INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ISIOLO SUB-COUNTY, KENYA

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SE104/00017/2023

A Research Thesis Submitted in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in Leadership and Administration

SCHOOL OF EDUCATION

TANGAZA UNIVERSITY

NAIROBI - KENYA

SEPTEMBER, 2025

ii

DECLARATION

I declare that this thesis is my original work and has not been submitted to any other university for the award of any degree. All sources of information have been acknowledged.

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DEDICATION

I dedicate this thesis to my Religious Congregation, the Institute of the Holy Trinity Sisters, to my beloved parents, the late Mwalimu Ephantus Ciingi and Mrs. Virginia Igoki Ciingi, and to my siblings and friends.

ACKNOWLEDGEMENTS

I am profoundly grateful to God for His care, protection, and provision throughout the preparation of this research thesis. His strength has sustained me and enabled me to reach this stage of my academic journey. I extend my heartfelt appreciation to the Institute of the Holy Trinity Sisters for their unwavering encouragement and support, and to the Next Generation Leadership Program (NGLP) for sponsoring my education and providing the resources necessary to accomplish this work. My sincere thanks also go to my lecturers at Christ the Teacher Institute for Education, Tangaza University, as well as my classmates, for their support, collaboration, and inspiration.

I am deeply indebted to my supervisors, Dr. Celestine Ndanu, Head of Undergraduate Studies in Education at the Catholic University of Eastern Africa, and Dr. Rose Njihia, lecturer in the School of Education at Tangaza University, for their invaluable guidance, mentorship, and encouragement throughout this process. I further express my gratitude to the Isiolo County and Isiolo Sub-County Offices of Education for granting permission to conduct this study, and to all the respondents for their generous participation and cooperation in providing the required data. Finally, I extend my sincere appreciation to everyone who supported me along the way. May God bless you all abundantly.

ABSTRACT

This study investigated the influence of Parental socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. The following objectives guided the study: to assess the influence of parental income on learner's academic performance, to investigate the influence of parental education level on learner's academic performance, to examine how parental occupation influences learner's academic performance, and to examine how parental provision of learning resources influences learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Guided by Social Capital Theory, the study employed a mixed-methods convergent parallel design that integrated quantitative and qualitative data from structured questionnaires, semi-structured interviews, and school records. The study targeted all 15 public secondary schools in the sub-county and used a stratified and simple random sample of nine schools. Participants included 9 principals, 103 teachers, 307 learners, and 27 representatives from the Parents Association (PA). The instrument's content validity was confirmed through expert review. The reliability of the quantitative data was verified using Cronbach's alpha, which yielded coefficients of 0.710 for teachers and 0.811 for learners. The credibility of the qualitative data was ensured through member checking and triangulation. Quantitative data were analyzed using SPSS version 23, employing descriptive statistics such as frequency counts and percentages. Results were presented through tables, bar graphs, and pie charts. Chi-Square inferential analysis was used to assess the hypotheses and determine relationships between variables. Qualitative data were transcribed, coded, and analyzed thematically in line with the research questions. Thematic results were presented through narratives and direct quotations to capture participants' perspectives. Findings revealed that parental income, education, occupation, and learning resources significantly influence academic performance. Learners from low-income households struggled with school fees and basic materials, often resulting in absenteeism. Parents with higher education were more engaged in supporting learning, while stable occupations provided consistent resources. The provision of textbooks and revision guides was found to enhance performance outcomes. The study recommends that policymakers develop structured parent empowerment programs within the basic education framework, especially for rural and low-literacy communities. Schools should adopt low-cost strategies such as simplified orientation guides, community learning hubs, and mobile outreach.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

ICT: Information and Communication Technology

KNBS: Kenya National Bureau of Statistics

NACOSTI: National Commission for Science, Technology, and Innovation

OECD: Organization for Economic Co-operation and Development

PA: Parents Association

SES: Socio-Economic Status

UNESCO: United Nations Educational, Scientific, and Cultural Organization

UNICEF: United Nations International Children's Emergency

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education remains one of the most powerful tools for transforming individual lives and reshaping societies. It serves not only as a catalyst for personal advancement but also as a cornerstone of national growth, social justice, and sustainable development (UNESCO, 2021). Globally, education is increasingly recognized as a fundamental human right and a strategic investment in the future (UNICEF, 2020; World Bank, 2020). However, this promise is often undermined by persistent socio-economic disparities, which continue to hinder academic achievement and widen the gap between social groups (UNESCO, 2021; OECD, 2022). Ensuring equitable access to quality education remains a top policy priority worldwide, particularly in addressing challenges faced by learners from disadvantaged backgrounds (UNICEF, 2021).

As governments and international agencies intensify efforts to achieve universal access to quality education, the question of equity, particularly concerning socio-economic status (SES), has taken center stage. The challenge extends beyond enrollment to ensuring that all learners can thrive academically, regardless of their background. Research consistently identifies parental SES as one of the strongest predictors of educational outcomes, with children from low-income households facing barriers such as irregular school attendance, inadequate learning materials, and limited academic support at home (UNICEF, 2021; UNESCO, 2021). In response, organizations like UNESCO, UNICEF, and the World Bank have championed equity-driven initiatives, including inclusive education policies, conditional cash transfers, and infrastructure investment in underserved regions (World Bank, 2020; UNESCO, 2021). These growing global

concerns underscore the need for focused inquiry into how SES continues to shape academic performance, particularly in marginalized and rural settings like Isiolo.

This global emphasis on equity is mirrored in national education systems, where SES-related disparities persist even in developed contexts. In the United States, a recent study by researchers from the University of California, Berkeley (2024) examined racial and socio-economic disparities in admissions to elite higher education institutions. The findings revealed a persistent underrepresentation of Black and Latino students from low-SES backgrounds, even after accounting for academic merit and parental education. This suggests that structural inequalities extend beyond financial limitations, pointing to systemic barriers that hinder equitable access. The study underscores the urgent need for equity-centered admission policies and broader reforms to address deeply rooted disparities in the U.S. education system.

Similarly, in Australia, the 2022 Programme for International Student Assessment (PISA) report aimed to evaluate student performance in core subjects across socio-economic groups**,** particularly focusing on mathematics achievement. The report found that socio-economically advantaged students outperformed their disadvantaged peers by an average of 101 points in mathematics. gap that has widened since 2018 and exceeds the Organization for Economic Co-operation and Development (OECD) average. The findings attributed this disparity in part to chronic underfunding of public schools. Only 1.3% of public schools received the minimum required funding, compared to 98% of private schools**,** which were often overfunded. These findings call for urgent policy attention to address funding inequalities and promote equity in educational outcomes across socio-economic divides.

A 2023 study in the United Kingdom by Vadivel examined the impact of low socio-economic backgrounds on children's educational achievements. The research highlighted that

factors such as family income, parental occupation, education levels, and family norms significantly influence students' academic success. The study found that parents with higher SES are more likely to be involved in their children's education, imparting social skills and problem-solving strategies that contribute to better academic performance. Conversely, children from lower SES backgrounds often encounter challenges due to limited parental involvement and resources, which affect their academic outcomes. Vadivel's (2023) study highlights the importance of targeted support to assist children from low socio-economic backgrounds and address educational inequalities influenced by socio-economic factors.

In India, a study by Sharma and Gaur (2021) explored the impact of socio-economic status (SES) on academic performance. The findings revealed that learners from higher socioeconomic status (SES) families consistently outperformed their lower-SES peers, particularly in subjects such as science and mathematics. This performance gap was primarily attributed to better access to educational resources, such as textbooks, tutoring, and technology, as well as greater parental support in terms of time, motivation, and educational guidance. These findings highlight the need for policies that promote equitable access to resources for low-SES students to reduce educational disparities and improve overall academic outcomes.

At the regional level, African countries are also struggling with how parental SES affects students' academic success. In South Africa, Jacobs (2023) studied how socio-economic background influences the academic performance of Grade 1 students in selected schools in Pretoria. The research showed that children from higher socio-economic backgrounds, especially those with more educated and involved parents, performed better academically. Jacobs pointed out that students from low-SES families face serious obstacles to success, such as limited

resources, little parental involvement, and few enrichment opportunities. These factors greatly contribute to the gaps in academic achievement seen among students.

A study by Brew et al. (2021) investigated the factors influencing academic outcomes among Senior High School learners in Ghana. The researchers focused on how parental education, income, truancy, and access to learning resources impacted student performance. Their findings revealed that higher parental education and income were positively correlated with better academic performance, while factors such as truancy and limited access to learning resources had a negative effect on students' academic achievement. These findings affirm the critical role of parental socio-economic status and home learning conditions in shaping learners' academic success.

In Nigeria, Audi, Nketiah, and Koranteng (2024) investigated the relationship between parental income and academic achievement in Nasarawa State. Their findings revealed a strong negative correlation between low parental income and learner performance. The authors recommended income diversification as a strategy to improve parents' capacity to invest in their children's education, thereby enhancing academic outcomes. This study contributes to a broader regional understanding that addressing socio-economic disparities is critical to improving educational attainment.

A study conducted in Uyui District, Tanzania, by Luigina, Koros, and Piliyesi (2023) examined the relationship between parental involvement in academic activities and learners' academic performance in public secondary schools. The findings showed that students performed better academically when their parents were actively involved in activities like helping with homework and attending school meetings. However, the study also revealed that many parents did not view such involvement as part of their parental responsibilities, resulting in limited

engagement and diminished academic performance among learners. The authors highlighted the necessity of raising awareness among parents regarding their pivotal role in the educational process as a means to foster better academic achievement. These findings highlight the importance of parental engagement in supporting learners' academic success.

In Uganda, a study carried out by Sylvia and Matovu (2024) in Nakaseke District investigated the relationship between parental socio-economic status (SES) and academic performance. The study revealed that children from higher SES backgrounds, characterized by better income and parental education, tended to perform better academically. Those from lower SES backgrounds faced barriers such as limited resources and insufficient parental involvement. The study advocates for policy interventions, including financial support and access to resources, to address these socioeconomic disparities and improve educational outcomes for learners from low-income families. These insights reinforce the argument that parental socio-economic factors critically shape academic outcomes.

In Kenya, Njuguna (2021) examined the socio-economic status (SES) factors influencing public primary school performance in Murang'a South Sub-County, Kenya. The research identified several critical SES factors that significantly hindered academic success among students. Low parental education levels were found to limit the ability of parents to provide academic support and guidance to their children. Inadequate household income restricted access to essential educational resources, such as textbooks, private tutoring, and extracurricular activities. Additionally, job instability and low-wage employment worsened families' financial constraints, limiting students' academic support. These findings reveal the complex link between socio-economic factors and education, underscoring the need for targeted interventions to improve academic performance in low-income areas.

Answar and Biutha (2022) explored the impact of low income on learners in Lamu East Sub-County, Kenya. The study revealed several key challenges faced by family's dependent on small-scale fishing and the informal sector. One significant finding was the issue of frequent absenteeism, which was often attributed to families' inability to pay outstanding school levies. This financial burden hindered students' consistent attendance and disrupted their academic progress. The research also highlighted the broader impact of economic instability, as families in the informal sector had limited access to resources, making it difficult for them to fully support their children's education. These challenges contributed to a cycle of educational disadvantages for many learners.

A study by Wambugu and Gichaga (2022) examined the relationship between household income, parental education, and student performance in public secondary schools in Nakuru County. Their findings revealed that students from higher-income families, particularly those with more educated parents, tended to perform better academically. This was largely attributed to enhanced access to educational resources, greater parental involvement, and a more conducive home learning environment. Such findings align with a broader body of research that underscores socio-economic factors as key determinants of educational outcomes.

In rural Kisumu County, Kenya, Chege, and Otieno (2021) investigated the influence of parental occupation and the availability of learning materials on students' academic performance. Their findings revealed that students from families with stable parental employment and sufficient access to essential educational resources demonstrated superior academic achievement. These results emphasize the crucial role of financial stability and active parental engagement in promoting academic success, particularly in resource-constrained environments.

In Isiolo County, significant educational challenges are linked to socio-economic disadvantages. The Isiolo County Integrated Development Plan (CIDP) 2023–2027 reports a literacy rate of 49.0%, well below the national average of 85.9%, and school enrollment at 49.0% compared to 74.8% nationally (Isiolo County Government, 2023). The county's per capita GDP of approximately USD 316 is far lower than the national USD 1,678, reflecting pervasive poverty that limits educational investment. About 80% of the population relies on livestock production and agro-pastoralism, livelihoods vulnerable to drought and market fluctuations, leading to unstable incomes and reduced prioritization of schooling. The Isiolo County Education Office (2019) attributes academic difficulties among pastoralist learners to low household income, limited parental education, and scarce learning resources. Furthermore, Muchunku (2020) highlights the direct impact of parental occupation, home environment, and family attitudes on learner retention and performance. These socio-economic factors underpin the academic disparities in public secondary schools in Isiolo Sub-County.

These findings underline the complex connection between socio-economic factors and educational outcomes. They stress the importance of targeted efforts to remove barriers and boost academic success in low-income communities. To understand the root causes of these disparities, a deeper analysis of the elements that define socio-economic status (SES) and how they influence learner's educational experiences is necessary. SES includes interconnected factors such as household income, parental education, and occupation, which together shape a family's social and economic standing. Besides these core aspects, SES also involves access to educational resources, quality housing, and supportive community networks, factors that greatly impact a child's academic path (OECD, 2022). These broader indicators create an environment that can either promote or hinder effective learning.

Research indicates that students from higher socio-economic status (SES) backgrounds experience significant advantages that positively influence their learning outcomes. These advantages include greater access to educational resources, increased parental involvement in their education, and supportive home environments that foster academic growth (Di Pietro, Biagi & Costa, 2020). Conversely, children from low-SES families often lack these resources, creating early academic disadvantages. Academic performance, reflected in grades and test scores, is shaped not only by individual effort but also by resource availability, learner motivation, school engagement, and educational aspirations (Zhang & Luo, 2024; OECD, 2022). Longitudinal studies consistently highlight the impact of these factors on students' overall educational outcomes.

Table 1

Parental Socio-Economic Status and Learners' Performance, 2020–2024

Social-economic setting	Learner Academic Achievement	Performance Indicators	Percentage rate
Low Income	Below Average	High absenteeism, limited learning resources, and low parental literacy	42%
Medium income	Average	Moderate access to resources, basic parental involvement	59%
High income	Above Average	Private tutoring, parental supervision, and access to technology	74%
Other Classification	Varies	Irregular schooling, severe resource deficits	48%
Overall Trend	Improving	Gradual improvement due to policy and NGO support	63%

Source*: AKNEC Isiolo County Exam Reports (2020–2024)*

As shown in Table 1, learners from low-income households, mainly pastoralist and informal sector families, scored below average (42%) due to absenteeism, limited resources, and low parental literacy (Answar & Biutha, 2022; Isiolo County Government, 2023). In contrast,

high-income learners, whose parents are in formal jobs or business, scored higher (74%) due to access to tutoring, digital tools, and parental support (Wambugu & Gichaga, 2022). Middle-income learners averaged 59%, while marginalized or nomadic learners had varied scores (48%) due to irregular attendance and external aid reliance. Despite an overall mean rise to 63% by 2024, socio-economic performance gaps persist in Isiolo.

The reviewed global, regional, and local evidence consistently demonstrates that socio-economic status, particularly parental income, education, and occupation, remains a critical determinant of learner's academic performance. While higher-SES families can provide resources, stable home environments, and sustained educational support, learners from disadvantaged backgrounds continue to face systemic barriers such as poverty, absenteeism, and limited access to learning materials. The Isiolo County case further illustrates that despite modest improvements in performance due to policy and NGO interventions, deep-rooted inequalities persist, especially among pastoralist and low-income households. These patterns underscore the urgency of examining how parental socio-economic factors shape educational outcomes in Isiolo Sub-County. Against this backdrop, the present study sought to investigate the influence of socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya.

1.2 Statement of the Problem

Education is widely acknowledged as a fundamental driver of individual empowerment and societal progress. However, persistent socio-economic disparities continue to limit equitable academic achievement, particularly among learners from low socio-economic status (SES) families worldwide (UNESCO, 2021; UNICEF, 2020). In Isiolo Sub-County, this disparity is especially pronounced, where many students face significant barriers, including inadequate

learning resources, poor nutrition, long distances to school, and unstable home environments (Isiolo County Government, 2023). These challenges contribute to low academic performance, high dropout rates, and irregular attendance among disadvantaged learners, perpetuating cycles of poverty and social inequality in the region (Answar & Biutha, 2022; Brew et al., 2021). The outcry from educators, policymakers, and community centers highlights the urgent need to address socio-economic inequities that continue to undermine the right to quality education for all learners.

Although numerous studies have documented the connection between parental SES and academic outcomes worldwide, a significant gap in understanding specific to local contexts remains, especially in marginalized and pastoralist areas like Isiolo. For example, research in the United States (UC Berkeley, 2024) and Australia (PISA, 2022) highlights systemic barriers and widening academic disparities related to socio-economic factors but fails to provide localized, practical interventions that address the unique cultural and infrastructural realities of rural communities. Studies in the UK (Vadivel, 2023) and Kenya (Njuguna, 2021) have focused on parental involvement and socio-economic challenges. However, they do not sufficiently explore the particular dynamics of pastoralist livelihoods and educational infrastructure gaps found in Isiolo. This knowledge gap hampers the development of effective, culturally appropriate strategies to support students from low-SES backgrounds in these areas.

Moreover, existing research often employs broad quantitative approaches or national-level analyses that fail to capture the nuanced socio-cultural and environmental factors influencing academic performance at the local school level in Isiolo. There is a methodological gap in employing mixed or qualitative methods that could better illuminate the lived experiences of learners and their families, providing deeper insight into how parental income, education,

occupation, and resource provision concretely affect learning outcomes. Without such detailed, contextually grounded data, policy responses risk being generic and ineffective for addressing the distinct challenges faced by Isiolo's marginalized learners.

Therefore, this study aimed to fill these gaps by conducting an in-depth investigation into the socio-economic factors affecting learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Specifically, the research sought to explore how parental SES components influence educational outcomes within the unique pastoralist context, thereby providing evidence-based recommendations for tailored interventions. In doing so, the study aimed to contribute to reducing educational inequality in Isiolo, empower disadvantaged learners, and inform policies that promote inclusive and equitable quality education in marginalized regions.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of parental socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Parental socio-economic status was examined through four key indicators: income, education level, occupation, and provision of learning resources. The goal was to develop context-specific, evidence-based strategies that could improve educational outcomes, reduce performance disparities, and promote equitable access to quality education in marginalized communities.

1.4 Objectives of the Study

To achieve its purpose, the study was guided by the following objectives:

i. To assess the influence of parental income on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya.

ii. To investigate the influence of parental education level on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya.

iii. To examine how parental occupation influences learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya.

iv. To examine how parental provision of learning resources influences learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya.

1.5 Research Questions

In line with the objectives of the study, the following research questions guided the investigation:

i. How does parental income influence learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya?

ii. How does parental education level influence learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya?

iii. How does parental occupation influence learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya?

iv. What is the influence of parental provision of learning resources on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya?

1.6 Hypotheses of the study

The study was guided by the following hypotheses formulated to test the relationship between various aspects of parental socio-economic status and learner's academic performance.

i. H_{01}: There is no significant relationship between parental income and learner's academic performance in public secondary schools in Isiolo Sub-County.

H_{11}: There is a significant relationship between parental income and learner's academic performance in public secondary schools in Isiolo Sub-County.

ii. H_{o2}: There is no significant relationship between parental education level and learner's academic performance.

H_{12}: There is a significant relationship between parental education level and learner's academic performance.

iii. H_{o3}: There is no significant relationship between parental occupation and learner's academic performance.

H_{13}: There is a significant relationship between parental occupation and learner's academic performance.

iv. H_{o4}: There is no significant relationship between parental provision of learning resources and learner's academic performance.

H_{14}: There is a significant relationship between parental provision of learning resources and learner's academic performance.

1.7 Significance of the Study

This study sought to benefit a wide range of stakeholders, including parents, students, teachers, school administrators, policymakers, the Ministry of Education, researchers, and the academic community. It investigated how socio-economic factors influence education, with a particular focus on marginalized areas such as Isiolo. The study elicited valuable insights that deepen understanding of these factors and can guide efforts to advance equitable access to quality education.

