



Effect of Socio-Economic Status Environment at Home on Academic Performance in Public Secondary Day Schools in Moiben Sub County

By:

Gillian Jepchirchir¹, Dr. Julia Situma², Dr. Emmanuel Kiprotich³

^{1, 2, 3} Department of Educational Administration, Planning & Curriculum Studies
Koitalel Samoei University College

Abstract

A student's academic performance is affected by many factors that range from socio-economic, educational, and individual dimensions. The factors mostly tend to be individual rather than home-based factors. Learners in secondary schools share similar school environments, their home environments differ which might have an effect of their academic performance. This study investigated the effect of socio-economic status on students' academic performance in public day secondary schools in Moiben Sub County, Uasin Gishu County, Kenya. Despite various educational reforms, academic performance in this region's public day secondary schools has remained relatively low, prompting concerns about the contributing factors. The main goal of this research project was to identify how the socio-economic status affects students' academic performance. A descriptive survey research design was adopted targeted a sample of students, teachers, and parents from selected public secondary day schools in Moiben Sub County. The study utilized a sampling method that combines stratified and purposive sampling techniques to select a representative from the target population. By sampling 10% of the PTA members, teachers, and students, the study aimed to achieve a total sample size of 234 respondents. Data was collected through questionnaires and interviews, with subsequent analysis employing descriptive and inferential statistics and content analysis were adopted for qualitative data. The study was able to underscore the value of parental involvement in education which led to initiatives that educate parents on how to support their children's academic efforts. The study results were as follows; parents socio-economic status, has a positive and significant influence on students' academic performance of $\beta = 0.131$, $p < 0.05$. The study concluded that parents' socio-economic status has a positive and significant influence on students' academic performance in public day secondary schools. The study recommended that the management of public schools should encourage parents to be involved in their children's education irrespective of their socio-economic status.

Keywords:

Socio-Economic Status Environment, Academic Performance, Moiben Sub County.

How to cite: Jepchirchir, G., Situma, J., & Kiprotich, E. (2025). Effect of Socio-Economic Status Environment at Home on Academic Performance in Public Secondary Day Schools in Moiben Sub County. *GPH-International Journal of Educational Research*, 8(8), 53-69. <https://doi.org/10.5281/zenodo.17213791>



This work is licensed under Creative Commons Attribution 4.0 License.

1.0 Introduction

Home environment encompasses the physical, emotional, and social conditions within a child's home that can influence their level of academic performance (Schlecht, 2024). Such factors includes religious background, family values, parental education level, economic status, occupational status and interests, parental expectations, family size, parental involvement and cultural background (Ray, 2023). These factors collectively influence an environment that is either in support a child's academic performance or hinder the same (Pascual, 2021). A positive home environment generally provides the emotional support, resources, and encouragement needed for academic progress, while a challenging home environment can present obstacles to learning and achievement (Drake, 2020). The influence of the home environment on academic performance is a phenomenon observed globally, with varying degrees of impact depending on cultural, socioeconomic, and policy contexts (Cook, 2020). Research has shown that in developed countries namely North America (USA and Canada), there is a significant correlation between children's academic success and parental or guardians' involvement (O'Malley, et al., 2015). Factors like parental education, socioeconomic status, and home literacy activities significantly affect performance (Drake, 2020). Considine et al., (2022) states that in these countries, programs like head start in the USA aim to provide adequate early childhood education and support to low-income families to mitigate any disparities.

High parental expectations and intense academic pressure are common. A guardian involvement in a child's education is significant, often leading to high academic achievement but sometimes causing stress (Tong & Zhou, 2023). Education systems incorporate parental engagement programs and provide support to alleviate academic pressures (Marzano, 2023). Globally, socioeconomic status remains one of the most significant predictors of academic performance. Higher-income families can provide more educational resources and support (Egalite, 2016). Parents or guardian with higher education levels tend to be highly involved in their student's education, providing support that enhances academic outcomes (Barnard, 2020). Kunje (2019) observed that in the developing countries like those of the Sub-Saharan Africa significant limited resources, low parental education levels, and economic challenges often characterize home environments. These factors negatively impact academic performance of students especially those in High schools. Various NGOS and government programs greatly focus on improving access to education, providing learning materials, and educating parents on the importance of their involvement (Villanueva & Campos, 2022). Cultural attitudes towards education vary, influencing parental expectations and involvement. In some cultures, education is highly valued and heavily emphasized. Access to books, technology, and extracurricular activities plays a critical role in supporting academic achievement (Fernández-Alonso, et al., 2017). Disparities in resource availability can lead to unequal educational outcomes. A stable and supportive home environment positively influences academic performance. Stressful or conflict-ridden environments can hinder academic success (Muola, 2021).

In the Middle Eastern African region, home environments are influenced by cultural and religious values. Parental involvement and socioeconomic status are significant determinants of academic performance (Villanueva & Campos, 2022). Educational reforms aim to increase access to quality education, promote gender equality, and engage parents in the educational process (Onsomu, 2019). In Kenya, the home environment plays a crucial role in shaping the students' overall academic performance. This influence is multifaceted, encompassing various factors such as parental education levels, economic status, family structure, and adequate access to educational resources. Understanding adequately these variables is imperative in order to formulate remediation that can enhance academic achievements for Kenyan pupils (Onsomu, 2019). Considine et al., (2022) agree that parents with relatively high educational status and are more likely to value education and provide academic support to their children. They are better equipped to assist with homework, create a stimulating learning environment, and have relatively higher expectations or obligations for their children's educational achievements. A child whose parents have a university degree may have access to a broader vocabulary, more complex problem-solving techniques, and a home environment that emphasizes the importance of learning.

