

Influence of Parental Income and Learning Resources on Students' Academic Performance

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Abstract

Studies have revealed that uncondusive home environment has negative influence on students' academic performance. Kipkelion Sub-county academic performance has been dismal for the last five years (2007 - 2012). This study investigated the influence of home environment which included parental income and learning resources at home on students' academic performance in public day secondary schools, based on Ecology System Theory by Bronfenbrenner. A sample of 210 form four students were selected using stratified and simple random sampling based on the causal-comparative research design, since manifestations of independent variables on dependent variable had already occurred. A questionnaire was used to solicit information on students' home environment. Whereas, document analysis was used to collect information about the students' academic performance based on Mock Examination. Data was analysed using descriptive and inferential statistics such as: t-test, (ANOVA), Study revealed that home learning resources and parental income significantly influenced students' academic performance. Study recommends strategies be put in place with a view of improving students' academic performance like: active participation of parents on students' academic affairs regardless of parental income level, and provision adequate learning materials for example: text books, furniture, lighting, and ample study space at home. Therefore, this research determine the influence of parental income and learning which significantly influenced students' academic performance, this will sensitise the parents, teachers and stakeholders on how address these factors so as to improve students' academic performance.

Keywords: influence, home environment, parental income, learning resources, academic performance

INTRODUCTION

Education is the development of the endowed capacities in the individual which will enable him to control his environment and fulfill his responsibilities to a major extent (World Bank, 2004). Parents can create a home environment suitable for learning by among other things: Designating an area to do homework, providing access to reading material, and assisting with the organisation of homework and studies (OECD 2003). Epstein (2008) suggested that parents who are informed, and involved in their children's school can positively impact their child's attitude and performance. Parents' awareness and interest in their children's learning and school activities model for their children the importance of school, consequently leading to positive behaviours.

The home learning setting is formative in a child's social development, and is an essential contributing factor to educational outcomes at all stages of the learning trajectory (Bull, Brooking, and Campbell, 2008; Ajila and Olutola, 2000; & Jeynes, 2005). OECD/UNESCO (2003) alleged that family characteristics are a major source of disparity in students' outcomes. More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school.

Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work.

Omoraka (2001) noted that children with rich parents have certain needs, physical, and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing grounds, provision of books, and other essential materials.

Effects of poverty on academic achievement indicated that the number of Americans living in poverty is continually increasing and has directly affected academic achievement due to the lack of resources available for student success. Low achievement was closely correlated with lack of resources. Poverty significantly affected the resources available to students. Due to this lack of resources, many students struggled to reach the same academic achievement levels of students not living in poverty. The factors that affected students' achievement include income, source of income. Although many poor students scored below average on assessment measures, instructional techniques, and strategies implemented at the classroom, school, district, and government levels could help close the achievement

gap by providing students with necessary assistance in order to achieve high performance in academics (Lacour, & Tissington, 2011).

The relationship between SES and Academic achievement of 14 Secondary school students of Lucknow city of Uttar Pradesh (India) revealed a significant difference between high SES, and average SES category students. Students belonging to high SES category had higher academic achievement as compared to average SES students. The High SES students had better exposure, and environment, and attended schools with excellent infrastructure, and facilities. The teachers, tutors, and guidance of parents were also available to them (Chandra, & Azimuddin, 2013).

In Kenya, a study was conducted on the effects of economic activities on pupils' academic performance of pupils at Kenya Certificate of Primary Education in Lari division, using survey design was used and questionnaire for head teachers, and standard eight pupils for data collection. Data was analyzed using descriptive statistics. The study revealed that academic performance was adversely affected by contextual factors such as: inadequate support by parents, and low income were deemed to contribute to poor academic performance (Awuor, 2012).

In Kenya, a descriptive survey design was used to collect from 21 secondary schools, and a sample of 16 head teachers, 64 teachers, 128 form four students, and 32 parents. Data were analysed by frequencies, and percentages. The results showed that the level of income of parents contributed to poor academic performance. The government should improve on free education policies and provision of more funds and materials for the upliftment of the educational system (Onderi, et al, 2014). A study in India, also revealed that students with significantly better facilities in home (separate room to study, table, light, ventilation, and surrounding environment), had significantly better academic achievement (Sunitha, & Khadi, 2007). Likewise, Muruwei (2011) observed that learning facilities and the learning environment are also very important.

