Ksh 200,000.

The Kenya National Examination Council uses the following grading scale in all secondary schools in the country: A (80 marks)=Very Good, B= Good (65 marks), C=Average(50 marks), D= Weak(35 marks) and E=Poor(20 marks).

Crosstab							
Parent Income(In Ksh)			Student Performance				Total
			E	D	C	B	
5000-10000		Count	4	39	19	5	67
		% within	6.0%	58.2%	28.4%	7.5%	100.0%
11000-20000		Count	5	31	8	2	46
		% within	10.9%	67.4%	17.4%	4.3%	100.0%
21000-30000		Count	9	1	8	9	27
		% within	33.3%	3.7%	29.6%	33.3%	100.0%
Over 31000		Count	0	1	4	13	18
		% within	0.0%	5.6%	22.2%	72.2%	100.0%
Total		Count	18	91	40	9	158
		% within	11.4%	57.6%	25.3%	5.7%	100.0%

From table 4.8 above it is indicated that an increase in income of the parents results in improvement in students' academic performances. This was evident through the results that indicated that most students who got B's were in income between Ksh21000-Ksh 30000(33.3%) and over Ksh 31000(72.2%). This can be attributed to the reason that more income can allow parents to buy student resources that helps in their performance. These

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

Table 4.9 Relationship between Parents' Income and Students' Academic Performance

Chi square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.148[a]	9	.006
Likelihood Ratio	22.424	9	.008
Linear-by-Linear Association	1.125	1	.289
N of Valid Cases	158		

Table 4.9 above indicates that there is a relationship between parent income and students' performance as indicated by p-values of 0.006 which is less than 0.05.

Students were also asked to give their opinions on the influence of parents' income on students' academic performance. Therefore they were required to fill a 5- Likert scale with Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3,Disagree(D)=2 and Strongly disagree(SD)=1. The responses are presented in the table below:

Table 5.0 Parents' Income and Students' Academic Performance

Parents' Income Status and students' performance	5 SA	4 A	3 U	2 D	1 SD	Total
a) High income parents are more involved in their children's education than low income parents.	49(31%)	40(25%)	10(6%)	27(17%)	32(20%)	158(100%)
b) Students who come from poor family background have lower self-esteem than those from rich families.	75(47%)	38(24%)	4(3%)	21(13%)	20(13%)	158(100%)
c) My parents struggle financially to cater for my educational needs.	134(85%)	18(11%)	2(1%)	2(1%)	2(1%)	158(100%)
Mean Responses	86(54%)	32(20%)	5(3%)	17(11%)	18(11%)	158(100%)

According to table 5.0 above majority of the students (54%) strongly agreed with the given statements in table 5.0. 20% agreed, 3% were undecided, 11% disagreed and also 11% strongly disagreed. This means that most students (54%) strongly agreed that parents' income influences students' academic performance.

Next the researcher computed Pearson Correlation to establish the relationship between parents' income and students' academic performance basing on the students' opinions given in the table 5.0 above. The results are presented in the table below:

Table 5.1 Relationship between Parents' Income and Students' Academic Performance (Basing on Students' Opinions)

		Parent's income	Student's performance
Parent's income	Pearson Correlation	1	0.75
	Sig. (2-tailed)		0.000
	N	158	158
Student's performance			
	Pearson Correlation	0.75	1
	Sig. (2-tailed)	0.000	
	N	158	158

Table 5.1 above shows that the correlation coefficient between parents' income and students' academic performance is r=0.75. This implies that there is a strong positive correlation between parents' income and students' academic performance. It further means that an increase in parents' income has a significant increase in the students' academic performance and vice versa.

Teachers were also required to give their opinions on the influence of parents' income on students' academic performance. Therefore they were asked to fill a 5- Likert scale with Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3, Disagree(D)=2 and strongly disagree(SD)=1. The responses were analyzed and presented in the table below:

Table 5.2 Teachers Opinions on Parents' Income and Students' Academic Performance.

Parents' income status and students' performance.	5	4	3	2	1	Totals
a)High income parents are more involved in their children's education than low income parents	8(47%)	6(35%)	2(12%)	1(6%)	0(0.0%)	17(100%)
b) Students who come from poor family background have lower self-esteem than those from rich families.	7(41%)	4(24%)	4(24%)	2(12%)	0(0.0%)	17(100%)
c) My students' parents struggle financially to cater for their educational needs.	6(35%)	8(47%)	0(0.0%)	3(18%)	0(0.0%)	17(100%)
Mean Responses	7(41%)	6(35%)	2(12%)	2(12%)	0(0.0%)	17(100%)

According to the table 5.2 above majority of the teachers (41%) strongly agreed with the given statements about parents' income and students' academic performance. 35% agreed, 12% were undecided, 12% disagreed and none of the teachers strongly disagreed with the statements given in the table 5.0. This means that most teachers (41%) strongly agreed that parents' income influences students' academic performance.

Pearson Correlation was also computed to find out the relationship between parents' income and students' academic performance basing on teachers responses on the statements given in the table 5.2 above. The data is presented in the table below:

Table 5.3 Relationship between parents' income and students' academic performance basing on teachers' responses.

		Parent's income	Student's performance
Parent's income	Pearson Correlation	1	0.95
	Sig. (2-tailed)		0.000
	N	17	17
Student's performance			
	Pearson Correlation	0.95	1
	Sig. (2-tailed)	0.000	
	N	17	17

Table 5.3 above shows that the correlation coefficient between parents' income and students' academic performance is r=0.95. This implies that there is a very strong positive correlation between parents' income and students' academic performance.

4.6.2 Parents' Level of Education and Students' Academic Performance

The second objective was to determine the relationship between parents' level of education and students' academic performance in Public Secondary Schools in Tana River County. In order to achieve this objective students were required to state their parents' level of education and their(students') mean grades in the previous end of term two 2016 examination. Cross tabulation was done and the data is presented in the table below:

Table 5.4 Parents' Level of Education and Students' Academic Performance

Level of Education			Student Performance				Total
			E	D	C	B	
	No Formal Education	Count	6	20	1	0	27
		% within	22.2%	74.1%	3.7%	0.0%	100.0%
	Primary Level of Education	Count	11	52	13	2	78
		% within	14.1%	66.7%	16.7%	2.6%	100.0%
	Secondary Level of Education	Count	1	17	22	6	46
		% within	2.2%	37.0%	47.8%	13.0%	100.0%
	College Level of Education	Count	0	2	4	1	7
		% within	0.0%	28.6%	57.1%	14.3%	100.0%
Total		Count	18	91	40	9	158
		% within	11.4%	57.6%	25.3%	5.7%	100.0%

From table 5.4 above it is indicated that an increase in level of education of parents results in improvement in students' academic performances. This was showed through the results that indicated that most students who got C's and B's had parents with the secondary level of education (47.8% and 13%) and college level of education (57.1% and 14.3%). 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. These results support the findings of Mallan (2009), Eccles (2005) and Rana (2015) that parents' level of education influences students' academic performance.