The study's findings may help policymakers, including government education officials, local government authorities, and legislators, address disparities in educational access and achievement. It is anticipated that the data will inform fair resource allocation and guide

initiatives to support underprivileged communities. Policy advisors and NGO leaders may also use these insights to develop targeted policies and programs that promote educational equity.

Educators are expected to benefit from the study in several ways. Teachers may apply the insights to enhance their instructional methods and better address the challenges students face, fostering greater engagement and improved academic outcomes. School administrators can use the findings to allocate resources more effectively, cultivate supportive learning environments, and strengthen partnerships with parents. Curriculum developers may design more inclusive programs that respond to diverse learner needs and help reduce the effects of socio-economic disadvantage.

Parents may gain a clearer understanding of how their socio-economic circumstances and involvement influence their children's education, empowering them to take a more active role in supporting learning. The study is also expected to benefit students by providing insights that could inform improved teaching strategies, more equitable resource allocation, and targeted interventions to enhance access to quality education. These efforts may help improve academic performance, reduce poverty, and promote social mobility. Scholars may also build on the findings to advance research on socio-economic factors and educational equity. Additionally, the researcher is expected to gain a deeper understanding of these influences, strengthen analytical skills, and contribute to the development of practical solutions to educational challenges.

1.8 Scope and Delimitations of the Study

The intellectual scope of this study centered on examining how parental socio-economic status (SES), specifically income, education level, occupation, and access to learning resources, influence learner’s academic performance in public secondary schools. The research explored how various socio-economic factors affect educational outcomes from the perspectives of key

stakeholders, including principals, teachers, learners, and representatives from Parents' Associations (PA). Teachers and principals offered professional and institutional insights, while learners and PA representatives shared their experiences at the household level. The study was grounded in Bourdieu's Social Capital Theory, which helps explain how socio-economic factors shape educational opportunities and achievement. The goal was to contribute to academic discussions on educational equity, especially in marginalized and under-resourced communities.

This study was geographically delimited to Isiolo Sub-County, Kenya, focusing exclusively on public secondary schools. It excluded private and primary schools, as well as institutions outside the sub-county, to ensure focused and context-specific analysis. Only teachers, principals, learners, and PA representatives within these public secondary schools were involved. Ministry of Education officials and other education officers were excluded to maintain the study's focus on school and household-level dynamics. These spatial and participant boundaries were intended to enhance the depth, relevance, and reliability of the findings within the defined local educational context.

1.9 Theoretical Framework

This study is based on Pierre Bourdieu's Social Capital Theory, as explained in "The Forms of Capital" (Bourdieu, 1986). Bourdieu contends that educational outcomes are influenced not only by material resources but also by intangible assets passed through families. He identifies three types of capital: economic capital (encompassing financial and material resources), cultural capital (including educational credentials, knowledge, language, and values), and social capital (comprising networks and relationships that provide access to resources and opportunities). The unequal distribution of these types of capital across social classes affects students' academic

performance, often reinforcing existing social inequalities within education systems (Tan, Li, & Gao, 2023).

Bourdieu's theory provides a useful framework for understanding how parental socio-economic status (SES) affects learner's academic performance. SES is conceptualized through four dimensions: income, education, occupation, and provision of learning resources, each linked to forms of capital in Bourdieu's model. Parental income reflects economic capital, enabling access to school fees, materials, and supportive home environments, while education represents cultural capital that fosters academic support and engagement. Occupation and learning resources combine social, symbolic, economic, and cultural capital, offering networks, prestige, and tools that enhance learning. This framework highlights how unequal access to these capitals contributes to educational disparities and guides equity-focused interventions.

1.9.1 Strengths of Bourdieu's Social Capital Theory

Bourdieu's Social Capital Theory offers several strengths in understanding how parental socio-economic status affects learner's academic performance. It provides a comprehensive framework that integrates economic, cultural, and social capital. This all contributes to educational outcomes (Gentry et al., 2025). Unlike approaches focusing solely on financial resources, Bourdieu's theory highlights the importance of intangible assets such as cultural values and social networks that are often overlooked but play a crucial role in shaping educational experiences and outcomes (Ramsey, 2025). For example, the values parents place on education (cultural capital) and their engagement with the school community (social capital) can significantly influence a learner's academic journey (Filipovic, 2023). Scholars further note that social capital fosters social support and access to resources, which are vital for academic success and reducing inequalities within education systems (Schwartz et al., 2023). This theoretical

framework is particularly relevant in contexts like Kenya, where parental resources, networks, and social involvement strongly influence educational attainment, providing a nuanced lens to examine the complex interplay of socio-economic factors in education (Gentry et al., 2025; Filipovic, 2023).

1.9.2 Weaknesses of Bourdieu's Social Capital Theory

Bourdieu's Social Capital Theory provides a solid foundation for analyzing how parental socio-economic status impacts academic performance. However, scholars highlight its limitations, including an underemphasis on individual learner motivation and resilience, vital for success despite socio-economic barriers (Social Capital Research, 2024). To address this, the study incorporated qualitative insights from principals and PA representatives to capture personal and contextual factors influencing achievement. Measuring social and cultural capital is challenging due to their intangible and context-specific nature (Social Capital Research, 2024). This limitation was mitigated by using structured tools with clear indicators, such as parental involvement and access to learning resources. Additionally, the theory tends to overlook external influences such as school quality and financial aid (Simply Psychology, 2025). This was addressed by the use of metrics like teacher qualifications, infrastructure, scholarship access, and neighborhood effects. Despite these limitations, the theory remained essential in understanding how family background shapes academic outcomes.

1.9.3 Application of Bourdieu's Social Capital Theory

The relevance of Bourdieu's Social Capital Theory (1986) to this study lies in its emphasis on the interplay of economic, cultural, and social capital in shaping educational outcomes. This theory was used to conceptualize parental socio-economic status through four key indicators: income, education levels, occupation, and provision of learning resources. In the

context of this study, Bourdieu's theory provided insight into how these forms of capital influence the resources, opportunities, and support available to learners, ultimately affecting their academic performance. Economic capital, captured through income and occupation, determines a family's ability to afford essential academic resources such as textbooks, school fees, and a conducive home study environment. Cultural capital, reflected in parental education and values, shapes attitudes toward learning and parents' ability to support schoolwork and engage in school activities. Social capital, embedded in networks and relationships, offers learners access to mentorship, peer support, and educational guidance. By applying this theory, the study explored how learner's academic outcomes in public secondary schools in Isiolo Sub-County are affected by these parental factors.

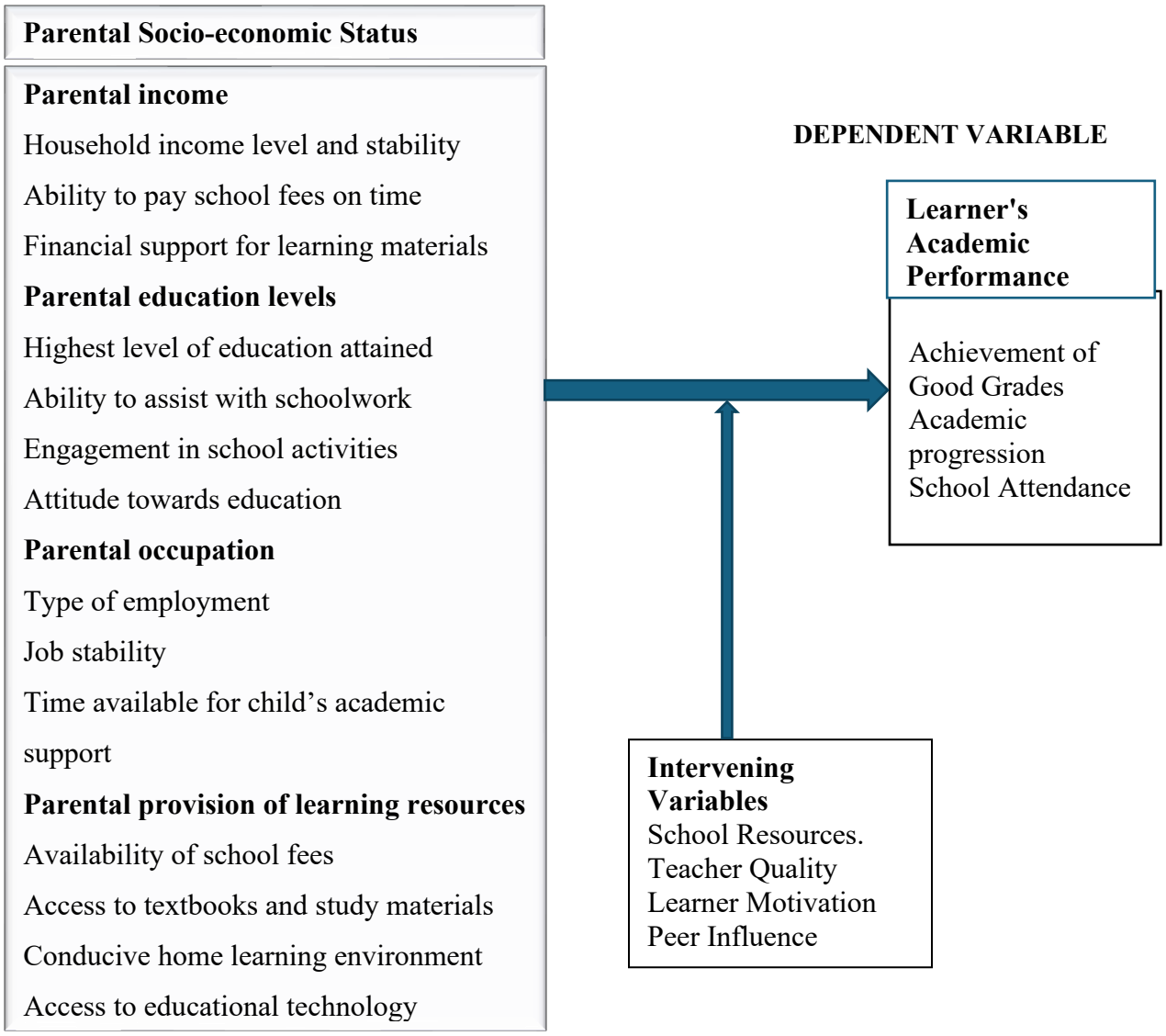
1.10 Conceptual Framework

A conceptual framework systematically organizes and interprets key concepts and variables in a study, establishing their relationships based on existing theories or models. It offers both visual and narrative representations of the theoretical foundation guiding the research (Shikalepo, 2023). Figure 1 illustrates this.

Figure 1

Conceptual Framework of Parental Socio-economic Status and Learner's Academic Performance

INDEPENDENT VARIABLE



Source: ***Researcher, 2025***

This conceptual framework shows how parental socio-economic status (SES) influences learners' academic performance. The independent variable, parental SES, is measured by income, education, occupation, and learning resources. The dependent variable, academic performance, is measured by good grades, academic progression and school attendance. Intervening variables teacher quality, learner motivation, and peer influence, may affect this relationship. Parental income, through earnings, stability, and timely support, enhances

educational engagement. Parental education, shown by the highest level attained and involvement, promotes a supportive home learning environment. Occupation, determined by job type and stability, affects parental involvement in education. The Provision of Learning Resources, textbooks, fees, study space, and technology equips learners for effective study and improves academic outcomes. However, factors like teacher quality, school resources, learner motivation, and peer influence can strengthen or weaken the impact of parental SES. Poor teaching or infrastructure may reduce its effect, while motivated learners may excel despite low SES. Conversely, negative peer influence can hinder performance even with strong parental support.

1.11 Operational Definitions of Key Terms

Learner Academic Performance: Measurable academic outcomes, reflected in grades and academic progression.

Parental Education Level: The Highest education attained by parents, influencing their ability to support schoolwork, engage in school activities, and value education.

Parental Income: Household financial resources that affect academic success through income level, stability, and ability to support education expenses.

Parental Occupation: Parents' employment type and stability, which affect their availability and involvement in their child's education.

Parental Provision of Learning Resources: Support parents provide through fees, textbooks, a supportive home environment, and access to educational technology.

Parental Socio-Economic Status: A parent's economic, cultural, and social position shaped by income, education, occupation, and access to resources, which influences their child's academic opportunities and outcomes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the theoretical framework and reviews relevant literature aligned with the study's objectives. It discusses Human Capital Theory and Ecological Systems Theory, followed by a review of empirical studies at the global, regional, and local levels. The chapter concludes by identifying existing research gaps addressed by this study.

2.2 Review of Related Theories

Human Capital Theory, proposed by Becker (1964), conceptualizes education as an investment that yields returns in the form of enhanced human productivity. The theory suggests that parents' socio-economic status (SES) influences their capacity to invest in their children's education. Higher-income families are better positioned to provide quality schooling, learning materials, and enrichment activities, all of which contribute to improved academic outcomes. This perspective is reinforced by Kim and Lee (2021), who demonstrate how socioeconomic status (SES) shapes educational access and success, supporting Becker's view on the pivotal role of economic resources in academic development.

A key strength of Human Capital Theory is its clear association between parental socio-economic status (SES) and educational investment, providing a strong basis for understanding how unequal resource access contributes to academic disparities (Becker, 1964). The theory helps educators and policymakers recognize the importance of parental contributions, such as financial support and extracurricular engagement, in promoting academic success, particularly in high-SES households (Kim & Lee, 2021). Additionally, its wide applicability supports the use of

SES-targeted interventions. Blanden et al. (2022) argue that strategic investment in education for low-SES learners can reduce inequality and enhance social mobility.

Despite its value, Human Capital Theory has been critiqued for oversimplifying the relationship between socioeconomic status (SES) and academic achievement. It tends to prioritize material resources while overlooking emotional, psychological, and social influences on learning (Educational Psychology Review, 2024). Consequently, scholars have integrated complementary theories, such as Bourdieu's Social Capital Theory, which emphasizes the role of social networks, cultural capital, and family relationships in shaping educational outcomes (Bourdieu, 1986; Blanden et al., 2022). Notwithstanding its criticisms, Human Capital Theory remains a relevant and robust framework for analyzing the influence of parental socioeconomic status (SES) on academic achievement. It effectively links material investment to educational outcomes and provides a suitable lens for evaluating the role of parental financial support in shaping learner performance in public secondary schools.

Ecological Systems Theory, developed by Bronfenbrenner (1979), provides a comprehensive framework for understanding child development through a set of interrelated environmental systems. These include the microsystem (e.g., family and school), the mesosystem (interactions among microsystems), the exosystem (indirect influences such as parental workplaces), and the macrosystem (broader cultural, social, and economic conditions). These nested systems collectively shape developmental and academic outcomes. For example, parental socioeconomic status (SES) directly affects the microsystem by influencing the home environment, availability of educational resources, and levels of parental involvement (Han et al., 2022).

A major strength of Ecological Systems Theory is its comprehensive lens for analyzing the multifaceted influences on academic performance (Bronfenbrenner, 1979). The theory illustrates how socioeconomic status (SES) operates within interconnected systems, school, family, and community to shape learner outcomes (Şengönül, 2021; Jansen, 2023). High-SES families often access stable, resource-rich environments that support achievement. Furthermore, the theory's emphasis on macro-level structures, such as public policy and societal norms, highlights the broader context shaping educational opportunity, particularly for marginalized groups (Yang & Oh, 2024).

Ecological Systems Theory has been critiqued for its limited attention to individual agency, often overlooking personal attributes such as motivation, resilience, and cognitive ability (Han et al., 2022). Its broad, systemic scope also makes it difficult to isolate the specific impact of socioeconomic status (SES) on educational outcomes, a concern acknowledged by Bronfenbrenner (1979) and echoed by Elliott and Davis (2023). Nonetheless, the theory remains a valuable tool for examining the complex interplay of SES-related influences on academic performance, aligning with this study's objectives. Its extensive validation in educational research reinforces its relevance. Bourdieu's Social Capital Theory complements this framework by emphasizing how family networks and habitus shape behavior, motivation, and access to opportunity (Bourdieu, 1986). Together, these theories offer a multidimensional perspective on how parental socioeconomic status (SES) influences learner outcomes across material, environmental, and social domains.

2.3 Review of Empirical Literature

This section reviews empirical studies on the influence of parental socio-economic status on learner's academic performance at global, regional, and local levels. It highlights key findings

on how parental income, education, and occupation affect learner outcomes. In addition to presenting key findings, the reviews uncover important gaps in existing research.

2.3.1 Parental Income on Learner's Academic Performance

Parental income plays a crucial role in shaping learners' academic achievement, as outlined by Human Capital Theory (Becker, 1964), which views parental investment in education through time, finances, and resources as essential to academic development. Blanden et al. (2022) emphasize income as a key factor influencing the quality and breadth of educational opportunities, while Eizmendi Larrinaga and Reyes (2025) highlight that financial stability, such as through well-timed monetary transfers, supports effective learning environments and long-term human capital outcomes. Nevertheless, these perspectives often understate other influential factors such as parental education, cultural background, and community support, which are integral to a holistic understanding of academic performance. This current study defines parental income as the financial resources available to families that facilitate access to quality education and enrichment opportunities. It emphasizes the direct impact of financial capacity on educational support and positions income as a crucial factor in fostering an environment conducive to academic success.

Empirical evidence strongly supports this framework. Chetty et al. (2020) conducted a large-scale study in the United States examining the relationship between parental income, college enrollment, and post-college earnings. By analyzing de-identified tax records of approximately 20 million individuals born between 1980 and 1982, they identified a significant correlation between parental income and college placement. Their findings revealed that, despite possessing comparable academic qualifications, students from low-income families were

disproportionately underrepresented in elite institutions. This stresses the persistent impact of socio-economic disparities on access to higher education.

While Chetty et al.'s study offers valuable insights into the long-term effects of income on educational outcomes, it primarily focuses on higher education within a U.S. context. In contrast, the current study focused on the secondary school level, where academic foundations are laid, and used a mixed-methods approach to capture both quantitative trends and qualitative insights. By situating the research within the rural setting of Isiolo Sub-County, Kenya, this study aimed to generate localized insights into how parental socio-economic status influences academic performance in public secondary schools. This area remains underexplored, making such context-specific analysis valuable.

Wiborg and Grätz (2022) conducted a study in Norway, exploring the influence of parental income and wealth on children's academic performance using national register data and quantile regression models. Their findings revealed that financial resources exerted a disproportionately positive effect on lower-achieving students, underscoring the compensatory role of economic capital in educational attainment. Their study was conducted within a high-income European context and relied on administrative datasets and advanced statistical techniques. Despite these contextual and methodological differences, the findings contribute meaningfully to the growing global discourse on the socio-economic determinants of academic success. Building on this foundation, the present study shifted the focus to a lower-income context of public secondary schools in Isiolo Sub-County, Kenya. It investigated how parental income, as a component of broader socio-economic status, shapes learner's academic outcomes. The study employed a cross-sectional design and used both surveys and interviews to collect

primary data. By doing so, it addressed critical contextual and methodological gaps, offering localized insights into a globally relevant issue.

In their 2022 study in Nongoma, South Africa's Zululand District, Iwaloye et al. explored the impact of poverty traps on the academic performance of secondary school students. The study adopted a mixed-methods approach, targeting teachers and students in five public high schools. Using purposive sampling, the researchers selected five teachers, one per school, and fifty students. Data were collected through both qualitative and quantitative methods. The findings indicated that poverty traps such as financial hardship, low learner motivation, and school dropout significantly hindered academic performance. The study emphasized the need for joint efforts among stakeholders to improve infrastructure, redistribute resources, and shift learners' mindsets. Iwaloye et al.'s (2022) study offers significant insights into the impact of poverty on educational outcomes. Building on this foundation, the current study was conducted in Isiolo Sub-County, Kenya, with a specific focus on parental socio-economic status, rather than on general poverty-related factors. Although both studies adopt mixed methods approaches, the present research broadened its scope by engaging a more diverse sample from public secondary schools in a rural Kenyan setting.

Masereka, Tukur, and Abdul-Rahim (2023) conducted a study in the Kitswamba and Rugendabara-Kikongo Town Councils of Kasese District, Uganda. The study aimed to examine how family income affects the academic performance of secondary school students. Using a cross-sectional survey design, the study targeted students and head teachers in selected secondary schools. Data were collected from 286 students and five head teachers through structured questionnaires. The findings revealed a strong positive correlation between higher family income and improved academic performance. Wealthier students benefited from better

access to learning resources, regular attendance, and supportive home environments. In contrast, learners from low-income families faced challenges like irregular attendance and limited educational support, which negatively impacted their academic outcomes.

