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## **Parent's Economic Factors on the Learners' Academic Performance: The case of Public Secondary Schools in Kilifi South Sub-County, Kenya**

**Gladys Mutisya**

<https://orcid.org/0009-0008-7762-1194>

**Mount Kenya University, School of Education**

&

**Beth Mutilu, PhD**

<https://orcid.org/0009-0003-6964-4533>

**Mount Kenya university, School of Education**

### **Abstract**

The research article sets out to assess the influence of parent's economic factors on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya. It was guided by the following objectives: To establish the influence of parent's level of income on the learners' academic performance; to investigate the influence of parents' other income generating activities; to determine the influence of parent's employment status; to evaluate the influence of parent's job/occupation stability. The theory of academic performance, which was advanced by Elger and Human capital theory by Schultz, were used. It utilizes the survey descriptive research design in its endeavour to respond to the problem being unveiled. Quantitative data was collected by a questionnaire and interview guide. pilot study was done to assist the researcher in determining meaningfulness, relevance and clarity and any modification or changes was integrated to ensure content validity. It recommends that since parent's level of income seems inadequate towards the learner's academic performance in Kilifi public secondary school, the government and the school management should come up with strategies geared towards leveraging parents' levels of income so as to boost performance further. Further, school managers should harmonize the whole question of fees clearance, especially when dealing with hard times, as in the cases when famine and drought hit respective areas.

**Key words:** Academic performance, Economic factors, Learners, Influence, Parent

### **Introduction**

Parent's economic status symbolizes the ability of families to enough capital that supports their material and non-material needs. The acquisition of a desirable economic standing for families can be accomplished through the utilization of income and physical asset ownership. Consistent with Dao et al. (2006), families with low-income levels are disproportionately represented by a preliminary decline in their current income, which will often imply a high spending over the income ratio. Children's educational outcomes are strongly correlated with parent's involvement in their education. Yet, families who are economically poor are more likely to have limited parental participation. Education is indispensable if we desire to view the world as a just and fair place where everyone has equal opportunities (Reda, 2015).

Globally, economic stratification has surfaced as a pervasive phenomenon. Following the poverty culture (Lewis, 1966), the poor are blamed for their situation and are vulnerable to the subcultures of desperation, hopelessness, and fatalism.

Another school of thought holds that poverty is caused by the economy's structural constraints, such as low human capital and discrimination making the poor face the difficulty to access quality education or locate the jobs because of low education. Education therefore becomes inevitable if we aspire to eliminate with the existing differences among various economic and social classes since it presents a whole world of opportunities for the disadvantaged to gain equal shot at well-paying jobs. This notwithstanding, learners attending schools ranked as having average peer economic status have leverage over educational outcomes as compared to their counterparts enrolled in schools ranked as lower standard peer economic (Wadsworth, & Stump, 2019).

Forming an education system that shifts the economic perspective of the populace has been a center of focus to many theorists, states, and philosophers. Gutmann (2016) for instance projects a democratic state of education that calls for both parents and states to relinquish some professional authority to professional educators. By doing so, participation of parents in the education system should be active and supportive. This means that learners will benefit from the accompanying individual liberty of choice that goes hand-in-hand with democratic state of education; and also through identifying with and participation in the good of their family and societal economics (Divala & Mathebula, 2016). In view of the foregoing, education makes people more productive, which improves their lives and reduces poverty. However, typically, wealthy families' children perform significantly better than those of poor families (Ondersma, 2012).

According to Velocia and Ronald (2012), a household wealth is related to IQ and school achievement, a phenomenon seen to vary around the world. A deeper analysis divulges associations of wealth with more fundamental academic skillfulness such as reading and math accomplishment. As projected by the World Bank (2014), attainment of education increases the accessibility to a larger range of employment, thereby boosting any nation's economy. Education helps to improve people's lives by increasing levels of income due to the wide range of jobs available worldwide. According to UNESCO (2015), education aids individuals to live healthier lives, understand their democratic rights, and raises awareness about environmental protection. Kenya's educational philosophy has placed education at the heart of the country's economic and human capacity development strategies. Kenyans will benefit from lifelong learning, according to the Ministry of Education Strategic Plan (2012-2018). The intention is to offer holistic, quality education/training since quality education posters economic advancement, encourages good governance and democracy.

