

Influence of Parental Occupation and Parental Income on Students' Academic Performance in Public Day Secondary Schools

Korir Walter

Abstract— Over the past several decades, scholars have been concerned with the poor academic performance of children. Kipkelion Sub-county academic performance has been dismal for the last five years (2007 - 2012). Study investigated the influence of home environment on students' academic performance on the influence of parental occupation and parental income on students' academic performance in public day secondary schools, based on Ecology System Theory by Bronfenbrenner. The sample was 210 form four students selected using stratified and simple random sampling based on the causal-comparative research design, since manifestations of independent variables on dependent variable had already occurred. A questionnaire was used to solicit information on students' home environment. Whereas, document analysis was used to collect information about the students' academic performance based on Mock Examination. Data was analysed using descriptive and inferential statistics such as: ANOVA. Study revealed that parental occupation significantly influenced students' academic performance. However, parental level of education had no effect on students' academic performance. Study recommends active participation of parents on students' academic affairs regardless of parental level of education, and provision adequate learning materials for example: text books, furniture, lighting, and ample study space at home.

Index Terms— Academic Performance, Home Environment, Influence, Parental Occupation, Parental Income.

I. INTRODUCTION

Studies revealed that various factors are responsible for scholastic failure of students, such as low socio-economic background, student's cognitive abilities, school related factors, environment of the home, or the support given by the parents, and other family members [1]. Reference [2]observed that in KCSE 2012 results 308,739 (72.2%) students scored grade C-, and below; whereas only 123,704 (28.6%) students scored grade C+, and above. The same trend was observed in 2011, and previous years.

Reference [2]observed that in KCSE 2012 results 308,739 (72.2%) students scored grade C-, and below; whereas only 123,704 (28.6%) students scored grade C+, and above. The same trend was observed in 2011, and previous years. According to [3] out of 446,696 candidates, who sat for KCSE 2013, 123,365 (27.62%) obtained minimum university entry qualification of C+ compared to 28.36% in 2012, a slightly drop of 0.9%, whereas 323,331 (72.38%) attained C, and below.

According to Kipkelion, [4] the performance of Kipkelion Sub-County in KCSE has been dismal for the last five years (2007 - 2012), since it was created in 2007 from the former Kericho District. In which out of 7238 candidates for the period (2008-2011), those who scored C+, and above constituted 1731 (23.92%) while those scored C (plain), and below are 5507 (76.08%). Thus, out of this statistics it showed that the overall performance was very low with the whole Sub-County producing only 1731(23.92%) out of 7238, in which boarding schools produced a significant number of 724(38.82%) out of 1865 candidates enrolled in KCSE examinations compared with 1007(18.74%) out of 5373 candidates from day secondary schools who did the same examination.

Further, from the same statistics, students who attained B+, and above for direct entry to university in the whole district were 221(3.05%) out of 7238, in which boarding schools produced a significant number of 106(5.68%) out of 1865 candidates enrolled in KCSE examination compared with 115(2.14%) out of 5373 candidates from day secondary schools who did the same examination. From this statistics, one could falsely conclude that day secondary schools were leading in producing students to university having a number of 115 students, whereas boarding school with a number of 106 students. This was also more worrying that 3.05% students joined university through direct entry, and the larger percentage of 96.95% did not join direct university for higher education.

These statistics bore a serious implication on students' academic performance in the sub-County. In that, day-scholars who form the majority of Sub-County secondary school students, face more challenges which affected their performance, other than those faced by boarders. This study intended to determine how parental occupation and parental income influence academic performance of day-scholars in public secondary schools.

The objectives of the study were:

- i. The influence of parental occupation on students' academic performance.
- ii. The influence of parental income on students' academic performance.

The study was designed to answer the following questions:

- i. Does parental occupation influence students' academic performance?
- ii. Does parental income influence students' academic performance?

The research hypotheses:

Korir Walter- Postgraduate student of Moi University in department of Educational psychology, Kenya

Influence of Parental Occupation and Parental Income on Students' Academic Performance in Public Day Secondary Schools

Ho1: There is no significant influence of parental occupation on the students' academic performance.

Ho2: There is no significant influence of parental income on students' academic performance.

In Kenya, performance in national examinations determines the type of training, work, and future opportunities for further education of the student. However there are many factors that might hinder the academic performance of a student. This study sought to determine the influence of home environment on performance in public day secondary schools, because majority (85%) of schools in Kipkelion Sub-County are public mixed day secondary schools, in which both boys and girls learn in same environment and commute daily from their homes to school and more so they registered low academic performance. It was therefore, imperative to determine the magnitude of the problem of low academic performance in order to address factors that militated to poor students' academic performance in the Kipkelion Sub-County.

It was assumed that all secondary schools were adequately equipped. Most of them were public mixed day secondary schools (36 out of 42). The students' population in these public mixed day schools were 5373, whereas, 1865 were from boarding schools. Out of these students who had sat KCSE for the last four years, only 1731 (23.92%) attained C+, and above, while majority 5507 (76.08%) attained C (plain), and below. Hence, the study aimed at determining the extent to which home environment influence the student's academic performance as majority of students were day scholars [4].

The study findings would be significant to education stakeholders and policy makers in formulating policies that are geared toward enhancing education for day-scholar students. This would benefit Teachers by making teaching and learning process more effective and early syllabus coverage, since students would have enough time, learning resources at home, parental assistance, and conducive home learning environment to continue with studies at home, or do assignments. This will enable teachers to monitor students' academic performance. While Parents, would be made aware of requirements and the roles they need to play in providing conducive home environment for example shelter, pay school fees for student. Lastly, students would appreciate the value of education beyond classroom and thus do extra assignments at home, because learning occurs anywhere provided the conditions are favourable. It will also provide information on improvement of academic performance by bring all stakeholders together through collective policies and teamwork to ensured each one, play their roles and consequently improve quality of education.