Table 5.5 Relationship between Parents' Level of Education and Students' Academic Performance

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.766[a]	9	.000
Likelihood Ratio	45.164	9	.000
Linear-by-Linear Association	34.498	1	.000
N of Valid Cases	158		

Table 5.5 above indicates that there is a relationship between parent level of education and student performance as indicated by p-values of 0.000 which is less than 0.05.

The researcher also sought students' opinions on the influence of parents' level of education on students' performance. 5- Likert scale with Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3, Disagree(D)=2 and strongly disagree(SD)=1 was thus filled by students. The responses are presented in the table below:

Table 5.6 Parents' Level of Education and Students' Academic Performance.

Parents' educational level and students' academic performance	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total
a) Highly educated parents are more involved in their children's education than lowly/ uneducated parents.	93(59%)	43(27%)	4(3%)	11(7%)	7(4.0%)	158(100%)
b) Parents with higher level of education are able to set conducive learning environment at home than those with lower level of education.	99(63%)	38(24%)	4(3%)	11(7%)	6(4%)	158(100%)
c) Children whose parents are highly educated are more proficient in language (English) than those whose parents have low level of education.	61(39%)	38(24%)	7(4%)	25(16%)	27(17%)	158(100%)
Mean Responses	84(53%)	40(25%)	5(3%)	16(10%)	13(8%)	158(100%)

According to the table 5.6 above majority of the students (53%) strongly agreed with the given statements in the table 5.2. 25% agreed, 3% were undecided, 10% disagreed and 8% strongly disagreed with the statements given in the table 5.2. This means that most

students (53%) strongly agreed that parents' level of education influences students' academic performance.

The researcher computed Pearson Correlation to establish the relationship between parents' level of education and students' academic performance basing on the students' responses/opinions in the table 5.6 above. The results are presented in the table 5.7 below:

Table 5.7 Relationship between Parents' Level of Education and Students' Academic Performance (Basing on the Students' Opinions)

		Parent's level of education	Student's performance
Parent's level of education	Pearson Correlation	1	0.82
	Sig. (2-tailed)		0.000
	N	158	158
Student's performance			
	Pearson Correlation	0.82	1
	Sig. (2-tailed)	0.000	
	N	158	158

Table 5.7 above shows that the correlation coefficient between parents' income and students' academic performance (from the students' responses) is r=0.82. This implies that there is a strong positive correlation between parents' level of education and students' academic performance.

The researcher also sought teachers' opinions/responses on the influence of parents' level of education on students' performance. Teachers' opinions/responses are indicated in the table below:

Table 5.8 Teachers' Responses on Parents' Level of Education and Students' Academic Performance (Basing on Teachers' Responses)

Parents' level of education and students' performance.	5	4	3	2	1	Total
a) Educated parents are more involved in their children's education than uneducated parents.	12(71%)	4(24%)	1(6%)	0(0%)	0(0%)	17(100%)
b) Parents with higher level of education are able to set a more conducive learning environment at home than those with lower level of education/uneducated.	8(47%)	8(47%)	1(6%)	0(0%)	0(0%)	17(100%)
c) Children whose parents are highly educated are more proficient in language than those whose parents have low level of education/uneducated.	5(29%)	11(65%)	0(0%)	1(6%)	0(0%)	17(100%)
Mean Responses	8(49%)	8(45%)	1(4%)	0.3(4%)	0(0%)	17(100%)

Table 5.8 above shows that majority of the teachers (49%) strongly agreed with the given statements about parents' level of education and students' academic performance. 45% agreed, 4% were undecided, none of the teachers disagreed or strongly disagreed with the statements given in the table 5.6. This means that most of the teachers (49%) strongly agreed that parents' level of education influences students' academic performance.

Pearson Correlation was computed to find out the relationship between parents' level of education and students' academic performance basing on teachers' opinions on the statements given in the table 5.8 above. The data is presented in the table below:

Table 5.9 Relationship between Parents' Level of Education and Students' Academic Performance

		Parent's level of education	Student's performance
Parent's level of education	Pearson Correlation	1	0.90
	Sig. (2-tailed)		0.000
	N	17	17
Student's performance			
	Pearson Correlation	0.90	1
	Sig. (2-tailed)	0.000	
	N	17	17

Table 5.9 above shows that the correlation coefficient between parents' income and students' academic performance (from the teachers' responses) is $r=0.90$. This implies that there is a strong positive correlation between parents' level of education and students' academic performance.

4.6.3 Parents' Occupation and Students' Academic Performance.

The third objective was to determine how parents' occupation influences students' academic performance in Public Secondary Schools in Tana River County. In order to achieve this objective students were required to state their parents' occupation and their corresponding mean grade in the previous end of term two examination. Crosstab was done and data is presented in the table below:

Table 6.0 Parents' Occupation and Students' Academic Performance.

Student Performance							
Occupation			Q5				Total
			E	D	C	B	
Peasant	Count		1	11	17	4	33
	% within		3%	33.3%	51.5%	12.1%	100.0%
Nomadic	Count		9	49	14	3	75
	% within		12.0%	65.3%	18.7%	4.0%	100.0%
Not Employed	Count		29	8	8	2	47
	% within		61.7%	17%	17%	4.3%	100.0%
Formal Employment	Count		0	2	1	0	3
	% within		0.0%	66.7%	33.3%	0.0%	100.0%
Total	Count		18	91	40	9	158
	% within		11.4%	57.6%	25.3%	5.7%	100.0%

From table 6.0 above it is indicated that occupation of parents determines student performances. This was showed through the results that indicated that most students who got D's and E's were both nomadic (12% and 65.3%) and non-employed (61.7% and 17%). This can be attributed to the reason that children of Nomads are also involved in pastoralism thus limiting their participation in school work thereby affecting their performance. Non-employment of parents also limits children participation in schools since the children may also be forced to involve in income generating activities. Non employed parents also live on low income which frustrates their full participation in their

children's education. This result agrees with Gratz (2006) and Mohammed (2012) in the literature review who stated that parent's occupation influences students' academic performance.

