



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

International Journal of Current Research
Vol. 11, Issue, 08, pp.6704-6711, August, 2019

DOI: <https://doi.org/10.24941/ijcr.36474.08.2019>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

RESEARCH ARTICLE

INFLUENCE OF OCCUPATION OF PARENTS ON PUPILS ACADEMIC ACHIEVEMENT IN PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY: AN ANALYTICAL STUDY ACROSS PARENTAL OCCUPATIONS

*¹Enose M.W. Simatwa, ²Carolyn Auma Goro and ²Olive T. Baraza

¹Department of Education Policy and Management, Tom Mboya University College (A Constituent College of Maseno University) Kenya

²Department of Educational Management and Foundations, Maseno University, Kenya

ARTICLE INFO

Article History:

Received 18th May, 2019
Received in revised form
27th June, 2019
Accepted 24th July, 2019
Published online 31st August, 2019

Key Word:

Occupation Type, Parents, Pupils Academic Achievement, Primary Schools, Kisumu West Sub County: An Analytical Study across Parental Occupations.

*Corresponding author:

Enose M.W. Simatwa

ABSTRACT

The occupation of parents is more or less synonymous with the socio-economic status of person thus more often than not people are distinguished and classified in society on the basis of occupation. In almost all cases people cherish their occupations or careers. Children also get more associated with parental occupations. This is because most friends of their parents to whom they are often exposed belong to the same occupation as their parents. It is therefore argued that occupation type plays a nature role in the lives and aspirations of children. It is therefore notable in some cases that there are disparities in children's academic achievement as there are disparities in occupation type. Academic achievement of pupils in Kisumu West Sub County had remained low in comparison with other neighboring sub counties. Between 2011 and 2014, Kisumu West's mean score was 243.17; Kisumu East 256.19; Kisumu Central 278.14, Nyando 248.66 and Muhoroni 258.46. The purpose of this study was to establish the influence of occupation type of parents on pupils' academic achievement in public primary schools in Kisumu West Sub Count. It was conceptualized in the study that pupils' academic achievement depends on occupation type of parents. The study established that occupation type of parents had high influence on pupils' academic achievement indicated by an overall mean of 3.84. The study concluded that parental occupation type moderately influenced pupils' academic achievement in public primary schools. It is recommended that single parents should inculcate discipline among their children to control truancy behaviour among them so as to enhance their academic achievement. The study findings are of significance to school administrators, policy makers, and parents on ways of contributing to students' academic achievement.

Copyright © 2019, Enose M.W. Simatwa et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Enose M.W. Simatwa, Carolyn Auma Goro and Olive T. Baraza. 2019. "Influence of occupation of parents on pupils academic achievement in primary schools in kisumu west sub county: an analytical study across parental occupations", *International Journal of Current Research*, 11, (08), 6704-6711.

INTRODUCTION

The ultimate goal or objective of schooling is to achieve a career or occupation which is the dream of one's life. In this vain it is commonplace to hear people boast about their careers and despise other people's careers. Career in essence is an occupation type. Most parents and in particular professional ones impress upon their children to pursue academic qualification that would enable them to be like them. For instance, Medical Doctors prefer their children to be Doctors, teachers prefer their children to be teachers, engineers and lawyers similarly have the same preferences. Indeed this is evidenced in societal roles when one critically examines people's careers. In this regard Björklund and Salvanes (2011) in their handbook states that there is a high correlation between the level of education of parents and their children. Ntitika (2014) adds that socioeconomic status parents is vital for pupils academic achievement since children look up to their

parents for guidance, protection and motivation to live a great life. Furthermore, the relationship between occupation of parents and academic achievement has also been investigated, although results seem not to have been consistent. Castillo, Ruiz, Chillón, Jiménez-Pavón, Esperanza-Díaz, Moreno, and Ortega (2011) examined the associations between parental occupational levels and cognitive performance in Spanish adolescents. Cognitive performance was measured by a validated Scholar Aptitudes test in 2,162 participants. Parental occupational levels were found to be positively associated with all specific cognitive abilities and the overall score ($p < .001$). The odds ratios were 1.9 to 2.4 times higher for adolescents with high parental occupational level. These findings suggest an association between parental educational/occupational levels and cognitive performance in Spanish adolescents and support the parents' role in the creation of a stimulating intellectual environment. Similarly, Akinsanya, Ajayi, and Salomi (2011) investigated the relative