The study was conducted in Kipkelion Sub-County, and focused on public day secondary schools, since the students commute from their home to school daily. It focused on the following variables: parental occupation, parental level of education, parental income, number of siblings, and learning resources at home in order to determine the extent to

which they influence students' academic performance. The study comprised of 210 participants in form four from 10 public mixed day secondary schools within the study area that presented 2132 candidates for the 2013 National Examinations under the 8-4-4 syllabuses. The findings of the study would be generalized to schools in the districts, and the whole country with the same characteristics of being public mixed day secondary schools.

Due to inaccessibility of those students who have sat for KCSE examination in the previous years, the study focused on 2013 form four candidates using their mock results from 10 public mixed day secondary schools in Kipkelion sub-County to solicit the responses on home factors, since they have been in day schools for more than three years. Also, the use of questionnaires might cause anxiety, due to examination related phobia. However, the researcher explained to the respondents the significance of the study and that their responses should be treated with confidentiality and used for the study only.

The assumptions were that, the respondents would cooperate during the study, give the required information, sample came from the various environmental/home settings and responses would be true and reliable concerning factors affecting students' academic performance and the records of the sampled schools would be true and accurate.

The Bronfenbrenner (1979) according to [5] Ecology system theory on environmental interconnectedness and its impact on human development and growth was utilised in this study. Which suggests that individual's ecological environment can be described as having different structures that are nested together, resulting in the total environment. The inner level consists of the individual and his or her immediate setting, with subsequent levels following in an interconnected manner. This inner level is referred to as the micro-system, which is followed by the mesosystem, exosystem, and macrosystem. The microsystem includes all the activities, roles, and personal experiences of an individual within a particular setting with certain characteristics. A setting can be any place where an individual interacts daily with other humans. The events that take place within that setting can be recorded as being similar for many different people. However, students' microsystem level is the individual meaning or interpretation assigned to each event that makes environmental factors relevant in the study of human ecology.

The second level is referred to as the mesosystem, which combines the activities of two or more settings for the individual. Settings such as work, and school would be included in this category. When a person moves in to a new realm in society he or she is operating within the mesosystem. Thirdly, the exosystem includes settings that do not necessarily involve the developing individual, but may still manage to affect that person from more distant channels. Examples of this would include events in the lives of relatives or peers that do not affect the individual directly, but influence a person who has a close relationship with the individual. The effects will generally trickle through to the center individual. The educational implication of this theory

was that a public day secondary school students operate within the two systems (microsystem and mesosystem).

During the school hours, a student interacted with teachers, students, and other school staff this constituted a micro-system. In the student's home environment, interactions involved that of the parents, relatives, and neighbours, these were the features of a mesosystem. If the two interactions were healthy, there would be good performance, and vice versa. Bronfenbrenner's ecological systems model was suitable because it focused heavily on environmental, and external factors, Bronfenbrenner admitted that, while a person ecological environment had a great effect on individual development, it was the individual perception of the environment that really matter and not how the environment actually existed in reality.

Lastly, ecological systems theory had one demerit in which it did not address individuals who developed within extremely difficult environmental circumstances, such as severe poverty or abuse and still go on to become a well-adjusted, successful members of the larger society. These individuals would appear to be anomalies within the system. How can ecological systems theory explain these individuals' immunity to harsh external influences, while the majority of humans are irreversibly influenced, if not altered, by negative environments? Even with its unanswered questions, ecological systems theory provided a solid, common-sense approach to the study of human development. Researchers in the field of education can apply Bronfenbrenner's work to a variety of topics, such as the effects of a student's external environment on his or her academic performance.

A conceptual Framework in this study, is that the independent variables were home factors which included: parental occupation, parental level of education, parental income, number of siblings, and learning resources at home which predicted the students' academic performance in mean points(12 - 1) and grades(A - E) attained, which was the dependent variable, which were categorised into four as follows: Excellent(A to A-); Good(B+ to B-); Average(C+ to C), and Below average(C- to E). The extraneous/intervening variables included; student's aptitude, school administration, school facilities, and class size. These variables were controlled through randomization, in order to create representative samples that were similar in all the aspects that could influence the dependent variable.

This conceptual framework forms the various concepts that are related with theoretical framework in that home environment under investigation was within micro system included both parental level of education and occupation, since the student had close interaction with parents in terms of advice, provision of needed studying/learning materials, and being role model to be emulated by the student. At the same time, it also within mesosystem level of interaction, because parents acted as a link between the student, and outside world.

Family background is the foundation for children's development, as such family background in terms of family structure, size, socio-economic status, and educational background play important role in family background is the

foundation for children's development. This is because providing a supportive learning environment at home requires parents' time as much as financial resources, students' educational attainment, and social integration [6].

Reference [7] alleged that family characteristics are a major source of disparity in students' outcomes. More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school. Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work. Parents with higher occupational status and educational attainment may also have higher aspirations, and expectations for their children's occupation, and education which in turn can influence their commitment to learning.

In Mexico,1,609 Mexican American students and their parents who participated in the National Educational Longitudinal Study to examine the influence of multiple socioeconomic components on youth's academic achievement. Show that the factor with the strongest direct relationship to youth's test scores was maternal occupation, followed by family income. Maternal education level was also predictive of youth's academic achievement, whereas fathers' education and occupation were not predictive of academic achievement. Parent involvement in education mediated the influence of both family income, and maternal education on youth's academic achievement [8]. In Pakistan, a study revealed that socio-economic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. This study concluded that the higher level of SES was the best indicator contributing towards the quality of students' achievement. Higher SES levels lead to higher performance of students in studies [9].