In the regional context, most Sub-Saharan African countries have consistently stressed the importance of education for their people and have increased efforts to enhance their economic and social development (UNESCO, 2017). In most countries, candidates' success after finishing school is measured by their performance in national examinations. This is so since progressive learning and performance especially in national examinations is taken as a major determiner of one's economic status in the future (Bradley & Taylor, 2005; Gathogo, 2015). It implies that performance in national examinations is a key in the education sector since provides a pointer to the future and direction of the country. This notwithstanding, every country has its national examinations designed in reflection to the content standards and national curriculum.

Locally, since Kenya's independence in 1963, the Kenyan government has consistently prioritized education for its citizens. The emphasis is on social justice, with equal opportunities for all (Ministry of Education (MOE, 2016). However, the role of parents in schools cannot be overlooked, especially to day scholars who have regular contact with the home environment. Global Monitoring Report indicates that Kenya has presently attained practical gender equivalence. It implies that at the national level, enrolment of boys and girls is nearly equal at primary and secondary levels of education. However, a close observation also discloses that significant number of students in public day secondary schools is posting poor grades in their national examinations and the level of school dropout is high.

Employment is fundamental with consideration to resources that a family shares and the proportion committed towards funding and supporting schooling activities of the children. A family's number of children acts as a determinant in accessing quality education (Boyle, et al., 2002). Evidence has demonstrated that more family estimates and unequivocally the number of family brood translate to the larger the monetary burden. This implies that kids of large families tend to be more indisposed to attend school and frequently fall out of school system. Funds transferred to households could at times override children's achievement, particularly in education (Hunt, 2017). In large sized families, school going children miss classes to engage in economic activities to make some earning that would add to family feeding budget or in the worst case, to earn some money to buy school materials. Poor large families has exposed children to child labour which has been termed as one

of the prevalent obstruction to social progress in many nations and felt even deeper by developing countries in particular (Njeru and Orodho, 2013).

Household disposable income is a considerable determiner in education access. While schooling brings about a range of expenditure, ranging from uniforms, transport, it also goes a long way in imposing the opportunity cost of maintaining a learner in school. Income is related to variety of factors, for instance, when the children start schooling, how frequently do they attend, and whether or not they drop out (Carlson, & Magnuson, 2011). Korboe, Dogbe and Marshall (2018), examined explanations behind dropout and understudies and they noted that destitution stood out as the well-known contributory purpose behind learners dropping out of class hence concluded that affordability remained a challenge to education access in Sub-Sahara Africa. As projected by Lewin (2008), children from deprived households whose parents face hardships for meeting education costs are more likely to miss out in secondary education activities. Poverty reduces demand for participation in school and has an impact on a family's ability to pay for school engagements.

Despite the level of development in the US, the school withdrawal rate has placed it at seventeenth position as far as high school graduation rate is concerned in comparison to her peers in the developed economies. Students from financially constrained backgrounds are six times more probable to withdraw from high school than those of higher-earning backgrounds (Bridgeland et. al., 2016). According to Bridgeland, Dilulio, and Morison (2016), nearly one-third of public high scholars in the US do not graduate. The problem of high school dropouts was primarily linked with low-earning families, which had an impact on personal and education engagements. Holmes (2003) discovered that in Pakistan, school-children withdrew from learning for the reason that parents failed to afford the cost of maintaining them in schools. In China, a study by Liu et al. (2019) indicated that due to a lack of food and school fees, the withdrawal rate during early years of upper secondary training in 2007 was 28.7 percent across the country, and higher in Western china at 28.00 percent. As a result, studies have conceded that costs of attendance of upper secondary school, such as tuition and activity consume a significant portion of a poor family's disposable wages (IConnelly & Zheng, 2013). This is a clear indication that parent's income plays a critical role in attainment of quality education.