effects of parents' occupation, among other variables, on students' achievements in senior secondary school Mathematics in Ogun State, Nigeria. The study employed ex-post facto type of research and the sample was selected using the multi-stage sampling technique. Two thousand four hundred students from 60 selected schools in nine local government areas within Ogun State, Nigeria were involved and two research instruments namely; Students' Questionnaire; ($r = 0.81$) and Mathematics Achievement Test; ($r = 0.84$) were used. Data were analyzed using multiple regression at a 0.05 level of significance. The result reveals that parents' occupation has significant influence on the academic achievement of students in Mathematics while the effect of academic motivation had the least effect among the variables which exerted significant effects on students' academic achievement in Mathematics. Critical to note from the two studies (Akinsanya, *et al.*, 2011 & Castillo, *et al.*, 2011) is that they have not revealed the influence of occupation of parents on children's academic achievement in their respective areas of study. It is however essential to note that similar studies need to be done in places like Kisumu West Sub County, owing to the fact that academic achievement of pupils in Kenya Certificate of Primary Education has remained low compared to other sub counties in Kisumu County. The need to focus upon Kisumu West Sub County thus informed the present study. There has been glaring disparities in Kenya Certificate of Primary Education examination performance among primary schools in Kisumu County for over 10 years, although limited information has been provided with regard to how socio economic status of parents could have contributed to this. However, Kisumu West Sub County has continued to perform dismally in Kenya Certificate of Primary Education examination compared with other Sub Counties. For instance, Kenya Certificate of Primary Education results (Table 1) obtained from Kisumu County Director's office illustrates the performance in Kenya Certificate of Primary Education examinations from 2011 to 2014.

Table 1. Kenya Certificate of Primary Education Results from 2011 to 2014 for Kisumu County

Code	Sub County	2011	2012	2013	2014	Overall Mean
39701	Kisumu East	247.11	250.67	271.45	255.51	256.19
39702	Kisumu Central	272.6	273.47	299.04	267.46	278.14
39713	Nyando	242.71	252.33	251.52	248.09	248.66
39714	Kisumu West	237.00	246.93	249.22	239.51	243.17
39733	Nyakach	257.45	265.5	261.57	256.77	260.32
39734	Muhoroni	257.63	265.14	265.67	245.4	258.46
39	County Mean	252.4	259.00	266.41	252.3	257.49
	National Mean	265.10	279.75	270.65	271.50	271.75

Source: Kisumu County Education Annual Report (2015)

Table 1 illustrates results obtained from the County Director of Education, Kisumu. The performance achieved by pupils in the 6 sub counties (Seme, having been created in 2013, is left out of the study) indicate that Kisumu West Sub County has the lowest mean score between 2011 and 2014 without any concrete explanation to support it. These disparities exist despite the fact that the Kenya Government has been posting trained teachers to both regions in proportion to the number of enrolled learners. In addition, Free Primary Education funds are being disbursed to each school in proportion to enrollment in each school, to finance education of each child. These have ameliorated parents from the burdens of paying for the child's education hence each pupil is expected to attend class lessons with minimum failure or inconveniences. Although researchers (Ntitika, 2014; Abudu & Fuseini, 2013; Dahl & Lochner, 2012; Akinsanya, *et al.*, 2011) have revealed that there is some

relationship between parental socio economic variables and academic achievement of pupils, the same has not been established in areas like Kisumu West Sub County. It was therefore important to establish whether the low academic achievement that exist in Kisumu West Sub County in comparison with other sub counties (in Kisumu County) is due to socio economic status of parents or not.

Research Objective: The research objective was: To determine the influence of occupation type of parents on pupils academic achievement in primary schools from Kisumu West Sub County.

Synthesis of literature on influence of occupation type of parents on pupils' academic achievement

Usaini and Abubakar (2015) examined how parents' occupation does impact students' academic performance. The main objective of the study is to analyze how formal and informal parental occupation significantly influence secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms, demographic information, descriptive analysis and inferential analysis. The result of the study indicated that students from a parent with formal occupation perform well than those from parents with informal occupation. However, specific type of occupation was not highlighted in this study. Rather and Sharma (2015) examined the Impact of socioeconomic status on academic grades of students. The simple random sampling technique was used for the selection of sample and a sample of two hundred secondary school students of Aligarh district of Uttar Pradesh has participated in

the present study. A standardized questionnaire for measuring the socioeconomic status was used for the collection of data. The results indicated that there is an intimate relationship between socio economic status and academic grades of students. It also showed that male secondary school students perform better and got better academic grades than their female secondary school students. Nonetheless, little was provided by Rather and Sharma with regard to occupation types that resulted into socio economic status that their study focused upon. The present study looked at specific occupation types. Castillo, Ruiz, Chillón, Jiménez-Pavón, Esperanza-Díaz, Moreno, and Ortega (2011) examined the associations between parental occupational levels and cognitive performance in Spanish adolescents. Cognitive performance was measured by a validated Scholar Aptitudes test in 2,162 participants. Parental educational and occupational levels were positively

associated with all specific cognitive abilities and the overall score ($p < 0.01$ to $.04$). The odds ratios of having a high cognitive performance (top quartile) in adolescents with high parental educational level were 1.6 to 1.7 times higher than for those with a low parental educational level. Similarly, the odds ratios were 1.9 to 2.4 times higher for adolescents with high parental occupational level. These findings suggest an association between parental educational/occupational levels and cognitive performance in Spanish adolescents and support the parents' role in the creation of a stimulating intellectual environment.

