

**SOCIO-ECONOMIC FACTORS INFLUENCING STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN DAGORETTI SOUTH,
NAIROBI, KENYA**

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**Project Report Submitted in Partial Fulfillment of the Requirements for the award of the
Post Graduate Diploma in Education, University of Nairobi**

2022

DECLARATION

This project report is my original work and has not been submitted for any award in any other higher educational institution.

Signed:  Date: *29th August 2022*

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L40/29514/2019

This project report has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This study report is dedicated to my husband Kenneth Kogo, my sons Andy Kibet and Andry Rob for their sacrifices towards my education.

ACKNOWLEDGEMENTS

I candidly express my special gratitude to my supervisor, Dr. Peter Kithung'a Nzuki for his precious guidance, understanding attitude and pleasant way of supervision all through my work. He was very patient and understanding and his continuous guidance, cooperation, moral support and inspiration empowered me to finalise the work. I am heavily obligated to him for reading and correcting my project report draft and providing critical observations, comments, and constructive criticisms.

I am also thankful to the entire staff of the Faculty of Education for their help. The following people deserve a special mention: Dr. Joash Migosi and Ms. Veronika Mateka, thank you for your excellent guidance in providing basic knowledge in research methods and statistics.

To my colleagues, Ms. Nancy Abuna, Mr. Stanley Mulling and Ms. Susan Chege, your support and interest in my work has been very encouraging.

Words cannot express how grateful I am to my entire family for their finances and sacrifices for my education. To my dear husband, Kenneth Koga, I am deeply obliged to you for your financial, emotional upkeep, inspiration and inspiration to persevere throughout this work.

Finally, to the University of Nairobi, may God bless you for giving me the chance to continue my education.

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ABBREVIATIONS AND ACRONYMS

ESP	Education Sector Performance
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UN	United Nations
UNDP	United Nations Development Programme,

ABSTRACT

The aim of the research was to look into how socioeconomic influences affect students' educational achievements in the public secondary schools in the Dagoretti South sub-county. The study's objectives were to find any connections amid paternal education and pupils' achievement as well as between parental wealth and academic success. The survey's descriptive survey design was utilized. 879 pupils and 18 classroom teachers made up the study's target population. Purposive sampling, simple random sampling, and stratified random sampling were all utilized in the survey. The survey used for the study has both closed and open questions. Data were analyzed using SPSS social science software version 28, which also generated descriptive statistics such as mean and proportions. The study's key conclusions were that parental education level had no bearing on the academic success of the student. Parental engagement in their children's schooling, parental proceeds, and the monetary and physical maintenance their parents provide to their children affect student achievement. These conclusions led to the following recommendations: In order to encourage parental involvement, government representatives should educate parents about the need of being actively engaged in their kids' education. The administration of the school should encourage parent-school cooperation and should urge parents to buy the supplies they require for greater academic success. Encourage parents of day students in particular to buy additional textbooks and educational supplies for their kids to use at home. All secondary schools should receive the textbooks and other educational materials needed by secondary school students from the government. Most parents struggle to pay their children's tuition on time because of intermittent income and poverty; as a result, the government must provide scholarships to underprivileged children. Given that the survey was conducted out in a rural location, it is essential to undertake a study of this kind in an urban background in other districts to determine whether the outcomes are consistent.

CHAPTER ONE

INTRODUCTION

1.1 Study background

Education is necessary for the growth of human capital and is also connected to personal happiness and better future prospects (Battle and Lewis 2002). The idea of human capital holds that financial investments in education lead to the increase of human capital, which is an essential element of economic expansion. Through the transmission of skills and practical knowledge, education and training develop human capital. The best legacy a country can leave its people, especially its young people, is education (Risen 1989 cited in Mlamelin 2001). This is true because the effectiveness of a country's educational system has a significant impact on its ability to prosper. The relationship between students' academic achievement and social position is one of the hotly contested topics among educators. One frequently made assertion is that a student's social status significantly affects academic success. Many educators think that low socioeconomic position has a negative impact on academic ability. Adams (1996) asserts that when a student's basic needs are not met, it interferes with their ability to function in class on a physical or psychological level.

In districts with a large proportion of students from low socioeconomic backgrounds, academic achievement in many secondary schools has generally performed poorly on national exams (Ellis, 2008). A parent's marital status, income, family size, occupation, and degree of education are all examples of socio-economic characteristics.

Previous research from Kenya indicates that while parents with higher incomes send their children to boarding schools, those with lower incomes send their kids to public high schools. In Kenya, the majority of state owned schools perform academically worse than private secondary schools.

Robert and Taylor (2005) came to the conclusion that social and economic characteristics are strongly correlated with students' average academic achievement in New Hampshire's public high schools. They claimed that three socioeconomic factors—the district's unemployment rate, the share of students in a district who have at least a bachelor's degree and the share of students in a district who qualify for at liberty or low priced meals may account for about partial of the differences between schools in terms of learners' performance on consistent tests and their propensity to contemplate and track college . They studied how socioeconomic status affects academic attainment in New Hampshire state owned schools. Among the socioeconomic factors are: but are not limited to, parental marital status, income, family size, parental occupation, and parental level of education. Farooq, Chandhry, Shafiq, and Berhanu (2011) discovered that socioeconomic status in the family is a significant predictor of kid's performance at school in addition to school, peer, and student factors when they studied the factors influencing kids' academic performance in Pakistan. Parental education also affects students' academic performance; however it has a less effect than parental occupation on their children's academic success. Palfrey (2005) states that there are numerous factors to take into account when figuring out how a student's socioeconomic position would affect their academic performance. He emphasized that parental income has a significant impact on students' performance since it provides the financial means for the implementation of more academic components. The resources at home are a crucial determinant of the correlation between socioeconomic position and educational success. Sirin (2005) further investigated student ranking level and the connection between socioeconomic eminence and educational performance.

He argued that there is a connection amid academic performance and profits levels. The family income level is one of the major determinants of the need for secondary and higher education as

well as the enrolment rates in elementary schools in developing countries (Pscarcharopolous and Woodhall 1985) as cited in (Abagi 1997). In Kenya, the percentage of the population classified as poor has increased to 46.8%. Currently, more than 56% of Kenyans are categorized as being poor. Since it determines whether or not educational resources and school payments are available, the parent's income has an impact on their children's performance. Environmental stresses in their community, such as concerns for their safety, are more likely to divert children from their academic performance when they originate from low-income households, their housing condition, and neighborhood violence, according to research by Buckner (2001). Kids from poor SES parents perform about ten percent worse than students from better SES families, according to the National Assessment of Educational Programs (2000 Majoribanks).

Although the magnitude of the effect varies across different EU member states, Torrez asserts that the impact of parents' educational achievement on their kid's academic success is undeniable in every nation (2016). Those who have university-educated parents frequently score far higher on tests of science, analysis, and arithmetic proficiency than do students whose close relative just have a rudimentary education. In his research on the effect of parental educational attainment on school results, According to Durkin (2010), parents' educational credentials may have an impact on how well their kids do in school. Therefore, it is imperative that parents recognize the significance of education and their duty to support their kids' academic achievement. Students' academic performance is impacted by the greater stress and tension that single-parent households experience due to the lack of support for the parent and lower economic levels.

1.2 Problem Statement

Stakeholders in Kenya place a high importance on education as a means of enhancing social and economic mobility. In addition to aiding in national growth, education gives people certain skills

that help them perform their jobs well. An individual's chance to compete for lucrative and challenging courses increases with their success (Mbathia, 2005).

According to reports by the National Examinations Council of Kenya (2020), a significant proportion of secondary school students last to achieve poor grades in the Kenya Certificate of Secondary Education examinations as of 2016. The KCSE results for Dagoretti South have been dropping alarmingly, according to a 2016 report from the Dagoretti South sub county education office. The problem is made worse by a surge in criminal activity and school dropouts (The national police annual report 2017). Since 2017, public secondary schools in Dagoretti South have received an average KCSE mean score that ranges from C plain to C minus, which is truncated related to the average mark of the other regions in Nairobi (KNEC, 2021).