A research work on the effects of parental socioeconomic status on the academic achievement of secondary school students in Karak District, Khyber Pakhtunkhwa (Pakistan) on sixty government boys' high schools, of 10th Class. 1500 secondary students selected through simple random sampling technique for adequate representation, and based on survey type. Data was collected by questionnaire, and analysed by Chi-square, and percentage. The study revealed that the parental socio-economic status: parental occupational level and parental income level affect the academic achievement of secondary school students. The study recommended that unemployment should be controlled. Poor students should be provided scholarships, free books, and other stationary. Also the government should take steps to raise socioeconomic status of people [10].

In Nigeria, a study was conducted on the influence of parental socioeconomic background on the academic performance of students in selected public secondary schools, in Calabar Municipal Local Government Area of Cross River State. Stratified sampling technique was used to select 114 students from five public schools, whereas simple random sampling technique was used to administer the questionnaire.

Influence of Parental Occupation and Parental Income on Students' Academic Performance in Public Day Secondary Schools

Student's academic performance was obtained from student's scores in four selected subjects. Data were analyzed using descriptive and inferential statistical techniques. Multiple regression revealed that parental socioeconomic background significantly influenced students' academic performance, as students whose parents had better jobs, and who were exposed to more educational and cultural resources at home tended to perform better than their counterparts without such opportunities [11]. Further, studies conducted in Nigeria indicated that parental occupation did not significantly influence students' achievement in biology [12]. Whereas, a study in Kenya it indicated that there was a significant correlation between parental occupation and students' achievement [13].

In Nigeria, a study on relationship between home-based environment factors, and the academic performance of students in selected secondary schools within a local government area in Kwara State, 180 students randomly selected from three secondary schools, using t – test, analysis of variance (ANOVA), and pair – wise turkey test comparison at 0.05 level of significance, on parental socio-economic background, found that Parental socio-economic statuses did not have significance effect on the academic performance of the students. The study recommended the Government's intervention to raise level of academic achievement among students in rural area [14].

A survey was conducted based on ex-post facto, and correlation, that investigated the influence of home environment on academic performance of senior secondary students in Adamawa State. A sample of 900 students was selected from 8,548 students in class 2 in 2012/13 to 2013/14 academic sessions, using multi-stage random sampling technique to respond to the data collection. Inferential statistics, z-test and Correlation analysis were used to analyse, and interpret the data. Showed that occupation ($r = 0.71$) were highly correlated with students' academic performance, while parental economic status (income and affluence) had moderate correlation ($r = 0.60$). The study recommended parents and other significant persons should make students' homes conducive, and stimulatory to learning not only the school subjects, but education in general [15].

In Kenya, a study was conducted that investigated effects of economic activities on pupils' academic performance of pupils at Kenya Certificate of Primary Education in Lari division. A survey study design was used, whereas questionnaires for head teachers and standard eight were used for data collection. Data was analyzed using descriptive statistics. The findings revealed that academic performance of pupils was adversely affected by contextual factors such as inadequate support by parents and low income, was deemed to contribute to poor academic performance [16].

In the United States, a study on the effects of poverty on academic achievement indicated that the number of Americans living in poverty is continually increasing. Poverty directly affected academic achievement due to the lack of resources available for student success. Low achievement was closely correlated with lack of resources.

Poverty significantly affected the resources available to students. Due to this lack of resources, many students struggled to reach the same academic achievement levels of students not living in poverty. The factors that affected students' achievement include source of income, . Although many poor students scored below average on assessment measures, instructional techniques, and strategies implemented at the classroom, school, district, and government levels could help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics [17]. In India, a study was carried on the relationship between SES and Academic achievement of 14 Secondary school students of Lucknow city of Uttar Pradesh (India). The age range was between 13 years to 17 years. The sample comprised of 614 students (358 males, and 256 females) from classes IX and X. The t-test and Karl Pearson's correlation coefficient were used. The study revealed a significant difference between high SES, and average SES category students. Students belonging to high SES category had higher academic achievement as compared to average SES students. The High SES students had better exposure, and environment, and attended schools with excellent infrastructure, and facilities. The teachers, tutors, and guidance of parents were also available to them [18].

In Nigeria, a study was conducted on the influence of family structure on the academic performance of students in public secondary schools in Agege Local Government Area, Lagos State. Stratified sampling technique was used to select 114 students from five public schools, and simple random sampling technique to administer the questionnaire. Data was from the students' scores in English, Mathematics, Economics, and Biology, which was analysed using cross tabulation, tables, simple percentages, independent samples test, and multinomial logistic regression (MLR). MLR result revealed that parental socioeconomic background significantly influenced students' academic performance ($p < 0.05$). The study revealed that students whose parents had better jobs and higher levels of income tend to have higher levels of literacy performance. In order to improve students' academic performance and reactions to life situations irrespective of their family structure, government and counsellors were advised to provide the necessary psychological support for students from different family structure so as to overcome their emotional problems, and improve academic performance [19]. A study was conducted in Kenya on education level of parents influence the academic performance of students in public secondary schools in Isinya District, Kajiado County. A descriptive survey research design was used. The sample size of 189, which included: 42 PTA members, 150 students and 4 principals in public secondary schools. Questionnaires, and interview guides were used in data collection. Findings indicated that Parents who were economically stable were in a position to provide resources, and materials, and enroll students to the schools of their choice [20].