Abosede (2015) examined gender, parents' job type and family size as determinants of academic performance of selected junior secondary school students in Ijebu-Ode Local Government Area of Ogun State, Nigeria. Three hypotheses were formulated and tested. The study was descriptive in nature using survey research design. Four hundred (400) students formed the sample of the study. The respondents were randomly selected from eight (8) Junior secondary schools from the study area. A structured questionnaire was used for data collection and it consisted of two (2) sections. Data were analyzed using descriptive and inferential statistics. Multiple Regression analysis was used in analyzing the hypotheses. Findings revealed that there was no significant relationship between gender and academic performance; parents' job type and students' academic performance, but students' academic performance is influenced by their family size which is the only predictor. Furthermore, there were no significant combined contributions of gender, parents' job type and family size to the prediction of academic performance. Akinsanya, Ajayi and Salomi (2011) investigated the relative effects of parents' occupation, education and academic motivation of wards on students' achievements in senior secondary school Mathematics in Ogun State, Nigeria. The study employed ex-post facto type of research and the sample was selected using the multi-stage sampling technique. Two thousand four hundred students from 60 selected schools in nine local government areas within Ogun State, Nigeria were involved and two research instruments namely; Students' Questionnaire; ($r = 0.81$) and Mathematics Achievement Test; ($r = 0.84$) were used. Data were analyzed using multiple regression at a 0.05 level of significance. The result reveals that parents' education has the highest significant influence on the academic achievement of students in Mathematics while the effect of academic motivation had the least effect among the variables which exerted significant effects on students' academic achievement in Mathematics.

Similarly, Batoya, Simatwa, and Ayodo (2013) sought to examine the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. Objectives of the study were to: Establish the extent to which parental level of education; parental occupation; language use at home and parental income influence internal efficiency of primary schools. The research designs used were correlation and descriptive survey. The target population consisted of 106 Head teachers, 530 standard eight teachers, 6850 standard eight pupils and 2 District Quality Assurance Officers. The study sample consisted of 40 head teachers, 200 standard eight teachers, 400 class eight pupils who were selected using simple random sampling technique and 2 District Quality Assurance Officers who were selected using saturated sampling technique. The study used questionnaires and interview schedules as research

instruments. Findings established that Parental level of education, occupation; income and language used at home do influence academic achievement of pupils. Fathers' level of Education was a significant predictor of pupils' performance, Pupils Performance in Kenya Certificate of Primary Education examination improved by 16.973 with fathers Education, The variation in Kenya Certificate of Primary Education pupils results were accounted for by home based factors (6.1%). Murithi (2015) sought to investigate the parental factors that influence performance in day secondary schools in Imenti North Sub-County. Questionnaires were distributed to parents, students, teachers, and head teachers to help gather the relevant data. The research design used was both descriptive and relational to help gather independent variables and relate them to the dependent variables. The total number of people who were given the questionnaires was 398 individuals. Out of the total respondents, the researcher piloted two questionnaires to ensure reliability of the collected data. Both quantitative and qualitative methods were used to collect and analyze the data. Parental involvement in students' education, social-economic status (incomes and occupation), parental level of education, special characteristics and parent-teacher relationship were all found to influence students' academic performance in Imenti North Sub-County but in different proportions. It is still evident from the reviewed studies that occupations of parents as they influence academic achievement of pupils have not been specifically covered. Critical to note from the studies (Batoya, *et al.*, 2013; Akinsanya, *et al.*, 2011; Abosede, 2015; Castillo, *et al.*, 2011) is that they have not revealed how occupation of parents influences children's academic achievement by showing statistics of children who failed to achieve particular academic levels due to their parents' occupation. There was therefore need to pay keen attention on parental occupation and assess how it relates with academic achievement of pupils. The current study therefore endeavored to assess these areas through a survey among public primary schools in Kisumu west Sub County, Kenya.

Conceptual Framework

The conceptual framework (Figure 1) postulates that there is a link between occupation of parents and pupils academic achievement.

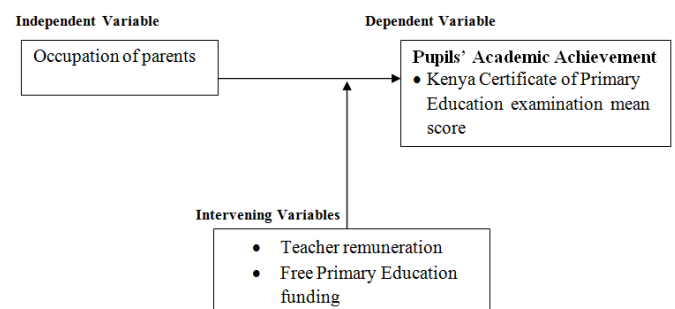


Figure 1. Influence of occupation of Parents on Pupils Academic Achievement

Occupation of parents is a variable that is familiar to children. In fact children grow up in families knowing that it is the occupation of their parents that facilitate their livelihood. This is because it provides the parents with earnings that support them at home and in school. In a nutshell occupation provides earnings of parents and these earnings are used to educate children. Consequently occupation of parents is an independent

variable and pupils academic achievement is the independent variable. The influence of occupation of parents on pupils academic achievement is bound to be confounded by teacher remuneration, free primary education funding and pupil attitude towards learning. These confounding variables were controlled by being held constant, such that through random sampling, the negative influence and positive influence arising from them influenced each other. That is, for instance, whereas teacher remuneration influenced negatively teacher service delivery for some teachers, it equally positively influenced service delivery for some teachers in the same schools that were sampled for the study. This also applied to free primary education funding and pupils attitude towards schooling.