Table 6.1 Relationship between Parents' Occupation and Students' Academic Performance

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.837[a]	12	.000
Likelihood Ratio	37.974	12	.000
Linear-by-Linear Association	2.013	1	.156
N of Valid Cases	158		

The table 6.1 above indicates that there is a relationship between parent income and student performance as indicated by p-values of 0.000 which is less than 0.05.

Students were also asked to give their opinions on the parents' occupation and students' academic performance. Therefore they were required to fill a 5- Likert scale with Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3, Disagree(D)=2 and strongly disagree(SD)=1. Their opinions/responses were presented in the table below:

Table 6.2 Students' Responses on Parents' Occupation and Students' Academic Performance.

Parents' Occupation and students' academic performance.	5 SA	4 A	3 U	2 D	1 SD	Total
a) Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment	46(29%)	57(36%)	30(19%)	19(12%)	12(8%)	158(100%)
b) Parents' working hours have direct correlation with their involvement in their children's education.	48(30%)	69(44%)	10(6%)	18(11%)	13(8%)	158(100%)
c) Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.	84(53%)	51(32%)	9(6%)	5(3%)	9(6%)	158(100%)
Mean	59(37%)	59(37%)	16(10%)	14(9%)	11(7%)	158(100%)

According to table 6.2 above majority of the students (37%) strongly agreed with the above given statements. 37% agreed, 10% were undecided, 9% disagreed and 7% strongly disagreed with the statements given above. This means that most students (37%) strongly agreed that parents' occupation influences students' academic performance.

Pearson Correlation was computed to find out the relationship between parents' occupation and students' academic performance basing on students' responses on the statements given in table 6.2 above. The findings are presented in the table below:

Table 6.3 Relationship between Parents' Occupation and Students' Academic Performance.

		Parent's occupation	Student's performance
Parent's occupation	Pearson Correlation	1	0.89
	Sig. (2-tailed)		0.000
	N	158	158
Student's performance			
	Pearson Correlation	0.89	1
	Sig. (2-tailed)	0.000	
	N	158	158

Table 6.3 above shows that the correlation coefficient between parents' occupation and students' academic performance is r=0.89. This implies that there is a very strong positive correlation between parents' occupation and students' academic performance.

4.6.4 Parental Involvement in Students' Education

The final objective of the study was to investigate the extent to which parental involvement in education influences students' academic performance in public secondary schools in Tana River County. In relation to this objective, a number of attributes on parental involvement in education were measured. These include:

a) Parents' involvement in students' education at home

b) Parents' visits to school

c) parents assistance with assignments at home

d) parents –teacher communication

These variables are discussed in the section given below**:**

a) **Parents' Involvement in Students' Education at Home.**

The first attribute measuring parental involvement in their children's education was parental involvement in student's education at home. The students were asked to indicate whether their parents were involved in their education at home. The data is shown in the figure below:

Figure 4.1 Parental Involvement in Students' Education at Home

Are your parents involved in your education at home?

■ Yes 70   ■ No 88

44%

56%
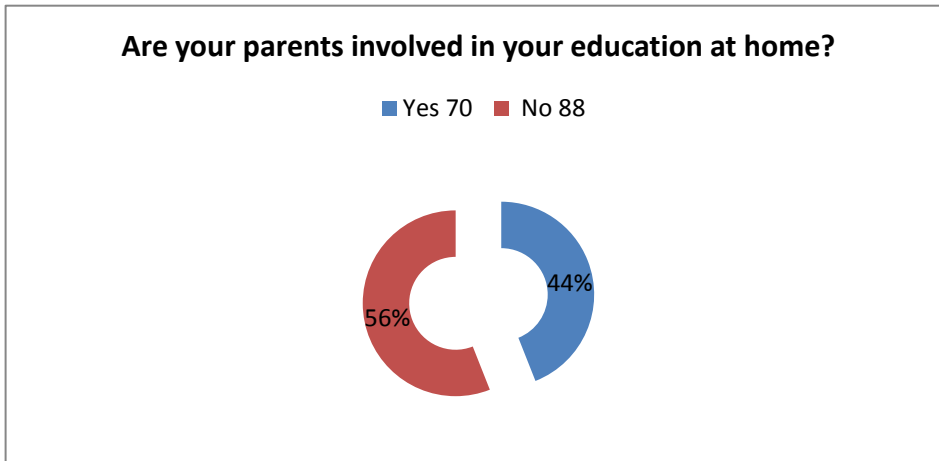
The figure 4.1 indicates that majority (56%) of the students stated that their parents were not involved in their education at home. 44% accepted that their parents were involved in their education at home. This means that majority of parents were not involved in students' education at home. This is likely to affect students' academic performance negatively.

b) **Parents' Visits to School.**

The second measure of parental involvement in children's education was the frequency of visits by parents to schools. The students were asked to indicate the frequency of parental school visits. The data is shown in the table given below.

Table 6.4 Parents' Visits to School

How often do your parents visit school to find out about your educational progress?	Frequency	Percentage (%)
Never	37	23
Rarely	41	26
Sometimes	70	45
Often	10	6
Total	**158**	**100**

From the table above it is clear that 23% of the students admitted that their parents never visit school to find out their educational progress. This means that 23% of the parents in the locale of study are less concerned with students' education. However 26% rarely visit school, 45% do visit school sometimes and finally 6% of parents often visit school.

c) Parents' Assistance with Homework

The researcher also wished to establish the frequency at which parents assist students with assignments at home. Students gave the following responses as presented in the table below:

Table 6.5 Parents' Assistance with Homework.