Economic stability allows families to provide necessary resources such as books, computers, internet access, and a quiet place to study. It also enables participation in various extracurricular and other activities that can enhance learning. Students from affluent families might attend better-funded schools and have access to private tutoring, while those from lower-income families might face financial stress that can prevent them from their focus on education (Ayoo, 2022).

A supportive and emotionally stable home environment helps children focus better and perform well academically (Nadenge-Gabriel, et al., 2016). Stressful or conflict-ridden home environments can negatively impact academic performance. Students from supportive families who communicate openly and provide emotional support are likely to be more confident and perform better in school (Okantey, 2021). Access to educational technology and information resources can significantly enhance learning opportunities and academic performance (Heady, 2023). Other studies have supported the finding that pupils with access to facilities like internet can research information for school projects; participate in online learning, and access educational apps and games that reinforce classroom learning (Muoki, et al., 2021). Cultural practices and attitudes towards education can shape a child's approach to learning and academic success (Viluti, 2019). In some cultures, education is highly valued, and children are encouraged to excel academically from a young age, leading to better performance in school (Jeyne, 2022). Kunje (2019) recommended implementing community-based programs to offer educational resources and support to low-income families in Kenya as a way to address the impact of the home environment on academic performance. He also highlighted the need to offer workshops to educate parents on how to support their children's academic endeavors effectively.

In his study, Ray (2023) noted that there is need to provide financial aid and scholarships to pupils from less economically advantaged backgrounds to ensure they have

access to necessary educational resources. In addition, he described that this would lead to an increased access to digital tools and the internet in rural and low-income areas to bridge the digital divide (Madegwa et al., 2019). The home environment significantly influences the performance of students in Kenya academically (Kiruy, et al., 2020). By addressing the key factors such as parental education, economic status, and parental involvement, it is possible to create supportive environments that enhance educational outcomes (Kamau, 2020). Policymakers, educators, and communities must work together to implement plan of actions that support students from diverse home environments, ensuring equitable access to quality education (Kunje, 2019). The K.C.S.E. performance of public day schools in Moiben Sub County has ranged from a mean score of 3.207 to 3.365 from 2020 to 2023. This performance is below the overall mean score for Moiben Sub County, which was 4.594 in 2020, 4.601 in 2021, 5.1974 in 2022, and 4.330 in 2023. Additionally, these scores are lower than those of neighboring Ainabkoi and Soy Sub Counties as indicated in Table 1.1.

Table 1.1: Moiben Sub County public day KCSE performance

Sub County	2020	2021	2022	2023
Moiben	3.465	3.107	3.304	3.304
Ainabkoi	3.845	3.769	3.733	4.169
Soy	3.691	3.874	3.679	4.091

Source: County Education Offices (2024)

Academic achievement is undoubtedly influenced by many different things (Nyaphisi, 2021). The academic prosperity of students may be impacted by factors at home. Therefore, the primary objective of the study is to investigate how socio-economic status environment at home influence the academic achievement of students enrolled in public day secondary schools in Moiben Sub County, Uasin Gishu County, as measured by the Kenya Certificate of Secondary Education (KCSE).

1.1 Statement of the problem

A student's academic performance in Kenya is affected by a range of factors that span across socio-economic, educational, and individual dimensions. These factors mostly tend to be individual rather than home-based factors. Learners in Kenya share similar school environments, their home environments differ significantly, impacting their academic performance especially in academic. Despite various concerned government efforts and stakeholders to improve significantly the quality of education in Kenya, students' academic performance in public day secondary schools remains a significant concern (Nadenge, 2016). In addition, one of the critical yet often overlooked areas influencing this performance is the set of home-based factors that significantly impact students' ability to perform well academically (Viluti, 2019). Therefore, knowing how home-based factors collectively and individually affect students' performance academically is crucial for devising effective

interventions and support systems. This study seeks to identify and analyze the specific home-based factors that influence academic performance among students in public day secondary schools in Kenya, providing insights that can inform policy-making and targeted support programs aimed at enhancing educational outcomes for these students.

2.0 Literature Review

2.1 Socio-Economic Status Environment at Home and Students' Academic Performance

According to Eze (2022), socio-economic status (SES) is a measure of an individual's or families economic and social position relative to others, based on income, education, and occupation. SES significantly influences various aspects of life, including health, well-being, and educational outcomes (Gabriel, et al., 2016). In a students' academic performance, SES plays a great role in shaping opportunities, resources, and support systems that contribute to educational success (Guerin et al., 2021). Socio-economic status is a significant factor affecting educational outcomes in many African communities, where higher levels of illiteracy and poverty limit parental or guardians' involvement in their children's education, particularly in homework (Nadenge, 2015). Understanding the significant impact of SES on parental involvement can help in developing strategies to mitigate these challenges and improve academic performance for students (Adewale, 2022). In some communities, cultural beliefs and practices may not prioritize formal education, particularly for girls (Nadenge-Gabriel, et al., 2016). Girls may be expected to help with household chores instead of focusing on their studies. Moreover, lower SES communities may have limited access to social networks that can provide educational support and resources (Muoki, Kimani, & Mukolwe, 2021). Families in poverty may not have connections to people who can tutor or mentor their children.