While the previous study provides valuable insights into the impact of family income on academic performance, it focuses primarily on a specific region in Uganda and offers limited exploration of other socio-economic factors. The present study aimed to bridge this gap by examining the broader influence of parental socio-economic status on academic performance in public secondary schools in Isiolo Sub-County, Kenya. Using a convergent parallel design, the study integrated both quantitative and qualitative data. This approach provided a comprehensive understanding of how socio-economic factors impact learner's academic success in this context.

Ngangi, Mwania, and Cheloti (2023) investigated how parental income affects students' academic performance in public secondary schools in Kangundo Sub-County. Using Epstein's (1995) Framework of Six Types of Parental Involvement, they applied a descriptive survey design targeting 27 public schools. The study involved 27 school heads, 27 parents' association chairpersons, 339 teachers, and 2,663 Form Three students, with a sample of 498 respondents. Census sampling was used for school heads and chairpersons, while stratified random sampling was used for teachers and students. Data were collected through questionnaires and interviews. Validity was ensured through expert review and piloting, and reliability was assessed using the test-retest method. Data analysis using SPSS (version 26.0) showed a moderate positive correlation between parental income and academic performance. This indicated that income has a significant impact on learner outcomes.

While the previous study relied on Epstein's framework, this current research adopted Bourdieu's Socio-Economic Theory for a broader analysis of parental influence on academic

performance in Isiolo Sub-County. Unlike Epstein's focus on parental involvement, Bourdieu's theory examines structural inequalities, including social, economic, and cultural capital. This allowed for a deeper understanding of how access to resources, parental education, and occupational status shape learning outcomes beyond direct school engagement.

A study conducted in Kenya by Muchunku, Nelson, and Beatrice (2020) investigated the effect of household income on pupil retention in public day primary schools in Isiolo County. Using a correlational research design, they analyzed data from 3,594 Standard Seven pupils and 546 teachers across 91 schools. The study revealed a significant positive relationship between parental income and pupil retention. It indicated that higher household income increases the likelihood of learners remaining in school. While this study provides important insights into the impact of parental income on retention in primary schools, it does not address the broader socio-economic factors that affect academic performance. This is particularly true for secondary schools, where other factors may play a more significant role. The current research sought to bridge this gap by focusing on public secondary schools in Isiolo Sub-County. It examined how broader dimensions of parental socio-economic status, such as education, income, occupation, and access to learning resources, affect academic performance.

2.3.2 Parental Education Level on Learner's Academic Performance

Parental education level plays a pivotal role in shaping learners' academic experiences and outcomes. It refers not only to the highest level of formal education attained by parents but also to their ability to support their children's learning. This includes informed commitment and the provision of resources. Tieben et al. (2024) highlight its direct influence on academic performance, including grades, attendance, and student engagement. Similarly, Degree Lamar University (2024) emphasizes the role of educated parents in fostering a learning-centered home

environment. However, a purely academic view may miss important aspects of parental involvement. Fan and Chen (2025) argue that parental education extends beyond formal credentials to include active participation in activities like reading at home and attending school events. Putra et al. (2025) add that the impact of parental education is shaped by broader socio-economic conditions, particularly income and access to resources, which influence the quality and consistency of educational support.

Guided by these perspectives, the current study defined parental education level as the highest formal education attained by parents. It also considers their ability to foster academic success through active engagement and resource support within the constraints of their socio-economic context. This definition encompasses both the foundational and practical aspects of parental education, offering a deeper and more nuanced understanding of its impact on learner achievement.

Building on this conceptual framework, Bhandari and Timsina (2024) conducted a study in Nepal's Makawanpur District to examine the impact of parental education on students' academic performance. Using a cross-sectional survey, Bhandari and Timsina (2024) collected data from 386 students in 14 high schools. Linear regression showed a strong positive correlation between parental education and academic performance ($R = 0.711$), accounting for 50.5% of the variance ($R^2 = 0.505$). The results were statistically significant ($f = 97.185$, $p < 0.05$), confirming its critical role in student achievement.

Bhandari and Timsina's study, conducted in Nepal, focused solely on parental education using a quantitative approach. In contrast, the current research was undertaken in Isiolo Sub-County, Kenya. It examined a broader range of socio-economic factors, including income, education, occupation, and access to learning resources. It also used a mixed-methods approach

and convergent parallel design to capture statistical trends and lived experiences, addressing methodological and contextual gaps.

Hidayatullah and Csíkos (2024) conducted a study in Surabaya, Indonesia, to explore how students' beliefs, parental education, attitudes, and motivation relate to mathematics achievement. The study employed quantitative design using structural equation modeling to analyze data collected from 894 randomly selected fifth- and sixth-grade students across 30 classes in six schools. Structured instruments measure students' beliefs, parental education, attitudes, motivation, and math achievement. Findings showed that beliefs significantly influenced achievement both directly ($\beta = 0.20$, $p < 0.001$) and indirectly through attitude ($\beta = 0.31$, $p < 0.001$) and motivation ($\beta = 0.08$, $p = 0.01$). Parental education was positively associated with students' achievement ($\beta = 0.17$, $p < 0.001$) and motivation ($\beta = 0.07$, $p = 0.04$), although its indirect effect on achievement through motivation was not significant. While Hidayatullah and Csíkos (2024) focused on parental education and student beliefs in mathematics achievement using quantitative analysis, the current study took a broader perspective. It adopted a mixed-methods approach to explore the influence of parental socio-economic status, including income, education, occupation, and provision of learning resources, on general academic performance in Isiolo Sub-County. This ensured a deeper, contextually relevant analysis beyond statistical associations, addressing conceptual, methodological, and contextual gaps in research on marginalized communities.

A study by Amusan (2022) investigated the influence of parental education on students' academic performance in public senior secondary schools within the Abuja Municipal Area Council (AMAC), Nigeria. The study adopted a descriptive survey design and targeted students from 12 out of the 24 public senior secondary schools in AMAC. Data were collected using a

structured instrument titled the “Parental Education Position Questionnaire” (PEPQ). The findings revealed a significant relationship between parental education and academic performance, indicating that higher parental education levels positively influence student achievement. While Amusan (2022) examined parental education in Nigeria using only structured questionnaires, the present study addressed this gap by exploring the influence of parental occupation, an aspect of socio-economic status, on learner’s academic performance in public secondary schools in Isiolo Sub-County, Kenya. It adopted a cross-sectional design and employed both surveys and interviews to generate richer, context-specific data.

Namukose and Sendagi (2024) investigated the impact of parental education on pupils’ academic performance in primary schools in Pallisa District, Uganda. The study employed a mixed-methods approach, targeting a population of 401 and sampling 196 respondents. The sample consisted of 3 headteachers, 34 teachers, 1 District Education Officer, 56 members from the Parents-Teachers Association (PTA) and School Management Committee, and 102 Primary Seven pupils. Purposive and simple random sampling techniques were used. Data were collected through questionnaires and interviews. The study found that parental education significantly influences academic performance. This impact is particularly evident through active involvement in homework, assisting with school tasks, responding to school communication, and fostering a supportive home learning environment. Namukose and Sendagi’s (2024) study sheds light on the role of parental education in primary school performance. In contrast, the current study focused on secondary education and adopted a broader perspective by examining additional socio-economic factors such as parental income, occupation, and access to learning resources in Isiolo Sub-County.

In a study conducted in Temeke District, Dar es Salaam Region, Tanzania, Masumbuko (2023) explored the influence of parental involvement on pupils' academic performance in public primary schools. Employing a descriptive cross-sectional design, the research utilized both qualitative and quantitative approaches and drew data from head teachers, academic teachers, class teachers, parents, and pupils. Data collection methods included semi-structured interviews, questionnaires, and document reviews. The findings revealed that parental involvement, intricately linked to the parents' level of education, had a significant impact on learner's academic outcomes. While the focus was on primary education, the present study extended this line of inquiry to public secondary schools in Isiolo Sub-County, Kenya, specifically examining how parental education, as a key dimension of socio-economic status, affects academic performance.

Chemagosi (2020) carried out a study in Nandi County, Kenya, to investigate how parental education affects the academic performance of pre-primary learners, prompted by concerns over minimal parental involvement in education. The study was guided by Epstein's Parental Involvement Theory and utilized a descriptive survey design. From a target population of 500 head teachers, 1,000 teachers, and 10,000 parents, a sample of 50 head teachers, 100 teachers, and 100 parents was selected using purposive, stratified, and random sampling techniques. Data were gathered using questionnaires, interview guides, and focus group discussions. Validity was ensured through content and face validity, while reliability was tested using the split-half method. Quantitative data were analyzed using descriptive and inferential statistics, and qualitative data were analyzed thematically. The findings indicated a strong positive relationship between parental education and learner achievement. Higher parental education levels led to more active involvement and better academic performance among

children. While Chemagosi (2020) focused on pre-primary schools in Nandi County using Epstein's framework, the current study examined how parental education influences academic performance in public secondary schools in Isiolo Sub-County. It applied Social Capital Theory to explore parental socio-economic factors on student achievement within Isiolo's unique socio-economic and cultural context.

Abdinoor (2012) examined socio-economic, socio-cultural, and school-based factors affecting KCSE performance in Isiolo County, Kenya, to address persistent low academic outcomes. Using a descriptive survey design, the study targeted 527 individuals, sampling 124 respondents, including students, teachers, headteachers, and quality assurance officers. Data were collected through questionnaires, interviews, and observation schedules, guided by the Education Production Function (EPF) theory. The results showed that parental education positively influenced performance, while poverty, cultural practices, and poor school conditions hindered achievement. While Abdinoor's study highlights factors like parental education and socio-economic challenges, it does not explore broader dimensions of parental socio-economic status, such as income, occupation, and access to learning resources. The present study sought to bridge this gap by examining these factors as key determinants of academic performance in public secondary schools in Isiolo Sub-County. Guided by Bourdieu's Social Capital Theory and adopting a mixed-methods approach, the research examined how family background and social networks influence learner's outcomes.

2.3.3 Parental Occupation on Learner's Academic Performance

Parental occupation is a core element of socio-economic status that directly affects learners' school attendance and academic performance. Chetty et al. (2020) argue that parents in stable, formal employment provide greater financial security and consistent support, promoting

regular attendance. In contrast, those in informal or unstable jobs often face financial strain and time constraints, limiting their capacity to support education. Shah et al. (2021) add that skilled or professional occupations are linked to stronger educational values and engagement. Demanding or insecure jobs reduce parents' ability to contribute effectively to their children's schooling. McCredie (2025) highlights the role of school-family partnerships in offsetting these challenges through additional support. This current study defined parental occupation as the type and stability of a parent's employment, reflecting their ability to offer financial support, time, educational encouragement, and access to social or institutional support. This definition captured both the material and relational aspects of parental involvement relevant to school attendance.

Shah and Hussain (2021) conducted a study in the Srinagar district of Jammu and Kashmir, India. The study examined how parental occupation affects students' academic achievement and school attendance. The study aimed to identify the impact of diverse types of parental occupations, adopting a qualitative research design and targeting students from various educational institutions, with a sample size of 250 respondents. Data were collected using a structured interview schedule that included both closed and open-ended questions, supported by non-participant observation. Their findings showed that students whose parents held high-status jobs, such as government or professional roles, performed better academically due to greater support and access to resources. Students from lower-status occupations struggled due to financial limitations. Shah and Hussain's study focused solely on parental occupation and used a qualitative approach. The current study adopted a mixed-methods approach. It employed a convergent design to examine the influence of parental socio-economic status on learner's academic performance and school attendance in public secondary schools in Isiolo County.

Recent research from Australia underscores the important influence of parental occupation and education on students' academic performance and likelihood of attending university. Tomaszewski et al. (2024) investigated these relationships using linked administrative and survey data from the Longitudinal Study of Australian Children. Adopting a quantitative approach, the researchers analyzed data from approximately 4,000 students using multivariate regression models. The study utilized standardized test scores alongside detailed parental occupation and education records. The findings revealed that parental education and occupation each had an independent effect on learners' academic outcomes. When combined, these factors further amplified students' academic performance, with higher socio-economic status linked to better academic results and a greater likelihood of university participation. While this study relied on large-scale longitudinal data and advanced statistical techniques within a high-income context, the current study employed a cross-sectional approach suited to the Kenyan setting. Specifically, it focused on parental occupation as a component of socio-economic status and examined its influence on learner's academic performance in public secondary schools in Isiolo Sub-County. Unlike Tomaszewski et al., who utilized secondary data, this study collected primary data through surveys and interviews to offer context-specific insights.

Understanding how parental socio-economic status influences learner achievement remains a key concern in educational research across various contexts. In Ghana, Oduro-Ofori et al. (2023) explored this relationship by examining the effect of parental socio-economic status on the academic performance of senior high school students in the Sefwi Wiawso Municipality. Using a descriptive survey design, the study targeted 960 second-year students across four senior high schools and collected data from a sample of 203 students through structured questionnaires. The results indicated a significant positive correlation between parents' occupation and students'

academic performance, emphasizing the role of socio-economic background in shaping educational outcomes. Building on these insights, the present study investigated the influence of parental occupation on learner's academic performance in public secondary schools in Isiolo County, Kenya. While Oduro-Ofori et al. relied exclusively on structured questionnaires, the current study adopted a cross-sectional design and incorporated both surveys and interviews to gain a more comprehensive understanding of how parental socio-economic status affects learner achievement in the Kenyan context.

Kyao and Onyango (2024) conducted a study on how parental occupations influence students' academic performance in public secondary schools in Njombe Town Council, Tanzania. Their study was guided by Maslow's Hierarchy of Needs Theory and utilized an embedded research design. The findings highlighted the positive impact of stable parental occupations on learner attendance and academic success. In contrast, unstable jobs were associated with higher absenteeism and lower motivation. Building on these insights, the current study broadened the focus beyond parental occupation to include key socio-economic factors such as income, education level, and access to learning resources. Grounded in Bourdieu's Social Capital Theory, it provided a deeper understanding of how socio-economic status influences student achievement. The study also employed a convergent mixed methods design to categorize parental occupations more precisely and analyze their specific impact on academic performance.

Guyo, Mwirichia, and Kibaara (2022) investigated the influence of parental occupation on parental involvement in public day secondary schools in Moyale Sub-County, Kenya. The study employed a descriptive cross-sectional design and collected qualitative and quantitative data from a sample of 329 students, randomly selected from a population of 1,861. Data were collected using structured questionnaires. The study found that parents with stable, flexible jobs

were more involved in their children's education. Those with demanding or unstable jobs were less engaged. Despite these findings, the study focused on parental involvement but did not explore how parental occupation specifically influences school attendance, a key factor in academic success. The present study addressed this gap by examining the impact of distinct types of parental occupations, formal employment, informal work, and self-employment, on learner's attendance in Isiolo Sub-County. It also broadened the respondent base to include principals, parents, teachers, and learners for a fuller understanding of the relationship between parental occupation and educational involvement.

Lematango and Kathuri (2021) conducted a study in Oldonyiro Division, Isiolo County, in Kenya, to examine the effect of students' socio-economic factors on absenteeism among learners in public primary schools. The study employed a descriptive survey design and exclusively used quantitative data gathered through structured questionnaires administered to teachers. The target population included learners from primary schools within the division, though the sample size was not clearly stated. The findings indicated that poor academic performance and indiscipline, influenced by socio-economic challenges, were the primary contributors to absenteeism.

Unlike the previous study, which used only a quantitative approach, the current study adopted a convergent mixed-methods design guided by Bourdieu's Social Economic Theory. This allowed for both statistical analysis and in-depth qualitative insights from parents, teachers, learners, and school principals. Additionally, while the earlier study did not specifically analyze different parental occupations, the current research categorized them as formal employment, informal work, and self-employment and assessed their direct impact on school attendance and

performance. This approach provided a more holistic understanding of how socio-economic factors influence academic outcomes in public secondary schools in Isiolo sub-county.

2.3.4 Parental Provision of Learning Resources on Learner's Academic Performance

Parental provision of learning resources refers to the material, financial, and environmental support parents offer to enhance their children's educational outcomes. According to Ingosi, Chepkwony, and Kikechi (2024), this includes supplying essential academic tools (e.g., stationery and technological devices) and ensuring that students have the necessary support for studying. Utami (2022) emphasizes the importance of a supportive home environment, including dedicated study space and fostering a positive attitude toward learning. The current study referred to the parental provision of learning resources as the combined material, financial, and environmental support from parents. This will include educational supplies, financial assistance, and the creation of a structured and supportive home learning environment. This definition captured tangible and intangible forms of support essential to academic success.

Ateş (2021) conducted a study in Istanbul, Turkey, to examine the relationship between parental involvement and students' academic achievement. The study employed a meta-analysis design, analyzing data from 53 studies obtained from ProQuest Digital Dissertations, Web of Science, and Education Resources Information Center (ERIC). The aim was to determine the strength of the relationship between parental involvement and academic performance across school levels. The study targeted primary, secondary, and high school students and their families. Data were analyzed using the Comprehensive Meta-Analysis Version 3 (CMA) software, with correlation values standardized using Fisher's z transformation. The findings showed a positive and significant relationship between parental involvement and academic achievement, regardless of school level, subject area, or region. Unlike Ateş's (2021) study, which used secondary data

across diverse regions and focused broadly on parental involvement, the current study was conducted in Isiolo Sub-County, Kenya. It employed a mixed-methods approach to specifically investigate the influence of parental socio-economic status on learner's academic performance in public secondary schools.

Parental involvement in education has long been recognized as a key factor influencing student achievement. In the United States, a study conducted in Kentucky by Gonzalez and Koford (2019) assessed the impact of parental volunteer hours on academic performance in elementary schools. Employing a quantitative design, the researchers analyzed school-level panel data from over 600 public elementary schools spanning the years 2000 to 2017. Their analysis revealed that increased parental volunteer hours were associated with a reduction in the percentage of low-performing students. Additionally, there was an increase in the proportion of high-performing students, suggesting a strong positive effect of time-based parental involvement on academic outcomes. While their study concentrated on direct school-based involvement in a developed and well-resourced setting, the present research focused on the role of parental socio-economic status. Specifically, it investigated the impact of factors such as income, education, occupation, and the provision of learning resources on learners' academic performance in public secondary schools in Isiolo Sub-County, Kenya. By examining this relationship in a rural and marginalized context, the study aimed to contribute new insights into how different dimensions of parental support affect educational outcomes.

Kumah et al. (2024) conducted a study at Kwame Nkrumah University of Science and Technology (KNUST), Ghana, to examine how parental involvement through visits, calls, and encouragement affects tertiary students' academic performance. Using quantitative design and Ordinary Least Squares (OLS) regression on data from 613 students, the study found that such

involvement positively impacted academic outcomes. Guided by Hoover-Dempsey and Sandler's Theory of Parental Involvement and Bourdieu's Social Capital Theory, the study also noted that age negatively correlated with performance. Group membership had a positive effect. However, the study did not consider how parental provision of learning resources contributes to academic success. The current research addressed this gap by examining how the parental socio-economic status provision of learning resources, for instance, School fees and academic expenses, affects academic performance in public secondary schools in Isiolo Sub-County. Unlike Kumah et al.'s focus on university students, this current study adopted a mixed-methods approach to capture broader socio-economic dynamics at the secondary level.

Mchia and Mwila (2024) undertook a qualitative case study in public primary schools in Ilala Municipality, Dar es Salaam, Tanzania. The study was to investigate how parental involvement affects students' academic performance within socio-economic and cultural settings. Using Epstein's (2003) framework of six types of parental involvement, the study focused on parents' contributions in providing learning resources and supporting their children's education. The study targeted school heads, teachers, students, and parents, with a total sample of 230 participants: 5 school heads, 25 teachers, 180 students, and 10 parents. Data were collected through semi-structured interviews and focus group discussions and analyzed using Braun and Clarke's (2006) six-phase thematic analysis. The study found that parental education, socio-economic status, and cultural practices directly influenced involvement levels, which impacted students' academic performance. Active involvement led to better outcomes, while limited support resulted in poorer performance. In contrast, the current study focused on public secondary schools in Isiolo Sub-County, Kenya. It used a mixed-methods approach to examine how parental provision of learning resources affects learner's academic progression.