This underwhelming performance is presumably brought on by a number of socioeconomic factors, together with the educational attainment and employment status of the parents and the size of the family. This study looked into the degree to which socioeconomic factors affect secondary school pupils' academic performance in Dagoretti South, Nairobi, Kenya.

1.3 Purpose of the Study

The aim of this survey was to determine the effects of socioeconomic determinants on students' educational performance at public high schools in Dagoretti South, Nairobi, Kenya.

1.4 Study's Objectives

These were some of the goals of the study:

To determine how parental educational attainment affects pupils' academic performance in Dagoretti South public secondary schools in Nairobi, Kenya.

To determine how parental wealth affects kids' academic performance in Dagoretti South's public secondary schools in Nairobi, Kenya.

To determine how much a student's academic performance at Dagoretti South, Nairobi, Kenya's public secondary schools is impacted by their parents' marital status.

1.4 Research questions

The study was guided by the following research questions.

- i. How does parental education level affect students' academic performance in Dagoret South, Nairobi, Kenya?
- ii. How much does a parent's income in Dagoretti South, Nairobi, Kenya, affect students' academic performance?
- iii. In Dagoretti South, Nairobi, Kenya, how much does a parent's marital status affect a student's academic performance?

1.6 Significance of the study

The study's findings should provide a comprehensive knowledge of the influence of socioeconomic rank on learners educational performance at Dagoretti South, a public secondary school in Nairobi, Kenya. The study's findings are anticipated to help educators and policymakers advise the government on the essential steps to improve academic performance. Additionally, it should help the parent comprehend the crucial roles they play in helping their kids do well in school. The results are also likely to serve as a guide for future researchers who will work on this subject and help the career advice and counseling department identify areas of weakness and make some improvements.

1.7 Limitations of the Study

The survey used students' responses to questions about their socioeconomic circumstances. While some may have provided accurate information, others might not have known their parents' social status. The researcher was unable to control for some other factors that affected student

performance. These included school management, teaching and learning methods, class size, teacher competency, and enough instructional resources.

1.8 Limitations of the investigations

The study examined the impacts of socioeconomic aspects on students' educational performance in Dagoretti South public high schools in Nairobi, Kenya. One of Nairobi County's seventeen sub-counties is Dagoretti South in Kenya. This sub county is divided into the wards of Ngando, Ruthimitu, Waithaka, Uthiru, and Mutuini. Due to poor performance in the previous years (2017-2021) in Nairobi, the target region was purposefully chosen from among 17 regions. The study area was chosen due to the area's poor economic standing (GoK Economic Survey, 2009) and the fact that, as of 2017, public secondary schools there have received an average KCSE mean score that is low compared to the average score of the other areas, ranging from C plain to C minus (KNEC, 2021). Therefore, it was very important to conduct a study to see if there is a connection between the two factors

1.9 Assumption of the research

The following assumptions were made during the research:

- i The participants answered the questions sincerely and honestly.
- ii. The respondents gave accurate answers to the questions.

1.10 Definitions of Key Concepts

Academic performance is how well pupils are performing throughout all academic fields. . It is often determined by the results of standardized tests.

Mean score: A measure of an individual's or a group's average performance in an examination.

Public schools: Schools that receive formal government funding, particularly in the form of teacher employment.

Socioeconomic factors: A learner's academic performance is influenced by lifestyle choices and indicators of their socioeconomic and social standing. This includes parents' income, level of education, marital status, and level of participation in their children's education

Parental educational level: Describes the highest level of education that any parent who lives in the same home as the child has attained.

Parent's income level: The amount of any payments made to a parent that are used to help cover the family's regular living expenditures.

Marital status: a person's marital status determines whether he is married, widowed, divorced or single..

1.11 Organization of the Study

There are three chapters in the project report. The study's background, purpose, problem, delimitations, constraints, and fundamental premise are all covered in chapter one. The literature study on the elements affecting students' academic achievement from both national and international studies is found in Chapter 2 Theoretical and conceptual frameworks are also discussed in the conclusion. The research approach to the study is presented in Chapter 3.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Secondary schools in Dagoretti South, Nairobi, Kenya, are the subject of this chapter's study of pertinent research on the socioeconomic factors affecting students' academic ability. These aspects will be covered under the three subheadings of parental education level, parental income, and parental marital status and their effects on students' academic achievement.

2.2 Academic achievement

Academic achievement, according to Caballero et al. (2007), is the accomplishment of objectives and goals indicated in a Progression that a learner is registered in. Grades, which are the aftermath of an assessment that includes the passing or failing of particular exams, disciplines, or sequences, are proof of this. Torres and Rodriguez (2016), on the other hand, defined educational achievements as the level of mastery validated in a focus or field relative to the standard, and it is often assessed by means of the mark point average. The pursuit of educational goals is academic success. The external, internal, and contextual aspects that characterize talents and experiences have an impact on performance. Intelligent skill, character, craving, ability, wellbeing, study behaviors, self-esteem, socioeconomic circumstances, and the teacher-student dynamic are among the factors that affect academic performance. An inconsistent performance is one in which the academic performance and the students' expected performance are at odds. Any academic performance that falls short of the required level is regarded as inadequate (Marti, 2003).

2.3 Socioeconomic Considerations

The link between students' academic success and social status is one of the most divisive topics among educational experts. One frequently made assertion is that a student's social status

significantly affects academic success. Poor academic performance was frequently shown by national examinations in many secondary schools, especially in those where a sizable proportion of students were from low socioeconomic backgrounds (Ellis, 2008). Examples of socioeconomic influences are parental income, education, and marital status. According to previous research, socioeconomic factors do affect student performance

2.3.1 How Parents' Education Level Affects Their Children's Academic Performance

The education level of parents affects their knowledge, attitudes, aspirations, and values towards raising children. As a result, a number of parental actions are inextricably linked to how well their children perform in school. Higher levels of education, for instance, may make it simpler for parents to be vigorous in their kid's education and provide them the chance to progress the beneficial social abilities and problem-solving methods that are desired for their children's academic success. Thus, students with greater levels of education in their parents may value learning more, have more faith in their own abilities, have a stronger sense of purpose in their work, and employ more efficient study techniques compared to students with less schooling. (State University, Education Encyclopedia).

According to research, parents with higher education levels may inspire their kids' intellectual capacity, which could improve their schoolwork and inspire them to pursue further education (Haveman and Wolfe 1995). According to research on how parental education affects children's schooling, children of parents with advanced levels of training are more probable to enroll in school and make greater academic gains. The author continues by stating that this influence differs by gender, with a mother's education boosting the possibility that girls will finish their schooling and a father's education increasing the likelihood that men will remain in school.

According to Matanmi's (1989) research, schoolchildren's academic aspirations are favorably correlated with their parents' status. This is the case because kids often emulate their parents and strive to have the same level of education as them. There is evidence that children of highly educated parents are more inclined to adhere to modern ideals, whereas children of uneducated parents are more likely to adhere to outdated customs and fail to recognize the need of education. According to a study by Ezewu (1981), In Nigeria, more students from high socioeconomic level groups—which are often educated groups—aspire to prestigious professions like medicine than students from lower socioeconomic status groups, which are typically ignorant or lowly educated. When parents are less educated than they are, children are at a disadvantage and this may start a cycle of uneducated family members. As a result, despite the parents' encouragement, subsequent generations may not achieve as much as their parents did. Children from more sophisticated families tend to be more determined and continue their studies at higher levels. Additionally, Ezewu (1987) discovered that "negative learner qualities," which he defined in terms of attitudes, excitement, and consciousness in addition to study habits, were one of the factors contributing to the low achievements of high school students in Nigeria in 1985.