The free day secondary education program was instituted in 2008 in Kenya to enhance primary to secondary school transition in order to accommodate enrolment gains (GoK, 2016). Despite the advancements in enrolment at primary school level, low secondary enrollment rates have continued to be recorded across the country, and stood at 50% according to 2009 World Bank estimates. According to (MoE, 2009; Gathogo, 2016), 92% of form one students in 2004 advanced to form four in 2007. This became a landmark improvement over prior years, when the progression rate was 87 percent with non-progression being attributed to withdrawal. As a means of convalescing access as well as secondary learning participation, the government suggested increasing bursary allocation and instituting a fee subsidy (Orodho & Njeru, 2003).

However, even with the provision of free day secondary school and bursary fund allotment, comparatively, access to and participation in primary school is way higher than the number of learners who transit and participate in secondary school level with most day secondary schools posting dismal grades in national examinations. The rate of learner enrolment in 2004 for primary education level was recorded at 74.3% while for secondary level was 9.3% (MoE, 2005). In Kilifi South Sub County, registered public secondary schools are 12, 11 of which are mixed boys' and girls' secondary schools that form majority part within the sub county.

### **Statement of the Problem**

The Kenyan government acknowledges that promoting inclusive and effective secondary education is critical to economic growth and poverty suppression. Numerous initiatives have been engaged in the education sector for betterment of secondary education access, retention, and completion, as well as to ensure equity for all children to enroll in basic learning (MoE, 2015). This action by the government is based on the country's 2010- Constitution and other laws such as Basic Education Act (2013) and Children Act (2001) which have established basic schooling as a child's right. However, even with the boost in this transition, the predicament of underperformance has taken a worrying route in the Kenyan secondary school educational system. Still, many secondary school learners fail to successfully complete secondary education. As per MoE statistics (2022), primary school completion is higher than secondary school completion, which has the highest waste. In 2015, the learners who successfully advanced to form four were only 47.7%. Nonetheless, the government strategizes to achieve 57 per cent in 2025 and further improve to 64.5 per cent in 2030. This rising dropout has caused concern to the MoE given that

huge resources are invested through government funding towards secondary school education. In spite of the provision of free day secondary and allocation of bursaries, participation and access in secondary school level has remained low and continually records low grades.

According to MoE (2022), K.C.S.E results analysis of the last five years (2018-2022), the performance of students in K.C.S.E examination in public secondary schools in Kilifi South Sub County is worrying as very small number of the student got admission to university despite the fact that all public secondary schools had government seconded teachers and are funded by public tax. The government has also invested heavily in the setting up of public schools in various localities through CDF, but this has not addressed the high numbers of low grades in national examinations and absence from schools during school hours.

Extensive research has demonstrated that economic stability within a household directly correlates with a child's educational success. However, despite the substantial body of evidence supporting this relationship, there remains a need for a comprehensive understanding of the nuanced mechanisms through which parent economic factors exert their influence. Additionally, there is a gap in the literature regarding the specific pathways by which economic stability translates into improved academic performance, and how these factors may interact with other socio-cultural and environmental elements. Addressing these gaps is crucial for developing targeted interventions and policies aimed at optimizing educational outcomes for all students, regardless of their socio-economic background. Furthermore, considering the dynamic nature of economic conditions, it is imperative to explore how changes in parent economic factors over time may impact a child's academic trajectory.

Various local studies have been done. For example, Ngware, Ezeh, Oketch and Mudenge (2019) did a study to assess whether households' characteristic matter in schooling decisions in Kenya. Likewise, Njeru and Orodho (2013) did a study to assess on access and participation in secondary education in Kenya where the study mostly looked at parent characteristics whereas Obua (2011) did a study to establish the impact of abolition of secondary school fees in Kenya responses by the parents. No study really delved into the deeper understanding on the parent economic factors relationship to learner's academic performance. The gap that the study aimed to fill was related to the lack of specific research focusing on how parents' economic factors specifically affect learners' academic performance in public secondary schools in Kilifi South Sub-County, Kenya. This implied that previous studies may have addressed broader aspects of parental involvement or economic factors without delving into the specific context and dynamics of this region and educational level. This therefore necessitated the need for research to assess the influence of parent's economic factors on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya.