Eze (2022) had also argued that in many African communities, a great portion of the adult population is illiterate, limiting their ability to assist children with homework and other educational activities. Parents or guardians who cannot read or write may struggle to help their children with math problems or reading assignments (Viluti, 2019). Economic hardships force parents to focus on meeting basic needs, leaving little time or resources for educational support (Kiruy, Manduku, & Ngeno, 2020). Parents working multiple jobs may not have the time or energy to help with homework (Kamau, 2020). Ogoye (2020) notes that families with adequate SES can afford books, computers, and other educational materials that enhance learning. For example, a student with access to a personal computer and internet at home can more easily complete assignments and conduct research. Lower SES students have limited access to books, technology, and tutoring services. Students may struggle to complete homework and keep up with classmates (Mwangi, Gitonga, & Nduati Kariuki, 2024). In addition, attending underfunded schools with fewer resources and less experienced teachers leads lower quality education and fewer opportunities for enrichment (Rothestein, 2020).

Moreover, Smith (2021) highlighted that higher SES families can provide additional educational support through tutoring and enrichment programs. Participation in after-school programs or private coaching can help students understand difficult subjects and improve

their grades lower SES students' lack of a quiet, dedicated area for studying (Madegwa, Piliyesi, & Katundano, 2019). This leads to distractions and inability to focus on schoolwork. Parents or guardians may also have less time or ability to help with homework and engage in school activities thus leading to less academic support and encouragement (Nadenge, 2016). Oni (2020) and Omoegun (2020) asserted that socio-economic status significantly influences students' academic performance through various channels, including access to resources, quality of schooling, home environment, health and nutrition, and psychosocial factors. Addressing the disparities associated with SES requires targeted interventions and policies aimed at providing adequate equitable educational support for all students, regardless of their socio-economic background (Nyaphisi, 2021). Efforts to improve the academic performance of lower SES students can include increasing funding for under-resourced schools, providing nutritional and health support, and fostering greater parental and community involvement in education (Rothstein, 2020). Literature reviewed led to development of the following hypothesis statement:

H₀₁: Socio-economic status environment at home has no significant impact on students' academic performance in public secondary day schools in Moiben Sub County

3.0 Research Methodology

This study utilized a descriptive survey research design. As noted by Creswell (2022), a descriptive research design is a methodology focused on systematically detailing the characteristics of a population or phenomenon. It was primarily concerned with providing a detailed account of the current status of the subject being studied without delving into how, when, or why certain characteristics occurred (Gupta & Gupta, 2022). The target population was 36 public day secondary schools in the area, 720 teachers and 9800 students and 36 members of the Parent-Teacher Association (PTA), who contribute to supporting and enhancing the educational experience for students and can offer perspectives on how home-based factors impact academic performance. Both teachers and PTA members are directly engaged in the educational environment and can provide valuable insights into the effects of parental education, socio-economic status, professional qualifications, and home chores on academic outcomes. The broad target population provides a substantial sample size for collecting data, ensuring that findings can be generalized to the wider educational context of Moiben Sub County. The sample size was 1056 who comprised on 980 students, 72 teachers and 4 PTA members. The study utilized structured questionnaires and interview guide and documentary analysis guide to collect data. To ensure content validity, 10% of the 36 schools targeted for the study participated in a pilot program for the research instrument. The actual study did not use the four public day secondary schools that were used for the pilot project. The reliability of the instruments was assessed using cronbach's alpha co-efficient and cronbach's alpha co-efficient should be greater than or equal to 0.7 for the research instrument to be considered reliable. Qualitative data was analyzed thematically to interpret information gathered from the interview schedule. In contrast, quantitative data was analyzed both descriptively and inferentially by use of Statistical Package for Social Sciences (SPSS). The descriptive statistics findings were presented in frequency tables and charts, utilizing

descriptive statistics such as frequencies, percentages, means, and standard deviations to summarize the demographic characteristics of respondents, including socio-economic status. Pearson's correlation coefficient was applied to determine the strength and direction of the relationship between socio-economic status and student performance. Simple linear regression analysis was used to test hypothesis which was rejected if $p < 0.05$. The regression model was as follows;

$$Y = \alpha + \beta_1 X_1 + \varepsilon$$

Where:

Y represents the dependent variable (students' academic performance).

α represents the regression constant.

β_1 is the change in y for each increment change in X_1

X_1 is socio-economic status environment at home

ε is the error of precision

4.0 Results & Discussions

4.1 Demographic information of the respondents

On distribution of students by gender, the results were as follows;