2.3.2 Academic Performance of Students and Parental Income

Poverty is a key factor in explaining performance and achievement differences between rural, suburban, and urban districts, according to the US Department of Education's findings from 2000. But the research found that not all variations in the students' performance could be linked to poverty. According to Johnson (1996), parents' poverty has an elastic impact on their kids' academic performance since they don't have the money or resources to pay for their kids' education, good schools, decent housing, social and health services. Gordon and Lance (2005) assert that even if family income increased significantly, children who are raised in low-income

homes are likely to experience living conditions or other difficulties that would continue to have an impact on development. They added that children growing up in low-income families do appear to benefit causally from increased income.

According to Susan (2010), children of wealthy parents have a higher chance of succeeding in life than children of disadvantaged parents. For instance, disadvantaged kids do worse on early childhood cognitive capacity assessments than kids from wealthier families. It has been demonstrated that they are more prone to experience behavioral problems at home and at school, to become parents early in life, and to experience poverty as adults. One of the key factors determining the demand for secondary and higher education as well as the enrollment rates in elementary schools in developing countries is the family income level (Woodhall 1985 and Pscarcharopolous as cited in Abagi 1997). Kenya's poverty rate has increased, and 46.8% of the population is now considered to be poor. More than 56% of Kenyans are currently considered to be poor. The parent's income, which also affects whether or not school expenses are paid for and whether or not educational materials are accessible, effects how well a student does academically.

2.3.3 Influence of Parent Marital status on Students' Academic Performance

Previous research has shown that students who are reared by both parents do academically better than students who are raised by single parents. According to Andiema, studies have also indicated that children raised by single parents enroll in school later (2016). The presence of both parents helps students develop a positive sense of self and lowers their chance of getting into trouble.

Ipiluka's (2015) research in Kajiado county found that a learner's academic performance is influenced by the type of their family. The study came to the conclusion that students from single-parent families had resource limitations, which affected their academic performance. According to Shim, Felner, and Shim, students from step-families as well as single-parent homes who suffered

stress and instability during their upbringing performed academically below average (2015). According to research done by Rana (2015) in Lagos, Nigeria to ascertain the relationship between having a fractured family and academic achievement. 200 junior high school students were selected at random for the study, and questioners were used as the research tool. According to the study's findings, students from broken households perform worse than those who come from homes with both parents.

2.4 Theoretical Framework

The main conceptual framework of the survey was the schemes theory of establishments, established by Ludwig von Bertalanffy in the 1950s. According to the concept, schools can be compared to other open systems that must engage in a variety of interactions with their surroundings (Kahn and Katz, 1996). Systems theory emphasizes the importance of taking into account both what happens inside the school and how the school interacts with its surroundings (Hall, 1977). According to the systems theory, a student's academic progress at a particular school is influenced by their socioeconomic situation. Academic accomplishment is influenced by a parent's income, education, involvement in their children's education, and financial and material assistance given to the child. This idea has certain problems of its own. All parties involved must identify and comprehend the interactions between the many components of a system. The theory also calls for a common goal so that everyone in the school is aware of what needs to be done.

2.5 Conceptual Framework

Parents' education level, income, and marital status were the study's independent factors, whereas the dependent variable was learners' educational achievement in state owned high schools.

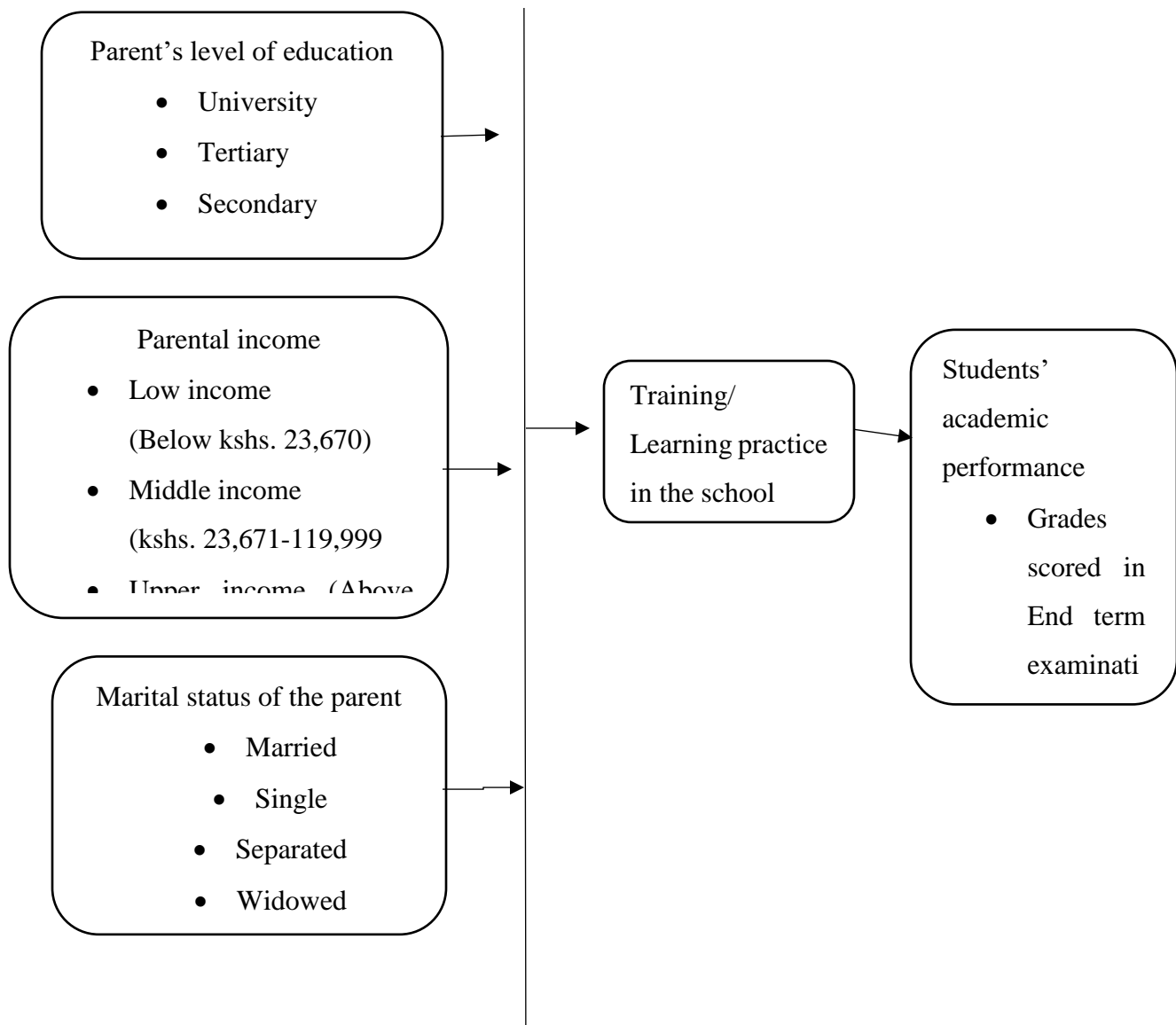


Figure 1 Conceptual foundations of the influence of socio-economic factors affecting student performance

The framework in Figure 1 indicates that connected factors with a family background are conceptualized as having an impact on a student's academic success. These factors are seen to interact, and arrows connecting the four sets of factors show how they interact. The level of education, financial status and marital status of the student's parents have an impact on how they proceed through the educational system as represented by the learning and teaching process. One-sided arrows that point in this direction from the four sets of components are used to depict the learning and teaching process, which brings together all the aspects that have been found to influence the academic performance of students.

2.6 Summary of Literature Review.

A review of the prose revealed that factors influencing student achievement were the focus of continuing education. Most studies have examined internal and external factors that influence academic achievement. In their investigation on the elements affecting Pakistani students' quality of academic achievement, Farooq, Chaudhry, Shafiq, and Behanu (2011) discovered that in addition to other school factors and student factors, family socioeconomic status is a significant predictor of student success in school.