### **Purpose of the research study**

The purpose of the research study was to assess the influence of parent's economic factors on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya.

### **Objectives of the research study**

The study was guided by the following objectives:

- i. To establish the influence of parent's level of income on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya.
- ii. To investigate the influence of parents' other income generating activities on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya.
- iii. To determine the influence of parent's employment status on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya.
- iv. To evaluate the influence of parent's job/occupation stability on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya.

### **Significance of the research study**

This study would be significant to the public secondary schools in Kilifi County and elsewhere. In this case, the managers and other stakeholders in the school may be in a position to understand well on parents' economic factors influencing the learner's

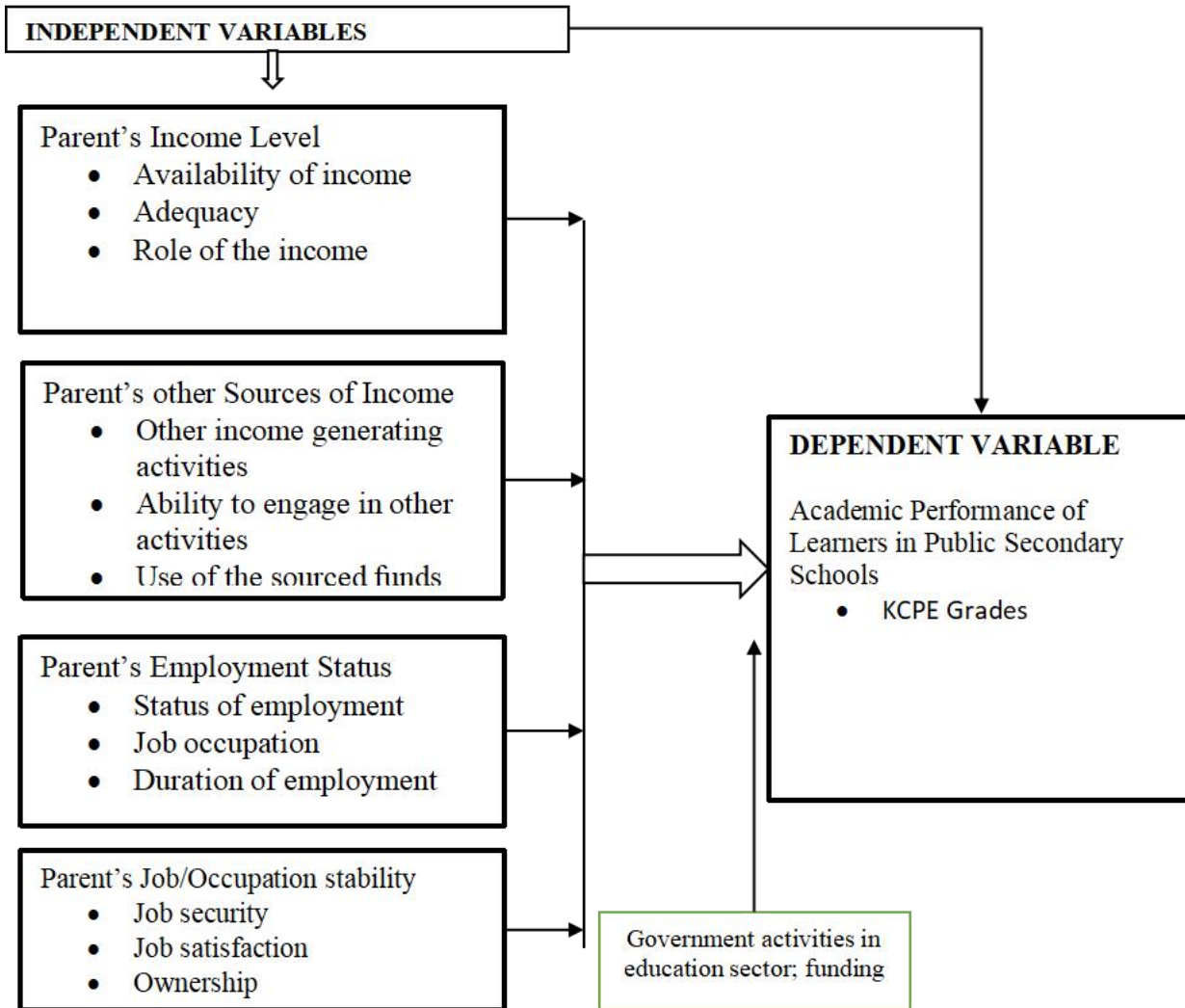
s academic performance. In this case, findings is may provide remedy to poor student performance in public secondary schools in Kilifi South Sub County, Kenya resulting from parent's economic factors. This would mean that the findings may be used to correct the performance gaps not only in Kilifi South Sub County, but for entire coastal region and also evaluate private secondary schools in the region.