Ingosi et al. (2024) conducted a study in Navakholo Sub-County, Kenya, to examine how parental provision of academic tools influences students' academic performance in public secondary schools. Motivated by persistent underperformance, the study explored the role of parental socio-economic support in addressing this issue. Using a cross-sectional research design guided by Locke's Goal-Setting Theory (1960), the study targeted 460 participants, including 27 Board of Management chairpersons, 27 principals, and 408 teachers. A stratified random sampling technique selected 210 participants. Data were collected through validated questionnaires and interview guides, with reliability confirmed via a pilot study, Spearman's rank correlation coefficient = 0.76. Quantitative data were analyzed descriptively and inferentially, while qualitative data were examined thematically. The study found a statistically significant relationship between parental provision of academic tools and student performance, emphasizing the crucial role of parental support in education. Unlike Navakholo's study, the current research focused on Isiolo Sub-County, a region with unique socio-economic and cultural characteristics. By exploring parental support in this different context, the study provided deeper insights into how socio-economic factors shape academic achievement in diverse settings.

The role of parental involvement in education has been extensively studied, with varying outcomes depending on the context and population. In a study conducted by Nthuku et al. (2024) in Isiolo and Meru Counties, the influence of parental involvement on educational participation was examined among learners with hearing impairments in special public primary schools. The research employed descriptive survey design, targeting headteachers, teachers, and parents in special schools, with a sample of 72 respondents. Data were gathered through questionnaires and interview schedules. The study found that low levels of parental involvement negatively impacted learners' educational participation and recommended strategies to enhance parental

engagement for better educational outcomes. While the study provides valuable insights into parental roles in education within Isiolo County, it specifically focused on primary school learners with special needs, rather than regular learners in secondary schools. Moreover, it addressed general parental involvement rather than the specific influence of parental socio-economic status, such as education, income, and resource provision. The current study sought to fill this gap by examining how these socio-economic factors influence academic performance among regular learners in public secondary schools in Isiolo Sub-County.

2.4 Summary of the Literature Review and Gaps

In the literature reviewed, parental socio-economic status (SES) consistently emerges as a key factor influencing learner's academic performance. Although many studies have examined individual components of socioeconomic status (SES) such as parental income, education, occupation, and access to learning resources, there is limited research addressing their combined effect, particularly in rural secondary school contexts. While studies such as Chetty et al. (2020) demonstrate the impact of parental income on college access in high-income countries, their focus on higher education and secondary data limits relevance to earlier educational stages and low-resource settings. Studies from Norway (Wiborg & Grätz, 2022), South Africa (Iwaloye et al., 2022), Uganda (Masereka, Tukur, & Abdul-Rahim, 2023), and Kenya (Ngangi, Mwania, & Cheloti, 2023; Muchunku, Nelson, & Beatrice, 2020) support income's influence but often address isolated variables or specific contexts. Critically, few studies examine the interaction of multiple SES indicators in under-resourced rural areas, exposing a significant research gap, particularly in Isiolo County.

Studies on parental education level and learners' academic performance have predominantly employed either qualitative or quantitative methods, with few using mixed

methods. For instance, Bhandari and Timsina (2024) conducted a cross-sectional quantitative study in Nepal. Similarly, Hidayatullah and Csíkos (2024) used structural equation modeling in Indonesia. In sub-Saharan Africa, Amusan (2022), and Namukose and Sendagi (2024) found that parental education positively influences academic outcomes in Nigeria and Uganda, respectively. However, these studies were limited in scope, focusing mainly on education and primary levels, and often lacked a comprehensive mixed-methods design.

Within Kenya, Chemagosi (2020) examined parental education in pre-primary schools using Epstein's framework. Similarly, Abdinoor (2012) explored socio-economic factors influencing KCSE performance in Isiolo County but did not comprehensively examine the multiple dimensions of socio-economic status, nor did the study adopt a mixed-methods approach. Together, these studies reveal methodological, contextual, and theoretical gaps, underscoring the need for comprehensive mixed-methods research that examines multiple SES factors across diverse educational levels and settings.

Research across various contexts consistently links parental occupation to improved academic performance, though methodological and contextual limitations persist. For example, Shah and Hussain (2021) found that children of higher-status parents in India perform better academically, though their study was based solely on student interviews. In Australia, Tomaszewski et al. (2024) identified positive associations between parental occupation, education, and achievement using secondary longitudinal data, limiting its applicability to low-income settings. African studies, including Oduro-Ofori et al. (2023) in Ghana and Kyao and Onyango (2024) in Tanzania, found similar correlations but often lacked depth or multiple stakeholder perspectives. Kenyan studies by Guyo et al. (2022) and Lematango and Kathuri

(2021) provided partial insights without fully exploring the link between occupation and academic outcomes or applying mixed methods approaches.

The provision of learning resources is acknowledged as critical, although few studies have examined this variable comprehensively in rural secondary school contexts. Most, such as Gonzalez and Koford (2019), Ateş (2021), and Ingosi et al. (2024), were conducted in developed or urban settings. These studies often failed to explore how learning materials interact with broader SES factors like income and occupation.

The reviewed literature confirms the vital role of parental socio-economic status in shaping learner's academic outcomes. However, most existing studies are limited by a narrow focus on individual SES, an emphasis on urban or international contexts, and reliance on either quantitative or qualitative approaches alone. This current study sought to address these gaps by employing a mixed-methods design in the rural context of Isiolo Sub-County. Guided by Bourdieu's Social Capital Theory, to explores the combined influence of parental income, education level, occupation, and provision of learning resources on academic performance in public secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research strategy and techniques that were employed in the study. It examines research design, study location, target population, sampling methodologies, data collection instruments, validity and reliability, credibility and dependability of qualitative instruments, analysis procedures, and ethical concerns.

3.2 Research Design

Creswell and Creswell (2018) describe research design as the overall plan that directs a study from the formulation of research questions to data collection, analysis, and interpretation of results. In this study, the design served as a framework for gathering and analyzing data to examine how parental socio-economic status influences learner's academic performance in public secondary schools. To achieve this, a mixed-methods approach was employed, integrating both quantitative and qualitative techniques to provide a more comprehensive understanding of the research problem than either approach could yield alone.

Specifically, the study adopted a convergent parallel design, in which quantitative and qualitative data were collected during the same phase, analyzed separately, and later merged for interpretation. This design was considered appropriate because it allowed the researcher to compare numerical trends from teacher and learner questionnaires with contextual insights from principal and Parents Association Representatives (PAs) interviews, thereby strengthening the validity of the findings through triangulation. While the design required careful planning and presented challenges such as integrating divergent findings and managing large datasets, these were mitigated through systematic procedures and balanced attention to both strands. As such,

the convergent parallel design was most suitable for producing a rigorous and in-depth examination of how parental income, education, occupation, and learning resources influence learner's academic performance in Isiolo Sub-County, Kenya.

3.3 Location of the Study

The research was conducted in 15 secondary schools within Isiolo Sub-County, located approximately 285 km north of Nairobi, Kenya's capital city. Isiolo spans an area of about 25,336.1 square kilometers and shares borders with Marsabit County to the north**,** Wajir County to the northeast**,** Garissa County to the east**,** Tana River County to the southeast**,** Meru County to the south**,** Laikipia County to the southwest**,** and Samburu County to the west (Kenya National Bureau of Statistics [KNBS], 2022). Administratively, the sub-county is divided into Isiolo, Merti, Oldonyiro, and Garbatulla sub-counties. Isiolo sub-County hosts a total of 15 public secondary schools. Its predominantly arid climate supports pastoralism and limits agricultural activities, shaping the socio-economic dynamics of the region (KNBS, 2022).

Isiolo Sub-County was selected for this study due to its unique socio-economic challenges, including high poverty levels, low parental education, nomadic pastoralist livelihoods, and ethnic diversity (CRS, 2023). Unlike more affluent regions in Kenya, where families benefit from stable incomes, formal employment, and better access to educational resources, Isiolo faces structural disadvantages that adversely affect learners' academic performance (KNBS, 2022). Key poverty indicators in the area include low household income, limited parental literacy, high dependency ratios, and poor access to electricity, transport, and digital learning tools (Ministry of Education, 2021; World Bank, 2020). Studying Isiolo thus highlights the compounded impact of socio-economic marginalization on education and underscores broader regional disparities affecting educational equity (MOE, 2021).

3.4 Target Population

Willie (2024) defines the target population as the group of individuals pertinent to the research problem, asserting that selecting an appropriate population enhances the validity and generalizability of the findings. This study focused on all 15 public secondary schools in Isiolo Sub-County, Kenya. The target population comprised 15 principals, 138 teachers responsible for Forms Three and Four, 45 representatives from the Parents' Association (PA), and 1,324 Form Three learners. Principals were included for their comprehensive oversight of academic trends and socio-economic influences within schools. Teachers provided insights based on their observation of learner's academic performance and socio-economic challenges. Parents' Association representatives offered first-hand information on household conditions, income, education, and learning support, reflecting the broader parent community. Learners, as direct beneficiaries or victims of these conditions, shared experiences on how socio-economic status affects their academic engagement and performance.

3.5 Description of Sample and Sampling Procedures

Creswell and Creswell (2018) describe a sample as a subset of the target population selected to draw conclusions and generalize findings. Sampling involves applying systematic procedures to select individuals based on the study objectives. This study employed both probability and non-probability sampling methods to ensure the inclusion of participants who could provide meaningful insights.

3.5.1 Sampling of Schools

A sample of nine schools was selected from a total of 15 public secondary schools using a probability sampling method. According to Cohen, Manion, and Morrison (2018), selecting between 10% and 60% of a small population is recommended to form a representative sample.

This study chose 60% (9 out of 15 schools) to ensure sufficient representation for meaningful analysis. The sampling procedure involved stratified sampling, which began by categorizing the schools into three groups: boys' schools, girls' schools, and mixed schools. This stratification ensured proportional representation across school categories. Simple random sampling was then applied within each stratum, selecting two boys, two girls, and five mixed schools according to their overall population distribution.

3.5.2 Sampling of Principals

Criterion purposive sampling, a type of non-probability sampling, was used to select nine principals from the targeted schools. This approach ensured the inclusion of school leaders with strategic oversight and a deep understanding of school-wide academic trends. Their insights were crucial for evaluating the larger institutional and community dynamics that impact educational outcomes.

3.5.3 Sampling of Teachers

The target population consisted of 138 teachers who taught Forms Three and Four across the 15 public secondary schools in Isiolo Sub-County. A sample of 103 teachers was selected from nine sampled schools using Yamane's (1967) formula:

$$n = \frac{N}{1+N\,e^2}$$

Whereby:

n= is the sample size

N= is the size of the population (138)

e= is the desired level of confidence (0.05)

The sample size was computed as follows:

$n = 138 \div (1 + 138 \times 0.05^2)$

n = 138÷ (1 + 0.375)

n = 138÷ 1.345

n = 103 teachers

To ensure fair representation, the 103 teachers were proportionally allocated to the nine schools based on their teacher population. Within each school, stratified sampling by gender was used to maintain the actual male-to-female ratio. Teachers were randomly selected within each gender group by drawing folded slips labeled “Yes” or “No.” If one gender was underrepresented, all teachers of that gender were included, and the other gender filled the remaining positions.

3.5.4 Sampling of Learners

The study involved all 1,324 Form Three learners drawn from the 15 public secondary schools in Isiolo Sub-County. From this population, a sample of 307 learners from nine sampled schools was determined using Yamane’s (1967) formula:

$$n = \frac{N}{1+N\,e^2}$$

Whereby:

n= is the sample size

N= is the size of the population (1324)

e= is the desired level of confidence (0.05)

The sample size was computed as follows:

n = 1324 ÷ (1 +1324 × 0.05^2)

n = 1324÷ (1 + 3.31)

n = 1324÷ 4.31

n = 307 learners

To ensure proportional representation, the 307 learners were allocated to the nine schools based on their enrollment numbers. Within each school, stratified sampling by gender was applied to retain the actual proportion of boys and girls. Learners were then randomly selected within each gender group by drawing folded slips labeled “Yes” or “No.” When one gender was underrepresented, all learners of that gender were included, and learners of the other gender filled the remaining slots.

3.5.5 Sampling of Parents' Association Representatives

The study used purposive sampling with automatic inclusion to select 27 representatives of the Parents' Association from nine schools, allowing up to three per school based on active participation, willingness, and representativeness. If more than three qualified, a final selection was made with school administrators and parent leaders. This ensured a diverse and informed sample to examine parental socio-economic influence on learner performance.

Table 2

Sample Matrix

Category	Target Population	Sample Technique	Sample Size	%
Schools	15	Stratified and Simple Random sampling	9	60%
Principals	15	Criterion purposive sampling	9	60%
Parents’ Association representatives	45	Purposive sampling with automatic inclusion	27	60%
Teachers	138	Stratified and Simple Random sampling	103	75%
Learners	1324	Stratified and Simple Random sampling	307	23%

Source: ***Researcher Data, 2025***

3.6 Description of Data Collection Instruments

A research instrument is a tool used to observe, measure, and document research data (Creswell, 2018). In this study, questionnaires, interview guides, and document review were employed to collect data. Document analysis was used to assess learner's academic performance based on three dependent indicators: achievement of good grades, regular school attendance, and academic progression. Questionnaires were effective in gathering copious amounts of data, and their results tended to be more dependable and objective since they minimize researcher bias (Kothari, 2021). Interviews, on the other hand, provided valuable qualitative insights, allowing respondents to share detailed, in-depth accounts of their firsthand experiences. This method also enabled the interviewer to ask probing questions for further clarification, enriching the data collection process.

3.6.1 Questionnaire for Teachers

A structured questionnaire containing closed-ended items was utilized to gather data from teachers. The questionnaire consisted of five sections: Part A collected demographic information, including Gender and teaching experience. Part B focused on the influence of parental income on learner's academic performance, while Part C examined the impact of parental education levels on academic performance. Part D explored how parental occupation affects learner's academic performance, Part E assessed the role of parental provision of learning resources in promoting learner's academic performance.

3.6.2 Questionnaire for Learners

A structured questionnaire with closed-ended items was used to collect data from learners. The questionnaire consisted of five sections: Part A collected demographic information, including Gender and teaching experience. Part B focused on the influence of parental income on

learner's academic performance, while Part C examined the impact of parental education levels on academic performance. Part D explored how parental occupation affects learner's academic performance, Part E assessed the role of parental provision of learning resources in promoting learner's academic performance.

3.6.3 Interview Guide for Parents' Association Representatives

A semi-structured interview guide was used to collect data from the representatives of the Parents' Association. The guide was structured into five sections, each aligned with the study objectives. Section A captured demographic information, including years of service as a Parents' Association representative, the general socio-economic background of parents in the school, and the common occupations and education levels of parents in the school. Part B focused on the influence of parental income on learner's academic performance, while Part C examined the impact of parental education levels on academic performance. Part D explored how parental occupation affects learner's academic performance, Part E assessed the role of parental provision of learning resources in promoting learner's academic performance.

3.6.4 In-depth Interview Guide for Principals

A semi-structured interview guide was employed to collect data from principals through face-to-face interactions, enabling an in-depth exploration of key issues. The guide consisted of five sections: Part A captured demographic information such as gender and years of service as a principal. Part B focused on the influence of parental income on learner's academic performance, while Part C examined the impact of parental education levels on academic performance. Part D explored how parental occupation affects learner's academic performance, Part E assessed the role of parental provision of learning resources in promoting learner's academic performance.

3.6.5 Document Analysis Guide

A document analysis guide was used to systematically review various school records, including KCSE results, attendance registers, fee payment records, bursary allocation lists, Parent Association meeting minutes, and student admission forms and registers (see Appendix XII). This tool aimed to identify patterns related to parental socio-economic status, specifically income, education, and occupation, and their correlation with learner's academic performance between 2020 and 2024. Document analysis was conducted after the completion of interviews with principals, facilitating data triangulation and enabling the researcher to verify or extract specific information aligned with emerging themes.

3.7 Validity of the Research Instruments

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure. According to Sangoseni et al. (2013), face validity assesses clarity, conciseness, and completeness, while content validity evaluates the relevance of items to the research topic and objectives. To ensure content validity, the researcher sought expert input from university lecturers in education at Tangaza University and the Catholic University of Eastern Africa, as well as experienced secondary school administrators. Their feedback guided the refinement of the instrument.

3.8 Pilot Testing of Research Instruments

The research instruments underwent pilot testing in one public secondary school that was not included in the main study. The pilot aimed to identify potential issues with the instruments, assess clarity, and refine them for reliability and validity (Pearson et al., 2020). The selected pilot school contributed 92 participants, equivalent to 20% of the sample size. Participants in the pilot study included one principal, 20 teachers, 69 learners, and 3 representatives from the Parents'

Association. This process helped ensure the instruments were clear, practical, and appropriate for the main study.

3.9 Reliability of the Study Instruments

Reliability refers to the consistency and stability of a research instrument in measuring the intended construct (Tavakol & Dennick, 2011). It ensures that the data collected is accurate and dependable for predicting relationships and making valid inferences in statistical analyses such as multiple regression. In this study, the reliability of the teachers' and learners' questionnaires was assessed using Cronbach's alpha coefficient, calculated through the Statistical Package for the Social Sciences (SPSS) version 23. According to Tavakol and Dennick (2011) Cronbach's alpha value of 0.70 or higher indicates acceptable internal consistency of the measurement items. The results indicated that the teachers' questionnaire returned a Cronbach's alpha of 0.710 (see Appendix XIII). Since this value exceeds the 0.70 threshold, the instrument was considered reliable, demonstrating acceptable internal consistency in measuring the intended constructs.

Similarly, the learners' questionnaire yielded a Cronbach's alpha coefficient of 0.811 (see Appendix XIII). This value further confirmed the strong internal consistency of the learners' questionnaire, indicating that it was a reliable instrument for capturing consistent and dependable data. The coefficients obtained ($\alpha = 0.710$ for teachers and $\alpha = 0.811$ for learners) demonstrate that the research instruments were dependable and suitable for data collection, ensuring accuracy and stability in subsequent inferential and regression analyses.

3.10 Credibility and Trustworthiness of Qualitative Instruments

In qualitative research, reliability is upheld through trustworthiness, which maintains the credibility and integrity of the findings (Ahmed, 2024). Trustworthiness encompasses credibility, dependability, confirmability, and transferability. The study improved the trustworthiness of

interview data from principals and Parents' Association representatives through triangulation and member checking. Triangulation involved gathering data from multiple sources to find consistent patterns and confirm the credibility. Member checking was conducted by involving education researchers, curriculum specialists, and school administrators to review and verify the interpretations of the qualitative data. This method strengthened the credibility, dependability, and confirmability of the qualitative results.

3.11 Description of Data Collection Procedures

Before data collection, the researcher obtained a clearance letter from Tangaza University and an approved research proposal, which was submitted to NACOSTI for a research permit. Upon approval, authorization was sought from the Isiolo County Director of Education. The researcher then visited the selected schools to inform principals, explain the study to staff, and secure written consent. With consent, the researcher facilitated questionnaire administration to teachers and learners, ensuring informed assent from learners. Interviews with principals and parents were also conducted, ensuring ethical and systematic data collection.

3.12 Description of Data Analysis Procedures

Data analysis involves organizing and interpreting collected information to derive meaningful insights (Creswell, 2024). This mixed-methods study analyzed both quantitative and qualitative data. Quantitative data were analyzed with the help of SPSS version 23 using numerical descriptive statistics, including frequency counts and percentages, and results were presented through tables, bar graphs, and pie charts. Chi-Square inferential analysis was used to assess the hypotheses and determine relationships between variables. Qualitative data were transcribed, coded, and analyzed thematically in line with the research questions. Thematic findings were presented through narratives and direct quotations to capture participants’

perspectives. This approach aligns with Creswell's (2024) mixed-methods framework, ensuring a comprehensive understanding of both numerical and textual data.

3.13 Ethical Considerations

The researcher followed ethical standards by obtaining a recommendation letter from Tangaza University's Postgraduate Studies to support the NACOSTI research permit application (NACOSTI, 2023). This permit allowed approval from the Isiolo County Director of Education to conduct research in public secondary schools. Principals were informed via email before data collection. Participants were assured of anonymity, confidentiality, privacy, and voluntary participation with the right to withdraw (American Psychological Association, 2020). The study's purpose and data use were explained before obtaining informed consent from adults and assents from learners under 18, with guardian consent (Creswell & Poth, 2018). Data integrity was ensured by avoiding falsification or bias, securely storing data, and properly citing sources according to APA 7th edition guidelines (American Psychological Association, 2020).