Table 1.1 Knowledge gaps

Variable	Author (Year)	Title of the Study	Findings	Knowledge gap
Parental Level of Education	Haveman and Wolfe 1995	The Effect of Parental Education Level on Student	Research has shown a significant relationship between	Independent variable was parents

		Academic Performance in Senior High School Chemistry	parental educational level and student performance	occupation and level of income while this socioeconomic factor
Parental Level of Education	Matanmi, (1989)	investigated how teacher training affects student achievement in the classroom	Study results indicated that kids have a habit of imitating their parents and so seek to be as highly learned like them.	Methodology used not clear. Used quantitative data only.
Parental Income	Johnson, 1996	Researched student performance and socioeconomics in South Africa	As per the survey, there is a affirmative connection between parents' income and student performance.	The survey was done in South Africa, but the current study would be done in Kenya.
Parental marital status	Ipiluka, (2015)	Researched the influence of family socio-economic factors on the	The study concluded that learners from single parent families experienced	The study used explanatory survey method.

		academic success of students	resource constraints which translated to poor academic performance	
Parental marital status	Rana ,(2015	Determined the link that subsists between being brought up by broken families and academic performance in Lagos, Nigeria.	The survey showed that students from broken families performed poorly compared to those students who came from homes with both parents	The survey was conducted in Lagos, Nigeria using an explanatory survey method. This study will be conducted in Nairobi, Kenya using descriptive survey method

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The concepts utilized to carry out the survey are covered in this chapter. It highlights the organization of the research, the sample and sampling techniques, the research methods, the target audience, and the tools used for data collecting and analysis.

3.2 Research Design

The strategy of the survey, according to Kombo and Tomp, is a conventional of criteria for collecting and analyzing data that aims to integrate relevance with the study purpose (2009) .It provides the theoretical framework for all subsequent research. . The study employed a descriptive survey methodology to ascertain how socioeconomic factors affected students' academic performance in Dagoretti South's public secondary schools. When collecting data, a descriptive survey involves interviewing participants or giving out questionnaires to a sample of the population, according to Orodho's definition from 2003. Because the researcher did not modify any variables and just reported the socioeconomic factors that have an influence on the academic achievements of learners, the descriptive survey approach was adequate for this research.

3.3 Target Population

Overall populace of participants or entire environment , researcher is interested in is the target population, according to Oso (2009). Six public secondary schools in Dagoretti South, Nairobi, Kenya, made up the population from which the sample was collected (Table 3.1). 879 pupils and 18 classroom teachers made up the study's target populace.

Table 3:1 Target Population

Category	Target population		Percent (%)
	Students	Class teachers	
Lenana school	313	6	35.6
Nembu secondary school	131	3	14.9
Dagoretti High	117	3	13.4
Beth Mugo secondary school	108	2	12.3
Mutuini secondary school	97	2	11.0
Ruthimitu mixed secondary school	113	2	12.8
Sub total	879	18	
Total	897		100

3.4 Sample Dimensions and Sampling procedure

The study's scope of the sample and the methods for choosing respondents by sampling are described in this section.

3.4 .1 Sample Size

Sample size refers to the entire figure of respondents in a given study. According to Mweti (2013), sampling is the process used by researchers to collect subjects for their research. A sample was chosen to take part in the research because the research utilized information from the public secondary schools in Dagoretti South.

The sample size of the students was resulted by use of Yamane's formula from 1967 because the sampling frame for this investigation is known and finite. $n = (N / (1 + N (e)^2))$

Where: n=sample size, N = Population size, e = margin of error set at 5%, for this study: N= 897, consequently, changing the values formula results in a sample size of;

$$\begin{aligned}n &= (897 / (1 + 897 (0.05)^2)) \\ &= 277 \\ &= 277 \text{ respondents}\end{aligned}$$

Using these formulas, 277 students will constitute the sample for this study.

3.4.2 Sampling technique

Stratified random sampling was used to choose participants for the study. since they had been trained for adequately long time to have firsthand knowledge with the elements that affect educational achievements, form four students were important responses On the other hand, respondents who are class teachers were selected using purposive sampling. As they are tasked with overseeing the instructional program for improved student performance and are in possession

of crucial information provided by parents when pupils report in form one, the class teachers were deemed eligible respondents for this study. The sample frame is summarized in Table 3.2.

Table 3.2: Sampling frame

Category	Target population	Percent (%)	Sample size
Class teachers	18	6.5	18
Students	879	93.5	259
Total	897	100	277

3.5 Research Instruments

A survey that asks both closed-ended and open-ended interrogations was used as the data collecting technique to obtain primary data for this investigation (Appendices II and III). Ogula asserts that a questionnaire is an essential research instrument that enables a researcher to acquire data directly from people (2011). Questionnaires were sent to respondents with appropriate time to complete them. It was useful to use questionnaires since they made it simpler to swiftly acquire precise data. The questionnaire's Part A asked questions on the respondents' backgrounds, whereas Part B focused on the subjects of the research.

3.5.1 Authenticity of the Research Tool

The degree to which the survey tools produces an accurate representation of what it is intended to measure is known as validity (Bell, 2010). In order to determine whether a set of questions is valid, we must determine whether they sufficiently address the study's goals. This should cover whether or not the way that the responses are recorded is suitable. Validity is used to assess how well the questions reflect the factors being studied (Mugenda & Mugenda, 2009). By examining whether the questionnaire items accurately expressed the study issue, content validity was confirmed. According to Best and Khan (1993), expert opinion can improve the content validity of the research tools. As a result, the researcher's mentor, who is an expert, will help to determine the rationality of tools..

3.5.2 Dependability of the study Tool

A tool's dependability is determined by how consistently it produces results (Delpont & Roesternburg, 2011). The interior steadiness of the survey was tested by means of the Split Half reliability test. By dividing the questioners in half and determining whether the two sets of findings were comparable, the degree of internal consistency was determined. This demonstrated the test's internal reliability (Chaktabartty, 2013).

3. 5.3 Pilot Testing

Pilot and Beck (2012) describe a pilot study as a pre-test carried out by a researcher ahead of the larger study with the only objective of evaluating whether the methodology of choice is viable, the sample is adequate, and the questions in the research instrument of choice are clear. Pilot tests are often used to find errors in instrumentation and design and also to provide additional information for selecting a probability sampling method (Cooper & Schindler, 2008). Pretest participation rates range from 1 to 10% of the sample population, according to Upagade et al. (2012). In the pilot

study, 20 respondents were the target population from two schools, or 7.2% of the total sample size. The final study did not include the responses.

3.6 Data Collection Procedure

The process of acquiring raw, unprocessed data that can be converted into relevant data after the scientific method of data analysis is known as the data collection procedure (Garg, & Kothari, 2014). The data was collected using drop and pick afterwards with the help of a competent research assistant. Respondents were given two days to complete the surveys. A letter of recommendation was obtained from the university prior to data collection

3.7 Data Analysis Techniques

The systematic modification, processing, and arranging of information from field data with the goal of producing relevant information is referred to as data analysis (Smith, 2015). Data was edited, coded, classified, and tabulated prior to analysis. In order to evaluate the data and generate descriptive statistics like mean and percentages, the study employed the social science software program SPSS version 28. Tables were subsequently used to exhibit the studied data, facilitating an easier explanation and comprehension on research findings.

CHAPTER FOUR

ANALYZING, INTERPRETING, AND DISCUSSING DATA

4.0 Introduction

Research of data, which was gathered in 12 schools, is the subject of this chapter. The analysis intended to address the study's goal, which was to determine how economic and social variables affected educational performance of learners in public high schools in Nairobi, Kenya's Dagoretti South Sub County. The student's academic performance is provided and discussed with respect to a number of independent variables covered in chapter one.