In Malaysia, a study on their socioeconomic status, and home environment, revealed that students from high socioeconomic status scored higher as compared to students from low socioeconomic status, and that learning materials at home had no impact on students' academic achievement. The study recommended that teachers and parents should provide children with more learning materials, so that they could experience a good learning environment. This will eventually encourage them to explore the subject, and gain a good result in chemistry test (Sukor, Osman, & Soh, 2012).

Alokan, Osakinle, & Onijingin, (2013) found a significant difference between students having study facilities at home and no having study facilities at home. It was concluded that having study facilities at home had great influence on academic performance. Unfavourable home environments, and family backgrounds, which work negatively for students as they pursue their reading, lack of reading materials, chores at home, poor lighting, lack of proper accommodation, and physical facilities. The study recommended that head teachers should desist from sending students home for fees (Karue, & Amukowa, 2013; Muola, 2010). Similarly, Ushie, Emeka, Ononga, & Owolabi, (2012) study revealed that students whose parents had better jobs and higher levels of income tend to have higher levels of literacy performance. Ntitika, (2014) observed that Parents who were economically stable were in a position to provide resources, and materials, and enroll students to the schools of their choice.

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

The Bronfenbrenner (1979) Ecology system theory on environmental interconnectedness and its impact on human development and growth was utilised in this study. Which suggests that individual's ecological environment can be described as having different structures that are nested together, resulting in the total environment. The inner level consists of the individual and his or her immediate setting, with subsequent levels following in an interconnected manner. This inner level is referred to as the micro-system, which is followed by the mesosystem, exosystem, and macrosystem. The microsystem includes all the activities, roles, and personal experiences of an individual within a particular

setting with certain characteristics. A setting can be any place where an individual interacts daily with other humans. The events that take place within that setting can be recorded as being similar for many different people. However, students' microsystem level is the individual meaning or interpretation assigned to each event that makes environmental factors relevant in the study of human ecology.

The second level is referred to as the mesosystem, which combines the activities of two or more settings for the individual. Settings such as work, and school would be included in this category. When a person moves in to a new realm in society he or she is operating within the mesosystem. Thirdly, the exosystem includes settings that do not necessarily involve the developing individual, but may still manage to affect that person from more distant channels. Examples of this would include events in the lives of relatives or peers that do not affect the individual directly, but influence a person who has a close relationship with the individual. The effects will generally trickle through to the center individual. The educational implication of this theory was that a public day secondary school students operate within the two systems (microsystem and mesosystem) (Witt, 2008).

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

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

the effects of a student's external environment on his or her academic performance.

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

This conceptual framework forms the various concepts that are related with theoretical framework in that home environment under investigation was within micro system included variety of learning resources at home the student utilises during study at home like: study room, text books, and revision books, studying furniture, and time. Parental income operated both within micro system, since the student had close interaction with parents in terms of provision of needed studying/learning materials, also within mesosystem level of interaction, because parents acted as a link between the student, and outside world.

In Kenya, performance in national examinations determines the type of training, work, and future opportunities for further education of the student. However, there are many factors that might hinder the academic performance of a student. This study focused on Kipkelion Sub-County academic performance in KCSE which has been dismal for the last five years (2007 - 2012), which sought to determine the influence of home environment on performance in public day secondary schools, because majority 36 out of 42 (85%) of schools in Kipkelion Sub-County are public mixed day secondary schools, in which both boys and girls learn in same environment and commute daily from their homes to school and more so they registered low academic performance. It was assumed that all secondary schools were adequately equipped. (Kipkelion, SCDEO Annual Report, 2012).