In Kenya, a study was conducted on the factors that contributed to poor performance in Kenya Certificate of

Secondary Education in public secondary schools in Kericho sub-county, Kericho County. A descriptive survey design was used. Data was collected from 21 secondary schools, and a sample of 16 head teachers, 64 teachers, 128 form four students, and 32 parents. Data were analysed by frequencies, and percentages. The results showed that the level of income of parents contributed to poor academic performance. The government should improve on free education policies and provision of more funds and materials for the upliftment of the educational system [21].

Other studies conducted by [8] in Mexico showed that there was a strong relationship between parental income and children's academic performance, whereas [10] revealed that parental income level affect the academic achievement of secondary school students. Reference [15] in a study conducted in Nigeria revealed that parental economic (income and affluence) to have moderate correlation with students' performances in agricultural sciences at the secondary schools, whereas [22] in a study in China established that parental income had effect on children's academic results. Reference [23] in a study conducted in Kenya found that parental income had no significant on students' academic performance in agriculture in secondary school students. Finally, [24] in a study in Malaysia established students from high socioeconomic status scored higher compared to students from low socioeconomic status.

The studies on related home factors under the study revealed that some contradict, whereas others concur to each other. Hence the present study will attempt to determine whether home factors concur or contradict with the past studies. However the study has departed from already conducted studies. First, it revealed that the past studies were not based on home settings, in that the studies were carried from school setting perspective, thus the present study attempts to determine how home factors influence students' academic performance based on home setting perspective. Secondly, students academic performance was based on few selected subjects, whereas the present study was based on all subjects, students' registered for in the national examination, so as to reflect the general academic performance. Thirdly, most studies were conducted in boarding schools, as this did not reflect the of home setting where students come from, as students commute daily from home to school and back to home, whereas this study focused only day schools, so as to determine how home factors under the study influence students' academic performance.

II. METHOD

A. Participants

The study had, 2132 form four students selected as the accessible population, as they had been in the system for the last three years and were therefore considered able to provide appropriate responses. Furthermore, they were preparing for KCSE examination which would reflect how they had been studying in various home environments, they were also considered mature enough in terms of age and education, to understand their family background. Kipkelion Sub-County had 42 public secondary schools, out of these, 9 (21.45%) were girls' schools, 3 (7.13%) were boys' schools, while 30

(71.42%) were mixed schools. Out of these, 11 (26.19%) were boarding schools and 31 (73.81%) were day schools with 2132 form four students attending public mixed day secondary schools.

The researcher used 10 (32.25%) schools out of 31 public mixed day secondary schools. These represent thirty 30% of the 31 district public mixed day secondary schools which concurs with [25] that says that a sample of 30% is a representative of a population to be studied. Stratified random technique was used to identify sample size of respondents, where respondents were divided into two strata on the basis of gender (boys and girls), from each stratum of (804 girls and 1328 boys) which presented a ratio of 2:3. This ratio was used to calculate a proportionate number of students from each gender to participate in study. Hence, from the accessible population of 2132, approximately 210(10.33%) students were sampled, which concurred with [26] that sample size of 10% is appropriate for the study. Then, using the ratio of 2 girls to 3 boys, the number of students from each gender that were selected to participate in the study was calculated, which were 84 girls and 126 boys, which was then divided by 10 to get representatives from each gender. Remarkably, in every school 8 girls and 13 boys

B. Materials

Data was collected from students in the 10 selected secondary schools using questionnaire and a document analysis guide. Questionnaire was suitable because a lot of information was collected over short period of time and population was literate. Both closed and open-ended questions were used in the questionnaire. Closed – ended questions required the respondent to respond to items either by ticking [✓] or choosing alternatives provided. Open – ended questions had no alternatives to choose from and the answers had to be written in full in order to support and check the alternative choice responses given by the respondent.

Document analysis was used to determine the student's academic performance, which was obtained from Mock analysed results sheets. The information on dependent variable helped to compare the academic performance between students from different home environment. This was a reflection of final KCSE Examination. The scoring method used in the questionnaire required the participants to write either YES, NO or a tick [✓] against the box with the suitable response in the item. The scores evaluated the extent to which the variables of factors under study relate to the respondent participated in the study. Hence, a sample size of 210 respondents were selected from form four 2013 KCSE candidates.

C. Research design

This study employed causal comparative design, because home environment (factors) which served as the independent variable could not be directly controlled by the researcher because their manifestations had already occurred and were not manipulatable [26].

D. Procedure

The researcher employed multistage sampling

Influence of Parental Occupation and Parental Income on Students' Academic Performance in Public Day Secondary Schools

technique, as follows: purposive sampling technique was used to select only all public mixed day secondary schools from a list of secondary schools in Kipkelion Sub-County, Simple random sampling method was employed to select 10 public mixed day secondary schools by writing all names of public mixed day secondary schools in small pieces of papers, fold and put in a box, then pick at random 10 schools, this gave each school equal and independent chance of being selected to participate in the study.

From 10 schools, the researcher also used purposive sampling method to select form four students. In each sampled school the researcher employed stratified random sampling method by dividing population of respondents to sub-groups of boys and girls, then from each sub-group the researcher used simple random sampling method to select students who participated in the study by picking the first 8 girls' and 13 boys' names in class list with odd serial numbers from both boys' and girls' class list.

Questionnaires were pre-tested before the commencement of the real study to establish the reliability of the instruments. The piloting involved trying out the designed instruments on a few students bearing similar characteristics to those of the large group of the respondents. The researcher carried out pre-testing of the instruments in three of the identified public mixed day secondary schools and these schools were excluded real research study.