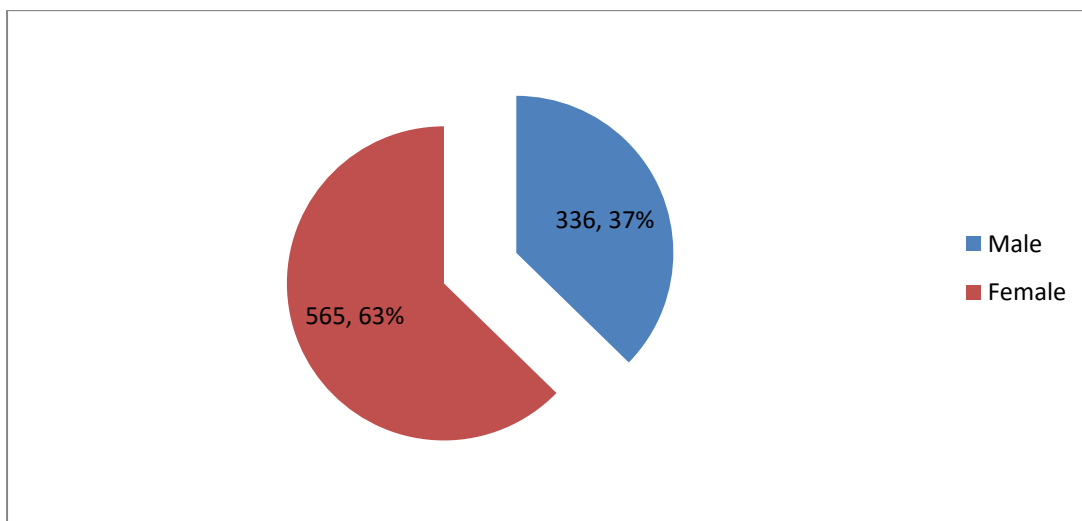


Figure 4.1: Distribution of students by gender

Sixty three percent of the students were male while 37% were female. This meant both male and female students were involved in the study which enhanced diversity of opinions which contributed to improvement in the quality of the study. This gender results contributed to improvement in research accuracy and validity. On the **distribution of students by Age group**, the findings were presented in Table 4.2;

Table 4.2: Distribution of students by age group

		Frequency	Percent
Age group	13-15years	581	64.5
	Above 15 years	320	35.5
Total		901	100.0

Out of the total respondents, 64.5% between 13 and 15 years and 35.5% above 15 years. Therefore the students were of different age groups and provided different opinions that enhanced diversity of opinions that improved the quality of the study. Another aspect of interest in the study was distribution of students by average grade for the last three (3) assessments done. Findings were as follows;

Table 4.3: Distribution of respondents by average grade for the last 3 assessments done

		Frequency	Percent
Average grade for the last 3 assessments done	B+	18	2.0
	B	41	4.6
	C+	291	32.3
	C	327	36.3
	C-	203	22.5
	Below D	21	2.3
Total		901	100.0

Out of the total respondents (students), 2.0% scored an average grade of B+ in the last three (3) assessments done, 4.6% B plain, 32.3% C+, 36.3% C, 22.5% C- and 2.3% below D. This implies that the respondent's average grade for the last 3 assessments done was different and therefore they provided different opinions based on their average grade scored which enhanced diversity of opinions that improved the findings quality. The study also sought to determine the distribution of Teachers and results were presented in figure 4.2.

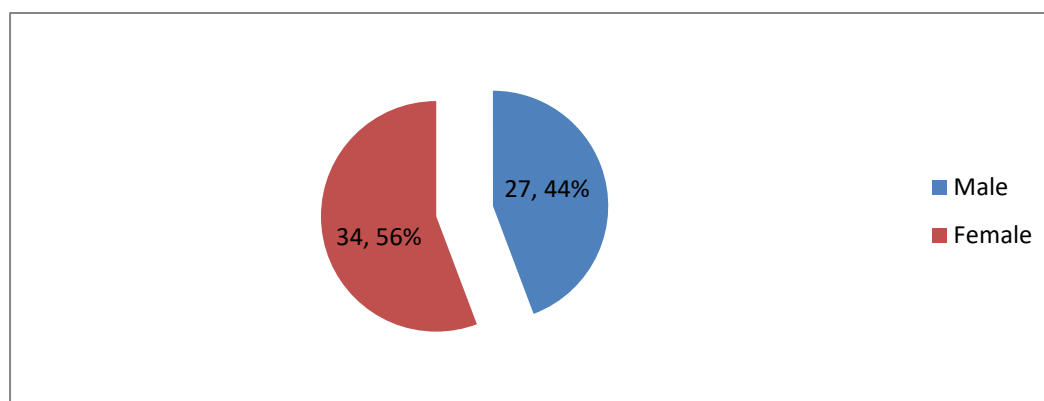


Figure 4.2: Teachers gender

Source: Field Data (2025)

56.0% of the teachers were female while 44.0% were male. This meant that both male and female got involved in the study which enhanced diversity of opinions that contributed to improvement in the quality of the study. The results of teachers' duration were as follows;

Table 4.4: Distribution of Teachers by duration at the school

		Frequency	Percent
Duration	0-3 years	21	34.4
	4-5 years	17	27.9
	5-10 years	11	18.0
	Above 10 years	12	19.7
Total			100.0

Source: Field Data (2025)

Out of the total respondents, 34.4% had spent between 0 and 3 years at the school, 27.9% between 4 and 5 years, 18.0% between 5 and 10 years and 19.7% above 10 years. The duration spent by all the respondents at the schools were different and therefore were in a position to provide the information needed on the subject matter. Results on teachers' age were as follows;

Table 4.5: Distribution of Teachers by Age group

		Frequency	Percent
Age group	Below 30 years	5	8.2
	31-40 years	36	59.0
	Above 40 years	20	32.8
Total		61	100.0

Source: Field Data (2025)

Out of the total respondents, 8.2% had 30 years and below, 59.0% between 31 and 40 years and 32.8% above 40 years and therefore provided different data that enhanced quality of the study. Findings on level of education were presented in figure 4.3.