4.1 The questionnaire Return-Rate

A total of 897 respondents, according per sample design, —including 18 professors of classes and 879 students—were used. Table 1 below provides an overview of the questionnaire return rate.

Table 4.1:

Questionnaire Return rate

Category	Sample size	Respondents	Responses Rate (%)
Class teacher	18	17	94.4
Student	879	719	81.8
Total	897	736	82.1

18 questionnaires were distributed to the class teachers, and 17 of them were returned, as shown in table 4.1 above. The rate of return was 94.4%. 879 student questionnaires were distributed, and 719 of those were returned or 81.8% of the total. The target population was thought to be fairly accurately represented by the overall response rate of 82.1%. (Mulusa 1988).

4.2 Features of the population

This displays individual characteristic of every respondent. These variables are age, gender for students and age in years, sex, classroom experiences, best academic accomplishment, and length of stay at the school for teachers. By incorporating these characteristics, we want to provide additional insight into the socioeconomic issues that affect students' academic success in state owned high schools.

4.2.2 Student's grade and gender

Students gender was indicated as in the table below.

Table 4.2 Students Grades

Grade	Boys	%	Girls	%	Total
A	9	1.85	7	1.9	16
A-	9	1.85	7	1.9	16
B+	73	19	25	7.5	98
B	42	11	50	15.1	92
B-	76	20	50	15.1	126
C+	100	26	94	28.3	194
C	58	15	81	24.5	139
C-	21	5.5	17	5.7	38
Total	388	100	331	100	719

As from above, male students make up almost exactly the same percentage of pupils as female students (54%) and (53%) correspondingly. The outcome shows that both genders performed nearly equally, with the majority receiving a C+ on the most recent exam (100 Boys and 94% of Girls). In general, a student's gender had little impact on how well they did in school. According

to Johnson (1996), parents' poverty has an elastic impact on their kids' academic performance since they don't have the money or resources to pay for their kids' education, good schools, decent housing, social and health services. Gordon and Lance (2005) assert that even if family income increased significantly, children who are raised in low-income homes are likely to experience living conditions or other difficulties that would continue to have an impact on development. They added that children growing up in low-income families do appear to benefit causally from increased income. Children of wealthy parents have a higher chance of succeeding in life than children of disadvantaged parents. For instance, disadvantaged kids do worse on early childhood cognitive capacity assessments than kids from wealthier families. It has been demonstrated that they are more prone to experience behavioral problems at home and at school, to become parents early in life, and to experience poverty as adults.

4.2.3 Students' Age in years and form

Learners have to fill out the enquiry with their age and Form. Table 4.3 displays the findings.

Table 4.3 Age against form cross tabulation

Age category	Form			Total
	2	3	4	
13-14	4	2	0	6
15-17	214	160	104	478
>18	40	82	111	233
Total	258	244	215	717

According to the results, the majority of pupils, 478 (66.4%), were between the ages of 15 and 17; 221 (30.8%) were 18 or older; and 6 (0.9%) were between the ages of 13 and 14. Two pupils failed to provide their Form or age. The results show that a significant portion of pupils—270 or 30%—

were older than 18, when students are meant to have finished high school. This can be ascribed to the area's several new day schools, which have drawn older kids who have already completed elementary school as well as form 4 repeaters. Form 2 had the highest percentage of respondents (35.5%), followed by forms 3, 4, and 5 with 33.6%, 33.6%, and 29.9% each. This is true because the effectiveness of a country's educational system has a significant impact on its ability to prosper. The relationship between students' academic achievement and social position is one of the hotly contested topics among educators. One frequently made assertion is that a student's social status significantly affects academic success. Many educators think that low socioeconomic position has a negative impact on academic ability. Adams (1996) asserts that when a student's basic needs are not met, it interferes with their ability to function in class on a physical or psychological level. In districts with a large proportion of students from low socioeconomic backgrounds, academic achievement in many secondary schools has generally performed poorly on national exams (Ellis, 2008). A parent's marital status, income, family size, occupation, and degree of education are all examples of socio-economic characteristics.

4.3 Parents' education level and students' academic performance

In one of the survey questions, the students were questioned to indicate the educational level of their close relative.

- (i) Father's education level

Table 4.4 provides the questionnaire's results.

Table 4.4 father level of education

EDUCATION OF THE FATHER

Grade	None	Primary	Secondary	College	University	Don't Know	Total
A	0	0	0	0	0	0	0

A-	6	0	0	0	7	0	13
B+	4	20	50	30	10	0	114
B	8	30	30	20	16	0	104
B-	0	100	0	11	20	0	131
C+	27	45	45	60	52	0	229
C	7	40	29	11	10	0	97
C-	3	9	8	11	0	0	31
TOTAL	55	244	162	143	115	0	719

The performance of the students and the fathers' educational background are shown in the table above. In contrast to pupils who received a B+ (114 students) (15.8%), 20 of them had fathers with only a primary education, 50 had only a secondary education, 30 had only a college degree, 10 had only a university education, and four had no fathers at all. Of the 13 students who achieved an A-, 7.8% had fathers who had college degrees, while the fathers of the other 6 students did not go to school. In the group of pupils who received a B (104 students) simple, 14.5% Thirty (30), Thirty (30), Twenty (20), Sixteen (16), and Eight (8) had no formal schooling. B- pupils (131 students) had fathers who had completed primary school, (20) had completed university, and (11) had completed college. (229) (31.8%) pupils received C+ grades. Fathers of 45 students had completed elementary education, 45 had completed secondary education, 60 had completed college, 32 had completed graduate school, and 27 had never had a formal education. According to Johnson (1996), parents' poverty has an elastic impact on their kids' academic performance since they don't have the money or resources to pay for their kids' education, good schools, decent housing, social and health services. Gordon and Lance (2005) assert that even if family income increased significantly, children who are raised in low-income homes are likely to experience living

conditions or other difficulties that would continue to have an impact on development. They added that children growing up in low-income families do appear to benefit causally from increased income.

According to Susan (2010), children of wealthy parents have a higher chance of succeeding in life than children of disadvantaged parents. For instance, disadvantaged kids do worse on early childhood cognitive capacity assessments than kids from wealthier families. It has been demonstrated that they are more prone to experience behavioral problems at home and at school, to become parents early in life, and to experience poverty as adults.

On a student's academic achievement, the father's educational background has relatively little of an impact. All of the fathers' educational levels result in roughly equivalent grades. This is true because the effectiveness of a country's educational system has a significant impact on its ability to prosper. The relationship between students' academic achievement and social position is one of the hotly contested topics among educators. One frequently made assertion is that a student's social status significantly affects academic success. Many educators think that low socioeconomic position has a negative impact on academic ability. Adams (1996) asserts that when a student's basic needs are not met, it interferes with their ability to function in class on a physical or psychological level. In districts with a large proportion of students from low socioeconomic backgrounds, academic achievement in many secondary schools has generally performed poorly on national exams (Ellis, 2008). A parent's marital status, income, family size, occupation, and degree of education are all examples of socio-economic characteristics

(ii) Education of mothers

Table 4.5 lists the findings from the question asking about the mother's education.