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings, interpretations, and discussions on the influence of parental socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Parental socio-economic status was examined through four key indicators: income, education level, occupation, and provision of learning resources. The chapter is structured into several sections. These include an analysis of the study's response rate, a presentation of the participants' demographic data, and the interpretation and discussion of the findings. The findings are presented in alignment with the research questions.

4.2 The Response Rate of the Study Participants

The researcher distributed research instruments to different study participants. Quantitative data for the research were collected through questionnaires distributed to teachers and learners, while qualitative data were gathered through interviews conducted with principals and representatives of the parents' association. Data related to the response rate of the target sample for the study is shown in Table 3.

Table 3

The Response Rate of the Study Participants

Population Description	Population Size	Target Sample Size	Actual Participants	Response Rate
Teachers	138	103	90	87%
Learners	1324	307	255	83%
Principals	15	9	8	89%
Parents' Association Representatives	45	27	20	74%

Source: ***Research Data, 2025***

Table 3 shows that the study achieved a high response rate among all types of participants. The targeted 103 teachers, 90 returned usable questionnaires, resulting in a response rate of 87%. Four questionnaires were filled out incorrectly, six were returned blank, and three were partially completed, which reduced the number of valid responses. For learners, 255 out of 307 targeted completed the questionnaires, yielding a response rate of 83%. Non-response was mainly due to absenteeism caused by school fee challenges (25 learners), while some questionnaires were spoiled (10), incorrectly filled (7), or returned unfilled (10). Principals showed the highest participation, with 89% (8 out of 9) taking part, with a single non-response due to unavailability during data collection. Parents' Association (PA) representatives had the lowest participation rate at 74% (20 out of 27), partly due to limited availability and challenges in establishing associations in some schools where qualification requirements could not be met. According to Mugenda and Mugenda (2013), a response rate of 50% is adequate for analysis and reporting, 60%–69% is considered good, and anything above 70% is excellent. Consequently, the response rates achieved in this study are exceptional, as they surpassed the recommended threshold, thereby ensuring that the collected data are reliable and representative of the target population.

4.3 Demographic Information of the Participants

The study aimed to determine participants' demographic characteristics, including teachers' and learners' gender, teachers' years of teaching experience, parents' years of service as Parents' Association representatives, learners' family type, and parents' occupation, educational level, and overall socio-economic background. Part of the data, such as the gender of teachers and learners, years of teaching experience, and learners' family type, was collected using structured questions in a questionnaire (quantitative data). Meanwhile, demographic data related

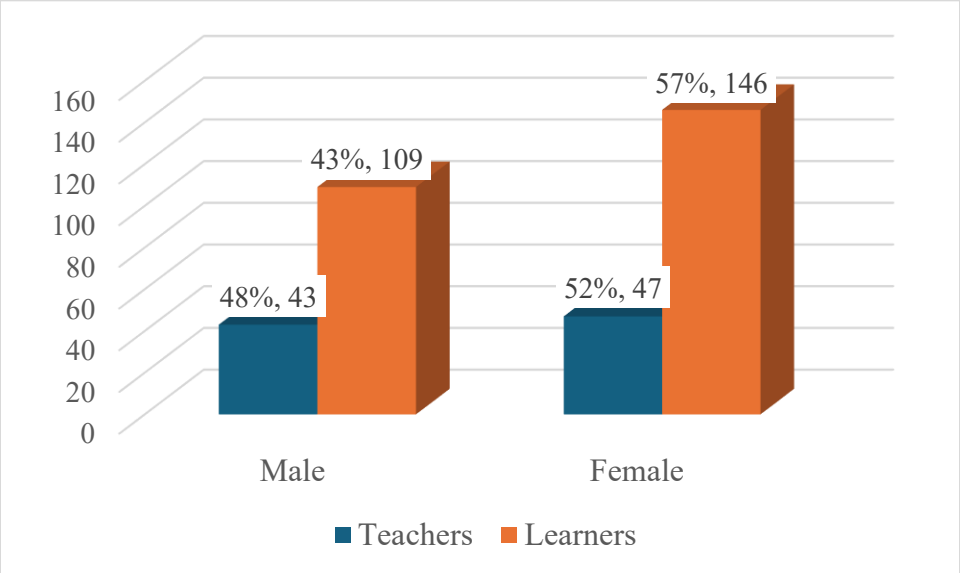
to principals' gender and years of service, parents' occupation and educational level, years of service as a Parents' Association (PA) representative, and parents' socio-economic background were gathered through interview guides with principals and parents' association representatives. In collecting demographic information, the researcher aimed to understand how participants' personal characteristics might influence the relationship between parental socio-economic status and learners' academic performance in public secondary schools in Isiolo Sub-County, Kenya.

4.3.1 Gender Distribution of Teachers and Learners

The study used structured questions in questionnaires distributed to teachers and learners. Participants included 90 teachers and 255 learners. The purpose was to determine the gender distribution of the participants. This was to assess whether male and female participation differed in evaluating how parental socio-economic status influences learners' academic performance in public secondary schools in Isiolo Sub-County, Kenya. The findings are presented in Figure 2.

Figure 2

Gender Distribution of Teachers and Learners



Source: ***Research Data 2025***

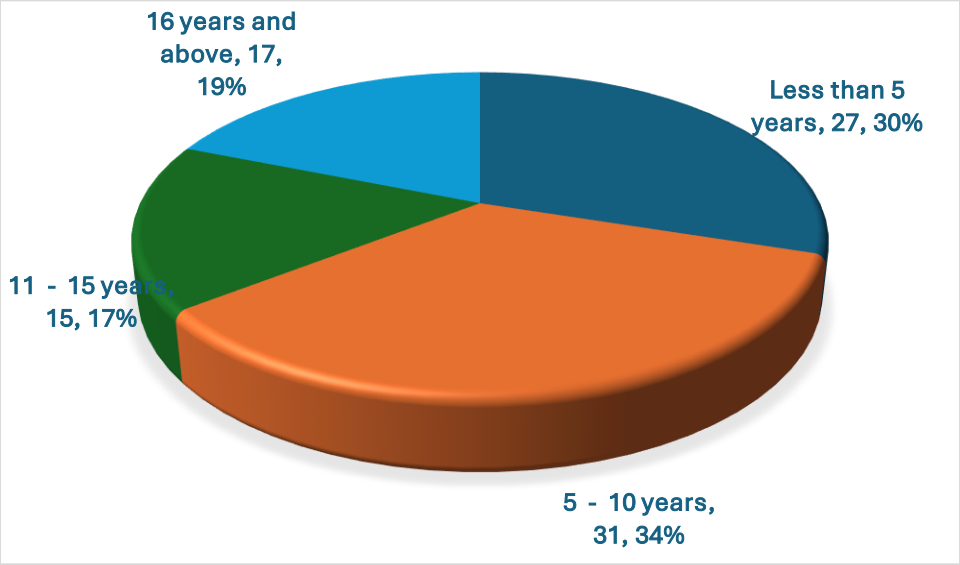
According to Figure 2, the gender distribution among the 90 teachers was relatively balanced, with males comprising 48% (43) and females 52% (47). This near-equal representation ensured that both male and female perspectives were fairly captured in evaluating the influence of parental socio-economic status on learners' academic performance. Among the 255 learners, however, females were slightly more represented, with males at 43% (109) and females at 57% (146). This female-leaning composition suggests that learner responses may reflect female perspectives more strongly, though male viewpoints remained significant.

4.3.2 Distribution of Teachers' Years of Experience

From a structured question in the questionnaire, teachers were asked to indicate their years of teaching experience. This variable was included because teaching experience significantly influences teacher effectiveness and student academic outcomes. Data from 90 teachers who responded is presented in Figure 3.

Figure 3

Distribution of Teachers' Years of Teaching Experience



Source: ***Research Data, 2025***

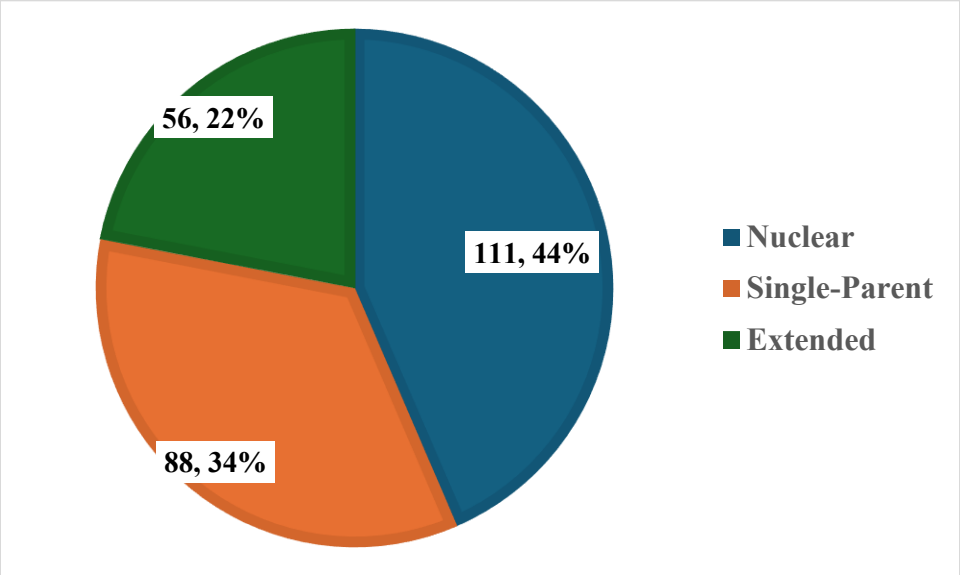
Figure 3 shows a fairly balanced distribution of teaching experience among the 90 teachers. Those with less than 10 years of experience accounted for 64% (34% with 5–10 years and 30% with less than 5 years), while 36% had more than 10 years (19% with 16 years and above, and 17% with 11–15 years). This mix ensures perspectives from both newer teachers with recent training and contemporary methods, and experienced teachers with long-term classroom insights. Together, these viewpoints provide a well-rounded understanding of how parental socio-economic status, measured by income, education, occupation, and learning resources, affects learner's academic performance in Isiolo Sub-County.

4.3.3 Distribution of Leaners' Type of Family

Students were asked to indicate whether they came from a nuclear, single-parent, or extended family structure. The responses from the 255 learners who provided that data are summarized in Figure 4.

Figure 4

Distribution of Learners Type of Family



Source: ***Research Data, 2025***

The findings in Figure 4 show the distribution of learners by family type. The 255 participants, 111 (44%) came from nuclear families, 88 (34%) from single-parent families, and 56 (22%) from extended families. This indicates that nuclear families are most common in Isiolo Sub-County, followed by single-parent families, while extended families remain significant, reflecting traditional communal living. These diverse family structures shape learner's academic experiences differently: nuclear families may provide closer parental involvement, single-parent families often face socio-economic constraints limiting support, and extended families may offer broader social support but less individualized attention. Such variations have important implications for learners' academic performance.

4.3.4 Gender Distribution of Principals

The study examined the gender distribution of principals to assess the representation of males and females in school leadership. It also evaluated their participation in investigating how parental socio-economic status influences learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Table 4 presents the percentage distribution of principals by gender.

Table 4

Gender Distribution of Principals

Gender	Frequency	Percentage %
Male	4	50
Female	4	50
Total	**8**	**100**

Source: ***Research Data, 2025***

The results in Table 4 reveal that principals in the study schools were evenly distributed by gender, with males and females each constituting 50%. This balanced representation is

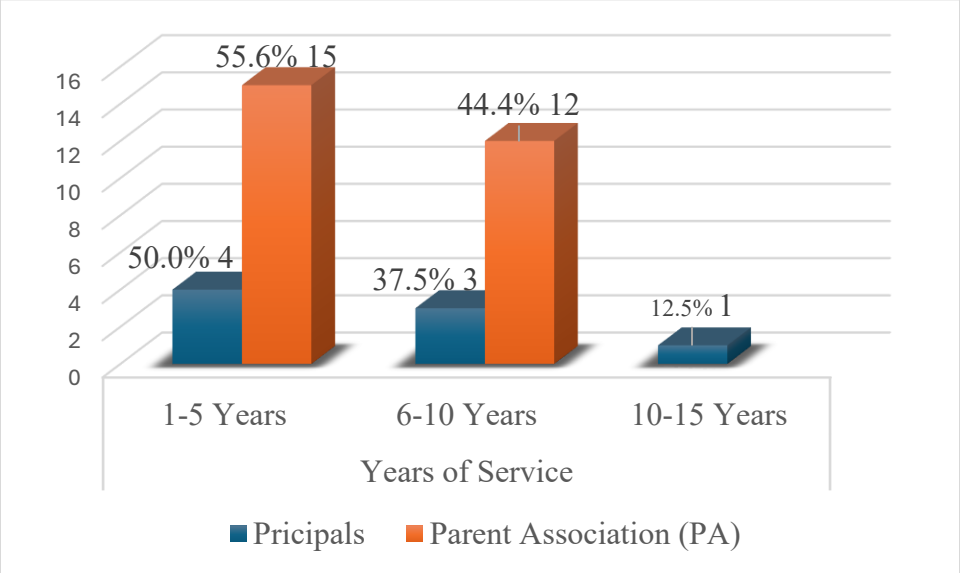
important, as principals' perspectives on how parental socio-economic status influences learner's academic performance may be shaped by gender-related experiences in leadership. Equal participation from both male and female principals, therefore, ensured that the study captured diverse insights on the challenges and opportunities learners face in relation to their parents' socio-economic background.

4.3.5 Principals and Parent Association Representatives Distribution by Years of Service

The study examined the professional experiences of school principals and Parents' Association (PA) representatives. Principals' leadership experience was seen as critical as it influences school climate, teacher effectiveness, and learner outcomes, while PA representatives' experience provides insights into parental engagement and school–community collaboration. Figure 5 presents the percentage distribution of principals and PA representatives by years of leadership experience.

Figure 5

Principals and Parent Association Representatives Distribution by Years of Service



Source: ***Research Data, 2025***

As illustrated in Figure 6, half of the principals (50%) had served between 1–5 years, 37.5% had 6–10 years of experience, and 12.5% had served for 10–15 years. This range of exposure was deemed sufficient to provide informed perspectives on how parental socio-economic status affects learner's academic performance in public secondary schools in Isiolo Sub-County. Similarly, PA representatives demonstrated meaningful community-based experience, with 55.6% serving for 1–5 years and 44.4% for 6–10 years. Their tenure, though shorter than that of principals, allowed them to share credible insights into parental socio-economic realities.

4.3.6 Socio-Economic Background of Parents General Description

Representatives from the Parents' Association (PA) were asked to describe the general socio-economic background of the parents at their schools. This information aimed to provide insight into the socio-economic context of these families, which can impact learner's access to resources, engagement, and academic performance. Their responses are summarized in Table 5.

Table 5

Socio-Economic Background of Parents General Description

Occupation	**Number of (PA)**	**Percentage %**
Small-scale farming	9	45
Pastoralism	6	30
Charcoal burning	3	15
Formal employment	2	10
Total	**20**	**100**

Source: ***Field Data, 2025***

According to interviews with Parents' Association (PA) representatives, the majority of parents in Isiolo Sub-County rely on subsistence and informal economic activities. Small-scale farming was the most common occupation, reported by 45% of respondents, followed by

pastoralism (30%) and charcoal burning (15%). Only a small proportion (10%) of parents were engaged in formal employment. These findings show the prevalence of informal livelihoods in the region. They also reveal the limited availability of stable, well-paying employment opportunities. Such socio-economic conditions may restrict parents' ability to provide consistent financial and material support for their children's education. This, in turn, can negatively affect school attendance, access to learning materials, and overall academic performance.

4.3.7 Common Education Levels of Parents Description

Parents' Association (PA) representatives were asked to describe the common education levels of parents in their schools. This was asked to provide insights into the overall educational background of parents, which could influence learner's academic support and performance at home. Their responses are summarized in Table 6.

Table 6

Common Education Levels of Parents Description

Education Level	Number of (PA)	Percentage %
No formal schooling	8	40
Primary education	9	45
Secondary education	2	10
Tertiary education	1	5
Total	**20**	**100**

Source: ***Field Data, 2025***

Table 6 reveals that parental education in Isiolo Sub-County is low, with 45% having only primary schooling, 40% lacking formal education, 10% completing secondary education, and just 5% attaining tertiary education. This limits parents' ability to support learners, contributing to performance gaps. These findings align with Cheadle (2008), Hill, and Tyson (2009), and Chemagosi (2020), who highlight that low parental education hinders effective

school engagement and academic success. The results also support Bourdieu's Social Capital Theory, which links limited educational capital to poorer learner outcomes.

4.4 Parental Income and Learner's Academic Performance

The first objective of the study was to assess the influence of parental income on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Quantitative data were collected from 90 teachers and 255 students using a structured 5-point Likert scale questionnaire. Qualitative data were gathered through interviews conducted with representatives of the Parents' Association and school principals. Table 7 displays the responses, using the following Likert-scale options: NS = Not Sure, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 7

Teachers' and Learners' Likert-scale Rating Responses Relating to the Influence of Parental Income on Learner's Academic Performance

Statement	**NS**		**SD**		**D**		**A**		**SA**	
Teachers (n = 90)	**f**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Learners from low-income families often struggle to pay school fees	0	0	2	2	3	3	19	21	66	73
Financial challenges at home contribute to absenteeism	1	1	2	2	4	4	32	36	51	57
Parental income determines learners' access to academic materials	2	2	3	3	6	7	41	46	38	42
My school has systems to support financially needy learners	20	22	23	26	24	27	18	20	5	6
Learners (n =255)										
I sometimes miss school due to lack of school fees	0	0	18	7	19	7	99	39	119	47
My academic performance is affected when my parents face financial issues	0	0	17	7	28	11	103	40	107	42

My parents are able to provide me with enough resources for learning	7	3	74	29	98	38	44	17	32	13
I receive lunch or transport support due to financial need	5	2	74	29	109	43	49	19	18	7
I am motivated to succeed regardless of my family's economic situation	5	2	26	10	55	22	88	35	81	32
My school offers bursaries or scholarships to needy students	35	14	58	23	53	21	65	25	44	17

Source: ***Research Data, 2025***

Table 7 indicates strong agreement among both teachers and learners that parental income substantially affects school fee payment. Quantitative data reveal that 94% of teachers (21% agreed and 73% strongly agreed) believe learners from low-income families often struggle to pay school fees. Similarly, 86% of learners (39% agreed and 47% strongly agreed) reported missing school because of unpaid fees. This finding indicates the vital role of parental income in determining consistent school attendance and educational continuity. The results affirm that economic hardship directly contributes to absenteeism and school dropout, as learners from poor households are often sent home when fees are not paid. The finding supports Iwaloye et al. (2022), who identified poverty as one of the primary causes of absenteeism among learners in sub-Saharan Africa. In the same way, Chetty et al. (2020) observed that income inequality strongly predicts educational inequality, as children from lower-income households face frequent interruptions in schooling due to unpaid levies and limited resources.

> The qualitative findings further reinforced this relationship. One principal pointed out: Many learners are often sent home because their parents cannot pay school fees on time. This issue significantly impacts learner attendance and overall academic performance. Our school relies heavily on contributions from parents. However, most of them are subsistence farmers with limited financial resources. As a result, a number of students

> miss important learning opportunities, which harms their academic growth (Principal B, personal communication, July 1, 2025).

This reflection highlights that low parental income disrupts school attendance and hinders steady academic progress. When families cannot meet school financial demands, learners experience repeated interruptions, limiting their opportunity to complete the curriculum and perform well. These findings align with UNESCO (2023), which emphasizes that learners from economically disadvantaged households often face interrupted schooling and reduced classroom engagement.

Beyond household poverty, the study uncovered systemic barriers that worsen the financial struggles of poor families. Representatives of the Parents' Association highlighted that although bursaries and government aid programs exist, many families do not benefit due to bureaucratic complexities, lack of information, and social stigma associated with applying for financial assistance. As one parent stated:

> Some parents cannot pay school fees on time, which causes learners to miss school altogether. Although bursaries exist to help, only a few parents know how to apply for them. The rest either fear the process or do not fully understand how it works, so some families miss out on the support they need (Parent A, personal communication, July 1, 2025).