Etelej (2011) observed that KCSE results from 2010 to 2013 were not encouraging. In 2010, 260,966 (73%) candidates scored C, and below, out of 357,488 candidates, whereas, 96,522 (27%) obtained mean grade of C+, and above, which is considered the minimum university entry benchmark. Likewise, in KCSE 2011, 119,658(29.1%) out of 411,783 candidates scored C+, and above, whereas 292,125

(70.9%) scored C and below. Also, Kipkelion Sub-County Director of Education Officer (SCDEO) Annual Report, (2012) had same observation that the performance of Kipkelion Sub-County in KCSE has been dismal for the last five years (2007 - 2012), out of 7238 candidates for the period (2008-2011), 1731 (23.92%) scored C+ and above. whereas, 5507 (76.08%) scored C(plain) and below. Thus, from this statistics the overall performance was very low with the whole Sub-County producing only 1731(23.92%) out of 7238, in which boarding schools produced a significant number of 724(38.82%) out of 1865 candidates enrolled in KCSE examinations compared with 1007(18.74%) out of 5373 candidates from day secondary schools who did the same examination.

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

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

The objectives of the study were:

- i. The influence of parental income on students' academic performance.
- ii. The influence of learning resources at home on students' academic performance

The study was designed to answer the following questions:

- i. Does parental income influence students' academic performance?
- ii. Does learning resources at home influence students' academic performance?

The Research Hypotheses

Ho₁: There is no significant influence of parental income on students' academic Performance.

H₀₂: learning resources at home have no significant influence on the students' academic performance.

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

METHOD

Participants

The study had 2132 form four students selected as the accessible population, as they had been in the system for the last three years and were therefore considered able to provide appropriate responses. Furthermore, they were preparing for KCSE examination which would reflect how they had been studying in various home environments, they were also considered mature enough in terms of age and education, to understand their family background. Kipkelion Sub-County had 42 public secondary schools, out of these, 9 (21.45%) were girls' schools, 3 (7.13%) were boys' schools, while 30 (71.42%) were mixed schools. Out of these, 11 (26.19%) were boarding schools and 31 (73.81%) were day schools with 2132 form four students attending public mixed day secondary schools. The researcher used 10 (32.25%) schools out of 31 public mixed day secondary schools. These represent thirty 30% of the 31 district public mixed day secondary schools which concurs with Kombo and Delno (2006) that says that a sample of 30% is a representative of a population to be studied.

Stratified random technique was used to identify sample size of respondents, where respondents were divided into two strata on the basis of gender (boys and girls), from each stratum of (804 girls and 1328 boys) which presented a ratio of 2:3. This ratio was used to calculate a proportionate number of students from each gender to participate in study. Hence, from

the accessible population of 2132, approximately 210(10.33%) students were sampled, which concurred with Mugenda, & Mugenda (2003) that sample size of 10% is appropriate for the study. Then, using the ratio of 2 girls to 3 boys, the number of students from each gender that were selected to participate in the study was calculated, which were 84 girls and 126 boys, which was then divided by 10 to get representatives from each gender, which resulted to 8 girls and 13 boys in each school participating in the study, giving a total of a sample size of 210 respondents selected from four 2013 KCSE candidates.

Materials

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

Document analysis was used to determine the student's academic performance, which was obtained from Mock analysed results sheets. The information on dependent variable helped to compare the academic performance between students from different home environment.

Research Design

This study employed causal comparative design, because home environment (factors) which served as the independent variable could not be directly controlled by the researcher because their manifestations had already occurred and were not manipulatable (Kerlinger,2000; Mugenda & Mugenda, 2003).

Procedure

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

From 10 schools, purposive sampling method was used to select form four students, in each sampled

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

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

Test - retest technique was used to test the reliability of the research instrument. In which questionnaire were administered twice to the same group after two weeks' interval period. Data obtained from pilot study were used to determine the reliability of the researcher instrument by using Pearson product moment correlation to measure the reliability of the items in the questionnaire. In which the results yielded a reliability coefficient of $r = 0.78$ which concurred with Coolican, (2007) that test - retest with a range between .75 and .80 was reliable.

The content validity of the instrument was determined by the researcher, by discussing the items in the instrument with the supervisors, colleagues and other lecturers in the Department of Psychology. For the research instrument to be considered valid, the content selected and included in the questionnaire must also be relevant to the variables being investigated. Construct validity was assimilated to the research tools by thematically arranging related items in the questionnaire with reference to already used and related questions.