Table 4.5: Mother's education Level

MOTHER EDUCATION

Grade	None	Primary	Secondary	College	University	Don't Know	Total
A	10	10	0	0	0	0	20
A-0	45	0	48	0	0	93	
B+	10	40	35	9	0	0	94
B	30	40	60	25	10	0	165
B-	3	90	20	10	5	0	128
C+	10	40	120	8	10	0	188
C	0	2	5	4	10	0	21
C-	0	0	4	1	5	0	10
TOTAL	63	267	244	105	40	0	719

The aforementioned table shows that 2.8% of students who achieved grades A either had mothers with only a primary education or did not attend school. Nine of the individuals who obtained a grade B+ (13%) held a college degree., (35) had a secondary education, (40) had a primary education, and (10) had a mother who did not go to school. 10 of the pupils in the grade B group (23%) had mothers who had attended college. Children (30) have mothers who did not attend school, compared to students (25) who have mothers with college degrees, students (60) who have mothers with secondary educations, and students (40) who have mothers with primary educations. B- (17.8%) recipients: (3) children with non-educated mothers; (5) kids with college-educated mothers; (10) students with college-educated mothers; (20) students with secondary-educated mothers; and (90) students with primary-educated mothers. According to Johnson (1996), parents' poverty has an elastic impact on their kids' academic performance since they don't have the money

or resources to pay for their kids' education, good schools, decent housing, social and health services. Gordon and Lance (2005) assert that even if family income increased significantly, children who are raised in low-income homes are likely to experience living conditions or other difficulties that would continue to have an impact on development. They added that children growing up in low-income families do appear to benefit causally from increased income.

According to Susan (2010), children of wealthy parents have a higher chance of succeeding in life than children of disadvantaged parents. For instance, disadvantaged kids do worse on early childhood cognitive capacity assessments than kids from wealthier families. It has been demonstrated that they are more prone to experience behavioral problems at home and at school, to become parents early in life, and to experience poverty as adults.

The average grade was C+ (26.2%). Eight pupils had mothers who had earned college degrees, 120 kids had mothers who had earned secondary degrees, 40 kids had mothers who had earned primary degrees, and 10 kids had mothers who had neither attended school nor earned a college degree. The mother's educational background hardly has any impact on the academic success of a student. This is because offspring of both mothers—those with high educations and those with little to no formal education—had both high and low grades. This is true because the effectiveness of a country's educational system has a significant impact on its ability to prosper. The relationship between students' academic achievement and social position is one of the hotly contested topics among educators. One frequently made assertion is that a student's social status significantly affects academic success. Many educators think that low socioeconomic position has a negative impact on academic ability. Adams (1996) asserts that when a student's basic needs are not met, it interferes with their ability to function in class on a physical or psychological level.

In districts with a large proportion of students from low socioeconomic backgrounds, academic achievement in many secondary schools has generally performed poorly on national exams (Ellis, 2008). A parent's marital status, income, family size, occupation, and degree of education are all examples of socio-economic characteristics

The findings show that 33.94% of fathers had completed elementary school. 22.53% of people had completed secondary education, 19.89% had completed college, 15.99% had completed university, 0% knew the level of their father's education, and 7.65% had no formal education. Primary education made up the majority of mothers' education (37.13%), followed by secondary education (33.93%), women without any formal education (8.76%), college education (14.60%), and mothers with university education (5.57%) in the study's participants. Among survey participants, 0% were unaware of the level of education their mothers had. The survey demonstrates that more mothers than fathers hold primary and secondary degrees, whereas more fathers hold university and college degrees. The results showed that a student's grades were not simply influenced by their parents' educational background, while other kids had parents who did not go to school who produced kids with higher grades. This suggests that the academic achievement of the kids may have been affected by additional underlying causes.

4.4 Performance of the students and the parents' occupation

One of the questionnaire's questions asked the students to specify the jobs their parent had.

(i) Occupation of the Mother

The results of these finding are presented in table 4.6

Table 4.6: Mother Occupation

MOTHER OCCUPATION					
Grade	Business	Employed	Farmer	Others	Total

A	5	9	3	3	20
A-	20	3	55	15	93
B+	37	1	37	19	94
B	38	1	112	14	165
B-	29	1	70	28	128
C+	34	1	110	43	188
C	11	0	5	5	21
C-	5	0	5	0	10
TOTAL	179	16	397	127	719

According to the findings, 60% of moms were farmers, whereas only 25% were businesswomen. Small proportion came from other professions. According to the research, mother's occupation has a small impact on students' academic success because all occupations show nearly identical grades.

(ii) Fathers' occupation

Table 4.7 provides the findings from the questionnaire item that inquired about the fathers' occupations.

Table 4.7: Occupation of the Father

FATHER OCCUPATION

Grade	Farmer	Employed	Business	Others	Total
A	0	0	0	0	0
A-	1	11	0	13	
B+	60	4	50	0	114
B	60	12	30	2	104
B-	90	11	20	10	131

C+	100	7	114	8	229
C	20	18	50	9	97
C-	5	5	20	1	31
TOTAL	336	58	295	30	719

According to the findings, farming was the most prevalent fathers' occupation in the Subcounty (at 50%), followed by business (at 40%). Those with working fathers made up 7% of the population, compared to (3% of) those in other professions. . Most children said that both of their parents were farmers. The primary source of revenue in the predominantly urban Dagoretti Sub county is business, which explains this. Given that constituency development funds (CDF) founded almost half schools, which started in 2007, lower number of working mothers and fathers can be justified. The parents of these youngsters found it challenging to get secondary education due to the dearth of secondary schools in the Dagoretti Subcounty. The data suggest that a student's academic performance is somewhat influenced by the father's profession. The grade received is essentially the same for all jobs. The performance of the pupils and the jobs of their parents are displayed in Tables 4.6 and 4.7. Because grades were nearly same across all of their parents' occupations, the parents' jobs had very little impact on the academic performance of the youngsters.

4.4.1 Payment of fees and academic achievement

It was requested of the students to state whether or not charges were remunerated on period and, if not, why. Tables 4.8 and 4.9 display the responses.

Table 4.8: Fees paid on time against performance Cross tabulation

Performance	above average	below average	excellent	Total
paid on time				

no	200	50	167	417
yes	100	157	45	302
Total	300	207	212	719

Table 4.9 shows that while 58% of students said they had not paid their fees on time, 42% of students had. The same table demonstrated that students with unpaid fees performed worse academically than those with timely payments. The majority of these students performed well on their KCPE, but they were forced to enroll in local secondary schools since their parents did not have funds to send their children to provincial and national institution, which helps to explain this.

Table 4.9: Arguments against paying fees. This is true because the effectiveness of a country's educational system has a significant impact on its ability to prosper. The relationship between students' academic achievement and social position is one of the hotly contested topics among educators. One frequently made assertion is that a student's social status significantly affects academic success. Many educators think that low socioeconomic position has a negative impact on academic ability. Adams (1996) asserts that when a student's basic needs are not met, it interferes with their ability to function in class on a physical or psychological level.

In districts with a large proportion of students from low socioeconomic backgrounds, academic achievement in many secondary schools has generally performed poorly on national exams (Ellis, 2008). A parent's marital status, income, family size, occupation, and degree of education are all examples of socio-economic characteristics.

Frequency	Percent	Valid Percent	Cumulative Percent
Valid	336	46.7	46.7
Irregular income	175	24.3	71.0
Large family	40	5.6	76.6

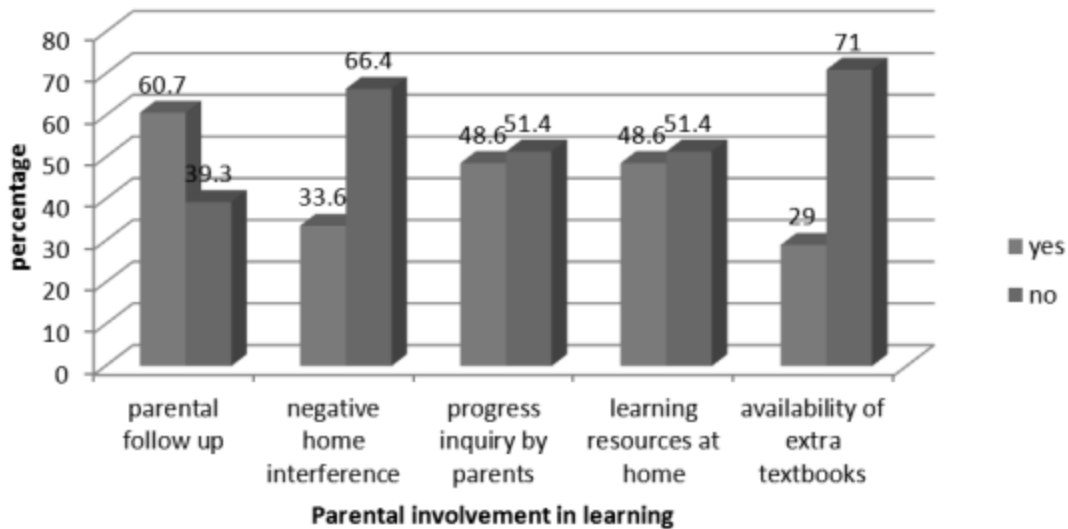
Poverty	168	23.4	23.4	100.0
Total	719	100.0	100.0	