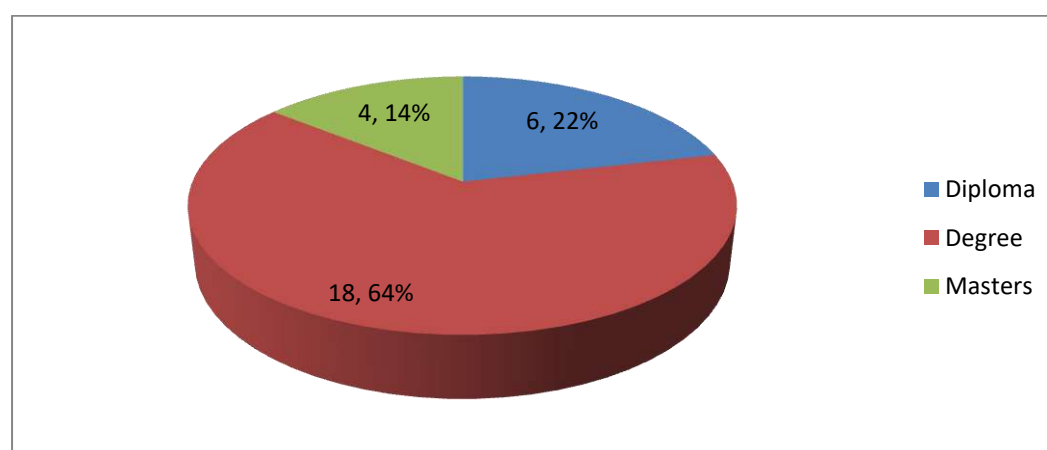


Figure 4.3: Level of education

64% of the teachers had a bachelors' degree, 14% had masters and 22% diploma. All of the teachers were qualified to answers the questions in the questionnaire.

4.2 Descriptive statistics

The results on socio-economic status of parents and its influence on learners performance was as follows;

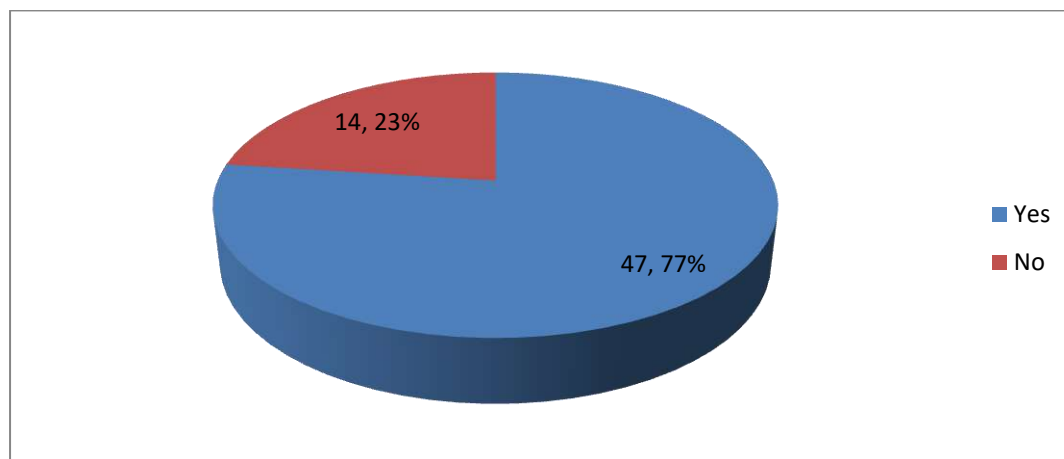


Figure 4.4: Socio-economic status

Majority of the respondents (Teachers) 77% agreed while 23% held a contrary opinion. This implies that the former influences the later. The results on the extent to which socio-economic status influences performance were as under;

Table 4.6: Teachers responses on socio-economic status environment

n=61		S.D	D	U	A	S.A	Mean	Std. Dev
Availability of study materials impact on learners' performance.	F	3	6	2	34	16	3.6429	1.19301
	%	4.9	9.8	3.3	55.7	26.2		
Students from rich family background outperform others in studies.	F	21	7	3	27	3	3.7857	1.16610
	%	34.4	11.5	4.9	44.3	4.9		
Socio-economic status affects learners' school attendance.	F	3	6	1	23	28	3.5714	1.47645
	%	4.9	9.8	3.6	37.7	45.9		
Parents provision of study materials to learners	F	10	2	3	35	11	3.5000	1.42725
	%	16.4	0.0	4.9	57.4	18.0		
Student's performance is impacted by socio-economic status.	F	1	4	3	26	27	3.0714	1.46385
	%	1.6	6.6	4.9	42.6	44.3		

On whether learning resources availability influences students' academic performance, 81.9% agreed and 14.7% disagreed while 3.3% were undecided. Eze (2022) also found similar results. On whether socio-economic status influences students' school attendance, 49.2% agreed and 45.9% disagreed while 4.9% were undecided. Majority of the respondents agreed with the statement as endorsed by 3.5714 and a standard deviation of 1.47645. Guerin et al. (2021) also found that socio-economic status influences students' school attendance. In regards to whether parents provide the learning resources for their students, 14.7% disagreed while 83.6% agreed. Results were further supported by 3.5000 and variation in responses of 1.42725. Adewale (2022) also found similar results. In relation to whether student's performance is influenced by their family background, 86.9% agreed while 8.2% disagreed. Most of the respondents agreed with the statement as supported by 3.0714 and a standard deviation of 1.46385. Nadenge-Gabriel, et al. (2016) also found similar results. Other responses of another aspect were presented in Table 4.10. The findings were as elucidated below;