RESEARCH METHODOLOGY

Descriptive survey research designs was adopted for the study. Target population was 50 head teachers, 53 class eight teachers and 2340 parents whose children were enrolled in class 8 for Kenya Certificate of Primary Education examination in 2016. Sample sizes of 44 head teachers, 46 class eight teachers and 330 parents of class eight pupils were selected. Questionnaire was used to collect data from head teachers and class 8 teachers while interview schedule was to collect data from 330 parents whose children were in class 8.

Reliability of the instruments was determined by test re-test method whereby head teachers questionnaire had a coefficient of .78 and teachers' questionnaire was .83 at p- value of .05. Validity of instruments was determined by experts in educational administration. Quantitative data was analyzed by use of frequency counts, means, percentages and t –test. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

RESULTS

Demographic Characteristics of Head Teachers and Teachers: The demographic characteristics head teachers and teachers were gender, age, marital status, and education level of the sampled head teachers and teachers. Table 2 presents demographic characteristics of head teachers and teachers. Table 2 illustrates that 63.64% of the sampled head teachers were males while 36.36% were females. This means that most public primary schools are headed by male persons, although there are a significant number of institutions headed by female persons. This factor could be attributed to the absence of women in leadership positions that have become common all over the world (Sabatier, 2015). With regard to the sampled class eight teachers; Table 4.2 indicates that 54.55% were males while 45.45% of them were females.

Table 2. Demographic Characteristics of Headteachers and Teachers

Demographic Characteristics			Frequency	Percent
Gender	Head Teachers	Male	28	63.64
		Female	16	36.36
	Total	44	100	
	Teachers	Male	24	54.55
		Female	20	45.45
	Total	44	100	
Age	Head Teachers	25 – 30	00	00
		31 – 35	00	00
		36 – 40	5	11.36
		41 – 45	7	15.91
		46 – 50	14	31.82
		51 – 55	16	36.36
		>55	2	04.55
	Total	44	100	
	Teachers	25 – 30	3	6.82
		31 – 35	11	25
		36 – 40	14	31.82
		41 – 45	8	18.18
		46 – 50	5	11.36
		51 – 55	2	04.55
>55		1	2.27	
Total	44	100		
Marital Status	H/Teachers	Single	02	4.55
		Married	36	81.81
		Widowed	04	9.09
		Separated	02	4.55
	Total	44	100	
	Teachers	Single	13	29.55
		Married	23	52.27
		Widowed	04	9.09
		Separated	04	9.09
	Total	44	100	
Education level	H/Teachers	P1	12	27.27
		Diploma	17	38.64
		Degree	15	34.09
	Total	44	100	
	Teachers	P1	16	36.36
		Diploma	9	20.45
		Degree	19	43.18
	Total	44	100	

Concerning age distribution 36.36% of the sampled head teachers were between 51 and 55 years old; 31.82% were between 46 and 50 years; 15.91% were between 41 and 45 years; 11.36% were between 36 and 40; and 4.55% were aged 55 years and above. Table 2 also indicates that 31.82% of the sampled teachers were between 36 and 40 years of age; 25% were between 31 and 35 years of age; 18.18% were between 41 and 45 years; 11.36% were between 46 and 50 years; 6.82% were between 25 and 30, while another 4.55% were between 51 and 55 years. The remaining 2.27% of the sampled teachers were 55 years and above by age. This indicates that only 25% of the teachers were less than 35 years of age. With regard to marital status, Table 2 indicates that majorities (81.81%) of the sampled head teachers were married; 9.09% were widowed; 4.55% were separated; and another 4.55 of the head teachers were single. These findings mean that most of the head teachers lived or are still living as couple. This therefore means that the school administrators were better placed to assess and respond to issues concerning families within varied households, such as socio economic factors that might interfere with the academic achievement of learners.