How often do your parents assist you in doing assignments at home?	Frequency	Percentage (%)
Never	96	61
Rarely	15	9.0
Sometimes	26	17
Often	21	1 3
Total	**158**	**100**

From the table 6.5 above it is evident that majority (61%) of students were never helped with assignment/homework at home while 9% were rarely helped. 17% were sometimes helped and finally 13% were helped often.

d) Parents- Teacher Communications

The researcher also sought to find out how often parents communicated with teachers to find out about students' educational progress. The teachers gave the following responses as summarized in the table below:

Table 6.6 Parents –teacher communication

How often do parents communicate with you to find out about students' performance?	Frequency	Percentage (%)
Never	4	25
Rarely	10	59
Sometimes	2	12
Often	1	6
Total	**17**	**100**

According to the table 6.6 above 25% of the teachers said that parents never visited or communicated with them to find out about students' educational progress, 59% rarely, 12% sometimes while 6% often. This means that majority (59%) of parents rarely visited

or communicated with teachers about the welfare of students' education. This might affect students' educational attainment in a negative way.

In order to achieve the fourth objective(Influence of parental involvement in education on students' performance) students were required to rate their parents' involvement in their (students') education using Very Poor, Poor, Average, Good and Very Good. The table below shows students' ratings in relation with their academic performance:

Table 6.7 Parental Involvement in Education and Students' Academic Performance

Level of Parental Involvement			Students' Performance				Total
			E	D	C	B	
Q14	Very Poor	Count	3	3	0	0	6
		% within	50%	50.0%	0%	0%	100.0%
	Poor	Count	13	68	16	3	100
		% within	13.0%	68.0%	16.0%	3.0%	100.0%
	Average	Count	1	18	20	5	44
		% within	2.3%	40.9%	45.5%	11.4%	100.0%
	Good	Count	0	1	3	0	4
		% within	0.0%	25.0%	75.0%	0.0%	100.0%
	Very Good	Count	0	0	1	30	4
		% within	0%	0%	25%	75%	100.0%
Total		Count	18	91	40	9	158
		% within	11.4%	57.6%	25.3%	5.7%	100.0%

From table 6.7 above it is indicated that parental level of involvement in education affects student performances. This was indicated through the results that revealed that most students who got D's and E's had very poor (50% and 50%) and poor (13% and 68%) level of parental involvement in education. While most students who got B's (75%) had very good parental involvement in education. According to Epstein (1992) parental involvement in education entails parents-teacher communications, parents' visits to school to find out students' educational progress, parents' assistance with home works, parents' participation in school meetings among others. Poor (low) parental involvement in education reduce students' academic performance. These results supports the findings of Bawa (2000), Desforges & Abouchaar (2003) and Epstein (1992) discussed in the literature review who stated that parental involvement in education positively influences students' academic performance.

Table 6.8 Relationship between Parental Involvement in Education and Students' Academic Performance

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.837[a]	12	.000
Likelihood Ratio	37.974	12	.000
Linear-by-Linear Association	2.013	1	.156
N of Valid Cases	158		

The table 6.8 above indicates that there is a relationship between parental involvement in education and students' performance as indicated by p-values of 0.000 which is less than 0.05.

Teachers were asked to give their opinions on the parental involvement in education and students' academic performance. Therefore they were required to fill a 5- Likert scale with Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3,Disagree(D)=2 and strongly disagree(SD)=1. The responses were analyzed and presented in the table below:

Table 6.9 Parental Involvement in Education and Students' Academic Performance

Parental involvement in education and students' performance	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total
a).Parental supervision of students' progress both at school and home positively influences students' academic performance.	14(82%)	3(18%)	0(0%)	0(0%)	0(0%)	17(100%)
b).Parents' attitude towards education positively correlates with their children's educational achievement.	10(59%)	7(41%)	0(0%)	0(0%)	0(0%)	17(100%)
c) Parents who set rules for their children positively influence their academic achievement.	8(47%)	9(53%)	0(0%)	0(0%)	0(0%)	17(100%)
Mean responses	11(63%)	6(37%)	0(0%)	0(0%)	0(0%)	17(100%)

According to the table 6.9 above, majority (63%) of the teachers strongly agreed with the given statements in table 6,9 above, 37% agreed. None of the teachers was undecided, disagreed or strongly disagreed. It therefore means that most of the teachers strongly agreed that parental involvement in education positively influences students' academic performance.

Next the researcher computed Pearson Correlation to establish the relationship between parental involvement in education and students' academic performance. The results are presented in the table 7.0 below:

Table 7.0 Relationship between Parental Involvement in Education and Students' Academic Performance.

		Parental involvement in education	Student's performance
Parental involvement in education	Pearson Correlation	1	0.89
	Sig. (2-tailed)		0.000
	N	17	17
Student's performance			
	Pearson Correlation	0.89	1
	Sig. (2-tailed)	0.000	
	N	17	17

Table 7.0 above shows that the correlation coefficient between parental involvement in education and students' academic performance is r=0.89. This implies that there is a strong positive correlation between parental involvement in education and students' academic performance. It further means that an increase in parental involvement in education has a significant increase in students' academic performance and vice versa.

From the parents' interview schedule, the researcher sought to find out the approximate parents' income level per month and whether it affected their involvement in education of their children. Most of the parents admitted that their income level per month is too low and that it adversely affected their involvement in education of their children. One of the interviewed parents had this to say;

> "My daughter is often sent home for lack of school fees and other educational materials like revision books and when she comes back home she stays for even more than a month because my income level is too low to sustain her in school."(Source: Field data 2016)

Another parent had this to say;

> " I have a burning desire to be fully involved in my children's' education but due to the fact that my income level is low I have to work throughout the day in order to sustain my family, this leaves me with very little time to get involved in my children's education." (Source: Field data 2016)

However a few admitted that despite their low income level they try their level best to get involved in their children's education. They stated that they usually create a conducive home environment for their children's education at home and also work in collaboration with teachers to monitor the educational progress of their children.

The researcher sought to find found out the parents' level of education and whether it affected their involvement in their children education. Parents unanimously admitted that they have low level of education and some maintained that their low level of education frustrates their involvement in educational activities. Pertaining to parents' educational level one parent had these to say;

> "I'm uneducated and my educational status really has an adverse effect on my involvement in my children's education, am unable to fully and effectively monitor my son's educational progress, am unable to assist my son with home work at home and also am unable to fully participate in PTA meetings due to language barrier."(Source: Field data 2016)

The researcher also sought to establish the parents' occupation and the approximate time they spend in their occupation. Most parents cited subsistence farming as their dominant occupation while a few said that they were nomadic. One of the interviewed parents who admitted to practice nomadic had these to say;

> "I have no fixed residence but move from place to place in search of pastures and water for my cattle and I do this from very early in the morning to the late in the evening therefore I have no time to fully get involved in my child's education." (Source: Field data 2016)

However most parents maintained that they usually create time to monitor their children education despite the fact that they spend much of their time at work. When asked whether the school involved them in their children education, most of the parents maintained that the school rarely involved them in their children education and suggested that the school should put in place systems to foster their involvement in educational activities.