Table 4.7: Leaners responses on parent's socio-economic status and academic performance

n=61		S.D	D	U	A	S.A	Mean	Std. Dev
Students who come from well of families out-perform others in academics.	F	30	17	16	35	31	3.1550	1.51270
	%	23.3	13.2	12.4	27.1	24.0		
Availability of sufficient financial resources improves a students' academic performance.	F	16	16	15	50	32	3.5116	1.32356
	%	12.4	12.4	11.6	38.8	24.8		
Socio-economic status is an important factor that influences educational outcomes.	F	25	18	14	42	30	2.8682	1.60263
	%	19.4	14.0	10.9	32.6	23.3		
Poverty level influence parental or guardians' involvement in their children's education.	F	26	25	16	30	32	2.9690	1.47340
	%	20.2	19.4	12.4	23.3	24.8		

On whether students who come from rich families perform better in their studies than others, 51.1% agreed, 36.5% disagreed and 12.4% were undecided. Majority of the learners agreed with the statement as supported by a mean of 3.1550 and a variation in responses of 1.51270. Muoki et al. (2021) also found similar results. On whether availability of sufficient financial resources improves a students' academic performance, 63.6% agreed, 24.8% disagreed and 11.6% were undecided. Majority of the respondents found similar results. Viluti (2019) also stated that availability of sufficient financial resources improves a students' academic

performance. In relation to whether socio-economic status is a significant factor that affects educational outcomes, 33.4% disagreed, 55.9% agreed and 10.9% were undecided. Kamau (2020) also found similar results. In relation to whether poverty level influence parental or guardians' involvement in their children's education, 43.5% agreed, 44.2% disagreed and 12.4% neither agreed nor disagreed. Majority of the respondents revealed agreed to the statement. Ogoye (2020) also found similar results. On whether poverty level influence parental or guardians' concern of the children's studies, 48.1% agreed, 39.6% disagreed and 12.4% were undecided. Majority of the respondents agreed with the statement. Rothstein (2020) also found similar results. PTA interviewed opined that;

“Socio-economic status of parents is important in the academic performance of students. It plays a great role in shaping opportunities, resources, and support systems that contribute to educational success. Adequate SES can afford books, computers, and other educational materials that enhance learning.”

4.3 Students' academic performance

Secondary data was used to arrive at students mean grade in exams and mean score for the period between 2020 to 2023 and the results for mean grade and mean score were presented in figure 4.5 and 4.6 below;

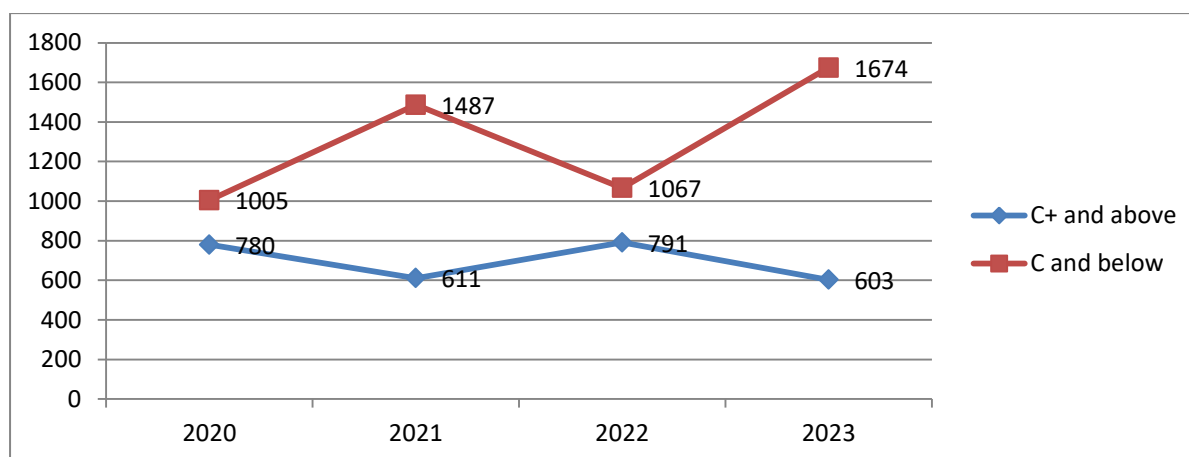


Figure 4.5: Mean grade

Figure 4.5 shows those who scored C+ in form three end year exams were were 1005 students in 2020, 1487 in 2021, 1067 in 2022 and 1674 in 2023. However, in 2020, 2021, 2022 and 2023 the number of students who scored C and below were 780, 611, 791 and 603 students respectively. The mean score for the schools for the period between 2020 and 2023 were presented in figure 4.6.