Interpretation of Mean Ratings

1.00 – 1.44:Very Low Influence
 1.45 – 2.44:Low Influence
 2.45 – 3.44:Moderate Influence
 3.45 – 4.44:High Influence
 4.45 – 5.00:Very High Influence

From Table 3, it can be noted that parents whose occupation was banking had high influence on pupils academic achievement as the teachers' rating was (M=4.18; SD=.914) and head teachers' rating was (M=4.13; SD=1.067). The t – test output, $t(77) = .244$, $P > .05$ means that there was no significant difference between the teachers and head teachers' mean ratings. Therefore the teachers and head teachers were in agreement that parents whose occupation was banking had high influence on pupils' academic achievement, as signified by the overall mean rating of, 4.156. Teacher parents had high influence on pupils academic achievement as the teachers' mean rating was (M=4.23; SD=.872) and head teachers' mean rating was (M=4.10; SD=.810). The t – test output, $t(77) = .691$, $P > .05$ means that there was no significant difference

Table 3. Influence of Parental Occupation Type on pupils' Academic Achievement

Occupation type	Respondent	M	SD	OM	Df	t	Sig
Banking	Teacher	4.18	.914	4.156	77	.244	.808
	Head Teacher	4.13	1.067				
Teaching	Teacher	4.23	.872	4.17	77	.691	.492
	Head Teacher	4.10	.810				
Medical	Teacher	4.38	.907	4.37	77	.174	.862
	Head Teacher	4.35	.864				
Law	Teacher	4.23	.959	4.23	77	.028	.978
	Head Teacher	4.23	.862				
Farming	Teacher	3.28	.916	3.53	77	-.627	.533
	Head Teacher	3.78	1.828				
Vending	Teacher	2.72	1.213	2.55	77	1.448	.152
	Head Teacher	2.38	.868				
Overall Mean	Teacher	3.84	.9856	3.84	77	.034	.432
	Head Teacher	3.83	.895				

Table 2 also indicates that majority of the sampled class eight teachers (52.27%) of the sampled class eight teachers were married; 29.55% single; 9.09% widowed while another 9.09% of the sampled teachers were separated. Table 2 illustrates that 38.64% of the head teachers had diploma level of education; 34.09% of them had degree level of education; while 27.27% had P1 level of education. This indicates a fair level of academic qualification among the sampled school administrators. This therefore means that the head teachers were in a better position to understand issues related to socio economic factors that may affect pupils' academic achievement. For class eight teachers, the table shows that 43.18% of them had degree level teachers had diploma level of education. With over 56% of class eight teachers holding diploma and degree levels of education, the respondents were expected to have adequate understanding of pupils' responses to class instructions and relate the same to home environment where the child comes from.

Research Question

The research question responded to was: What is the influence of occupation type of parents on pupils' academic achievement in primary schools in Kisumu West Sub County?

Influence of parental occupation type on pupils academic achievement : The Influence of parental occupation type on pupils academic achievement was analyzed and the results were as shown in Table 3.

between the teachers and head teachers' mean ratings. Therefore the teachers and head teachers were in agreement that teachers, as parents had high influence on pupils' academic achievement as signified by the overall mean rating of 4.17. Parents whose occupation type was Medical had high influence on pupils academic achievement as the teachers' mean rating was (M=4.38; SD=.907) and head teachers' mean rating was (M=4.35; SD=.864). The t-test output, $t(77) = .174$, $P > .05$ means that there was no significant difference between the teachers and head teachers' mean ratings. Therefore the teachers and head teachers were in agreement that doctors had high influence on pupils' academic achievement as signified by the overall mean rating of 4.37. Parents who were lawyers had high influence on pupils academic achievement as the teachers' mean rating was (M=4.23; SD=.959) and head teachers' mean rating was (M=4.23; SD=.862). The t – test output, $t(77) = .028$, $P > .05$ means that there was no significant difference between the teachers and head teachers' mean ratings. Therefore the teachers and head teachers were in agreement that parents who are lawyers had high influence on pupils' academic achievement as signified by the overall mean rating of 4.23. Parents whose occupation type was farming had moderate and high influence on pupils academic achievement as the teachers' mean rating was (M=3.28; SD=.916) while head teachers' mean rating was (M=3.78; SD=1.828). The t – test output, $t(77) = -.627$, $P > .05$ means that there was no significant difference between the teachers and head teachers' mean ratings. Therefore the teachers and head teachers were in

agreement that parents whose occupation type was farming had high influence on pupils' academic achievement as signified by the overall mean rating 3.53. Parents whose occupation type is vending had moderate influence on pupils academic achievement as the teachers' mean rating was (M=2.75; SD=1.213) while head teachers' mean rating was (M=2.38; SD=.868). The t – test output, $t(77) = 1.448, P > .05$ means that there was no significant difference between the teachers and head teachers' mean ratings. Therefore the teachers and head teachers were in agreement that parents whose occupation typing was vending had moderate influence on pupils' academic achievement as signified by the overall mean rating of 2.55.