The researcher visited sampled schools to administer the questionnaire and explained the purpose of the study and clarified where necessary. The researcher ensured the sampled respondents were the ones

supplying data. Before the questionnaire was administered to students in each school, either the School Head or the Deputy Head introduced the researcher to the respondents in their respective classrooms. Then the researcher explained to the students the purpose the study and thanked the students in advance for accepting to fill in the questionnaire.

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

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

In parental income (in Kenya shillings) was categorised into four groups: very low (less than 5000) coded 1, low (5001-10000) coded 2, medium (10001-20000) coded 3 and high (above 20001) coded 4 and main source of income was grouped into three as follows: employment, coded 1, business, coded 2, and farming, coded 3 and compared against the students' academic performance. Learning resources at home were grouped into two as follows: students with learning resources at home (YES) coded 1, and students without learning resources at home (NO) coded 2 and compared against the students' academic performance.

Descriptive statistics and inferential statistics was calculated and summarized for presentation and analysis of the data. A 0.05 significance level (95% confidence) was used in the study. The responses from the samples were summarised using of

descriptive statistics; frequency, percentages and means. Inferential statistics used were, t-test and ANOVA, so as to compare how independent variables influence dependent variable.

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

The respondents were asked to give consent before participating in the study and assured of confidentiality and anonymity was observed by the researcher by exercising respect for individuals' rights so as to safeguard their personal integrity. The researcher tried to avoid any psychological threats by reassuring respondents of availability of results of the study for their own consumption. Consequently, a copy of the findings was to be given to Kipkelion Education Office and any educational stakeholders interested in the results of the study.

Results

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

The general students' academic performance of majority of students 148(70.5%) was below average ($M = 3.62$, $SD = 1.174$), followed by average students 38(18.1%), ($M = 6.46$, $SD = 0.502$) and small proportion of students 23(11%) attained good grades of ($M = 8.55$, $SD = 0.798$), and only 1(0.5%) student attained highest grade of excellent, ($M = 11$) an indication that the general students' academic performance was below average. Generally, students'

academic performance is below average with a ($M = 4.71$) as categorised in the conceptual framework that a ($M = 5.00$, C-) and below are academic performance below average.

To address objective one of the study, which stated; to find out the influence of parental income on student's academic performance, revealed that majority of students 181(86.7%) who stated that their parental main source of income estimates come from farming, had ($M = 4.72$, $SD = 2.000$), whereas 15(7.7%) of students who indicated that parental main source of income come from business, had a ($M = 4.51$, $SD = 2.495$) which were low mean scores, compared to 14(6.7%) of students employed parents with a ($M = 4.86$, $SD = 2.545$) performed better.

In parental monthly income estimates, majority 168(79.2%) of students stated that their parental monthly income estimates were very low, had a ($M = 4.68$, $SD = 2.116$), whereas, 29(13.7%) of students who stated that parental monthly income was low, had a ($M = 5.13$, $SD = 1.968$), whereas 6(2.8%) of students who stated that parental monthly income was medium, had a ($M = 4.94$, $SD = 1.706$), and 7(3.3%) of students who stated parental monthly income was high had a ($M = 4.62$, $SD = 1.615$), implying that high monthly income could afford parents to adequately meet the students' educational, which was reflected in better academic performance.

To test the null hypothesis, H_{01} which stated: there is no significant influence of parental income on the student's academic performance, students' using ANOVA, revealed $F(3, 206) = 3.370$ significant at $0.019 < p = .05$, implying that parental income has a significant influence on students' academic performance. Thus, null hypothesis was rejected; and alternative hypothesis was accepted, which stated: there is significant influence of parental income on the student's academic performance; this implied that parental income had significant influence on the student's academic performance.

To address the objective two, which stated: to investigate the influence of home learning resources on students' academic performance, revealed that, majority of students 158(75.24%) lacked learning resources at home, with a mean score of ($M = 4.54$, $SD = 2.019$), as compared to 52(24.76%) with home learning resources with a better mean score of ($M = 5.23$, $SD = 2.145$). To test the null hypothesis H_{02} , which stated: learning resources at home have no significant influence on the students' academic performance, a t-test was used to determine whether home learning resources have influence on academic performance, which revealed t-test at $t(0.017)$, $df = 208$, $< p = 0.05$, thus the null hypothesis was rejected and alternative hypothesis was accepted which stated:

learning resources at home had significant influence on the students' academic performance.