4.6.5 Discussion of Open ended questions from the Questionnaires on Parents' Income, Parents' Level of Education and Parental Involvement in Education

The table below shows a summary of open ended questions on the influence of parents' income, level of education, occupation and parental involvement in education and their responses/answers as given by students and teachers in this study:

Table 7.1 Discussion of Open Ended Questions in the Questionnaires

Question(Q1-Q4)	Themes	Students		Teachers	
		Frequency (Answered)	Balance	Frequency (Answered)	Balance
In your opinion how does parents' income affect students' academic performance?	The higher the parents' income the better the students' performance.	68(43%)	90(57%)	9(53%)	8(47%)
	High income parents are more able to set a conducive learning environment for their children than low income parents.	25(16%)	133(84%)	3(18%)	14(82%)
	High income parents are able to cater for their children's educational needs as compared to low income parents	30(19%)	128(81%)	5(29%)	12(71%)
	Ignored/Nill	35(22%)	123(78%)	0(0%)	17(100%)
In your opinion how does parents' level of education affect students' academic performance?	The higher the parent's level of education the better the students' performance	40(25%)	118(75%)	4(24%)	13(76%)
	Parents with higher level of education are more able to assist their children with homework than those with low educational level	32(20%)	126(80%)	5(29%)	12(71%)
	Parents with higher level of education are more able to monitor their children's education than those with low educational level	27(17%)	131(83%)	4(24%)	13(76%)
	Parents with higher level of education are more able to set conducive learning environment at home than those with low level of education	8(5%)	150(92%)	2(12%)	15(88%)
	Nill/Ignored	51(32%)	107(68%)	2(12%)	15(88%)

Question	Option				
In your opinion how does parents' occupation affect students' academic performance?	Students whose parents are in formal employments perform better than those whose parents are in informal employments			8(47%)	9(53%)
	Parents occupation do not influence students' performance			3(18%)	14(82%)
	Students from peasant families tend to perform poorly as compared to those whose parents are in well-paying jobs			4(24%)	13(76%)
	Nill/Ignored			2(12%)	15(88%)
In your opinion what can parents do to improve students' academic performance?	Buy books and pay full school fees	48(30%)	110(70%)	4(24%)	13(76%)
	Monitor their educational progress	36(23%)	122(77%)	3(18%)	14(82%)
	Cooperate with teachers to improve students' performance	30(19%)	128(81%)	6(35%)	11(65%)
	Help them with assignments	17(11%)	141(89%)	3(18%)	14(82%)
	Ignored/Nill	27(17%)	131(83%)	1(6%)	16(94%)
Mean Total		34(22%)	124(78%)	4(22%)	13(78%)
Totals		158(100%)		17(100%)	

4.6.6 Discussion of Open Ended Questions from Parents' Interview Schedule

The researcher also engaged eleven parents in an interview schedule on the influence of parents' socio-economic status on students' academic performance in public secondary schools in Tana River County. Parents were required to give their opinions/responses on their level of income, level of education, occupation and parental involvement in education. The researcher coded parents' responses/opinions and the table below summarizes the results:

Table 7.2 Discussion of Open Ended Questions from Parents' Interview Schedule

Questions(Q1-Q10)	Themes	Frequency (Answered)	Balance/Ignored
How do you rate your monthly level of income?	Ksh 5000-10000	4(36%)	7(64%)
	Ksh 11000-20000	3(27%)	8(73%)
	Ksh 21000-30000	2(18%)	9(82%)
	Ksh 31000 and above	2(18%)	9(82%)
Do you think that your income level affects your involvement in educational activities (if yes how?)	It affects because am unable to cater for my child's educational needs.	6(55%)	5(45%)
	Yes because am unable to set a conducive learning environment for my child at home.	2(18%)	9(82%)
	Ignored	3(27%)	8(73%)
What is your level of education?	Uneducated	5(45%)	6(55%)
	Primary	3(27%)	8(73%)
	Secondary	2(18%)	9(82%)
	University/College	1(9%)	10(91%)
Do you think that your level of education affects your involvement in education (if yes how)	Yes because am unable to assist my child with homework	2(18%)	9(82%)

	Yes because am unable to monitor my child's educational progress	3(27%)	8(73%)
	Yes because am unable to fully participate in school meetings due to language barrier	3(27%)	8(73%)
	No it doesn't	3(27%)	8(73%)
What is your occupation?	Peasant farmer	7(64%)	4(36%)
	Nomadic	4(36%)	7(64%)
What is the approximate time you spend at work ?	Approximately 10 hours	3(27%)	8(73%)
	Approximately 12 hours	8(73%)	3(27%)
Does the amount of time you spend at work affect your involvement in education of your children? (If yes how?)	Yes because I have little/no time left for involvement in my child's education	7(64%)	4(36%)
	No	4(36%)	7(64%)
Does your child's school involves parents in education? (If yes how)	Yes	0(0%)	11(100%)
	No	11(100%)	0(0%)
How do you rate your general participation in education both at home and at school?	Poor	7(64%)	4(36%)
	Average	4(36%)	7(64%)
Do you assist your children with assignments/homework at home?	Yes	2(27%)	8(73%)
	No	9(82%)	2(18%)

4.6.7 Estimated Model of the Relationship between parental socio-economic status and student performance in Tana River County.

Before the regression analysis of parental socio-economic status and students' performance was done, the data were subjected to assumptions of regression analysis with no violation observed. The outcome of the results included the regression coefficient models.

Table 7.3 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.245	0.168		1.463	0.146
	Occupation	0.151	0.127	0.133	1.193	0.035
	Income	0.453	0.135	0.407	3.356	0.001
	Level of Education	0.347	0.112	0.32	3.11	0.002
	Involvement	0.033	0.021	-0.063	-1.61	0.021

a Dependent Variable: Student Performance

b In depended Variable: Parents' Socio- Economic Status

An interpretation of the coefficients in Table 7.2 above shows parent occupation had a significant coefficient with p-value = 0.035, parent income had a significant coefficient with p-value = 0.001, parent education had a significant co-efficient of 0.002 and parent involvement had a significant value of 0.021.