The researcher visited the schools to sought permission from either school principal, or class teacher, and briefed them about the purpose of the pilot. The school authority either introduced researcher to students, or they administered questionnaires by explaining to students on how to answer the questionnaire. After which students were divided into sub-groups of boys and girls, and from each sub-group, 8 girls and 13 boys were randomly selected by picking the first 8 girls and 13 boys from the class list having odd serial numbers to participate in the pilot study. The questionnaires data were analysed in which a reliability coefficient of 0.78 was obtained and then revised accordingly upon receiving the pilot study feedback. Hence, pilot study was thus undertaken to ascertain the reliability of main research instrument and also do corrections.

Test - retest technique was used to test the reliability of the research instrument. Reference [27] suggested that test - retest with a range between .75 and .80 was reliable. In which questionnaire were administered twice to the same group after two weeks interval period. Data obtained from pilot study were used to determine the reliability of the researcher instrument by using Pearson product moment correlation to measure the reliability of the items in the questionnaire. In which the results yielded a reliability coefficient of $r = 0.78$ and thus was considered to be good and be relied upon in carrying out the study.

The content validity of the instrument was determined by the researcher, by discussing the items in the instrument with the supervisors, colleagues and other lecturers in the Department of Psychology. For the research instrument to be considered valid, the content selected and included in the questionnaire must also be relevant to the variables being

investigated. Construct validity was assimilated to the research tools by thematically arranging related items in the questionnaire with reference to already used and related questions.

The researcher visited sampled schools to administer the questionnaire and explained the purpose of the study and clarified where necessary. The researcher ensured the sampled respondents were the ones supplying data. Before the questionnaire was administered to students in each school, either the School Head or the Deputy Head introduced the researcher to the respondents in their respective classrooms. Then the researcher explained to the students the purpose the study and thanked the students in advance for accepting to fill in the questionnaire.

The questionnaire was self administered type where it was presented to the students and responded to it by reading through the questionnaire. The purpose of inquiry was explained and then left to the respondents alone to complete the questionnaire. Since the questionnaire had both open and closed-ended items, the way of answering varied. The closed - ended items required the student to check from alternatives and put a tick [$\sqrt{\quad}$], or write YES, or NO where applicable to the student. The researcher asked the students to use permanent ink pens. The researcher collected the questionnaire after one hour, when all respondents had answered all questions.

The data collected was coded and keyed in into the computer using the statistical package for social sciences (SPSS) version 20.0 as follows: students' bio-data was used to compile the of the students in which male and female were coded 1 and 2 respectively, whereas age was coded 1 for below 15 years, 2 for 16-17 years, 3 for 18-19 years, and 4 for above 20 years, and home environment was coded 1,2, and 3 for rural, peri-urban, and urban respectively. Students' academic performance was based on Kipkelion Sub-County Mock Examination which was categorised on mean grade points range from 1 to 12 points (E to A grades) as follows: 1-5(E to C-) below average, 6 - 7(C to C+) average, 8 - 10(B- to B+) good, 11 - 12(A- to A) excellent which were coded 4, 3, 2, and 1 respectively, in order to understand the students' academic performance in mock examination.

In parental level of occupation, the responses were grouped in three levels: low, medium, and high as follows: cook, mason, carpenter, shoemaker, small scale farmer were grouped into low and coded 1; business, large and medium scale farmer, primary school teacher, clerk bursar, librarian, cashier, technician, public health officer were grouped into medium and coded 2, whereas, Engineer, medical doctor, lawyer, bank manager, secondary school teacher, MP, government officer DC, PC, PEO, DO etc, university lecturer professor were grouped into high and coded 3 and compared against the students' academic performance.

In parental income (in Kenya shillings) was categorised into four groups: very low(less than 5000) coded 1, low (5001-10000) coded 2, medium (10001-20000) coded 3 and high (above 20001) coded 4 and main source of income was grouped into three as follows: employment, coded 1, business, coded 2, and farming, coded 3 and compared

against the students' academic performance. In responses on number of siblings were categorised into four as follows: 0-3(small) coded 1, 4-7(medium) coded 2, 8-11(large) coded 3, and above 12(very large) coded 4 and compared against the students' academic performance.

Descriptive statistics and inferential statistics was calculated and summarized for presentation and analysis of the data. A 0.05 significance level (95% confidence) was used in the study. The responses from the samples were summarised using of descriptive statistics; frequency, percentages and means. Inferential statistics used were, t-test and ANOVA, so as to compare how independent variables influence dependent variable. Whereas, linear and multiple regression analyses were used to determine the extent the independent variables influenced dependent variable.

The researcher sought introductory Permission letter to carry out the study from the Dean, school of education and Department of Education Psychology of Moi University after clearance from the supervisors. This was used to process an official permit from the Ministry of Education, under National Commission for Science, Technology and Innovation-NACOSTI. On acquiring the permit the researcher reported to the County Commissioner, and County Director of Education. An introductory letter by the researcher explaining the nature and the purpose of the research was availed to the SCDEO, and principals of the sampled schools.

The respondents were asked to give consent before participating in the study. They were assured of confidentiality and anonymity was observed by the researcher by exercising respect for individuals' rights so as to safeguard their personal integrity. No names or personal identification numbers were reflected on the questionnaires except the numbering for questionnaires, which is for purposes of coding and thus, data editing and analysis. The researcher tried to avoid any psychological threats by reassuring respondents of availability of results of the study for their own consumption. Consequently, a copy of the findings was to be given to Kipkelion Education Office and any educational stakeholders interested in the results of the study.

III. RESULTS

The rate of return of completed and usable questionnaires and document analysis were 210(100%). The students' data on gender, age, and home environment of their residence revealed that 130(61.9%) males and 80(38.1%) females, were sampled, males performed better, ($M = 5.03$) than females ($M = 4.20$). Majority of students 151(71.9%) were aged between 18-19 years, followed by 40(19%) students aged 16-17years, those above 20 years were 18(8.6%), whereas those below 15 years was 1(0.5%), and students above 20 years performed better ($M = 4.97$) compared to other age categories. In terms of residence, majority of students 186(88.6%) were from rural settings, whereas a small proportion were from both peri-urban 16(7.6%) and urban 8(3.8%), in which those students from peri-urban had better academically, with a mean score of (4.92) than students from other home environment.