This research study will be significant to the government and other policy makers or donors interested in making the education sector in look much better in Kenya. In this case, the findings from this research may assist the Ministry of Education and associated agencies like TSC in identifying challenges facing learners that are parents economic factors related with the aim of putting into place measures that are geared towards improving learners' performance in secondary schools in Kenya. The study will be significant to future researchers and academicians for they may be guided by this research to more areas of further inquiry. In this case, the researchers may use the findings from this study to either improve of their literature arguments or support their research findings altogether in the same field of parents economic factors relationship with the learners academic performance or other in public learning institutions others incorporated in the education sector in Kenya or beyond.

### **Literature review**

Lee (2019) investigated how income size impacts on investment in children's education using qualitative data gathered from parents across three Districts in India. Lee (2019) discovered that vulnerable families that receive less support result in an intensified economic dependency ratio fail to relieve some of resource constraints that could compel families to make unfavorable choices regarding young learners' education investment. Duncan et al. (2018) did an analysis of parent level other sources of income and learners completion rate using quantitative data across 36 institutions in South Africa. Inquiries concerning income from work, social security, retirement pensions, unemployment payments, and public assistance, were factored. Another study by Benzies and Mychasiuk (2019) assessed the relation between how much income parents bring in and how well their children do in school at a young age in Mexico was assessed by the scholars posit that children from lower-earning families perform poorer in school, suffer poor health when matched up to children from higher-earning families. Obua (2011) hypothesize that in Kenya, if earnings are extremely low, children could be asked to chip-in the family's income, by taking up paid menial work or taking part in tasks that could free up other household members who can do paid work. A study by Haaveman and Wollfe (2015) reported that the influence of parents' other income generating activities on learners' academic performance is a critical aspect of understanding the multifaceted factors that shape educational outcomes. Research by Huunt (2018) found out that parents' involvement in additional income-generating activities indirectly benefited a child's academic performance by teaching crucial skills in time management and prioritization. A research study by Jumaa (2013) noted that while parents' engagement in supplementary income activities can have positive effects, it is important to acknowledge potential challenges. Balancing additional work responsibilities with parental duties may pose challenges. According to a report by Kanere (2009), many students who attend schools in refugee camps where the majority of caregivers are unemployed perform poorly on exams, despite the fact that providing high-quality secondary education is crucial for creating the opportunities and advantages of social economic development (World Bank, 2005). According to Omolo (2010), people view the informal labor market as unstable and devoid of workers' rights. According to Reardon, Valentino and Shores (2013) parent's job or occupation stability is a crucial economic factor that can significantly influence learners' academic performance. This stability pertains to the security and predictability associated with a parent's current employment, which in turn impacts the financial resources available for educational support and the emotional well-being of the child. A research report by Russell et al. (2016) reported that parental job stability also plays a vital role in shaping the emotional well-being of children. A stable job provides parents with a sense of security and confidence, reducing stress and anxiety related to financial uncertainties.