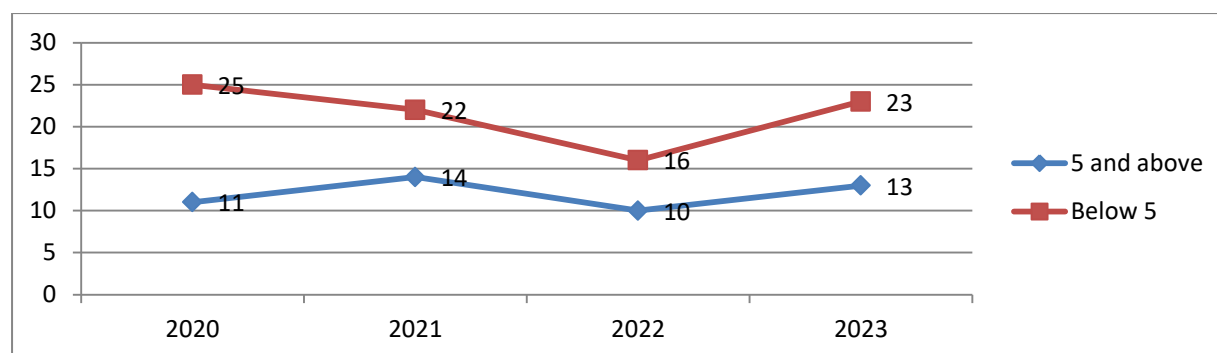


Figure 4.6: Mean score

Figure 4.6 shows that the number of schools which scored a mean score of 5 and above were; 11, 14, 10 and 13 schools. However, in 2020, 2021, 2022 and 2023 the number of schools which scored a mean score 5 and below were 11, 14, 10 and 13 schools.

4.4 Correlational analysis

Correlation analysis results were as shown below;

Table 4.8: Correlation analysis

		Academic performance
Academic performance	Pearson Correlation	1
	Sig. (2-tailed)	
Socio-economic status	Pearson Correlation	.000
	Sig. (2-tailed)	.733*

*. Correlation is significant at the 0.05 level (2-tailed).

The study established that socio-economic status has a positive relationship that is strong as well as significant with students' performance of ($r= 0.733$ p-value<0.05) Eze (2022) also found similar results.

4.5 Regression analysis

The results presented in this section include; model summary, model fitness test (ANOVA) and regression co-efficient table. The results were presented in Table 4.8, 4.9 and 4.10 respectively. Model summary results were presented in Table 4.8.

Table 4.8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	0.852	0.847	1.17276

a. Predictors: (Constant), parent's socio-economic status

The study recorded an adjusted r square of 0.847 and therefore 84.7% changes in students' academic performance could be explained from parents' socio-economic status. ANOVA results were as under;

Table 4.9: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.338	1	5.334	178.731	.000 ^b
	Residual	3.701	127	.030		
	Total	25.039	128			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), parents socio-economic status

The F test results were as follows, $F(1, 127) = 178.731$, $p < 0.05$ which implies that the model was fit for the study. Regression co-efficient was presented in Table 4.10.

Table 4.10: Regression co-efficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.364	2.123		2.949	.004
	Parents socio-economic status	.131	.006	.022	.579	.013

a. Dependent Variable: Students' academic performance

Parents socio-economic status had a positive and significant influence on learners' performance of ($\beta = 0.131$, $p < 0.05$). Adewale (2022) also found similar results. The study had developed the null hypothesis (H_{01}) that there is no significant relationship between socio-economic status environment at home and the academic performance of students in public secondary day schools in Moiben Sub County. The null hypothesis was rejected that there was no significant relationship between socio-economic status environment at home and the academic performance of students. Guerin et al. (2021) also found similar results. Regression model was as follows;

$$Y = 4.364 + 0.131X_1$$

4.0 Conclusions & Recommendations

The study concluded that socio-economic status affects students' performance significantly. Availability of learning resources influences students' academic performance. Nature of family background affects students' attendance in schools and it influences the ability of the parents to provide study materials to their children. Availability of sufficient financial resources improves a students' academic performance. Poverty level influences parental or guardians' involvement in their children's education. The study recommended that

the schools' management should encourage parents to be involved in their children's education irrespective of their socio-economic status. The students should be encouraged to work hard irrespective of their family structure. Schools management should encourage parents not to give students more responsibilities at home that make them not to concentrate on their school work. The study had been conducted on parents' socio economic status and students' performance. Further studies should be done on personal health and wellbeing, technology access and financial stress. This will help to broaden the scope of the study and enrich empirical and theoretical literature on home-based factors and students' performance.

References

1. Adewale, A.M. (2022). Social class and parental intervention in elementary education. *Journal of Science Education*, 2(1), 78-81.
2. Barnard, W. M. (2020). The broken compass: Parental involvement with children's education. *Children and Youth Services Review*, 26(1), 39-62.
3. Creswell, J. W. (2022). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand oaks: Sage publications.
4. Considine, G.A. (2022). Whither Opportunity? rising inequality, schools, and children's life chances. *Journal of Sociology*, 38(1), 129-148.
5. Cook, M. (2020). The reality of home-based learning: Roles of parents, teachers, and school administration in promoting self-directed learning. *Journal of School Administration Research and Development*, 5(2), 86-92.
6. Drake, D. (2020). Parents and families as partners in the education process: Collaboration for the success of students in public schools. *Ers spectrum*, 34-35.
7. Egalite, A. (2016). How family background influences student achievement. *Education Next*, 16(2), 70-78.
8. Eze, O.M. (2022). The effects of parental economic status and pupil sex on school achievement in English language. *Journal of Vocational and Technical Education in Nigeria*, 3(3), 27-31.
9. Fernández-Alonso, R., Álvarez-Díaz, M., Suárez-Álvarez, J., & Muñiz, J. (2017). Students' achievement and homework assignment strategies. *Frontiers in Psychology*, 8(1), 286-291.
10. Gabriel, M. N., Ngesu, L. M., Muasya, I., Maonga, T., & Mukhungulu, M. J. (2016). Parental socio economic status academic achievement in selected secondary schools in urban informal settlements in Westlands Division, Nairobi County. *International Journal of Education*, 1(2), 114-121.
11. Guerin, N., Reinberg, A., Testu, F., Boulenguiez, S., Mechkouri, M., & Touitou, Y. (2021). Role of school schedule, age and parental socio- economic status on sleep duration and sleepiness of Parisian children. *Chronobio. Int.*, 18(6), 1022-1025.
12. Gupta, A., & Gupta, N. (2022). *Research methodology*. New Delhi: SBPD publications.
13. Kamau, D. M. (2020). Influence of socio-economic factors on empowerment of Urban Refugee Youths in Nairobi County, Kenya. *International Journal of Business Studies*, 2(1), 21-30.
14. Kiruy, F., Manduku, J., & Ngeno, V. (2020). Parents' economic status and academic performance in Public Primary Day Schools in Multinational Tea Estates Kericho County, Kenya. *East African Journal of Education Studies*, 2(1), 38-46.