DISCUSSION

Occupation type is a factor that indeed influences pupils academic achievement. Interview findings concurred with these findings as some interviewees emphasized that parents working in banking industries enables them to be exposed to essential information. This in turn gives such a parent the urge to encourage his/ her child to aspire for similar positions in future. This was highlighted by parent interviewees who stated "children whose parents are in positions like bank managers tend to excel academically because their parents continuously keep abreast of current and essential tips in education that they are able to share with the children." This statement suggests that the guidance provided to the child informed by the exposure of the parent is capable of enhancing academic achievement of the child. It means that involvement in the child's education by exposed and informed parents positively influence academic achievement of the child. Perhaps the statement that concisely captured this was "parents who hold occupations like senior managers would wish their children to follow after them. Such parents do ensure that they guide their children effectively to academic excellence." Active involvement in the child's education by parents who hold managerial status seemed to have been implied by parent as a motivator to better academic achievement though sometimes such managerial occupations can deprive the parent's time to follow up on the progress of their children in school hence leads to low performance. However these findings agree with that of Qaiser, *et al* (2012) who conducted a study on effect of parental socio-economic status on the academic achievement of secondary school students in Karak District, Pakistan. He found that parents with prestigious occupation provide necessary facilities needed for the enhancement of their children education. They also give them support and encouragement towards the attainment of educational achievement. Equally, Murithi (2015), in a study that investigated the parental factors that influence performance in day secondary schools in Imenti North Sub-County, found that parental involvement in students' education as well as occupation, among others, significantly influence students' academic performance. It is therefore emerging that active involvement of parents who hold managerial positions in educational activities of their children has positive effect on academic achievement of the child.

Interview findings also revealed relevant information, as interviewees stated that children whose parents are teachers often perform better academically. This was highlighted parent interviewee who stated "the job stability that teachers have enables them concentrate on imparting knowledge not only to children in school, but also to their own children at home." The

statement attributed to parent suggests that parents who hold formal employment tend to enjoy job stability that foster concentration in the child's academic activities. This stability further enhances their socio-economic status in the society. Nevertheless these findings agree with those of Usaini and Abubakar (2015) who found that Students from parents with formal occupation were found to perform better than those from parents with informal occupation in a study done in Malaysia to examine how parents' occupation does impact students' academic performance. Rather and Sharma (2015) found that there is an intimate relationship between socio economic status and academic grades of students. According to a study done by Saifullahi (2011) in Gujarat district (India), families whose parents were with government jobs were found to be more secured and were found to be at peace. Stability of parental occupation coupled with involvement in academic activities of the child tends to make teachers' children attain better academic achievement. According to findings that came from the interviews, children whose parents are in professions like medical doctors are able to attain academic achievement due to the fact that their parents are able to avail to them essential academic facilities. This was highlighted by parent interviewee who stated "children whose parents are doctors often benefit from affluent environment where they live. They live in homes with nearly all facilities that support their education endeavors."

The importance of home environment to academic achievement of the learner is highlighted in the statement attributed to parent. Parents who are able to provide the right facilities like Information Communication Technology devices that support efficient acquisition of knowledge, in an environment with minimum detractors for the youths enhance academic achievement of their children. Sometimes doctors cannot have time to be actively involved in the child's academic activities due to their busy work schedules and this can lead to low academic achievement. Nevertheless these findings agree with those of Qaiser, *et al* (2012) who found that parents' occupation plays a significant role on students' academic performance in a study done in Pakistan. Such parents with prestigious occupations provide necessary facilities needed for the enhancement of their children education. They also give them support and encouragement toward the attainment of educational achievement. Occupation and home location were found to be highly correlated with students' academic performance in a study done in a study done in Nigeria by Egunsola (2014). However, Abosede (2015) found a contrasting result with regard to the relationship between occupation of the parent and academic achievement of the child: it revealed that there was no significant relationship between gender and academic performance; parents' job type and students' academic performance. It should therefore be considered that parental job type alone may not influence academic achievement of the child without active involvement in the child's educational activities. Interview findings concurred with these findings, as interviewees emphasized that occupation like being a lawyer enables parents to set up home environments that foster the child's academic achievement. This was highlighted by parent's interviewee who stated "being proficient in languages, parenting lawyers are able to inculcate speech abilities into their children. This in turn enhances academic achievement of these children, especially in languages." The home environment, according to statement attributed to parent, where key language used to administer school curriculum is

commonly used has the ability to enhance children's academic achievement. In a study by Mosha (2014) to investigate the factors affecting students' performance in English language subject in Zanzibar, it was found that students' infrequent use of English language at school and home, limited home support environment and poverty significantly affect students' academic achievement. Parent's occupation, income, and language used at home was found to influence academic achievement of pupils by Batoya, *et al* (2013) in a study that examined the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. It has therefore emerged that parents who have set home environment to emulate their daily practices like use of language or speech are able to nurture the same in their children: hence enhancing academic achievement of the children.