The general students' academic performance was categorised into four groups as follows: excellent, good,

average, and below average based on grading system of mean scores points(1 to 12) and mean grade (E to A) in which majority of students 148(70.5%) performed below average ($M = 3.62$, $SD = 1.174$), followed by average students 38(18.1%), ($M = 6.46$, $SD = 0.502$) and small proportion of students 23(11%) attained good grades of ($M = 8.55$, $SD = 0.798$), and only 1(0.5%) student attained highest grade of excellent, ($M = 11$) an indication that the general students' academic performance was below average. Generally, students' academic performance is below average a ($M = 4.71$) as categorised in the conceptual framework that a ($M = 5.00$) (C-) and below are academic performance below average.

The students on parental occupation were categorised into three levels as follow: high, middle, and low in an attempt to achieve objective one of the study which stated: to investigate the influence of parental occupation on student's academic performance, showed that majority of students 167(78.8%) were from low parental occupation with low academic performance ($M = 4.54$, $SD = 1.920$), as compared with 43(21.2%) of students from middle level of parental occupation with ($M = 5.38$, $SD = 2.476$). There were no students from high parental occupation.

To test the null hypothesis, H_{01} which stated: there is no significant influence of parental occupation on the student's academic performance. Parental occupation has a significant influence on students' academic performance $F(1, 208) = 5.795$ significant at $0.017 < p = 0.05$. Thus, null hypothesis was rejected and alternative hypothesis was accepted, which stated: there is significant influence of parental occupation on the student's academic performance. This implied that parental occupation did influence student's academic performance.

To address objective two of the study, which stated; to find out the influence of parental income on student's academic performance, students' responses on main source of income were categorised into three levels as follow: business, employment, and farming. Whereas monthly income estimates were categorised into: very low, low, medium, and high and analysed to determine whether parental main source of income and monthly estimates had significant influence on students' academic performance,

Which revealed that majority of students 181(86.7%) who stated that their parental main source of income estimates come from farming, had ($M = 4.72$, $SD = 2.000$), whereas 15(7.7%) of students who indicated that parental main source of income come from business, had a ($M = 4.51$, $SD = 2.495$) which were low mean scores, as compared to 14(6.7%) of students who stated that parental income come from employment with a ($M = 4.86$, $SD = 2.545$) performed better.

In parental monthly income estimates, majority 168(79.2%) of students stated that their parental monthly income estimates were very low, had a ($M = 4.68$, $SD = 2.116$), whereas, 29(13.7%) of students who stated that parental monthly income was low, had a ($M = 5.13$, $SD = 1.968$), whereas 6(2.8%) of students who stated that parental monthly income was medium, had a ($M = 4.94$, $SD = 1.706$), and 7(3.3%) of students who stated parental monthly income was high had a ($M = 4.62$, $SD = 1.615$)

Influence of Parental Occupation and Parental Income on Students' Academic Performance in Public Day Secondary Schools

To test the null hypothesis, H_0 which stated: there is no significant influence of parental income on the student's academic performance, students' responses on monthly income were analysed to determine whether parental income had influence on academic performance using ANOVA, revealed that parental income has a significant influence on students' academic performance $F(3, 206) = 3.370$ significant at $0.019 < p = .05$. Thus, null hypothesis was rejected; and alternative hypothesis was accepted, which stated: there is significant influence of parental income on the student's academic performance; this implied that parental income had significant influence on the student's academic performance.

IV. DISCUSSION

This research focused on influence of home environment on home factors which included: parental occupation and parental income on academic performance in public mixed day secondary schools in Kipkelion Sub-County on 10 sampled schools, each with 21 students from 2013 form four candidates. Generally, students' academic performance was below average ($M = 4.70, C-$), an indication that kipkelion sub-county students' academic performance was worrying. This observation concurred [4] that the performance of Kipkelion Sub-County in KCSE had not been very encouraging for the last over four years (2007 - 2012). Thus, the study was aimed at determining the root causes of low students' academic performance among public day secondary schools in Kipkelion Sub-County, which agreed with [28] that a major problem affecting the students' academic performance in Kenya was a home environment of the day school students that was not conducive to reading.

Analysis of parental level of occupation indicated that students from low parental level of occupation performed below average, this could be due to inadequate provision of learning resources at home. Whereas, students from middle parental level of occupation performed better compared to other categories, which could be attributed to parents who could be optimising the little resources in investing in education of their children by providing required educational reading and writing materials. But, students from high parental level of occupation performed poorly as compared to those from low parental and middle parental levels of occupation. This could be attributed to complacency among students, or parents did not invest in their students' education by providing adequate learning resources at home.

When data were subjected to ANOVA to determine whether parental level of occupation had significant influence on students' academic performance, it revealed that parental level of occupation had significant influence on students' academic performance. This findings concurred with studies in Pakistan that indicated that high and average socio economic status affect the students' academic performance more than the lower level, in that higher level is the best indicator contributing towards the quality of students' academic achievement [9] Also, [10] concurred with these findings that socio economic status: parental occupation affect students' academic performance. However in Mexico, there were contradicting findings in that mothers' occupation

had strong direct relationship to the youth's test scores, whereas fathers' occupation was not predictive of academic achievement. An indication that both mothers' fathers' occupation have differential effect on youth's achievement, suggesting that parent's individual resources, rather than shared family resources impact the way in which each parent engages with youth [8]. However, there was contradiction in studies conducted in Nigeria, that found that parental occupation was the main predictive variable influencing students' academic performance [11], but [12] found that parental occupation had no significant influence on students' achievement in biology, this could be attributed to the use of one subject's scores (biology), which did not reflect the entire students' academic achievement. In Kenya, a study by [13] found a positive correlation of both mothers' fathers' occupation of $r = 0.26$ and $r = 0.22$, although, these correlation are low, they pointed out that there was a relationship between parental occupation, and pupils' academic achievement.