- Jepchirchir, G., Situma, J., & Kiprotich, E. (2025). Effect of Socio-Economic Status Environment at Home on Academic Performance in Public Secondary Day Schools in Moiben Sub County. *GPH-International Journal of Educational Research*, 8(8), 53-69. <https://doi.org/10.5281/zenodo.17213791>
15. Kunje, D. (2019). An investigation of the relationship between school and pupil characteristics and achievement at the basic education level in Malawi. *Global Journal of Multi-disciplinary Studies*, 3(1), 63-70.
 16. Madegwa, B. M., Piliyesi, S. D. E., & Katundano, S. D. T. (2019). Parental socio-economic background and students' academic performance in public secondary schools in Ikolomani sub-county, Kakamega County, Kenya. *Journal of Education and Practice*, 3(1), 15-35.
 17. Marzano, R. J. (2023). *What works in schools: Translating research into action?* Retrieved from http://pdonline.ascd.org/pd_online/whatworks/marzano2023.html
 18. Mwangi, P. N., Gitonga, C. M., & Nduati-Kariuki, S. (2024). Social economic predictors of parental involvement in rural schools in Kenya: implications on teaching and learning. *Education 3-13*, 52(8), 1295-1308.
 19. Muoki, C. M., Kimani, M., & Mukolwe, N. (2021). Influence of socio-economic status of parents on academic performance in KSCE in public day secondary schools in Marani Sub-County, Kenya. *Journal of Education and Learning*, 41(4), 400-411.
 20. Muola, H. (2021). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational Research and Reviews*, 5 (5), 213-217.
 21. Nadenge-Gabriel, M. G., Muasya, I., Mwangi, J., Mukhungulu, M. J., & Lomeyan, E. (2016). The influence of parental socioeconomic status, involvement in learning activities and its influence on children's academic performance in urban informal settlements in Westlands division-Nairobi County. *Mediterranean Journal of Social Sciences*, 1(1), 2-8.
 22. Nyaphisi, M. B. (2021). Exploring the influence of socio-economic status on equitable access to secondary education in Lesotho. *Global Journal of Management Studies*, 1(1), 33-41.
 23. Ogoye, H. (2020). *Parental participation in pupils' homework in Kenya: In search of an inclusive policy*. Nairobi: Act press.
 24. O'Malley, M., Voight, A., Renshaw, T., & Eklund, K. (2015). School climate, family structure, and academic achievement. A study of moderation effects. *School Psychology*, 30(1), 142-157
 25. Omoegun, M. (2020). Effect of parental socio-economic status on parental care and social adjustment in the UBE programme in Lagos state: Implication for counseling. *International Journal of Educational Research*, 3(2), 81-87.
 26. Oni A.A. (2020). Socio-economic status as predictor of deviant behaviours among Nigeria secondary school students. *International Journal of Educational Research*, 3(2), 225-236.
 27. Pascual, E. A. (2021). Parent-Teacher-learner collaboration in modular distance learning. *Parent-Teacher-Learner Collaboration in Modular Distance Learning*, 83(1), 14-14.
 28. Onsomu, G. K. (2019). *Impact of gender and socio-economic factors on learning achievements in primary education in Kenya: Empirical evidence*, Kenya institute for public policy research and analysis KIPPRA discussion paper no. 56.
 29. Ray, G. (2023). Does child labour affect school attendance and school performance. Multi country evidence on simpoc data. *Global Journal of Management Studies*, 3(1), 43-51.
 30. Rothstein, R. (2020). Class and schools using social economic and educational reforms to close the white and black achievement gap. USA: *Economic Policy Institute*.

31. Schlecht, J. (2024). The effect of family structure on student achievement and well-being. *International Journal of Scientific Research in Education*, 3(1), 75-85.
32. Tong, L. & Zhou, Y. (2023). The absent family and the education among contemporary Tibetan students. *Chinese Education & Society*, 56(2), 125-140.
33. Villanueva, H. D., & Campos, C. V. (2022). Learners' home-based learning activities and academic achievement in modular learning. *EduLine: Journal of Education and Learning Innovation*, 2(4), 447-455
34. Viluti, O. A. M. (2019). Influence of socio-economic factors on pupils' transition rate to Secondary Schools in Kibra Sub-county, Nairobi City County, Kenya. *International Journal of Research and Review*, 2(1), 135-141.