

**EFFECT OF PARENTAL SOCIO-ECONOMIC STATUS ON PUPIL'S
ACADEMIC PERFORMANCE: A SURVEY OF MANYATTA ZONE - KISUMU**

BY

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ABSTRACT

Parental socio-economic status is the social standing or class of any individual in a parental capacity. It is often measured as a parents' ability to afford a combination of a child's education and other basic and socio economical needs. Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. The study was to investigate the effect of parental socio-economic status on pupil's academic performance in Manyatta Zone – Kisumu. The specific objectives were to find out how parents educational level on pupils, parent's incomes and parent's occupation affected pupil's academic performance in Manyatta Zone – Kisumu. The study was conducted between the month of December 2015 and March 2016. The study would be of great significance in that the findings of this study would make various educational stake holders like head teachers, school management committee, parents, educational planners and policy makers teachers associations to understand the impact of parent's socio-economic status on pupil's academic performance and therefore put in place appropriate measures to counter the problem. This study adopted a descriptive survey design. The study targeted 8 public primary schools in manyatta zone out of which 6 teachers and 6 parents were targeted from each school totalling to 96 units of study group out of which a sample size of 49 individuals was drawn through simple random sampling method. This study used interview schedules and questionnaires to collect data. Document analysis was used to collect information from available records in school regarding the socio-economic status of the pupils and their performance. After the field work, data was coded for editing and analysis purpose. The researcher used descriptive data analysis procedures. The findings revealed that parental educational level, parental income and the occupation of a parent greatly influenced the academic performances of children in school. The study concluded that parents educational background did contribute to the pupils academic performance since a child that comes from the family where either of the parents had the lowest educational background was either motivated to surpass the parents' educational level and be a role model in the family; but only through the support of the same parents. Besides, Parent's income did contribute the academic performance of the children and that parental income is sufficient to sustain the academic and personal social life of the student in sub rural school areas and that it to a large extent affects the psychological balance or homeostatic balance in the class room, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students. Finally, Finally, parent's occupation did contribute a lot to the academic performance of the children since students whose parents belong to the high ranking occupational status had better grades than their counterparts whose parents belonged to the low ranking occupational status.