

**AN ASSESSMENT OF PARENTS' SOCIO-ECONOMIC STATUS
CONTRIBUTION TO LEARNERS' ACADEMIC PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS: MAKADARA DISTRICT IN NAIROBI
COUNTY**

BY

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ABSTRACT

This study sought to examine the contribution of parents' socio-economic status in their participation in learners' academic performance in public primary schools in Makadara District of Nairobi County. The study was guided by the following research objectives: To establish how parents' economic status affect their children's academic achievement in Makadara District; to examine ways in which parents of different education levels assist their children in their school-work in Makadara District; to determine household factors influencing parents' participation in their children's academic performance in Makadara District, to find out how parents' participation in school affairs influenced their children's academic performance in Makadara District. The sample population was one hundred and ten (100 learners and 10 head teachers). This study was based on the Investment Theory developed by Becker (1981). Stratified random sampling procedure was used to sample the learners who participated in the study while purposive sampling technique was used to select the head teachers. Questionnaires were used to collect data from learners; the interview schedule was used with the head teachers. Quantitative data was coded and analyzed using SPSS, version 21.0 for Windows and presented in frequencies and percentages in tables and graphs. The qualitative data was analyzed and categorized in themes in accordance with research questions and were reported in a narrative form. The analysis of the data enabled the researcher to come up with the following major findings: The learners' parents' income was adequate enough to provide the learners with basic stationery, school uniform and meals. Inadequacy of extra learning materials affected learners' comfort and concentration during learning; the more educated the parents were the more close interest they had in their children's education. This interest however is more supervisory than practical; due to household commitments, most learners' parents were often busy at work to follow their school work and homework; material and non-material involvement of parents was very critical to learners' academic achievement. Material involvement equips learners with enough skills to excel in their studies; non-material involvement endows learners with the morale to work hard and improve their grades.