According to Table 4.9, the main reasons why students' fees weren't paid on time were irregular income (24.3%), poverty (23.4%), and large families (6%). Parents' failure to pay fees on time affects kids' academic achievement since they lose a lot of time traveling home to pay for school, which results in subpar achievement. Torres and Rodriguez (2016), on the other hand, defined educational achievements as the level of mastery validated in a focus or field relative to the standard, and it is often assessed by means of the mark point average. The pursuit of educational goals is academic success. The external, internal, and contextual aspects that characterize talents and experiences have an impact on performance. Intelligent skill, character, craving, ability, wellbeing, study behaviors, self-esteem, socioeconomic circumstances, and the teacher-student dynamic are among the factors that affect academic performance. An inconsistent performance is one in which the academic performance and the students' expected performance are at odds. Any academic performance that falls short of the required level is regarded as inadequate (Marti, 2003).

4.5 Parents' participation in their kids' education as seen by the students

The academic used parental inquiry, continuation, home effect, education tools at home, and the accessibility of additional textbooks to ascertain whether the parents were interested in their children's education. Figure 4.3 presents the findings.

Figure 4.3: Parental involvements in learning as perceived by student

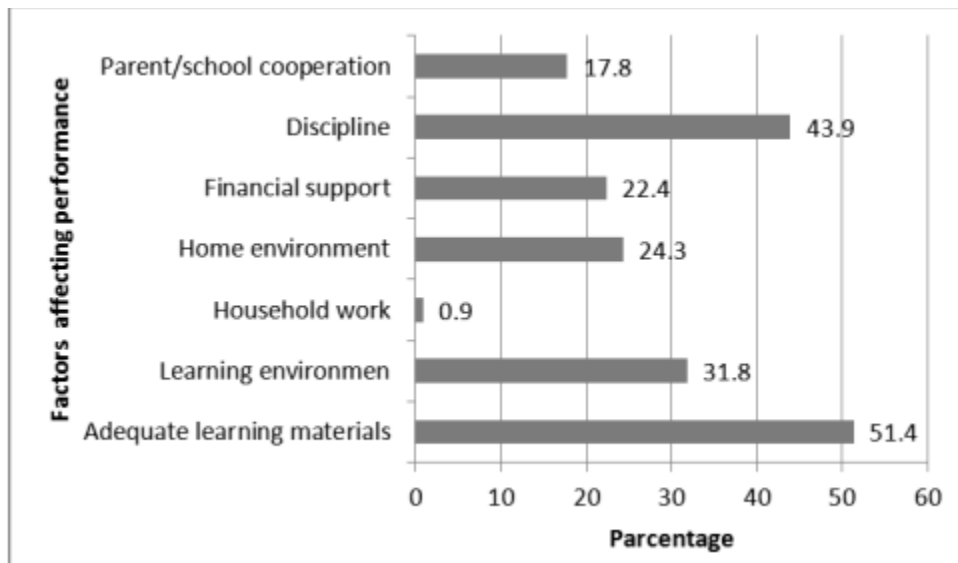


60.7% of learners reported their parents checked on their educational progress, compared to 39.3% who said their parents didn't. While 66.4% of the respondents did not report a bad home environment, 33.6% of respondents did. Parent progress inquiries were reported by (48.6%) whereas parent progress inquiries were not reported by (51.4%). While (71%) said their parents did not buy them more textbooks, (29%) said their parents did. Torres and Rodriguez (2016), on the other hand, defined educational achievements as the level of mastery validated in a focus or field relative to the standard, and it is often assessed by means of the mark point average. The pursuit of educational goals is academic success. The external, internal, and contextual aspects that characterize talents and experiences have an impact on performance. Intelligent skill, character, craving, ability, wellbeing, study behaviors, self-esteem, socioeconomic circumstances, and the teacher-student dynamic are among the factors that affect academic performance. An inconsistent performance is one in which the academic performance and the students' expected performance are at odds. Any academic performance that falls short of the required level is regarded as inadequate (Marti, 2003).

4.6 How to improve students' academic performance as perceived by students

In one section in the survey, students were asked to offer suggestions for how to improve their academic performance. The data is presented in figure 4.10.

Figure 4.4 How to improve students' academic performance



The data in the aforementioned graph suggested the resulting approaches to enlightening children's educational achievement: Improvements in discipline (43.9%), parental financial support (22.4%), home environment (24.3%), household chores (0.9%), motivation and learning environment (31.8%), and provision of adequate learning materials (51.4%) will improve parent-school collaboration. This demonstrates that having access to suitable learning materials at home is a crucial element because it accounts for more than (51%) of all the stated factors. Parents should be urged to give their children with suitable learning tools at home, improve discipline, and create

a positive learning atmosphere. Torres and Rodriguez (2016), on the other hand, defined educational achievements as the level of mastery validated in a focus or field relative to the standard, and it is often assessed by means of the mark point average. The pursuit of educational goals is academic success. The external, internal, and contextual aspects that characterize talents and experiences have an impact on performance. Intelligent skill, character, craving, ability, wellbeing, study behaviors, self-esteem, socioeconomic circumstances, and the teacher-student dynamic are among the factors that affect academic performance. An inconsistent performance is one in which the academic performance and the students' expected performance are at odds. Any academic performance that falls short of the required level is regarded as inadequate (Marti, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study's summary, inferences made from the data, and proposals for additional investigation are all presented in this chapter. The dependent variable for this study was the pupils' academic presentation. This was examined in connection to a few liberated variables, including the parents' educational attainment, their participation in their kids' schooling, their income, and financial and material support they gave to the kids' education.

5.1 Summary of the Study

In Dagoretti South Sub County, Nairobi, Kenya, public secondary schools, the study's goal was to identify the socioeconomic determinants that affected students' academic performance. To direct the investigation, four research goals were created. Torres and Rodriguez (2016), on the other hand, defined educational achievements as the level of mastery validated in a focus or field relative to the standard, and it is often assessed by means of the mark point average. The pursuit of educational goals is academic success. The external, internal, and contextual aspects that characterize talents and experiences have an impact on performance. Intelligent skill, character, craving, ability, wellbeing, study behaviors, self-esteem, socioeconomic circumstances, and the teacher-student dynamic are among the factors that affect academic performance. An inconsistent performance is one in which the academic performance and the students' expected performance are at odds. Any academic performance that falls short of the required level is regarded as inadequate (Marti, 2003).

The third was determining how socioeconomic status of parents affected how well academically their children performed in the sub county. Fourthly was to examine the level of financial and

material support parents gave to their kids so they could do well in school. Descriptive survey was used as its research design. Students and teachers all participated in surveys that were used to gather information.