This observation illustrates that institutional inefficiencies and information gaps further compound the effects of low income on education. Even when financial support structures exist, they may not reach the most vulnerable learners. This finding is consistent with Lematango and Kathuri (2021), who found that poor dissemination of bursary information and administrative bureaucracy prevent needy learners from accessing available funds. Consequently, financial aid

programs, though well-intentioned, often fail to address the structural barriers that perpetuate inequality.

The study further revealed that low parental income limits access to essential learning materials. Quantitative data show that 88% of teachers (46% agreed and 42% strongly agreed) believed that parental income determines access to educational materials such as textbooks, stationery, and uniforms. Correspondingly, 67% of learners disagreed or strongly disagreed that their parents provided adequate resources for learning. This mismatch between learner's needs and parental capacity indicates a resource deprivation gap, which negatively affects learner's preparedness and participation in academic activities. Without textbooks or stationery, learners may struggle to follow lessons or complete homework assignments. These findings support Bhandari and Timsina (2024), who observed that limited household income constrains access to educational inputs, thereby hindering students' classroom engagement and academic progress.

Document analysis confirmed that many schools face frequent arrears on school fees and inconsistent bursary disbursements. Principals also linked this to low parental income. For instance, one principal said:

> Some learners are sent home frequently because their parents cannot afford the school fees. Even purchasing exercise books or uniforms poses a major obstacle for many families, often forcing children to miss classes or drop out altogether. For most parents in this community, raising money for such expenses is a struggle since they rely on small-scale farming and casual labor, which are unpredictable and provide truly little income. As a result, learners are discouraged, their attendance becomes irregular, and some eventually abandon schooling altogether (Principal G, personal communication, July 3, 2025).

This situation aligns with Masereka et al. (2023), who found that financial hardship among parents leads to reduced access to essential learning materials, meals, and transport, which collectively undermine learner's performance. Correspondingly, Utami (2022) emphasizes that the availability of learning materials and a supportive home environment are critical to maintaining high academic performance. The current study thus confirms that economic deprivation not only limits learning inputs but also erodes learner's morale and participation.

Despite financial challenges, the study found evidence of learner resilience and intrinsic motivation. A notable 67% of learners (35% agreed and 32% strongly agreed) reported being motivated to succeed regardless of their families' economic situation. This finding reveals a powerful adaptive response among learners who, despite economic limitations, remain determined to excel academically. Parents and principals corroborated this observation. As one parent observed, "Some learners work extra hard because they know their parents are struggling." Similarly, a principal explained:

> Some learners indeed push themselves academically because they are aware of their parents' challenges. They often take advantage of the goodwill of classmates from well-off families by borrowing their textbooks and other learning materials, which helps them keep up with schoolwork. In addition, these learners show determination by attending remedial sessions, sharing notes, and sometimes even walking long distances to school without complaint. Their motivation stems from the desire not to waste the sacrifices their parents are making, no matter how little, to keep them in school (Principal F, personal communication, July 2, 2025).

This pattern reflects Bourdieu's Social Capital Theory, which posits that individuals can leverage social relationships and collective networks to compensate for economic deficits.

Learner's resilience and resourcefulness serve as non-material forms of capital that enable them to remain engaged and motivated despite hardship. Masereka et al. (2023) similarly highlight that in contexts of poverty, learners often develop a strong sense of agency and self-determination, viewing education as the key to transforming their socio-economic future. Comparable findings by Ingosi et al. (2024) emphasize that motivation and goal orientation among disadvantaged learners act as psychological buffers against poverty's negative effects on learning. This suggests that emotional resilience and community support can partly offset material deprivation, enabling learners to persist despite systemic challenges.

The findings demonstrate that parental income strongly influences learner's attendance, access to resources, and overall academic performance. Low income leads to absenteeism, inadequate learning materials, and low morale, while bureaucratic inefficiencies limit access to financial aid. Nevertheless, a significant number of learners display high resilience and determination to excel academically despite financial hardship. These results are consistent with Human Capital Theory (Becker, 1964), which posits that parental investment in children's education through financial and material resources yields improved academic outcomes. However, the findings also extend this theory by illustrating that non-economic factors such as learner motivation and social capital can mitigate the adverse effects of poverty.

To examine the influence of parental income on learner academic performance, a Chi-Square test of independence was conducted on teachers' and learners' Likert-scale responses. The null hypothesis stated no significant association between their ratings of parental income. Using SPSS, the test assessed if the observed frequency distribution differed from chance, with results shown in Table 8.

Table 8

Chi-Square Test Results for the Influence of Parental Income on Learner's Academic Performance

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.772[a]	4	.001
N of Valid Cases	345		

Source: ***Research Data, 2025***

Results ($\chi^2 = 17.772$, df = 4, p = 0.001) showed a significant association between teachers' and learners' perceptions of parental income and academic performance. This led to the rejection of the null hypothesis (H_{01}), which stated there is no relationship between parental income and learner performance in public secondary schools in Isiolo Sub-County. Both groups agreed that higher parental income improves learner outcomes, while limited income hinders them. The findings align with Bourdieu's (1986) Social Capital Theory and are consistent with studies in sub-Saharan Africa (Iwaloye et al., 2022; Lematango & Kathuri, 2021; Masereka et al., 2023). Despite learner resilience, systemic barriers like limited bursaries hinder academic potential, highlighting the need for targeted policy interventions.

4.5 Parental Education Level and Learner's Academic Performance

The second objective of the study was to investigate the influence of parental education level on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Quantitative data were collected from 90 teachers and 255 learners using a structured 5-point Likert-scale questionnaire. Qualitative data were gathered from representatives of the Parents' Association and school principals through interviews. Table 9 presents the responses,

with the following Likert-scale options: NS = Not Sure, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 9

Teachers' and Learners' Likert-scale Rating Responses Relating to the Influence of Parental Educational Level on Learner's Academic Performance

Statement	**NS**		**SD**		**D**		**A**		**SA**	
Teachers (n = 90)	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Parents with higher education levels actively support their children's learning.	2	2	1	1	5	6	36	40	46	51
Educated parents attend school meetings and follow up on their children's progress	0	0	1	1	12	13	51	57	26	29
Students from less educated backgrounds require more academic support	0	0	2	2	6	7	34	38	48	53
The school provides targeted support to disadvantaged learners	17	19	8	9	24	27	36	40	5	6
Learners (n =255)										
My parents help me with my homework	1	0	78	31	102	40	62	24	12	5
I perform better because my parents encourage me to study	3	1	13	5	55	22	104	41	80	31
Learners with less-educated parents receive little academic support at home.	19	7	34	13	43	17	85	33	74	29
Educated parents understand and support their children academically	12	5	12	5	14	5	101	40	116	45
I get motivated to work hard by seeing the educational achievements of my parents	2	1	21	8	82	32	92	36	58	23
Teachers and staff at school support students from disadvantaged backgrounds	23	9	54	21	53	21	92	36	33	13

Source: ***Research Data, 2025***

The results in Table 9 reveal a strong consensus among teachers and learners that parental education level has a significant influence on learner's academic performance. Quantitatively, over 90% of teachers (40% agreed and 51% strongly agreed) indicated that parents with higher education levels actively support their children's learning. Similarly, 86% of teachers (57%

agreed and 29% strongly agreed) affirmed that educated parents regularly attend school meetings and follow up on their children's academic progress. This demonstrates that educated parents tend to be more engaged, proactive, and accountable in their children's education, creating a conducive learning environment both at home and in school. The qualitative findings reinforced this observation. One Parents' Association representative emphasized:

> Educated parents understand the value of schooling and consistently try to support it. They attend meetings, monitor assignments, and engage teachers to track progress. By contrast, parents with little or no education often leave the entire responsibility to the school, sometimes without even knowing the subjects their children are studying. This difference contributes to the better performance of learners from educated families (Parent Q, personal communication, July 1, 2025).

This testimony highlights the direct role of parental education in promoting active participation in school activities, consistent communication with teachers, and continuous monitoring of academic progress. Educated parents often possess the literacy, confidence, and awareness needed to navigate school systems effectively. This finding supports Bourdieu's Social Capital Theory (1986), which posits that parental education contributes to cultural capital, knowledge, attitudes, and competencies that shape a child's academic orientation. Equally, Hidayatullah and Csíkos (2024) found that parental education enhances the transmission of academic values and study habits, which in turn positively influence learner outcomes. In contrast, parents with limited education often rely entirely on teachers for their children's academic progress, resulting in weaker home–school collaboration. This reflects what Kathuri (2021) observed in Isiolo County that parents with lower education levels tend to disengage from

school activities due to limited literacy and confidence, which negatively impacts learner motivation and monitoring.

The learners' responses further highlight disparities in home-based academic support. Only 29% of learners (24% agreed and 5% strongly agreed) indicated that their parents assist them with homework. This suggests that, despite the importance of parental involvement, direct academic help at home remains limited even among educated parents. However, a large majority (72%) reported that parental encouragement boosts their academic performance, demonstrating that verbal motivation and moral support are crucial for learner's persistence and confidence. Conversely, 62% of learners agreed or strongly agreed that those from less-educated families receive little academic support at home. This aligns with teachers' observations that students from less-educated backgrounds need more assistance in school.

The gap reflects how differences in parental education led to unequal access to cultural and educational capital, which influences academic success (Bourdieu, 1986). Additionally, 85% of learners (40% agreed and 45% strongly agreed) believed that educated parents understand and support their children academically. This shows learners' awareness that educated parents can interpret assignments, review schoolwork, and offer guidance, while parents with limited literacy struggle to engage in such activities. Chege and Otieno (2021) found that parental literacy directly improves learners' discipline, attendance, and academic outcomes through increased involvement at home.

While most teachers recognized the importance of parental education, only 46% agreed or strongly agreed that their schools provide targeted support for disadvantaged learners. Similarly, only 49% of learners acknowledged receiving consistent support from teachers or school staff. This indicates that institutional interventions to mitigate the effects of low parental

education are inadequate. In interviews, principals discussed the communication barriers experienced by less educated parents. One principal noted, “Parents with higher education see the value of school and ensure their children attend regularly.” Another principal elaborated further, stating:

> Illiterate parents often depend on their children to interpret school communications, such as letters, announcements, or progress reports. This reliance sometimes results in misinterpretation or distortion of information, especially when students know the content directly affects them. Consequently, crucial details may be withheld or altered, creating gaps in understanding that hinder effective parental involvement and weaken the home–school support system (Principal E, personal communication, July 2, 2025).

These qualitative insights reveal that literacy barriers prevent effective communication between schools and parents. As a result, there is low participation in meetings, poor monitoring of learner progress, and frequent misunderstandings about school requirements. This mirrors findings by Chemagosi (2020), who reported that parents with limited education often misinterpret school information, hindering collaboration with teachers and affecting learner’s performance. Likewise, Mutua and Kinyanjui (2023) found that parents with low literacy levels in rural Kenya frequently rely on their children for school updates, which compromises parental oversight and accountability.

The findings strongly demonstrate that parental education functions as both cultural and social capital. Educated parents not only understand the formal school system but also model academic discipline and value systems that influence their children’s aspirations. These parents can also connect with teachers more confidently, forming networks that benefit their children’s academic journey. As Bourdieu (1986) theorized, such social and cultural capital enhances

children's ability to navigate educational spaces effectively. Conversely, children from less educated households lack these advantages and are often disadvantaged from the outset. They may have limited access to reading materials at home, less exposure to stimulating discussions, and fewer role models who exemplify educational achievement. Hidayatullah and Csíkos (2024) further argue that the educational level of parents predicts not only the child's academic performance but also their attitude toward learning, goal orientation, and self-efficacy. These patterns were evident in the present study. Learners with educated parents appeared more motivated, regularly received encouragement, and showed greater confidence in their schoolwork. In contrast, those with less educated parents often expressed uncertainty and a lack of consistent guidance.

To test the null hypothesis relating to the second objective of the research, that was formulated as H_{02}: there is no significant relationship between parental income and learner's academic performance in public secondary schools in Isiolo Sub-County, a Chi-Square inferential statistics test was carried out, using a similar approach employed in testing the hypothesis for the first objective of the research. The Chi-Square test results output processed using SPSS are presented in Table 10.

Table 10

Chi-Square Test Results for the Influence of Parental Education Level on Learner's Academic Performance

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.425[a]	4	.009
N of Valid Cases	345		

Source: ***Research Data, 2025***

The results in Table 10 show a Pearson Chi-Square value of 13.425 with p = 0.009, below the 0.05 significance level. Thus, the null hypothesis (H_{02}) of no relationship between parental education and learner performance was rejected, indicating a significant association in Isiolo Sub-County. These findings align with Kathuri and Lematango (2021), Chege and Otieno (2021), and Mutua and Kinyanjui (2023), who link parental education to greater involvement and better learner outcomes. Both quantitative and qualitative data confirm that educated parents engage more, monitor progress, and communicate effectively, while less educated parents face challenges supporting their children's learning. This supports Bourdieu's Social Capital Theory (1986) and Becker's Human Capital Theory (1964), highlighting parental education as key to academic success.

4.6 Parental Occupation and Learner's Academic Performance

The third objective examined how parental occupation influences learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Data were collected from 90 teachers and 255 learners using 5-point Likert-scale questionnaires, and from Parents' Association representatives and principals through interviews. Table 11 presents the summarized responses, with Likert-scale abbreviations: NS = Not Sure, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 11

Teachers' and Learners' Likert-scale Rating Responses Relating to the Influence of Parental Occupation on Learner's Academic Performance

Statement	**NS**		**SD**		**D**		**A**		**SA**	
Teachers (n = 90)	**f**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Parents' jobs influence their ability to attend school functions	4	4	1	1	13	14	42	47	30	33
Students whose parents are unemployed face academic challenges	4	4	3	3	15	17	29	32	39	43

The school involves the community in supporting learners	4	4	8	9	18	20	44	49	16	18
Learners (n =255)										
My parents have enough time to attend school meetings	7	3	65	25	96	38	59	23	28	11
My parents' work affects the time they have to help me with studies	4	2	30	12	56	22	81	32	84	33
When my parents are unemployed, it affects my ability to focus in school	4	2	27	11	24	9	66	26	134	53
The community and neighborhood support my education	18	7	102	40	82	32	41	16	12	5

Source: ***Research Data, 2025***

As shown in Table 11, 80% of teachers (47% agree, 33% strongly agree) indicated that the nature of parents' jobs significantly affects their ability to attend school functions. This suggests that occupational commitments influence parental involvement in school-related activities such as meetings, academic days, and consultation sessions. For instance, parents employed in formal sectors such as teaching, healthcare, or business often have predictable schedules that allow them to attend school functions. Contrastingly, parents engaged in pastoralism or casual labor tend to have irregular or migratory work patterns, which hinder their participation in school activities.

This pattern supports findings by Shah et al. (2021**)**, who observed that parents with stable employment tend to engage more frequently in school programs due to flexible schedules and financial stability. Relatedly, Chetty et al. (2020) found that parental job stability enhances school attendance and academic monitoring, thereby promoting learner's motivation and achievement. A principal reinforced this link, noting, "Occupational demands either facilitate or hinder parental participation in school-related activities." This shows that the relationship between occupation and involvement is not merely financial but also temporal and social. Those

with flexible or formal work routines are better positioned to engage consistently with their children's education.

Another notable finding is that 75% of teachers agreed or strongly agreed that learners from unemployed households face academic difficulties. This demonstrates how joblessness restricts access to essential learning resources such as school fees, uniforms, and materials. Teachers explained that children of unemployed parents often exhibit absenteeism or dropouts when financial obligations cannot be met. These findings mirror those of Oduro-Ofori et al. (2023), who found that unemployment among parents in Ghana was linked to irregular school attendance and lower learner motivation. One Parents' Association representative further elaborated:

> Pastoralist parents move with their livestock. Their children miss school for prolonged periods, and when teachers attempt to follow them up, some parents withdraw their children completely. Those with formal jobs, on the other hand, are better able to support their children because they remain in one place and are available when the school needs them (Parent K, personal communication, July 5, 2025).

This testimony illustrates the disruptive effect of migratory occupations such as pastoralism on children's education. Parents engaged in such livelihoods often move seasonally, leading to extended periods of school absence and minimal follow-up on academic progress. Conversely, stable employment supports consistent parental engagement, thereby improving learner performance.

Regarding school-community engagement, 67% of teachers (49% agree, 18% strongly agree) agreed that the school relies on community support to assist learners. This finding underscores the compensatory role of community structures when parental involvement is

limited. However, despite these efforts, support remains inconsistent and insufficient, especially in marginalized or pastoralist areas. One Parents' Association member stated:

> Community support mechanisms exist, but they are often inadequate to address the needs of most learners. In practice, it tends to be only relatively well-off parents who can contribute or assist when others face financial or material challenges. For many pastoralist families, when parents migrate in search of pasture or employment, the children left behind often lack consistent support. In these cases, learners frequently struggle to meet their educational needs, placing an additional burden on schools, which typically have limited resources and little authority to intervene effectively. Consequently, while community contributions are valuable, they are uneven and insufficient to address the broader socio-economic disparities that affect children's learning and well-being (Parent L, personal communication, July 5, 2025).

This perspective echoes Shah et al. (2021), who argued that community interventions such as bursaries, mentorships, or feeding programs often mitigate but do not eliminate disparities caused by parental occupational instability. Hence, while schools and communities attempt to bridge these gaps, systemic inequalities persist.

From the learners' perspective, occupational demands also played a decisive role in shaping educational experiences. Only 34% of learners (23% agree, 11% strongly agree) indicated that their parents had enough time to attend school meetings, while 63% acknowledged that their parents' work schedules interfered with academic support at home. This demonstrates that parental occupational pressures reduce availability for direct supervision, homework assistance, and educational discussions, factors that are critical for academic progress.

Furthermore, 79% of learners agreed that parental unemployment negatively affected their ability to concentrate in school. Learners from such backgrounds often experience stress, a lack of basic school supplies, and social stigma. These emotional and material challenges distract them from learning. Similar findings were reported by Kyao and Onyango (2024), who established that economic instability and unemployment increase learner vulnerability to absenteeism and low performance. One principal elaborated on this challenge:

> Parents who are pastoralists move frequently, leading to their children missing school and seldom attending meetings. Consequently, teachers bear the full responsibility of supervision. Conversely, parents in formal jobs, such as teachers and nurses, make it easier for us to manage their children's education (Principal G, personal communication, July 3, 2025).

This reflects how unstable occupations shift the supervisory role from parents to teachers, increasing the workload on schools and undermining consistent learner follow-up.

The findings align with Bourdieu's (1986) Social Capital Theory, which states that a parent's occupation influences access to networks, knowledge, and resources that support education. Parents in formal employment have stronger networks and greater financial stability, benefiting their children, while those in unstable or migratory work have limited access to educational support. This concurs with Chetty et al. (2020), who link parental occupation to learning environments, and Ingosi et al. (2024), who note that unstable employment in sub-Saharan Africa reduces parental monitoring and investment in education.

To test the null hypothesis relating to the third objective of the research, which was stated as H_{03}: there is no significant relationship between parental occupation and learner's academic performance in public secondary schools in Isiolo Sub-County, a Chi-Square inferential statistics

test was carried out. The results of the Chi-Square test obtained from SPSS are shown in Table 12.

Table 12

Chi-Square Test Results for the Influence of Parental Occupation on Learner's Academic Performance

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.127[a]	4	.000
N of Valid Cases	345		

Source: ***Research Data, 2025***

Inferential statistics confirmed a significant association between parental occupation and learner academic performance ($\chi^2 = 23.127$, df = 4, p = 0.000; Table 12). The null hypothesis (H_{03}), which stated that there is no significant relationship between parental occupation and learner academic performance, was rejected since $p < 0.05$. This indicates that parental occupation significantly affects learner outcomes. Students with parents in stable formal jobs performed better due to regular monitoring and adequate resources, while those with unemployed or informally employed parents faced challenges like financial stress and absenteeism. These findings align with Kathuri and Lematango (2021) and Chege and Otieno (2021), who reported that occupational stability improves learner engagement and school support in Isiolo County.