From the study, majority of the students indicated that main parental income was from farming, whereas a small proportion of students indicated that parental income was from employment and business. Though academic performance of students who stated that parental income were from farming and business was low compared to students who stated that parental income was from employment. An indication that farming and business could not address students' educational needs as reflected in low mean scores as compared to employment which had highest mean scores and this could be linked to constant and consistent income unlike parental income from farming and business which fluctuates.

On parental monthly income estimates, majority of students stated that parental monthly income estimates were low, and had low academic performance compared to students who indicated that parental monthly income estimates were high, and had better academic performance. An indication that parents with high monthly income estimates were able to adequately meet students' educational needs as reflected in better mean scores.

On testing null hypothesis, ANOVA results were significant, hence null hypothesis was rejected, and alternative hypothesis was accepted. An indication, that the parental income had significant influence on the students' academic performance. This agreed with studies by [17] in a study conducted in United States that found that parental income and source of income affect students' academic performance. Reference [8] in a study in Mexico found that family income contributed to youth's poor academic performance. Reference [24] in a study in Pakistan revealed that students from high socioeconomic states scored higher as compared to students from low socioeconomic status, and [22] in a study conducted in china revealed that family affect children's academic performance.

Furthermore, it agreed with [18] a study in India found that students belonging to high socioeconomic status category had higher academic performance, as compared to average socioeconomic status students. In studies conducted in Nigeria, revealed that there was a strong correlation ($r = 0.60$)

between parental economic status (income and affluence) and students' academic performance in agricultural science, whereas [19] showed that students whose parents had better jobs and higher levels of income tend to have higher levels of literacy performance. Likewise, studies conducted in Kenya, indicated parents who were economically stable were in a position to provide resources and materials and enroll their students to the schools of their choice, thus influencing their academic performance [20]. Similarly, [16] found that low parental income adversely contributed to poor academic performance, so to [21] which revealed that the level of income of parents contributed to poor students' academic performance. However, a study by [23] contradicted these findings, which found that there was no significant influence of family income on students' academic performance, this deviation could be attributed to use of one subject (agriculture) to predict on students' entire academic performance.

From the findings it was concluded that, student's academic performance was influenced by parental income, and parental occupation. All these factors pointed on one common denominator: income. This is because the parental occupation is directly proportional to what they earn, as a higher parental occupation mean higher income. Parents should be sensitised on how generate income so as to afford to pay school fees, and this would have a direct, and positive bearing on student's academic performance, as shown that the socioeconomic factors affect access to education, and to worsen the problem was coupled by parent's education level being too low to understand issues related to the importance of education.

From the findings, home environment have significant influence on student's academic performance. Thus, all stakeholders should strive to ensure that students have a conducive home environment that supports the realisation of best students' academic performance. Which concurs with [7] that Parents can create a home environment suitable for learning by, among other things: designating an area to do homework, providing access to reading material, and assisting with the organisation of homework, and studies. In which parents have a major role in ensuring that adequate learning resources are available at home, with enough time for extra learning at home.

As suggested by [29] who observed that home environment was as important as what goes on in the school, also distant students travel to and from school is long; therefore making them fatigued and cannot do extra learning at home. This can be addressed through concerted cooperation among all stakeholders: government, ministry of education, leaders, religious sects, parents, and nongovernmental organisations to build more school in villages to increase physical accessible of schools. This move will address the problem of low parental income, and occupation which make parents unable to adequately meet academic needs of the student. Furthermore, parents regardless of level of educational attainment, they should actively involve themselves in academic matters of the students, this shows the interest, and how education is positively valued, hence propelling the students to put more

effort towards achieving higher academic performance. With number of siblings, given adequate learning resources, students can still achieve academically regardless of the number of siblings in the family.

This study recommends that government, local leaders, religious sects, MOE, teachers, and parents need to cooperate and strive to bring about change in creating a conducive home learning environment, where students can study at home, just as in school, which include: As most parents were from low occupational category and which had a significant influence on students' academic performance, parents need to be active, participate in, and follow up students' academic progress, so as to demystify that regardless of parental occupation level, students can perform better academically, this will motivate the students to put more effort on their academic endeavours. Also, as most parents were from low income category, and which had a significant influence on students' academic performance, therefore, government should further subsidise school fees in day secondary schools and/or extend free education to all day secondary schools to cater for students from parents of low income.

Further study should be conducted on influence of home environment on academic performance on boarding secondary schools.