5.2 Summary on Finding

To ascertain how parents' education level affected their children's academic performance, findings show that parents' education level has little impact on their children's academic performance. But earlier studies have consistently discovered a robust connection between parents' education and their children's academic success. Given that the majority of the parents in the research area had poor educational levels, this disparity may be explained by their background. For instance, 37% of the moms in the study area had completed elementary school, whereas 9% had not. 33.9% of dads had completed elementary school, while 7.64% had not. Examining how much parental participation in a child's schooling affected students' academic success was the second goal. According to the study's findings, parental participation in a kid's education and academic success are significantly correlated. By asking about their children's academic development, offering learning resources at home, and purchasing more text for their kids, parents are active in their education. Most pupils said that their parents ask about their academic achievement but relatively few said that they buy supplementary books for their kids. The third goal was to estimate the influence of parents' economic levels on their kid's academic achievement. The results showed that parental income had a negligible impact on the educational performance of the youngsters. Due to the nearly identical grades seen across the parent's many occupations, this was readily evident on the parent occupation. According to Johnson (1996), parents' poverty has an elastic impact on their kids' academic performance since they don't have the money or resources to pay for their kids' education, good schools, decent housing, social and health services. Gordon and Lance (2005)

assert that even if family income increased significantly, children who are raised in low-income homes are likely to experience living conditions or other difficulties that would continue to have an impact on development. They added that children growing up in low-income families do appear to benefit causally from increased income.

According to Susan (2010), children of wealthy parents have a higher chance of succeeding in life than children of disadvantaged parents. For instance, disadvantaged kids do worse on early childhood cognitive capacity assessments than kids from wealthier families. It has been demonstrated that they are more prone to experience behavioral problems at home and at school, to become parents early in life, and to experience poverty as adults.

The fourth goal was to determine how much material and monetary help parents gave to their kids so they could achieve well in school. The majority of participants claimed that their academic performance was impacted by the lack of personal textbooks at home. According to Johnson (1996), parents' poverty has an elastic impact on their kids' academic performance since they don't have the money or resources to pay for their kids' education, good schools, decent housing, social and health services. Gordon and Lance (2005) assert that even if family income increased significantly, children who are raised in low-income homes are likely to experience living conditions or other difficulties that would continue to have an impact on development. They added that children growing up in low-income families do appear to benefit causally from increased income.

According to Susan (2010), children of wealthy parents have a higher chance of succeeding in life than children of disadvantaged parents. For instance, disadvantaged kids do worse on early childhood cognitive capacity assessments than kids from wealthier families. It has been

demonstrated that they are more prone to experience behavioral problems at home and at school, to become parents early in life, and to experience poverty as adults.

5.3 Conclusion

Following were the inferences made in light of the findings above: The results show that parental education level has no impact on students' academic achievement in terms of how it affects their academic performance. When asked how much parental participation in their children's excellence affects their academic success, the majority of the students said that it has a substantial impact. Analyzing how parental money impacts pupils' academic achievement, the results show that parental revenue has a negligible impact on the student's achievements. It was discovered that material and monetary support from parents affected students' academic achievement to some extent when determining the amount to which parents offer their children with support for effective academic performance.

5.4 Recommendations

These suggestions were made in light of the data and conclusions: The educational pursuits of children should be a priority for parents. This is due to the fact that parental participation would enhance children's academic success. In particular for day scholars, parents ought to be fortified to purchase additional textbooks and extra educational materials for the pupils to utilize at home. All secondary schools should get government funding to purchase the textbooks and other educational resources needed by secondary school students. Because the majority of parents struggle to make ends meet owing to sporadic income and poverty, the government must offer fee bursaries to deserving kids.

5.5 Suggestion for Further Research

Additional investigation is required to investigate the issue using a huge sample size and to carry out comparable research in other Kenyan sub-counties. The study only included domestic

socioeconomic issues. On additional socioeconomic variables affecting pupils' academic achievement, more research can be done. Since the survey centralized in rural areas, it is necessary to do similar research in an urban situation to see whether the findings will be comparable.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

RE: RESEARCH DATA COLLECTION

I'm a University of Nairobi graduate student obtaining a postgraduate diploma. I'm currently assembling data for my paper, which is titled "Socio-economic variables influencing students' academic progress in public secondary schools in Dagoretti South sub-county, Kenya."

In light of the foregoing, I kindly ask that you assist me by responding to the questionnaires that are attached. Please read the accompanying instructions before answering the questions. This will assist me in gathering the information I need for analysis, enabling me to meet the study's goals..

Your information will be kept private and used solely for this research no other purposes whatsoever and nothing else. We greatly appreciate your response and cooperation in this subject.

I want to say thank you.

Yours Faithfully,

Audrey Chepkemoi

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Appendix II: Questionnaire for Students

INSTRUCTIONS

Fill this questionnaire to your at most ability

Please check the boxes or enter the necessary details in the spaces provided, as appropriate.

Part A: Socio-demographic characteristics

1. What is your gender?

Male Female Transgender

2. What is your age?

15-17 years above 18 years

3. What grade did you receive on the last three end-of-term exams?

Term	Grade
1	
2	
3	

Part B :Socioeconomic elements that affect learners' academic achievement

Section I: Parents level of education

1. What is your parent's level of education?

University

Collage

Secondary

Primary

2. In your opinion does the education level of your parent's help you achieve academically?

Yes No Do not know

Section II: Parents' level of income

1. a). Who pays for your school fees?

Father Others
Mother guardian

b).If your answer in a above is others, specify

2. a) Is the school fees paid on time?

Yes
No

b). If no why?

c). If your answer in a above is no when is it paid

3. Do your parents give you money to attend school organized academic tours?

Yes No

When you perform well in school, do your parents buy you gifts?

Yes No

Section III: Parents marital status

1. What is your parents' marital status?

Married single divorced separated Widowed

2. Whom do you live with most of the time during holidays?

Both father and mother one parent others
Guardian

3. Do you think your parent's marital status influence your academic performance?

Yes No

b) If yes explain.....

4. Who pays your school fees?

Father others
Mother guardian

5. Are you assigned tasks at home to complete while you study?

Yes No

6. Suggest ways of improving your academic performance.

.....

Thank you

This questionnaire seeks information on the socioeconomic aspects affecting students' academic success. The research is intended for academic use. Please answer the questions below as completely and truthfully as you can. The answers to the questions will be kept private.

On this questionnaire, please do not write your name or the name of your school. Please check the boxes where it applies or enter the necessary details in the spaces provided.

INSTRUCTION

Fill this Questionnaire to your at Most Ability

Part A: Socio-demographic characteristics

1 How long have you been a teacher at the school where you are currently employed?

Below 1 year 1 – 2 year 3 – 5 years

6 – 10 years over 10 years

2. a) What was your class mean grade during last 3 end of term examinations?

Term	Grade

b) What do you attribute the results in a) to?

.....

.....

Part B: Socio economic factors that influence students’ performance

Section I: Parents’ level of education

1. What would you consider to be the highest level of formal schooling reached by majority of parents in your class?

Primary Secondary College University

2. Do parents participate in academic activities in your class for example academic clinics, annual general meetings?

Yes No

3. a) Do the parental level of education influence students’ performance in your class?

Yes No

b) If your answer in (a) above is yes, explain

.....

.....
.....
Section II: Parents' level of income

1 .Below is a range of parent's monthly income. Tick the one you consider most appropriate for majority parents in your class

Low income (Below kshs. 23,670)

Middle income (kshs. 23,671-119,999)

Upper income (Above Kshs.120, 000)

2. What do you consider as the parents ability to pay statutory levies in your class

Very stable Stable Unstable Very unstable

3. Considering the socio-economic status of the parents in the class do you think that majority are capable of buying learning resources e.g. books etc for their children?

Yes No

4. a) Do students' performances in your class depend on their parents' income??

Yes No

b) If your answer in (a) above is yes, explain

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

5. (a) In your opinion, what are the factors that influences students' academic performance in your class?

.....
.....

(b) What in your opinion can be done to improve the academic performance?

.....
.....

Section III: Parents marital status

1. Do you believe that a student's academic achievement is impacted by their parents' marital status?

Yes No

b) If yes explain.....

2. (a) What other elements in your opinion affect students' academic achievement in your class?

.....
.....

(b) What, in your opinion, can be done to raise academic performance?

.....
.....

Thank you