### Conceptual Framework



**Figure 2.1: Conceptual Framework**  
(Source: Researcher 2023)

### Research Methodology

This study used a quantitative approach as the method of collecting data. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Quantitative studies are often fast, focused, scientific and reliable. Qualitative research is very important in educational research as it addresses the “how” and “why” research questions and enables deeper understanding of experiences, phenomena and context. Qualitative research allows you to ask questions that cannot be easily put into numbers to understand human experience. (Mugenda and Mugenda, 2003)

### Research design

This study used survey descriptive research design approach that will be adopted. A research design is a plan that informs the research process of gathering, analyzing, and interpreting data. It’s the researcher's blueprint for the instruments and methods employed to collect and evaluate information so as to answer the set research questions (Gay, Mills & Airasian, 2018). According to Creswell and Creswell (2022) research design is referred to as the procedures adopted by a researcher to

explore relationships among variables of interest. It is also a procedure for developing an empirical test to confirm or deny assertions. Descriptive research design includes cross-sectional study and longitudinal study. Survey descriptive design was considered vigorous for effect of relationship studies and appropriate for studies purposing to analyze attitude or phenomenon or a situation by taking into account a cross-section of target population at a given point in time. The justification on the use of the design was based on the fact that It is a suitable approach when a study desires to explain in quantitative terms the degree to which two or more variables are linked (Silva, 2017).

## Discussion

### Parent's level Of Income and Learners' Academic Performance among Public Secondary Schools in Kilifi South Sub-County, Kenya

**Table 4.7: Respondents level of agreement on statements that relate to influence of Parents' other income generating activities on learners' academic performance**

Statements	Strongly disagree	Disagree	Moderately agree	Agree	Strongly agree	Mean score	Std deviation
My parent has a regular income from wages or salaries	15	85	0	0	0	4.14	0.0337
My parent/guardian receives income from pension and other social benefits	24	64	7	5	0	4.07	0.0331
Income my parent get is sufficient to provide basic needs to the family	18	70	12	0	0	4.06	0.0330
Other family members engage in economically productive activities	15	79	2	4	0	4.05	0.0329
The income most parents get is sufficient to provide basic needs to the family	19	71	6	3	1	4.04	0.0020

## Researcher 2024

The table 4.7 above present's findings on respondents' level of agreement on statements that relate to influence of parents' other income generating activities on learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya. According to the results displayed in the table above, majority of the respondents were in disagreement that; parents have a regular income from wages or salaries as shown by 85%, parent/guardian receives income from pension and other social benefits as shown by 64%, income parents get is sufficient to provide basic needs to the family as shown by 70%, Other family members engage in economically productive activities as shown by 79% and that the income most parents get is sufficient to provide basic needs to the family as shown by 71% respectively with the mean scores of 4.14, 4.07, 4.06, 4.05 and 4.04 respectively.

The research study established that majority of the respondents were in disagreement that; family receive government transfers for (elderly/ disability/grant/other) as shown by 85%, parents adequately receive funding from government bursaries as shown by 84%, parents receive support in from of instructional materials for their school work as shown by 77%, school provides financial support to needy students as shown by 60%, Compared to low income parents, high income parents are more engaged in their children's education as shown by 55%, students from disadvantaged backgrounds exhibit lower self-esteem than students from affluent backgrounds as shown by 69%, cash strapped parents struggle to meet their kids' learning needs as shown by 68% and that some students get sponsorship aid from NGOs/ religious group/ social welfare reflected by the mean scores of 4.14, 4.14, 4.08, 3.85, 3.83, 3.83, 4.1 and 4.1 respectively.