REFERENCES

- [1] Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. *The Journal of Experimental Education*, 70(1), pp. 27-61.
- [2] Ndiga, B; Mumukha, C; Fedha, F; Ngugi, M, and Mwalwa,S.(2013).Principals' Transformational Leadership Skills in Public Secondary Schools, A case of Teachers' and Students' Perceptions and Academic Achievement in Nairobi, County, Kenya. *American Journal of Educational Research* (2013) (9) pp800-810 doi: 10.12691/education 2-9-5.
- [3] Kaimenyi, J. (2014). *Kcse 2013 Results Release Speech, 3rd march, 2014 KNEC Mithiani House: Nairobi.*
- [4] SCDEO, Annual Report (2012) KCSE 2012 Kipkelion Sub-county Academic Performance.
- [5] Witt, S.D. (2008). Urie Bronfenbrenner. *Developmental Parent and A child Interaction* Online Retrievefrom<http://gozips.uakron.edu/~susan8/devparch/theorists.htm>.
- [6] Osunloye, A. (2008). *Family Background and Student Academic Performance*.Retrievedfrom;
- [7] OECD/UNESCO. (2003) *Family Background and Literacy Performance*.
- [8] Altschul, I. (2012). Linking Socioeconomic Status to the Academic Achievement of Mexican American Youth through Parent Involvement in Education. *Journal of the Society for Social Work and Research* February 2012 Volume 3, Issue 1, 13-30.
- [9] Farooq, M. S, Chaudhry, A. H., Shafiq, M., and Berhanu, G, (2011). Factors Affecting Students' Quality of Academic Performance: A case of Secondary School Level. *Journal of Quality and Technology Management* Volume VII Issue II, December, 2011.
- [10] Suleman, Q; Aslam, H. D; Hussain, I; Shakir, M; Khan, F, U; and Nisa, Z. (2012).Effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in Karak District, *Pakistan International Journal of Human Resource Studies* ISSN 2162-3058 2012, Vol. 2, No. 4
- [11] Ambeken, L. U, Ukwaiyi, J. K, and Ogodo, A. F. (2012). Parental Socioeconomic Background as a Determinant of Student's Academic Performance in Selected Public Secondary Schools in Calabar Municipal Local Government Area, Cross River State, Nigeria *Journal of Education and Practice* .Vol 3, No 16, 2012.
- [12] Osuafor, A, and Okonkwo, I. (2013). Influence of Family Background on Academic Achievement of Secondary School Biology Students in Anambra State, An International *Multidisciplinary Journal, Ethiopia Vol. 7 (3), Serial No. 30, July, 2013:156-167.*
- [13] Muola, J.M. (2010).A Study of The Relationship between Academic Achievement Motivation and Home Environment among Standard

Influence of Parental Occupation and Parental Income on Students' Academic Performance in Public Day Secondary Schools

- Eight Pupils. *Educational Research and Reviews* Vol. 5 (5), pp. 213-217, May, 2010.
- [14] Ogunshola, F. (2012). The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu Lga of Kwara State Nigeria *International Journal of Academic Research in Business and Social Sciences* July 2012, Vol. 2, No 7.
- [15] Egunsola, A. O. E. (2014). Influence of Home Environment on Academic Performance of Secondary School Students in Agricultural Science in Adamawa State Nigeria *Journal of Research & Method In Education (Iosr- Jrme)* E-Issn: 2320-7388, P- Issn: 2320-737x Volume 4, Issue 4 Ver. Ii (Jul-Aug. 2014), Pp 46-53.
- [16] Awuor, O. P. (2012). Effects of Economic Activities on Pupils' Academic Performance at Kenya Certificate of Primary Education in Lari Division, Kiambu County, Kenya. Unpublished M.Phil. Thesis, University of Nairobi.
- [17] Lacour, M, and Tissington, L.D. (2011). The Effects of Poverty on Academic Achievement. *Educational Research and Reviews* Vol. 6 (7), Pp. 522-527, July 2011.
- [18] Chandra, R, and Azimuddin, S. (2013). Influence of Socio Economic Status on Academic Achievement of Secondary School Students of Lucknow City. *International Journal of Scientific & Engineering Research*. Volume 4, Issue 12, December- 2013.
- [19] Ushie, M. A; Emeka, J. O; Ononga, G. I., and Owolabi, E.O. (2012). Influence of Family Structure on Students' Academic Performance in Agege Local Government Area, Lagos State, Nigeria. *European Journal of Educational Studies*. 4 (2), 2012.
- [20] Ntitika, J. L. (2014). *Parental Characteristics Influencing Students' Academic Performance in Public Secondary Schools*, In Isinya District, Kenya. Unpublished M. Phil. University of Nairobi.
- [21] Onderi, H, Kiplangat, R.K, and Awino, J, (2014). Factors Contributing to Poor Academic Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kericho Sub – County, Kericho County, Kenya. *Kenya Journal of Educational Planning, Economics & Management* (2014) Volume 7, Issue 2.
- [22] Zhang, C. (2011). Parental Education, Family Income, and Peer Group on Children's Academic Performance in China. *Bachelor of Social Sciences - Senior Theses*. Paper 1.
- [23] Ogweni, P.O, Kathuri, N.J, & Obara, J, (2014). Influence of Family Characteristics on Academic Performance of Students in Secondary Agriculture, in Rachuonyo North Sub County, Kenya *international Journal of Education and Research* Vol. 2 No. 2 February 2014.
- [24] Sukor, N.S, Osman, K, and Soh, M.T.T. (2012). Family Income and Home Environment on children's Chemistry Achievement. Available at
- [25] Kombo, D. K. (2006) *Sociology of Education*. Nairobi: Ad Print Company.
- [26] Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approach*. Nairobi: Acts Press.
- [27] Coolican, H. (2007). *Research Methods and Statistics in Psychology*. 4th edn. Hodder Arnold, India.
- [28] Oloo, M. A. (2003). *Gender Disparity in Student Performance in day secondary schools*. Migori; Unpublished Master of Education Thesis, Maseno University.
- [29] Hammer, A. (2003). *ETS identifies affecting student achievement-* Washington update.



Korir Walter. A graduate of Moi University in Bachelor of Education (science) major in Zoology and minor in both Botany and Chemistry. The author is currently teaching in Chepseon Complex Secondary School and a postgraduate student of Moi University in department of Educational Psychology and has authored more than four publications in various fields of Educational Psychology.