From the estimated regression equation; the fitted model took the following form:

The fitted regression equation of the model becomes;

$Y = 0.245 + 0.151X_1 + 0.453X_2 + 0.091X_3 + 0.33X_4$

From the fitted model;

A unit increase in parent occupation would result in an increase in student performance by 0.245. The findings on parent's income found out that a unit increase in parents' income would result in an increase of student performance by 0.453. The results on

parent education showed that a unit increase in parents' education would result to improvement in student performance by 0.091. The results on parent education showed that a unit increase in parental involvement in education would result to improvement in student performance by 0.33

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary of the findings, conclusions, recommendations and suggestions for further research following research objectives.

5.2 Summary of the findings.

The purpose of this study was to investigate the influence of parental socioeconomic status on students' academic performance in public secondary schools in Tana River County, Kenya. Data were collected using questionnaires and interview schedules. Teachers and students filled the questionnaires while parents were engaged in interview schedule. The data collected was coded and analyzed using Statistical Package of Social Science using descriptive and inferential statistics. The summary of the findings is discussed below:

a) Parents' Income Influences Students' Academic Performance in Tana River County.

The first objective for this study was to determine the extent to which parents' income influences students' academic performance in public secondary schools in Tana River County. The study revealed that parent income had a significant coefficient with p-value = 0.001. This implies that parents' income level is positively correlated with students' academic performance. The findings on parent's income also found out that a unit increase in parents' income would result in an increase of students' performance by 0.453. The correlation coefficient of the relationship between parents' income and students' academic performance from this study is +0.75 from students' opinions and +0.95 from teachers' opinion. This means that there is a strong positive correlation between parents' income and students' academic performance in Tana River County. In other words increase in parents' income enhances students' academic achievements.

b) Parents' level of education influences students' academic performance in Tana River County.

The second objective for the study was to establish the extent to which parents' level of education influences students' academic performance in public secondary schools in Tana River County. This study revealed that parent education level had a significant co-efficient of 0.002. The findings from the study also indicated that a unit increase in parents' education would result to improvement in student performance by 0.091. Correlation coefficient for the relationship between parents' level of education and students' performance in this study is +0.82 from students' opinions and +0.90 from teachers' opinion. This means that there is strong positive correlation between parents' level of education and students' academic performance.

c). Parents' occupation influences students' academic performance in Tana River County

The third objective for this study was to establish the level to which parents' occupation influences students' academic performance in public secondary schools in Tana River County. The results from this study shows that parent occupation had a significant coefficient with p-value = 0.035. The findings further revealed that a unit increase in parents' occupation would result in an increase in students' performance by 0.245. Finally, the correlation coefficient for the relationship between parents' occupation and students' academic performance is +0.89 from students' opinions. This implies that there is a strong positive correlation between parents' occupation and students' academic performance.

d). Parental involvement in education influences students' academic performance in Tana River County

The fourth and last objective of this study was to establish the extent to which parental involvement in education influences students' academic performance in public secondary schools in Tana River County. The results from this study show that parents' involvement had a significant p -value of 0.021. The findings further revealed that a unit increase in parents' involvement in education would result in an increase of students' performance

by 0.33. Finally the correlation coefficient between parental involvement in education and students' academic performance is +0.89. This implies that there is a very strong positive correlation between parental involvement in education and students' academic performance.

5.3 Conclusions of the study

The conclusions of this study were drawn basing on the research objectives as shown below:

a) Parents Income and Students' Academic Performance

From the findings of this study the researcher concluded that there is a significant positive correlation between parents' income and students' academic performance in Tana River County. This is because higher income parents are able to pay school fees in time, avail the necessary learning materials and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs.

b) Parents' Level of Education and Students' Academic Performance

The researcher concluded that there is a significant positive correlation between parents' level of education and students' academic performance in Tana River County. This is because parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with assignments/homework as compared to their counterparts with lower educational level.

c) Parents' Occupation and Students' Academic Performance

It can also be concluded that there is a significant positive correlation between parents' occupation and students' academic performance. Students whose parents are in good formal employment exhibit higher academic attainments than those whose parents practice nomadic, peasantry or non-employed.

d) Parental Involvement in Education and Students' Academic Performance

Finally from the findings of this study the researcher concluded that parental involvement in education influences students' academic performance. Parental involvement in education according to this study entails attending school meetings, monitoring students' educational progress, assisting students with assignment at home, setting rules and regulations at home to check on students' discipline, provision of learning materials and payment of school fees among others.

5.4 Recommendations of the study

The recommendations of this study were formulated basing on the research objectives as shown below**:**

a)   **Parents' income and students' academic performance**

Due to low parents' income in Tana River County as established in this study the researcher recommended that the government should increase bursary allocation to the students from poor families to retain them in school and enhance their academic performance**.**

b)   **Parents' level of education and students' academic performance**

It was established in this study that most of the parents in Tana River County are uneducated and that their low level of education frustrates their involvement in students' academic performance. In light of this fact it was recommended that schools in Tana River County should put in place appropriate systems to enhance parental involvement in education**.**

c) **Parents' occupation and students' academic performance**

The researcher found out that most parents in Tana River County were peasant farmers who earn very little income per month. In light of this fact it was recommended that the government should boost the economic status of households in Tana River County through investing in more income generating projects in the region.

d) Parental involvement in education and students' academic performance

This study established that there is low parental involvement in students' education in Tana River County. In light of this fact it was recommended that parents should be highly sensitized about the benefits of parental involvement in education. They need to know that parental involvement in education goes beyond merely school fees payment but creation of conducive learning environment at home, monitoring students' progress in education among others.

5.5 Recommendation for further research

In relation to this study further research can be done on the following:

a) Influence of government bursaries on students' retention rate in public secondary schools in Tana River County.

b) School factors that influence parental involvement in students' academic performance in public secondary schools in Tana River County.

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APPENDICES

Appendix 1: Letter of Transmittal.

STANSLAUS OTENGO JUMA,

THE UNIVERSITY OF NAIROBI,

P.O. BOX 35-80201,

GARSEN.