Interview findings seemed to concur with these findings, as interviewees emphasized that farmer parents often influence their children's academic achievement between moderate and high extent. This was highlighted by parents interviewee who stated "most farmers live near their farms and, although they take almost a whole day in their farms, they at times get some time to assist their children with school assignments, among other things." This statement seems to suggest that although farmers are almost fully occupied on daily basis, they at times spare some of their time to participate in the children's educational activities. Another related statement provided by one parent stated, "Being a farmer whose farm is located near the home, I often find time to attend all school activities involving parents like Parents Teachers Association meetings, academic forums organized by the school, among other activities required of parents." The interview finding therefore tends to suggest that parenting farmers, although their occupations are moderately paying, are able to participate in school activities required of them by school administration for the enhancement of academic achievement of their children. By constantly participating in meetings called by teachers, the relationship between parent and the teachers would be improved. This has the potential of enhancing performance of the child. Similar finding was attained by Murithi (2015) in an investigation of parental factors that influence performance. The study found that special parents' characteristics and parent-teacher relationship influence students' academic performance. Interviews conducted revealed that itinerant practices of vendors render them incapable of effectively participating in their children's education. In this regard, one parent commented, "Traders who sell their wares in open market centers often wake up very early in the morning and return late at night, probably when the children are asleep. Such parents hardly have time to monitor academic performance of their children". This statement tends to imply that the nature of occupation that vendors are engaged in takes most of their time without giving them a chance to aid academic efforts of their children. The informality of vendors' occupation impairs their involvement in the educational activities of their children.

This finding seem to be in agreement with Usaini and Abubakar's (2015) study that students from a parent with formal occupation perform well than those from parents with informal occupation in a study done in Malaysia. Equally, Castillo, *et al* (2011) found that the odds ratios between parental occupational levels and cognitive performance in Spanish adolescence were 1.9 to 2.4 times higher for

adolescents with high parental occupational level. Similarly, Batoya, *et al* (2013), while examining the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts in Kenya, established that parental occupation, among other factors do influence academic achievement of pupils. But in a contrasting finding, Abosede (2015) established that there was no significant relationship between parents' job type and students' academic performance, which is influenced by the family size. This may suggest that occupation types only influences academic achievement in a family that is small in size. In overall, occupation type of parents had a high influence on pupils' academic achievement with an overall mean of 3.49. Based on the interpretation of mean rating, 3.49 represent high influence.

Conclusion

Parental occupation type had high influence on pupils' academic achievement. This is mainly due to the fact that most pupils are motivated by their parents' occupation and therefore work hard in their academics. Consequently, this improves their performance.

Recommendation

In view of the findings that parental occupation highly influences pupils' academic achievement the study recommended that parents be advised by the teachers and head teachers to invest more in their children's education in accordance with the available occupation types. This will encourage children to work hard because their dreams would appear to be realistic. For children from poor parental occupation types can break the vicious cycle when they are exposed to other occupation that seem to be prestigious.

REFERENCES

- Adewale, A.M. 2012. Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in EduLga of Kwara State Nigeria. *International Journal of Academic Research in Business and Social Sciences* 2 (7): 230 - 239.
- Akinsanya, O.O., Ajayi, K.O. & Salomi, M.O. 2011. Relative Effects of Parents' Occupation, Qualification and Academic Motivation of Wards on Students' Achievement in Senior Secondary School Mathematics in Ogun. *British Journal of Arts and Social Sciences* 3 (2).
- Alokan, F.B., Osakinle, E.O., & Onijingin, E.O. 2013. The influence of Parents' Educational Background and Study Facilities on Academic Performance Among secondary school students. *Ozean Journal of Social Sciences* 6 (2): 27 – 33.
- Amin, M.E. 2005. *Social science research; Conception, Methodology and Analysis*; Makerere University, Kampala.
- Australian Institute of Health and Welfare 2012. *Social and emotional wellbeing: Development of a children's Headline Indicator*, Information Paper, Canberra..
- Batoya, I. B., Simatwa, E.M.W. & Ayodo, T.M.O. 2013. Influence of home based factors on internal Efficiency of primary schools in Kimilili sub county Kenya. *Journal of Education and practice* Vol. 4(10):38-45