## Parents' other Income generating Activities and Learners' Academic Performance among Public Secondary Schools in Kilifi South Sub-County, Kenya

**Table 4.8: Respondents level of agreement on statements that relate to influence of Parent's employment status on learners' academic performance**

Statements	Strongly disagree	Disagree	Modestly agree	Agree	Strongly agree	Mean score	Std Deviation
I believe parent occupation has impact on their children's academic performance	19	68	11	1	1	4.03	0.0020
I have realized that parents are satisfied with their current occupation	19	71	6	3	1	4.04	0.0016
I believe that parent's occupation is influenced my perspective on job and career	15	70	13	1	1	3.97	0.0012
Parents occupation has had an impact on your academic performance	14	71	13	1	1	3.97	0.0120
I have realized that parent's occupation has influenced career aspirations	18	67	8	6	1	3.85	0.0020

### Researcher 2024

The table 4.8 above depicts findings on respondent's level of agreement on statements that relate to influence of Parent's employment status on learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya. According to the results, majority of the respondents were in agreement that; stakeholders believe parent occupation has impact on their children's academic performance as shown by 68%, stakeholders have realized that parents are satisfied with their current occupation as shown by of 71%, parents occupation has had an impact on students' academic performance shown by 71%, stakeholders who participated have realized that parents occupation has influenced career aspirations as shown by 67% and that they believe that parents occupation is influenced my perspective on job and career as shown by 70% and the mean scores of 4.03, 4.04, 3.97, 3.97 and 3.85 respectively.

The research study established that majority of the respondents were in disagreement that; parents have a regular income from wages or salaries as shown by 85%, parent/guardian receives income from pension and other social benefits as shown by 64%, income parents get is sufficient to provide basic needs to the family as shown by 70%, Other family members engage in economically productive activities as shown by 79% and that the income most parents get is sufficient to provide basic needs to the family as shown by 71% respectively with the mean scores of 4.14, 4.07, 4.06, 4.05 and 4.04 respectively.

### Parent's Employment Status and Learners' Academic Performance among Public Secondary Schools in Kilifi South Sub-County, Kenya

The researcher found out that majority of the respondents were in agreement that; stakeholders believe parent occupation has impact on their children's academic performance as shown by 68%, stakeholders have realized that parents are satisfied with their current occupation as shown by of 71%, parents occupation has had an impact on students' academic performance shown by 71%, stakeholders who participated have realized that parents occupation has influenced career aspirations as shown by 67% and that they believe that parents occupation is influenced my perspective on job and career as shown by 70% and the mean scores of 4.03, 4.04, 3.97, 3.97 and 3.85 respectively.



## Parent's Job/Occupation Stability and Learners' Academic Performance among public secondary schools in Kilifi South Sub-County, Kenya

**Table 4.9: Respondents level of agreement on statements that relate to influence of Parent's job/occupation stability on learners' academic performance**

Statements	Strongly disagree	Disagree	Modestly agree	Agree	Strongly agree	Mean score	Standard deviation
In most cases, parent/s in school are in the formal employment	15	79	2	4	0	4.05	0.0006
Most of the parents work for at least 5 days in a week	19	71	6	3	1	4.04	0.0002
Most parents to our secondary school are in business	19	68	11	1	1	4.03	0.0121
Most parent affords to buy uniform, textbooks and other school materials	20	67	11	1	1	4.02	0.0020
Most students are always sent home to collect school fees	10	88	1	1	0	4.07	0.0010

### Researcher 2024

The researcher wanted to establish the respondent's level of agreement on statements that relate to influence of parent's job/occupation stability on learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya. According to the results displayed in the table 4.9 above, majority of the respondents were in agreement that; in most cases, parent/s in school are in the formal employment as shown by 79%, most of the parents work for at least 5 days in a week as shown by 71%, most parents to secondary school are in business as shown by as shown by 68% and that most parent affords to buy uniform, textbooks and other school materials as shown by 67% whereas most students are always sent home to collect school fees with the mean scores of 4.05, 4.04, 4.03, 4.02 and 4.07 respectively.

The research study found out that majority of the respondents were in agreement that; in most cases, parent/s in school are in the formal employment as shown by 79%, most of the parents work for at least 5 days in a week as shown by 71%, most parents to secondary school are in business as shown by as shown by 68% and that most parent affords to buy uniform, textbooks and other school materials as shown by 67% whereas most students are always sent home to collect school fees with the mean scores of 4.05, 4.04, 4.03, 4.02 and 4.07 respectively.