19TH SEP, 2016

Dear Sir/Madam,

RE: ACADEMIC RESEARCH

I am a post graduate student pursuing a Masters Degree in Education (Sociology of Education) in the University of Nairobi. I am carrying out a research on "Influence of parental socio -economic status on students' academic performance in public secondary schools in Tana River County". I am therefore kindly requesting for your permission to collect data relevant to this study from the mentioned county. Any responses collected will be used only for academic purposes pertaining to this research and will be treated with utmost confidentiality it deserves.

Yours faithfully,

Stanslaus Otengo Juma,

Researcher.

Appendix 2: Questionnaire for Students

This questionnaire is intended to collect information on "Influence of Parental Socio-economic status On Students' Academic Performance in Public Secondary Schools in Tana River County, Kenya". The information given will be used for the purpose of this research only.

SECTION A: DEMOGRAPHIC INFORMATION

▪ Tick where appropriate.

▪ Do not write your name and that of your school on this questionnaire

1) What is your gender?

   Male   ( )   Female   ( )

2) How old are you?

   Below 16 years   ( )   16-18years   ( ) Above 18years   ( )

3) What is your class?

   Form three (   )   Form four (   )

SECTION B: PARENTS' INCOME AND STUDENTS' ACADEMIC PERFORMANCE

4) What is the approximate monthly income of your parents?

Ksh5000-10000 (   )   Ksh11000-20000 (   )   Ksh21000-30000 (   )   Over31000 (   )

5) What was your mean grade in the previous end of term two 2016 examination?

E ( )   D ( )   C ( )   B ( )   A ( )

6) How often have you been sent home for school fees?

   Never   ( )   Rarely   ( )   Sometimes   ( )   Often   ( )

7) The statements below relate to the influence of parents' income on students' academic performance. Supplied also are the five options corresponding to these statements

Strongly Agree(SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2Strongly Disagree(SD)=1Tick in the box the appropriate response .

Parents' income	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i)High income parents are more involved in their children's education than low income parents.					
(ii) Students who come from poor family background have lower self-esteem than those who come from well of families.					
iii).My parents struggle financially to cater for my educational needs					

8).In your opinion how does parents' income affect students' academic performance?

………………………………………………………………………….....................

SECTION C: PARENTS' LEVEL OF EDUCATION

9) What is the educational level of your parents?

   Uneducated   ( )   Primary level   ( )   Secondary level ( )
   College/university ( )

10) Do you think that your parents' level of education affects your attitude towards education? Yes   ( )   No ( )

   If yes how?(explain)...

11) The statements below relate to the influence of parents' level of education on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree (SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2 Strongly-Disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' level of education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Highly educated parents are more involved in their children's education than lowly/ uneducated parents .					
(ii)Parents with higher level of education are able to set conducive learning environment at home than those with lower level of education/uneducated					
iii).Children whose parents are highly educated are more proficient in language(English/Kiswahili) than those whose parents have low level of education/uneducated					

In your opinion how does parents' level of education affect students' academic performance?

……………………………………………………………………….....................

SECTION   D: PARENTS'   OCCUPATION&STUDENTS'   ACADEMIC PERFORMANCE

12) What is the major economic activity for your parents?

Peasant farmer ( )   Nomadic( )   No formal employment ( ) Employed ( )

13)   The statements below relate to the influence of parents' occupation on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree (SA)=5 Agree(A)=4   Undecided(U)=3   Disagree(D)=2 Strongly Disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' Occupation	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment.					
ii).Parents' working hours have direct correlation with their involvement in their children's education.					
iii).Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

SECTION C: PARENTAL INVOLVEMENT IN EDUCATION

14)   How do you rate parental involvement in your education?

Very Poor ( )   Poor ( )   Average ( )   Good ( )   Very Good ( )

15). How often do your parents visit school to find out about your educational progress?

Never   ( ) Rarely   (   )   Sometimes (   ) Often   (   )

16) How often do your parents assist you in doing homework/assignment at home?

Never   ( )   Rarely ( )   Sometimes   (   )   Often   (   )

17) The statements below relate to the influence of parental involvement on students' academic performance. Supplied also are five options corresponding to these statements:

Strongly agree(SA)=5, Agree(A)=4,Undecided(U)=3,Disagree(D)=2,Strongly Disagree(SD)=1

Please tick in the boxes the option that best suits your opinion on the statements given in the table below:

Parental involvement in education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
a)Parental monitoring of students' progress in education positively influences students' academic performance.					
b) Parents' attitude towards education positively correlates with their children's educational achievement.					
c) Parents who set rules and regulations for their children positively influence their academic achievement.					

18).What can your parents do to help you improve your academic performance?

………………………………………………………………………………….

………………………………………………………………………………….

END

THANK YOU FOR YOUR COOPERATION

Appendix 3: Questionnaire for Class Teachers

This questionnaire is intended to collect information on "Influence of parental socio-economic

Status on students' academic performance in public secondary schools in Tana River County

Kenya". The information given will be used for the purpose of this research only.

SECTION A: DEMOGRAPHIC INFORMATION

- Do not write your name and that of the school on the questionnaire
- Tick where appropriate.

1)   Gender

     Male   ( )   Female ( )

2)   Age in years

     Below 20   ( )   21-30   ( )   31-40 ( )   41-50   ( )

     51-60 ( )   Above 60   ( )

3)   What is your professional qualification?

     Doctorate   ( ) Masters ( )   Bachelor's degree ( )   Diploma ( )

     Certificate ( )

4)   Working experience in years

     Less than 5   ( )   6-10 ( ) 11-15   ( )   16-20   ( )

     21 and above   ( )

5)   School type?

     Boarding ( )   Girls boarding ( )   Mixed day   ( )

     Mixed day and boarding ( )

6)   School size?

     Single stream ( )   Double stream ( )   Three streams ( )

     Four and above   ( )

SECTION B: PARENTS' INCOME AND STUDENTS' ACADEMIC PERFORMANCE

7) What was the mean grade (overall performance) of your class in the last term examination? (Indicate please)……………………………….

8) The statements below relate to the influence of parents' income on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree(SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2 Strongly Disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' income	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i)High income parents are more involved in their children's education than low income parents.					
(ii) Students who come from poor family background have low living standards and lower self- esteem than those who come from well of families.					
iii).My students' parents struggle financially to cater for their children's educational needs.					