DISCUSSION

This research focused on influence of home environment on parental income and learning resources at home on students' academic performance, which revealed that students' academic performance was below average ($M = 4.70$, C-). This observation concurred with Kipkelion, SCDEO Annual Report (2012) that the performance of Kipkelion Sub-County in KCSE had not been very encouraging for the last over four years (2007 - 2012), which further agrees with Oloo (2003) that a major problem affecting the students' academic performance in Kenya was a home environment of the day school students that was not conducive to reading.

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

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

On testing null hypothesis, ANOVA results were significant, hence null hypothesis was rejected, and alternative hypothesis was accepted. An indication, that the parental income had significant influence on the students' academic performance. This agreed with studies by Lacour, and Tissington, (2011) in a study conducted in United States that found that parental income and source of income affect students' academic performance, Altschul, (2012) in a study in Mexico found that family income contributed to youth's poor academic performance. Sukor, et al. (2012) in a study in Pakistan revealed that students from high socioeconomic states scored higher as compared to students from low socioeconomic status.

Furthermore, it agreed with Chandra, and Azimuddin, (2013) that students belonging to high socioeconomic status category had higher academic performance, as compared to average socioeconomic status students. In studies conducted in Nigeria, revealed that there was a strong correlation ($r = 0.60$) between parental economic status (income and affluence) and students' academic performance in agricultural science, whereas Ushie, et al. (2012) showed that students whose parents had better jobs and higher levels of income tend to have higher levels of literacy performance. Likewise, studies conducted in Kenya, indicated parents who were economically stable were in a position to provide resources and materials and enroll their students to the schools of their choice, thus influencing their academic performance (Ntũtika, 2014).

Similarly, Awuor, (2012) found that low parental income adversely contributed to poor academic performance, so to Onderi, et al. (2014) which revealed that the level of income of parents contributed to poor students' academic performance. However, a study by Ogwen, et al. (2014) contradicted these findings, which found that there was no significant influence of family income on students' academic performance, this deviation could be attributed to use of one subject (agriculture) to predict on students' entire academic performance.

Students who had learning resources at home were few, and had low academic performance, compared to majority of students without learning resources at home with high academic performance, an indication that they struggled, or optimised the available learning resources at school, or from friends, whereas students who had learning resources at home could have underutilised the learning resources at home as reflected in low students' academic performance.

Testing null hypothesis using t -test, the results was significant. Hence null hypothesis was rejected, and alternative hypothesis was accepted which stated: learning resources at home have significant influence on students' academic performance. This concurred with Muruwei, (2011) that availability of learning resources at home had effect on students' academic performance. This also, agreed with Alok, et al. (2013) findings which revealed availability of study facilities at home had influence on academic performance.

Karue, and Amukowa, (2013) revealed that unavailability of reading materials, poor lighting, lack of proper accommodation, and physical facilities had a negative effect on students' academic performance. Similarly, Muola, (2010) found that a positive correlation between learning facilities at home ($r = 0.23$), and students' academic performance. Sunitha and Khadi, (2007) found that students with separate

room to study, table, light, ventilation, and positive home learning environment had a significant influence on students' academic performance. However, a study in Malaysia, contradicted the findings, that learning material at home had no impact on students' academic performance (Sukor, et al. 2012). This discrepancy could be attributed to use of one subject scores (chemistry) which did not reflect the general students' academic performance.

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

This implies that all stakeholders should strive to ensure that students have a conducive home environment that supports the realisation of best students' academic performance. Which concurs with OECD (2003) that Parents can create a home environment suitable for learning by, among other things: designating an area to do homework, providing access to reading material, and assisting with the organisation of homework, and studies.

This study recommends that parents need to avail adequate learning resources at home to enhance learning process after school sessions, either by including study rooms or mini-libraries when constructing their household structures. As most parents were from low income category, and which had a significant influence on students' academic performance, government should subsidise school fees in day secondary schools and/or extend free education to all day secondary schools to cater for students from parents of low income. The study suggests further research on influence of home environment on academic performance on boarding secondary schools.

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