- Björklund, A., & Salvanes, K.G. 2011. Chapter 3 - Education and Family Background: Mechanisms and Policies. In: Eric A, Hanushek SM, Ludger W (ed) *Handbook of the Economics of Education, Vol. 3*, 2011th edition. Elsevier: 201–247.
- Braun, V. & Clarke, V. 2006. Using Thematic Analysis. *Qualitative Research* (3): 77-101.
- Castillo, R., Jonatan, R., Ruiz, J.R. Chillón, P., Jiménez-Pavón, D., Esperanza-Díaz, L. Moreno, L.A., & Ortega, F.B. 2011. Associations between parental educational/occupational levels and cognitive performance in Spanish adolescents: The AVENA study. *Psicothema* 23, (3): 349-355.
- Chevalier, A., Harmon, C., O’Sullivan, V., & Walker, I. 2013. The impact of parental income and education on the schooling of their children. *IZA Journal of Labor Economics* 2 (8): 1 – 22.
- Dahl, G.B. & Lochner, L. 2012. The Impact of Family Income on Child Achievement: Evidence from the Earned Income Tax Credit. *American Economic Review* 102 (5): 1927–1956.
- De Lange, M., Dronkers, J. & Maarten, H. J. W. 2014. Single-parent family forms and children’s educational performance in a comparative perspective: effects of school’s share of single-parent families, School Effectiveness and School Improvement: *An International Journal of Research, Policy and Practice*, 25 (3): 329-350.
- Ekunsola A.E. 2014. Influence of home environment on academic performance of secondary school students in agricultural science in Adamawa State Nigeria. Doi:10.9790/7388-04424653.
- Heckman, J.J., & Masterov, D.V. 2005. Skill Policies for Scotland. In: Coyle D, Alexander W, Ashcroft, B (ed) *New Wealth for Old Nations: Scotland’s Economic Prospects*. Princeton University Press, Princeton and Oxford: 119–165
- Jabor, K.M., Krissana, M., Kungu, K., Yahya, B. & Mohd, S. N. 2011. Does Parent Educational Status Matter on the Students’ Achievement in Science. *International Conference on Social Science and Humanity*. 5 V2 309 – V2 3013
- Kapinga, O.S. 2014. The Impact of Parental Socioeconomic Status on Students’ Academic Achievement in Secondary Schools in Tanzania. *International Journal of Education* 6(4): 120 – 132.
- Kombo, D.K. & Tromp, D.L.A. 2006. *Proposal and thesis Writing. An Introduction*. Paulines Publications Africa. Nairobi.
- Kombo, D.K. 2006. *Proposal and Thesis writing*, Pauline publication: Africa.
- Lacour, M. & Tissington, L. D. 2011. The effects of poverty on academic achievement. *Educational Research and Reviews* 6 (7): 522-527.
- Lumumba, P. 2012. An Assessment of the Effectiveness of Non-Monetary Incentives in Motivating SACCO Society Staff: A Case Study of Front Office Savings Accounts Workers in Nairobi County. Unpublished research Project submitted to the Graduate School in Partial Fulfillment for the Requirements of the Master of Business Administration Degree of Kabarak University.
- Macharia, D. W. 2010. Parental Influence on Academic Performance in Public Primary Schools in Nakuru North District, Nakuru County, Kenya. Unpublished Research Project Submitted to Kenyatta University.
- Ministry of Education 2015. Kisumu County Education Annual Report 2015 – 2016. Government Printer. Nairobi.
- Morse, J. M. 1994. *Hand book of qualitative research*. Thousands Oak, Sage.
- Mosha, M.A. 2014. Factors affecting students performance in english language in zanzibar rural and urban secondary schools. Antischolar.org
- Mugenda, M.O. & Mugenda, G.A 2003. *Research Methods: Quantitative and Qualitative Approaches*. Acts University Press, Nairobi.
- Murithi, G.W. 2015. Parental factors that influence performance in day secondary schools in Imenti North Sub County, Kenya. <https://ir-library.ku.sc.ke/handle/123456789/14445>.
- Ntitika, J.L. 2014. Parental characteristics influencing students’ Academic performance in public secondary schools in Isinya District, Kenya. Unpublished Research Report Submitted to University of Nairobi.
- Nunnally, J.C. 1978. *Psychometric Theory (2nd ed)* New York: McGraw-Hill.
- Ogweno, P.O., Kathuri, N.J., & Obara, J. 2014. Influence of Family Characteristics on Academic Performance of Students in Secondary Agriculture, in Rachuonyo North Sub County, Kenya. *International Journal of Education and Research* 2 (2): 1 – 12.
- Orodho, J. 2009. *Element of Education and social science Research Methods*. Nairobi: Kanezja Publishers Maseno.
- Orodho, J. 2010. Techniques of writing research proposals and report in Education and social sciences. Maseno/Nairobi: KanezjaHp Enterprises
- Oso, W.Y. & Onen, D. 2009. *General Guide to Writing Research Proposal and Report: A Handbook for Beginning Researchers*, 2nd ed. Makerere University, Kampala.
- Osuafor, A. & Okonkwo, I. 2013. Influence of Family Background on Academic Achievement of Secondary School Biology Students in Anambra State. *An International Multidisciplinary Journal, Ethiopia* 7(3): 156-167.
- Quiser, S. 2012. Effect of family structure on the academic achievement at elementary level Karak district Pakistan. <https://www.researchgate.net>2759...>
- Rather, M.A. & Sharm, R. 2017. Impact of socio economic status on academic achievement among the senior secondary school students. Doi:10.5958/2230-7311.2017.00117.
- Sabatier, M. 2015. A women's boom in the boardroom: effects on performance? *Advances in Applied Microeconomics, Elsevier*, 47 (26): 2717-2727.
- Terengganu. *Multilingual academic journal of education and social sciences* Vol. 3(1):102-120.
- Usauni, M.I. & Abubakar, B. 2015. The impact of Parents Occupation on academic performances of secondary school students in Kwala.