Overall, the adjusted R-value was at 0.803, showing a change of 80.3% on dependent variable. This indicates that the model was a good fit in; Parent's level of income, Parents' other income generating activities, Parent's employment status, Parent's job/occupation stability. In addition, the adjusted multiple coefficients of determination of 0.803 indicates the high joint impact of the explanatory variables. This was be confirmed by the high figure of F value of 430.1 which implies a high joint explanatory ability. Coefficient figures were generated through the use of SPSS data analysis and established the following regression equation;  $Y = 3.752 + 0.899X_1 + 0.002X_2 + 2.580X_3 + 1.100X_4$ . The study found that when independent variables ( $X_1$ = Parent's level of income  $X_2$ = Parents' other income generating activities,  $X_3$ = Parent's employment status,  $X_4$ : Parent's job/occupation stability) were kept constant at zero learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya will be at 3.752. A rise by a unit in single Parent's level of income will result to a rise in learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya by a factor of 0.899; a rise by a unit in parents' other income generating activities, will result to a rise in learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya by a factor of 0.002, a rise by a unit in Parent's employment status will result to a rise in learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya by a factor of 2.580,

while a rise by a unit in Parent's job/occupation stability will lead to increase in learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya by a factor of 1.100.

### **Conclusions**

In light of the study findings, the study concludes that majority of the respondents were in disagreement that; family receive government transfers for (elderly/ disability/grant/other), parents adequately receive funding from government bursaries, parents receive support in from of instructional materials for their school work, school provides financial support to needy students, Compared to low income parents, high income parents are more engaged in their children's education, students from disadvantaged backgrounds exhibit lower self-esteem than students from affluent backgrounds, cash strapped parents struggle to meet their kids' learning needs and that some students get sponsorship aid from NGOs/ religious group/ social welfare.

The research study concluded that majority of the respondents were in disagreement that; parents have a regular income from wages or salaries, parent/guardian receives income from pension and other social benefits, income parents get is sufficient to provide basic needs to the family, other family members engage in economically productive activities and that the income most parents get is sufficient to provide basic needs to the family.

It was concluded from the study that stakeholders believe parent occupation has impact on their children's academic performance, stakeholders have realized that parents are satisfied with their current occupation, parents' occupation has had an impact on students' academic performance, stakeholders who participated have realized that parent's occupation has influenced career aspirations and that they believe that parent's occupation is influenced my perspective on job and career. The research study found out that in most cases, parent/s in school are in the formal employment, most of the parents work for at least 5 days in a week, most parents to secondary school are in business and that most parent affords to buy uniform, textbooks and other school materials whereas most students are always sent home to collect school fees.

### **Recommendations**

In regard to the influence of parent's level of income on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya the study recommends that since parent's level of income seems inadequate towards the learner's academic performance in Kilifi public secondary school, the government and the school management should come up with strategies towards assisting parents leverage their levels of income to boost performance the more. In regard the influence of parents' other income generating activities on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya. Most of the parents disagreed that they have other sources of income generating activities. This study recommends that school managers have a harmony on how parents clear their fees in set duration, especially in situations of hardships like famine and drought. Since the research identified that parent's employment status is low, the researcher recommends that there be some understanding between stakeholders especially on the no employed parents on payment plans.

In regard to the influence of parent's employment status on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya. Parent's job/occupation was not extremely stable; hence influencing the way parents would support learning of their children at school. The study hence recommends that the school heads offer guidance on criteria which parents can use during job instability situations to ensure learning is harmonized for better performance.

In regard to the influence of parent's job/occupation stability on the learners' academic performance among public secondary schools in Kilifi South Sub-County, Kenya, the research study recommends that policy action be formulated to ensure that there is smooth learning among learners. This would be especially important so that learners sustained learning and stay at school can be achieved for better academic performance.

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