9) In your opinion how does parents' income affect students' academic performance?…………………………………………………………………

SECTION C: PARENTS' LEVEL OF EDUCATION

10) What is the educational level of most of your parents?

Uneducated ( )   Primary level ( )   secondary level ( )

College/university   ( )

11) Do you think that parents' level of education affects their children's attitude towards education?

Yes   ( )   No ( )

If yes how?...

12) The statements below relate to the influence of parents' level of education on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree(SA)=5 Agree(A)=4   Undecided(U)=3   Disagree(D)=2 Strongly Disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' level of education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Educated parents are more involved in their children's education than uneducated parents.					
(ii)Parents with higher level of education are able to set a more conducive learning environment at home than those with lower level of education/uneducated.					
iii).Children whose parents are highly educated are more proficient in language(English/Kiswahili) than those whose parents have low level of education/uneducated					

13) In your opinion how does parents' level of education affect students' academic performance?……………………………………………………………

SECTION D: PARENTS' OCCUPATION&STUDENTS' ACADEMIC PERFORMANCE

14) What is the major economic activity of most of your students' parents?

Employed( )   Peasants   ( )   Nomadic   ( )   Non employed ( )

15) The statements below relate to the influence of parents' occupation on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree (SA)=5 Agree(A)=4   Undecided(U)=3   Disagree(D)=2Strongly Disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' Occupation	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment					
ii).Parents' working hours have direct correlation with their involvement in their children's education.					
iii).Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

16) In your opinion how does parents' occupation affect students' academic performance?**…………………………………………………………**

SECTION C: PARENTAL INVOLVEMENT IN EDUCATION

17) How do you rate parent-teacher communications in your school? Very poor

Very poor ( )   Poor ( )   Fair   ( )   Good ( ) Very Good ( )

18) How do you rate parents' participation in general school meetings in your school?

Very poor   ( ) Poor   ( )   Fair   ( )   Good ( )

Very Good   ( )

19) How do you rate parental monitoring of students' educational progress in your school?

Very poor   ( ) Poor   ( )   Fair   ( )   Good ( )   Very Good ( )

20) How do you rate engagement of parents in educational activities by your school?

Very poor ( )   Poor   ( )   Fair   ( )   Good ( ) Very Good ( )

21) The statements below relate to the influence of parental involvement on students' academic performance. Supplied also are five options corresponding to these statements:

StronglyAgree(SA)=5,Agree(A)=4,Undecided(U)=3,Disagree(D)=2,Strongly-

Disagree(SD)=1

Please tick in the boxes the option that best suits your opinion on the statements given in the table below:

Parental involvement in education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
a) Parental supervision of students' progress both at school and home positively influences students' academic performance.					
b) Parents' attitude towards education positively correlates with their children's educational achievement.					
c) Parents who set rules for their children positively influence their academic achievement.					

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22) In your opinion how does parental involvement in students' education affect students' educational achievement?

…………………………………………………………………………………

23) In your opinion, what can parents do to assist their children improve their academic performance?………………………………………………………………

END

THANK YOU FOR YOUR COOPERATION

Appendix 4: Interview Questions for Parents

Thank you for agreeing to be interviewed for research about "Influence of parental socio-economic status on students' academic performance". I want to find out how your level of: income, education, occupation involvement in education affects children's educational achievements. The information collected will be used by school administrators, teachers and other educational stakeholders to improve students' education. The interview should only take about 15 minutes. You will not be directly quoted in any report of this study.

SECTION A: PARENTS' DEMOGRAPHIC INFORMATION

1.   Let's start with some information that will help me describe the sample:

a)   How old are you?

b)   What is your marital status (nuclear family or polygamous family)?

c)   How many children do you have?

SECTION B: PARENT'S LEVEL OF INCOME

2)   How do you rate your income level per month?

3)   Do you think that your income level affects your involvement in your children's education?   (If yes how?)

SECTION C: PARENT'S LEVEL OF EDUCATION

4)   What is your level of education? (Primary, Secondary, College/University or Uneducated)

5)   Do you think that your level of education affects your involvement in children's education? (If yes how?)

SECTION D: PARENT'S OCCUPATION

6)   What is your occupation?

7)   Tell me what the approximate time you spend at work is.

8)   Do you think that the amount of time you spend at work affects your involvement in education of your children? (If yes how?)

SECTION E: PARENTAL INVOLVEMENT IN EDUCATION

9)   Do you think that your children's school(s) involves parents in education? (If yes how)

10)   How do you rate your general participation in education both at home and at school?

11)   Do you assist your children with assignments/homework at home? (Anything else?)

END.

THANK YOU FOR YOUR PARTICIPATION.

Appendix 5: Work Plan

The work plan for the study is presented in the following table:

ACTIVITY	APRIL	MAY	JUNE	JULY	AUG	SEP	OCT	NOV
Study topic approval	■							
Proposal writing		■						
Proposal corrections			■					
Proposal defense & corrections					■			
Data collection and analysis							■	
Report writing and corrections							■	
Submission of report								■

Appendix 6: Budget Plan

This study will incur the following costs as presented in the table below:

ITEM	COST(KSH)
Proposal writing and binding	15000
Questionnaire administration	8000
Data collection	8000
Data analysis	15000
Stationery	1000
Miscellaneous 10%	4700
Total	51700

THIS IS TO CERTIFY THAT:
MR. STANSLAUS OTENGO JUMA
of UNIVERSITY OF NAIROBI, 35-80201
Garsen,has been permitted to conduct
research in *Tanariver County*

on the topic: *INFLUENCE OF PARENTAL
SOCIO-ECONOMIC STATUS ON
STUDENTS ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN TANA
RIVER COUNTY,KENYA.*

for the period ending:
5th October,2017

....
**Applicant's
Signature**

Permit No : NACOSTI/P/16/24081/14050
Date Of Issue : 5th October,2016
Fee Recieved :ksh 1000

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

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

**RESEACH CLEARANCE
PERMIT**

Serial No.A 11194

CONDITIONS: see back page

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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P. O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/16/24081/14050

5th October, 2016

Stanslaus Otengo Juma
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of parental socio-economic status on students academic performance in public secondary schools in Tana River County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **5th October, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Tana River County.

The County Director of Education
Tana River County.

National Commission for Science, Technology And Innovation Is ISO 9001:2008 Certified