4.7 Parental Provision of Learning Resources and Academic Performance

The study's fourth objective assessed how parental provision of learning resources affects learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. Data were collected from 90 teachers and 255 learners via 5-point Likert-scale questionnaires, and

from Parents' Association representatives and school principals through interviews. Table 13 presents their responses on this influence using the options: NS = Not Sure, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 13

Teachers' and Learners' Likert-scale Rating Responses Relating to the Influence of Parental Provision of Learning Resources on Learner's Academic Performance

Statement	**NS**		**SD**		**D**		**A**		**SA**	
Teachers (n = 90)	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Learners have access to adequate learning materials at home	13	14	26	29	38	42	8	9	5	6
The school has enough resources, such as libraries and ICT labs	0	0	21	23	26	29	38	42	5	6
Financial aid and bursaries are available to support disadvantaged students	7	8	14	16	15	17	46	51	8	9
Resilient learners can succeed despite economic challenges	2	2	2	2	3	3	48	53	35	39
Learners (n =255)										
I have access to enough textbooks and revision materials at home	0	0	122	48	80	31	36	14	17	7
I have a quiet and suitable place to study at home	4	2	93	36	66	26	61	24	31	12
I have access to digital learning tools such as a phone, tablet, or computer	1	0	136	53	73	29	28	11	17	7
I am able to complete my homework regularly due to resource availability	4	2	90	35	78	31	54	21	29	11
My school has good learning facilities (e.g., library, classrooms, ICT labs)	4	2	88	35	57	22	64	25	42	16

Source: ***Field data, 2025***

Table 13 presents teachers' and learners' perceptions regarding how parental provision of learning resources influences learner's academic performance in public secondary schools in Isiolo Sub-County. Data collected from 90 teachers and 255 learners using a 5-point Likert scale revealed a substantial disparity between home-based and school-based learning resources.

From the teachers' perspective, only 15% agreed or strongly agreed that learners had adequate learning materials at home, while 71% disagreed or strongly disagreed. This suggests that a majority of learners lack essential learning materials such as textbooks, revision guides, and stationery required for effective home study. These findings illustrate the severe resource constraints affecting many households in Isiolo Sub-County. They also align with Ateş (2021) and Kumah et al. (2024), who found that insufficient home learning resources significantly hinder learner's academic progress by limiting their ability to revise, complete assignments, and prepare for examinations independently. Qualitative data confirmed these quantitative findings. A Parents' Association (PA) representative explained:

> Very few learners have access to textbooks or the internet at home, making it difficult for them to complete assignments or revise effectively. Many parents struggle even to provide basics like exercise books and uniforms. As a result, children often feel discouraged, and it pains me to see them trying hard but still falling behind those who are better supported. Sometimes I feel helpless, because no matter how much I want my child to succeed, I cannot always provide what is needed (Parent M, personal communication, July 1, 2025).

This testimony vividly demonstrates that financial hardship extends beyond the inability to pay school fees. It also affects access to basic materials needed for learning. When learners are deprived of these resources, they become discouraged, demotivated, and less confident, leading to lower academic performance. This finding echoes Utami (2022), who observed that the lack of supportive home environments, such as the absence of study materials and space, significantly reduces learner's academic engagement and self-efficacy.

Nearly half of the teachers (48%) agreed that their schools were adequately resourced with facilities such as libraries and ICT labs. While this indicates that schools attempt to bridge home-based deficits, the impact remains limited if learners cannot continue their learning outside school. A Parents' Association representative confirmed this, noting that, "While the school has libraries and ICT labs, many learners cannot use these resources at home, so the benefits are limited if parents cannot support learning outside school." Similarly, one principal elaborated:

> For a substantial number of these learners, after school is the end of learning because there are no resources at home. We do not have enough textbooks. The few available are mostly with teachers. When children go home, there is no quiet place to study, no light, no internet, and nothing to support continued learning. It means that whatever the child misses in class is irretrievable forever until the following day (Principal H, personal communication, July 4, 2025).

This insight shows the gap between school-based and home-based learning conditions. Even where schools offer facilities, their benefits are undermined by limited home continuity. This mirrors Chetty et al. (2020), Ingosi et al. (2024), and Bhandari and Timsina (2024), who found that students' capacity to build upon classroom instruction is determined by the quality of their home learning environment. Learners from under-resourced homes are therefore more likely to fall behind academically, reinforcing existing educational inequalities.

Regarding financial aid, 60% of teachers agreed that bursaries and financial assistance were available to support disadvantaged students. However, interviews revealed that such support was inconsistently distributed and often inaccessible to the most vulnerable. One PA representative explained:

> Bursaries exist, but only a few learners benefit. Many parents lack awareness of how to apply, and those who try often abandon the process because it is too complicated. Even when you manage to get it, the money comes extremely late, and by then the children have already suffered (Parent L, personal communication, July 1, 2025).

This observation highlights the bureaucratic barriers and inefficiencies in accessing educational aid. UNESCO (2023) and the World Bank (2022) similarly noted that delays, lack of awareness, and administrative complexity often prevent intended beneficiaries from receiving timely assistance. As a result, many learners in low-income families continue to face financial strain, leading to absenteeism, poor participation, and school dropout.

Despite these challenges, 92% of teachers agreed that resilient learners can still succeed despite economic hardships. However, while resilience is important, it cannot fully compensate for structural disadvantages. Without the necessary resources and conducive study environments, even the most determined learners struggle to reach their full potential. From the learners' perspective, resource shortages appeared even more acute. Nearly four-fifths (79%) of learners disagreed or strongly disagreed that they had access to sufficient textbooks and revision materials at home. Consequently, many learners resort to hurriedly copying notes in class, which negatively affects their comprehension and retention. Limited access to reference materials further reduces their capacity to revise independently. This lack of continuity between school and home learning contributes to lower exam performance, as also reported by Bhandari and Timsina (2024).

Environmental and technological barriers also emerged prominently. About 74% of learners indicated that they lacked access to digital learning tools such as phones, tablets, or computers. This hinders their ability to complete assignments or access online educational

content. As one principal explained, “Most parents cannot even afford a basic smartphone for their children, yet assignments now require internet searches. The lack of digital tools leaves these learners far behind their peers.” This situation demonstrates a widening digital divide that exacerbates inequality in learning opportunities. Learners from well-resourced homes access online materials and digital assignments. Those without such access, however, lag behind. Kyao and Onyango (2024) similarly observed that unequal access to technology widens educational disparities between rural and urban learners.

Additionally, 64% of learners reported lacking a quiet and suitable place to study at home, and 66% stated that limited resources hindered homework completion. A Parents’ Association representative confirmed, “Many homes are overcrowded, and children are frequently required to complete household chores before studying. Even when they wish to focus, the environment hinders their concentration, making academic success very difficult.” This reflects how socio-economic hardship often intersects with environmental constraints, making it difficult for learners to engage in sustained study. Overcrowded homes, lack of electricity, and domestic responsibilities reduce study time and concentration, further weakening academic outcomes. Although 41% of learners agreed that their schools had good learning facilities, 57% disagreed, indicating inequality even among institutions. Some schools provide supportive environments, but others lack essential infrastructure. This confirms that disparities in learning resources persist both at home and across schools.

To statistically test the relationship between parental provision of learning resources and learner performance, a Chi-Square test was conducted. The results obtained through SPSS are shown in Table 14.

Table 14

Chi-Square Test Results for the Influence of Parental Provision of Learning Resources on Learner's Academic Performance

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	177.433[a]	4	.000
N of Valid Cases	345		

Source: ***Research Data, 2025***

The results ($\chi^2 = 177.433$, df = 4, p = 0.000) showed a highly significant link between parental provision of learning resources and academic performance (Table 14). This led to the rejection of the null hypothesis (H_{04}), which asserts that there is no relationship between parental provision of learning resources and learner performance in public secondary schools in Isiolo Sub-County. Learners with better access to materials, digital tools, and study environments performed significantly better. This supports Bourdieu's (1986) Cultural Capital Theory, which highlights the role of material and symbolic resources in educational success. The findings align with Utami (2022), Chetty et al. (2020), and Ingosi et al. (2024), confirming that parental support enhances learning, whereas a lack of resources perpetuates inequality. Improving home learning conditions is vital for better academic outcomes in Isiolo Sub-County and similar areas.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the key findings on the influence of parental socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County. It summarizes the conclusions drawn from the research questions, provides recommendations based on the results, and suggests potential areas for further study.

5.2 Summary of the Study Findings

This study explored the influence of parental socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County, Kenya. The analysis focused on four key research objectives. The findings are summarized in relation to these objectives.

The first objective examined the influence of parental income on the academic performance of learners. The findings indicate that low parental income has a significant impact on school attendance. According to the data, 94% of teachers and 86% of students observed that learners from low-income families frequently struggle to pay school fees, leading to absenteeism and interruptions in their education. Teachers overwhelmingly emphasized that parental income strongly shapes learner's access to essential academic resources. For instance, 88% of teachers linked higher household incomes to better provision of learning materials.

However, learner responses reveal a contrasting reality. While teachers associate income with resource availability, 67% of learners reported frequent shortages of meals, transportation, and stationery, which directly affect their participation and performance. Although bursaries and

financial aid exist, systemic barriers such as limited information, bureaucratic delays, and the stigma associated with seeking support prevent many needy students from benefiting. Despite these challenges, the study highlights the resilience of learners. About 67% reported adopting coping strategies such as borrowing materials from peers, attending remedial sessions, and working harder to succeed in recognition of their parents' struggles. Yet, these efforts only partially cushion them from the disadvantages imposed by poverty. The Chi-Square analysis ($\chi^2 = 17.772$, $df = 4$, $p = 0.001$) confirmed a statistically significant association between parental income and learner's academic performance, validating both teachers' and learners' perceptions. These findings resonate with Bourdieu's Social Capital Theory, which show how limited financial resources restrict access to school fees, learning materials, and institutional support, thereby contributing to absenteeism and deficient performance. Although learner resilience plays a mitigating role, it cannot fully compensate for the systemic inequities created by poverty.

The second objective sought to examine the influence of parental education level on learner's academic performance. The findings suggest that parental education has a significant impact on student outcomes. Teachers overwhelmingly recognized the importance of parental education, with over 90% agreeing that educated parents are more likely to support their children's learning, attend school meetings, and monitor academic progress. Similarly, 91% of teachers believed that learners from less-educated families require additional academic support to keep pace with their peers.

Learners' perspectives echoed this pattern. Approximately 85% acknowledged that educated parents have a positive influence on their academic commitment, and 72% agreed that parental encouragement enhances their performance. However, only 29% reported receiving regular homework assistance at home, pointing to a gap between perceived benefits of parental

education and the actual support many learners experience. Principals and Parents' Association representatives attributed this gap to structural challenges faced by less-educated parents, such as difficulty interpreting school communications and limited participation in school activities, which reduce their ability to provide meaningful academic support. The Chi-Square analysis ($\chi^2 = 13.425$, $df = 4$, $p = 0.009$) confirmed a statistically significant association between parental education and learner's academic performance, reinforcing both the quantitative and qualitative findings. These results resonate with Bourdieu's Social Capital Theory, which highlights how parents' education endows families with cultural and social capital that strengthens guidance, engagement, and learner motivation. Conversely, limited parental education restricts these forms of support, leaving students at a disadvantage.

The third objective examined the influence of parental occupation on learner's academic performance. The findings indicate that parental occupation significantly shapes learner outcomes by affecting parental availability, engagement, and support. Teachers overwhelmingly recognized this connection, with 80% agreeing that the nature of parents' jobs influenced their ability to attend school functions, while 75% observed that children of unemployed parents faced heightened academic challenges.

Learners' responses reflected similar concerns. Only 34% agreed that their parents had sufficient time to attend school meetings, while 63% noted reduced time for homework support, and 79% reported that parental unemployment negatively affected their concentration in school. Qualitative data further revealed that pastoralist and nomadic occupations disrupt school attendance, weaken home–school collaboration, and limit access to essential learning resources. In contrast, parents in stable or formal employment were better positioned to provide consistent academic support. Although some community support mechanisms exist, they remain

fragmented and insufficient to address the educational gaps caused by unstable parental occupations. The Chi-Square analysis ($\chi^2 = 23.127$, df = 4, p = 0.000) confirmed a statistically significant relationship between parental occupation and learner performance, reinforcing both quantitative and qualitative insights. These findings align with Bourdieu's Social Capital Theory, which highlights how occupational stability strengthens the resources, networks, and support parents can offer, whereas unstable or nomadic work creates structural disadvantages that undermine learner attendance, engagement, and achievement.

The fourth objective investigated how parental provision of learning resources influences learner's academic performance. The findings revealed that most learners experience significant deficits in home-based educational resources. Only 15% of teachers agreed that learners had adequate materials at home, while 71% disagreed or strongly disagreed. Learners confirmed this challenge, with 79% reporting a lack of textbooks and 74% lacking digital devices for study. Parents' inability to provide these resources, often compounded by overcrowded or non-conducive home environments, was found to hinder homework completion, independent study, and overall learning effectiveness.

Qualitative insights from principals and representatives of the Parents' Association reinforced these concerns. While schools attempt to mitigate gaps through libraries, ICT labs, and bursaries, such measures cannot fully compensate for the absence of home-based resources. Many learners remain excluded from technology-based learning, limiting their ability to complete assignments and access online platforms, thereby deepening educational inequalities. Nonetheless, 92% of teachers acknowledged that resilient learners often employ intrinsic motivation to cope with these challenges, though such resilience cannot fully offset structural disadvantages caused by resource scarcity. The Chi-Square analysis ($\chi^2 = 177.433$, df = 4, p =

0.000) confirmed a statistically significant association between parental provision of learning resources and learners' academic performance, reinforcing the critical role of home-based support. These findings align with Bourdieu's Cultural Capital Theory, which emphasizes that access to educational resources and cultural tools within the home environment shapes learners' academic trajectories. Learners from resource-rich households tend to achieve better academic performance, whereas those from under-resourced families encounter structural barriers that hinder their achievement.

5.3 Conclusions of the Study

This section presents the conclusions drawn from the research findings on the influence of parental socio-economic status on learner's academic performance in public secondary schools in Isiolo Sub-County. The conclusions are organized around the four research questions: parental income, parental education, parental occupation, and provision of learning resources, highlighting how each dimension shapes learner's academic outcomes and overall equity in education.

The first research question examined how parental income influences learner's academic performance**.** The findings reveal a complex but pressing reality: while teachers and learners strongly agree that financial stability enables consistent school attendance, access to resources, and improved performance, many families struggle with chronic income shortages. These challenges often manifest in absenteeism, emotional stress, and limited access to learning materials. Despite this, learners demonstrate resilience by borrowing resources, attending remedial classes, and striving to succeed in recognition of their parents' sacrifices. Yet, resilience alone cannot overcome systemic inequities rooted in poverty. Thus, improving learner outcomes

requires not only effective teaching but also deliberate financial support mechanisms to reduce economic barriers and ensure that all learners have a fair chance to succeed.

The second research question focused on the influence of parental education on academic performance. The study confirms that parental education provides learners with cultural and social capital that strengthens motivation, monitoring, and academic commitment. Educated parents are more likely to attend school functions, encourage progress, and offer guidance. However, many learners from less-educated families reported limited support at home, particularly with homework and school communication. Structural challenges such as illiteracy, language barriers, and low self-confidence hinder effective parental involvement, despite parents' genuine desire to help. Bridging this gap requires targeted strategies, including parental literacy programs and inclusive communication practices by schools, so that parents can engage meaningfully in their children's education.

The third research question investigated the role of parental occupation in shaping learner performance. The findings highlight that occupational stability is critical: parents in formal or stable employment are better able to support school attendance and engagement, whereas those in unstable, nomadic, or pastoralist work face greater difficulties. Learners reported that unemployment or seasonal work often leads to reduced parental involvement, limited supervision, and disruptions in school attendance. Community support mechanisms exist but remain inadequate to fully offset these disadvantages. Therefore, addressing occupational inequalities requires both community-based support systems and policies tailored to the realities of pastoralist and low-income households.

The fourth research question examined the influence of parental provision of learning resources on academic performance**.** This study confirms that academic success depends not only

on classroom instruction but also on the resources available at home. Teachers strongly affirmed the importance of textbooks, revision guides, and digital devices, yet most learners reported lacking these essentials. Overcrowded or non-conducive home environments further undermine independent study and homework completion. Although schools provide partial support through libraries and ICT labs, these measures cannot fully compensate for home-based deficits. While resilient learners strive to adapt, the structural disadvantages remain clear. Improving equity, therefore, requires practical, targeted interventions such as expanding bursaries, digital inclusion programs, and community learning hubs that ensure all learners have access to the basic tools of learning.

5.4 Recommendations of the Study

Drawing from the conclusions, this study proposes recommendations aimed at strengthening education policy, enhancing school practices, and guiding future research. These recommendations are intended to reduce the negative effects of socio-economic disparities and to promote more equitable learning outcomes for learners in public secondary schools.

5.4.1 Recommendations for Policy

The study recommends that education policymakers integrate structured parent empowerment programs into the national basic education framework, with a focus on rural and low-literacy contexts. Strengthening parental capacity is essential in overcoming barriers such as poverty and illiteracy, thereby promoting equitable learner outcomes. These programs can include simplified orientation guides, community learning hubs, and mobile outreach units to enhance the home–school connection. To address the shortage of learning materials, the Ministry of Education should establish targeted support programs such as textbook loan schemes, school-based subsidies, or partnerships with NGOs to ensure disadvantaged learners access essential

resources. Policies should also encourage affordable strategies that parents can apply at home, such as setting daily study routines, minimizing distractions, and practicing shared reading. These practices can be reinforced through community-based training modules integrated into adult education and parenting outreach initiatives. Implemented through collaboration between the Ministry of Education, schools, NGOs, and community structures, these interventions offer sustainable, low-cost approaches to strengthen parental involvement and advance educational equity.

5.4.2 Recommendations for Theory

The study recommends future theoretical development to broaden the application of Bourdieu's Social Capital Theory in order to better capture the dynamics of parental involvement in rural education. This is necessary because the findings reveal that learners benefit not only from economic capital but also from cultural and relational resources provided by parents. To enhance its relevance in low-resource contexts, the theory should be refined to include dimensions such as parental literacy, informal social networks, and community-based support. Such refinement can be undertaken by scholars and education researchers through critical reviews, field-based studies, and comparative analysis in rural school settings. This work should be carried out in both academic and policy research forums on an ongoing basis. Doing so will provide a stronger explanatory framework for understanding how parental socio-economic factors interact with school structures to influence academic performance.

5.4.3 Recommendations for Practice

The study recommends that schools appoint parent liaisons, preferably trained community volunteers, to strengthen family–school partnerships. These liaisons would facilitate respectful and language-appropriate communication, organize flexible meetings, share academic

updates via SMS, and guide parents on simple monitoring practices. This will reduce barriers, build trust, and enhance parental involvement. To support learners without conducive home study environments, schools and communities should establish Learning Corners or Homework Clubs. These can be set up in schools or community centers and equipped with basic resources, supervision, and quiet spaces. Such initiatives promote preparation, peer support, and a culture of learning. In addition, schools should promote consistent study routines through daily planners, family reading hours, or reward systems, engaging both teachers and parents throughout the academic year. Parent forums conducted in local languages are also recommended to provide inclusive platforms for sharing best practices. These interventions, implemented by school administrators, Boards of Management, Parents' Associations, and community stakeholders, are low-cost, high-impact measures that can strengthen learners' discipline, motivation, and academic performance.

5.4.4 Recommendations for Further Research

The study recommends that future research examine how parents' literacy levels influence their ability to support children academically, as this would inform the design of appropriate training and communication strategies. Comparative studies across socio-economic groups are also needed to determine how income and resource access affect home-based academic support, thereby guiding equity-focused interventions. Further research should assess the effectiveness of school-led parental involvement strategies, such as SMS updates, workshops, and homework tracking, particularly in low-resource settings. Finally, studies should incorporate learners' perspectives on parental involvement to identify which forms of support they find most beneficial, ensuring that parental efforts are aligned with learners' actual needs.

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APPENDICES

Appendix I: Letter of Introduction

TANGAZA UNIVERSITY

NAIROBI,

KENYA

Tel: 0713915810

Dear participant,

RE: COLLECTION OF SURVEY DATA

I am a postgraduate student at Tangaza University, currently pursuing a Master's degree in Educational Leadership and Administration. As part of my academic program, I am conducting research on the influence of parental socio-economic status on learner's academic performance in Public Secondary Schools in Isiolo Sub-County, Kenya. I kindly request your participation in this study by completing the provided research instrument. Please be assured that all data collected will be used solely for academic purposes and will be treated with the highest level of confidentiality. Your responses are vital to the success of this research, and your cooperation in providing honest and accurate information will be immensely valuable.

Thank you for your time and participation.

Yours sincerely,

Ciingi Katerina Thaara

Appendix II: Informed Consent Form for Participants

This study seeks to examine the influence of parental socio-economic status on learner's academic performance in Public Secondary Schools in Isiolo Sub-County, Kenya. It is being conducted as part of the requirements for the completion of a Master's degree in Educational Leadership and Administration at Tangaza University.

Benefits of taking part in the study

Participation in this study presents an opportunity to contribute to important research examining the influence of parental socio-economic status on learner's academic performance. The findings of this research are anticipated to provide critical insights that will support Public Secondary Schools in Isiolo Sub-County and the wider County of Kenya in achieving their educational objectives. While no monetary compensation will be provided, your involvement will play a pivotal role in advancing knowledge and informing strategies to improve educational outcomes in the region.

Cost of Payment Involved

Participation in this study is entirely free and voluntary. You are free to withdraw at any time without incurring any penalties or fees. There are no costs associated with taking part in this study.

Sharing of Study Results

This study is not designed to evaluate individual competency or performance in any capacity. Instead, its primary objective is to address existing gaps in the literature and contribute to the broader body of knowledge regarding the impact of parental socio-economic status on learner's academic performance. Consequently, individual participants will not receive personal

feedback or results from the study. However, the findings will be published in a journal, ensuring accessibility after publication.

Rights of participants

As a participant, you have the right to contact the researcher for any clarifications or to address any concerns regarding the completion of the questionnaire.

Contact person

For any questions or concerns regarding the study, please feel free to contact the researcher at the phone number provided below.

Katerina Thaara Ciingi +254713915810

Consent and signature

I voluntarily agree to participate in this study under the conditions outlined above.

Signature: _____

Appendix III: Questionnaire for Teachers

Introduction

Dear Teacher,

You are invited to participate in a study titled "Influence of Parental Socio-Economic Status on Learner's Academic Performance in Public Secondary Schools in Isiolo Sub-County, Kenya." Your responses will help understand how family background affects student performance. Please answer all questions honestly. All responses will be treated confidentially.

Section A: Demographic Information

Please fill in or tick (√) where appropriate:

1. What is your gender? Male [ ] Female [ ]
2. Indicate the years of your teaching experience

Less than 5 years [ ] 5-10 years [ ]

11- 15 years [ ] 16 years above [ ]

Section B: Parental Income and Learner's Academic Performance

The following statements relate to parental income and its influence on learners' academic performance. Please indicate the extent to which you agree or disagree with each statement by placing a (√) in the appropriate column.

Use the following key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	Learners from low-income families often struggle to pay school fees					
2.	Financial challenges at home contribute to absenteeism					
3.	Parental income determines learners' access to academic materials					

4.	My school has systems to support financially needy learners					

Section C: Parental Education Level and Learner's Academic Performance

The following statements pertain to parental education level and its impact on learners' academic performance. Please indicate the extent to which you agree or disagree with each statement by placing a (√) in the appropriate column.

Use the following Key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	Parents with higher education levels actively support their children's learning.					
2.	Educated parents attend school meetings and follow up on their children's progress					
3.	Students from less educated backgrounds require more academic support					
4.	The school provides targeted support to disadvantaged learners					

Section D: Parental Occupation and Learner's Academic Performance

Kindly indicate your level of agreement with the following statements regarding how parental occupation influences learners' school attendance by placing a (√) in the appropriate column.

Use the following Key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	Parents' jobs influence their ability to attend school functions					
2.	Students whose parents are unemployed face academic challenges					

3.	The school involves the community in supporting learners.					

Section E: Parental Provision of Learning Resources and Academic Performance

Please indicate your level of agreement with the following statements concerning how the provision of learning resources by parents affects learners' academic progression by placing a (√) in the appropriate column.

Use the following Key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	Learners have access to adequate learning materials at home					
2.	The school has enough resources such as libraries and ICT labs					
3.	Financial aid and bursaries are available to support disadvantaged students					
4.	Resilient learners can succeed despite economic challenges					

Appendix IV: Questionnaire for Learners

Introduction

Dear Student, you are kindly requested to participate in a study titled "Influence of Parental Socio-Economic Status on Learners' Academic Performance in Public Secondary Schools in Isiolo Sub-County, Kenya. This questionnaire seeks to understand your academic experience, learning environment, and how factors such as parental support and personal motivation affect your school performance. Your responses are confidential and used only for academic research. Do not sign your name or school on the form. Please answer each question honestly. There are no right or wrong answers.

Section A: Demographic Information

Please fill in or tick (√) where appropriate

What is your Gender? [ ] Male [ ] Female

What is your family type? [ ] Nuclear [ ] single parent [ ] extended

Section B: Parental Income and Learner's Academic Performance

The following statements relate to parental income and its influence on learners' academic performance. Please indicate the extent to which you agree or disagree with each statement by placing a (√) in the appropriate column.

Use the following key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	I sometimes miss school due to lack of school fees					
2.	My academic performance is affected when my parents face financial issues					
3.	My parents are able to provide me with enough resources for learning					

4.	I receive lunch or transport support due to financial need					
5.	I am motivated to succeed regardless of my family's economic situation					
6.	My school offers bursaries or scholarships to needy students					

Section C: Parental Education Level and Learner's Academic Performance

The following statements pertain to parental education level and its impact on learners' academic performance. Please indicate the extent to which you agree or disagree with each statement by placing a (√) in the appropriate column.

Use the following Key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	My parents help me with my homework					
2.	I perform better because my parents encourage me to study					
3.	Learners with less-educated parents receive little academic support at home.					
4.	Educated parents understand and support their children academically					
5.	I get motivated to work hard by seeing the educational achievements of my parents					
6.	Teachers and staff at school support students from disadvantaged backgrounds					

Section D: Parental Occupation and Learner's Academic Performance

Kindly indicate your level of agreement with the following statements regarding how parental occupation influences learners' school attendance by placing a (√) in the appropriate column.

Use the following Key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	My parents have enough time to attend school meetings					
2.	My parents' work affects the time they have to help me with studies					
3.	When my parents are unemployed, it affects my ability to focus in school					
4.	The community and neighborhood support my education					

Section E: Parental Provision of Learning Resources and Academic Performance

Please indicate your level of agreement with the following statements concerning how the provision of learning resources by parents affects learners' academic progression by placing a (√) in the appropriate column.

Use the following Key:

Key: 0=Not Sure, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

	Statement	**Not Sure**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	I have access to enough textbooks and revision materials at home.					
2.	I have a quiet and suitable place to study at home					
3.	I have access to digital learning tools such as a phone, tablet, or computer					
4.	I am able to complete my homework regularly due to resource availability					
5.	My school has good learning facilities (e.g., library, classrooms, ICT labs)					

Appendix V: Semi-Structured Interview Guide for Parents' Association Representatives

Introduction

Good morning/afternoon.

Thank you for participating in this interview. I am conducting a study on the Influence of Parental Socio-Economic Status on Learner's Academic Performance in Public Secondary Schools in Isiolo Sub-County, Kenya. You have been selected as a Parents' Association representative to share views on behalf of parents in your school regarding how parental income, education, occupation, and provision of learning resources affect learners' academic performance. The information you provide will be confidential and used only for academic purposes. Your participation is voluntary, and you may skip questions or withdraw at any time.

Section A: Background Information

How long have you served as a Parents' Association representative?

How would you describe the general socio-economic background of parents in your school?

What are the common occupations and education levels of parents in your school?

Section B: Parental Income and Learner's Academic Performance

How does parents' income affect their ability to support learners with school fees and learning materials?

Do income levels influence learner's school attendance and academic performance?

Are parents aware of bursary or scholarship opportunities?

Section C: Parental Education Level and Learners' Academic Performance

How does parents' level of education affect their ability to support their children's learning?

Do parents attend school meetings and academic days? Why or why not?

Section D: Parental Occupation and Learners' Academic Performance

How does the nature of parents' occupations affect their involvement in learners' education?

How does unemployment or unstable jobs affect parents' ability to support education?

Section E: Provision of Learning Resources and Learners' Academic Performance

Do most learners have access to textbooks, stationery, or technology at home?

Are parents able to create a supportive home learning environment?

Thank you for your time and for representing the views of parents in your school. Your input is valuable for this study.

Appendix VI: Semi-Structured Interview Guide for Principals

Dear Principal,

Thank you for taking the time to participate in this study. This research aims to explore how parental socio-economic Status influences learner's academic performance in secondary schools in Isiolo Sub-County. Your insights are highly valuable and will contribute significantly to the research. All responses will be treated with confidentiality.

Section A: Demographic Information

1. Gender

2. For how long have you served as a principal?

Section B: Parental Income (Economic Capital) and Learner's Academic Performance

1. From your experience, how does the income level of parents influence learner's academic performance in your school?

- Are there cases where learners are sent home due to lack of school fees?
- Do parents with higher incomes participate differently in school activities?
- How does income affect learners' access to meals, uniforms, or learning trips?

Section C: Parental Education Level (Cultural Capital) and Learner's Academic Performance

2. What role do you think the educational background of parents plays in shaping learners' academic outcomes?

Probes:

- Do parents with more education show more involvement in their children's learning?
- Are such parents more likely to follow up on academic performance or attend meetings?
- How do parents with limited education understand and respond to school communication?
- How do such parents support their children with homework, if at all?

Section D: Parental Occupation (Economic + Social Capital) and Learner's Academic Performance

3. How does the nature of parental occupation influence learners' school participation and academic success?
Probes:

- Are parents with formal employment more available for school-related issues?
- Do certain occupations limit or enhance parental involvement?
- Have you noticed patterns between parents' jobs and learners' academic performance?

Section E: Provision of Learning Resources (Economic + Cultural Capital) and Academic Performance

4. In what ways do the learning resources provided at home impact learners' academic performance?

Probes:

- Are students who have access to textbooks and revision materials at home better performers?
- How does the presence of a quiet study space or internet access influence outcomes?
- What challenges do learners without adequate learning resources face?

Thank you for your valuable input!

Appendix VII: Documents Analysis Guide

Document	**Available (✓)**	**Not Available (✗)**	**Remarks**
Kenya Certificate of Secondary Education (KCSE) Results (2020–2024)	✓		Used to assess learner's academic performance trends over the years.
Student Attendance Registers	✓		Helped establish patterns of absenteeism linked to parental socio-economic status.
Fee Payment Records	✓		Showed parental ability to meet school financial obligations, linked to income levels.
Bursary Beneficiary Lists	✓		Indicated government and donor support to learners from low-income households.
Parents' Association (PA) Meeting Minutes	✓		Reflected parental involvement and school–community collaboration on learners' welfare.
Student Admission Forms	✓		Provided background data on learner's parental education, occupation, and socio-economic details.

Appendix VIII: Reliability Statistics for Teachers' and Learners' Questionnaires

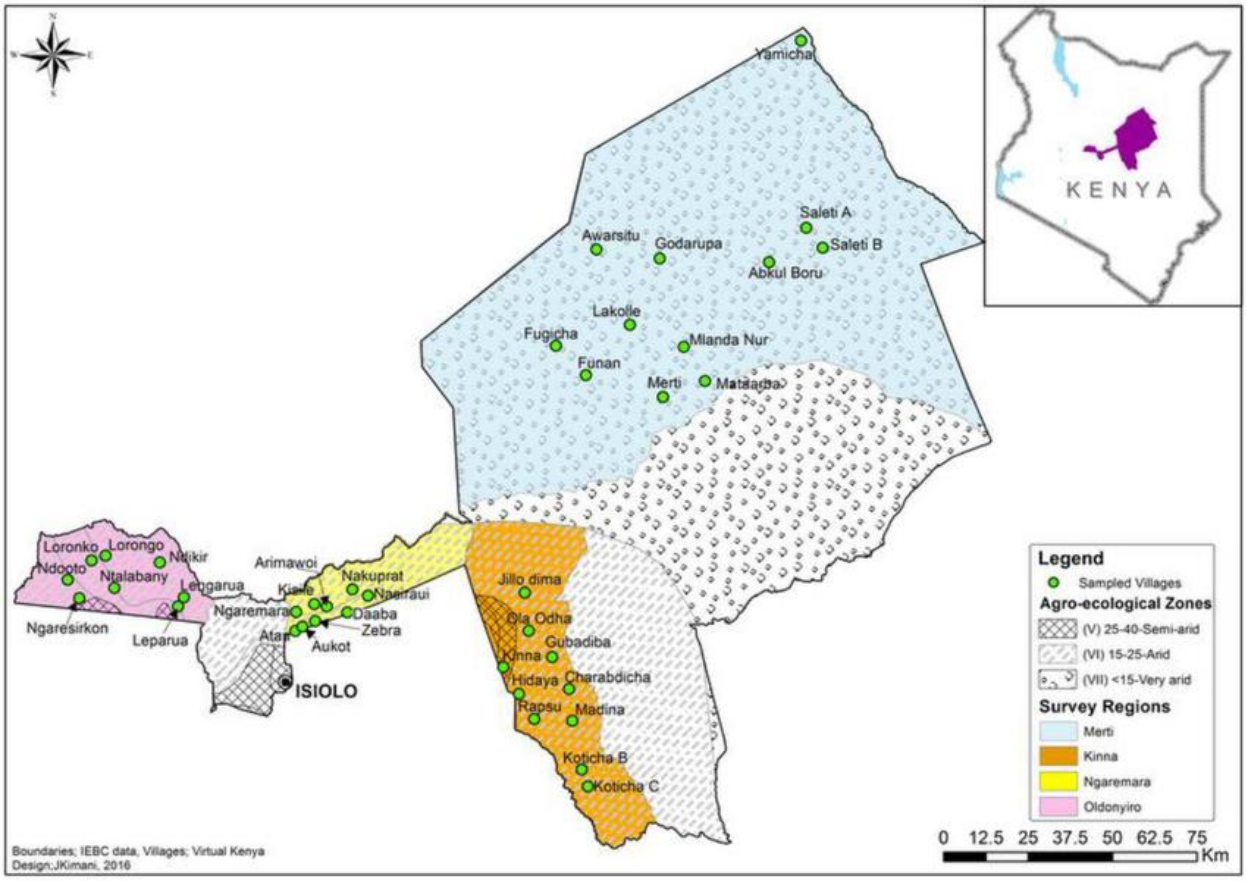
Cronbach's Alpha (α) for Teachers' Questionnaire.

Reliability Statistics	
Cronbach's Alpha	N of Items
.710	15

Cronbach's Alpha (α) for Learners' Questionnaire.

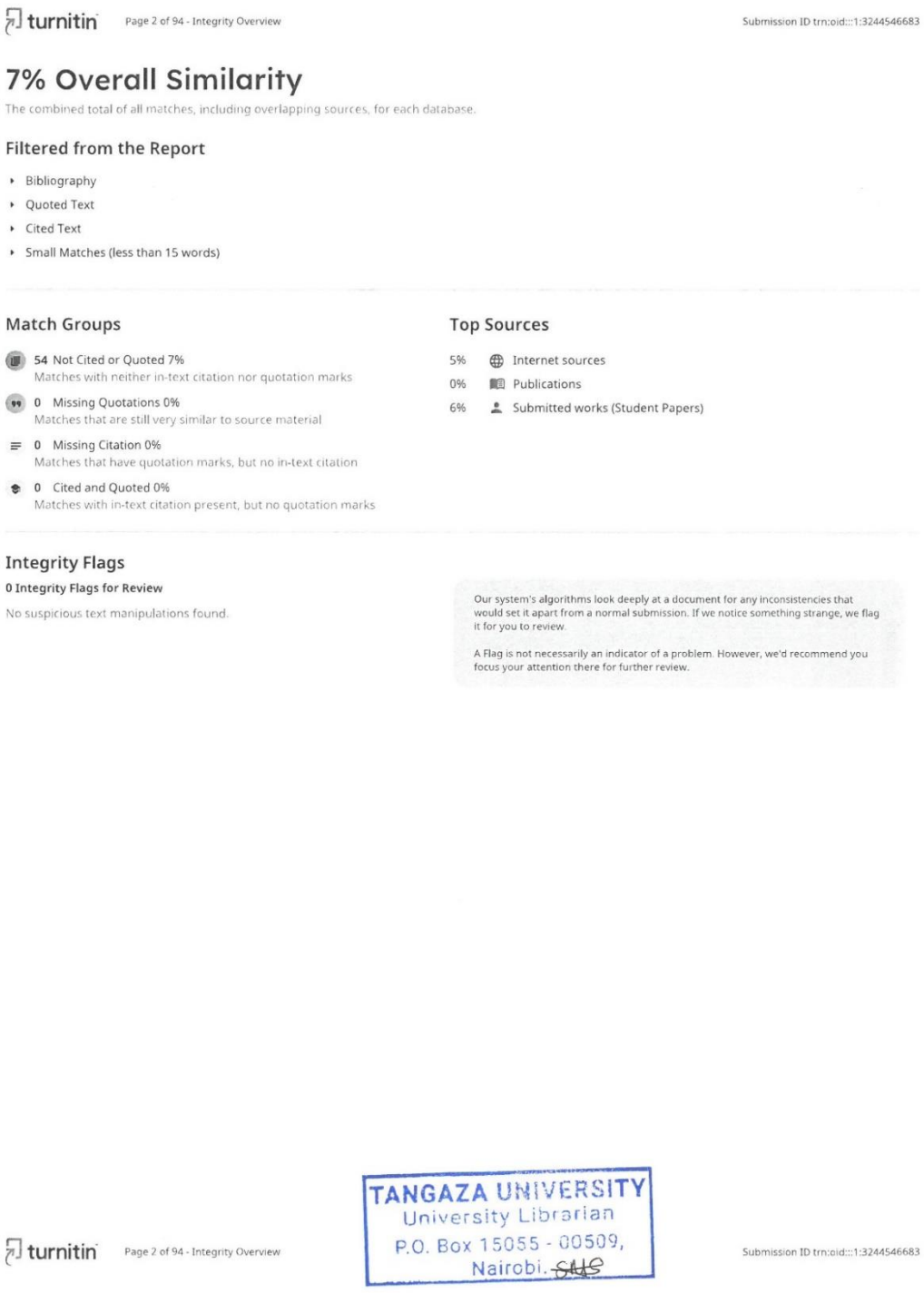
Reliability Statistics	
Cronbach's Alpha	N of Items
.811	21

Appendix IX: Map of Isiolo County



Source: https://www.researchgate.net/figure/Map-of-Isiolo-County-with-study-area-including-sampled-villages_fig1_314389064

Appendix X: Plagiarism Report



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Appendix XI: Research Permission from Tangaza University

TANGAZA UNIVERSITY

Teaching Minds, Touching Hearts, Transforming Lives.....

OFFICE OF THE CHAIRMAN

TANGAZA UNIVERSITY

INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE

E-mail: iserc@tangaza.ac.ke **Website:** www.tangaza.ac.ke

OUR Ref: TU/ISERC2025/01/0076 **Date:** 15th May 2025

The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Recommendation for Research Permit – Ciingi Katerina Thaara

This is to confirm that **Ciingi Katerina Thaara** is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Ciingi wishes to carry out research under the title *"Influence of Parental Socio-Economic Status on Learner's Academic Performance in Public Secondary Schools in Isiolo Sub-County, Kenya".*

I strongly recommend Ciingi Katerina Thaara to the Kenya National Commission for Science, Technology and Innovation (NACOSTI) for the issuance of a research permit. The permit will enable her to proceed to data collection for her study. Thanking you in advance for your cooperation.

Yours sincerely,

TANGAZA UNIVERSITY INSTITUTIONAL SCIENTIFIC AND ETHICAL REVIEW COMMITTEE (TU-ISERC)
★ 15 MAY 2025 ★
P. O. Box 15055 - 00509
NAIROBI - KENYA

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chairperson, TU-ISERC

P.O. Box 15055 - 00509 Langata, Nairobi Kenya
Tel: +254 20 8097667 / 0732 897 000 / 0733 685 059 / 0722 204 724 / 0714 610 777
Email: inquiries@tangaza.ac.ke
Website: www.tangaza.ac.ke

Appendix XII: Permission Letter from Ministry of Education

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **499533**

Date of Issue: **30/June/2025**

RESEARCH LICENSE

This is to Certify that Sr.. Katerina Thaara Ciingi of Tangaza University , has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Isiolo on the topic: INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ISIOLO SUB-COUNTY, KENYA for the period ending : 30/June/2026.

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Deputy Director
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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