
Influence of Parental Socioeconomic Status on Student Academic Performance in Public Primary Schools in Starehe Sub-County, Nairobi, Kenya

^{1*}Jane Mwendwa Kiome, ²Dr. Tarsilla Kibar and ³Prof. Peter Kihara

^{1*}Scholar, Department of Education, School of Education & Social Sciences, Kenya Methodist University

^{2,3}Department of Education, School of Education & Social Sciences, Kenya Methodist University

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Abstract

A family plays an important role in an individual's growth, development, beliefs, and values. There are no two families that are the same due to unique household characteristics therein that influences a child's emotional, psychological, and academic achievements. Extensive research was conducted in different contexts across the world to study the relationship between household characteristics and academic performance in Starehe Sub-County, Nairobi County- Kenya. However, contextual gaps still exist. The purpose of this study was to examine the influence of parental socioeconomic status (SES) on child's academic performance. The study tested null hypotheses that the parental socioeconomic is not associated to academic performance. The target population in this study was 2,862 parents/guardians of class 7 pupils in public primary schools in Starehe Sub-County of Nairobi County. A representative sample of 351 parents/guardians participated in the study. Data on parental socioeconomic status was collected using a questionnaire instrument, while data on individual pupils' academic performance was collected via document analysis based on recently completed school exams. Statistical Package for Social Sciences (SPSS) was used in the analysis and results presented in tables, figures, and continuous narration form. Thematic analysis was used to analyze the qualitative data collected from open ended questions. The results showed that parents social economic status had a negative and insignificant effect on academic performance of the pupils ($\beta = -0.011$, $P > 0.05$). The study concluded that in most cases, higher parents' economic and occupational status has an inverse relationship with pupil's academic performance in public primary schools. Based on these findings, the study recommended that interventions should focus more on enhancing pupils' learning environments and providing targeted academic support rather than relying solely on parental socioeconomic capacity. Additionally, schools and policymakers should prioritize equitable access to learning resources and strengthen teacher-pupil engagement to offset disparities that arise from household characteristics.

Key Words: *Academic performance, Household socioeconomic status*

INTRODUCTION

Household characteristics such as kind of school and, type of transportation utilized by children are major drivers of school decisions (Maia et al., 2019). Educators in educational economics frequently utilize the household production function technique to demonstrate that home variables such as parents' wealth and education level impact whether a child enrolls, remains in school, learns, and improves (David et al., 2018). It's also used in educational economics to simulate other home-schooling options, such as the sort of school that kids go to (Vu, 2020). Schooling decision has also been described as one of the key drivers of educational achievement. Vu (2020) contends that this concept is also strongly linked to household characteristics, particularly the family structure and economic wellbeing.

In Africa, home production function research usually distinguishes between urban and rural households (Saasa, 2018). Rural households are frequently disadvantaged in terms of income and educational attainment and are thus related with unequal educational and attainment solutions when compared to urban areas. While differences in household characteristics between rural and urban areas continue to be an important determinant of differences in school enrolment patterns, there is now a growing urban-urban gap because of rapid urbanization, casting doubt on the notion that urbanization in Africa is a benefit (Dawa, 2020).

Most of today's urban settlement growth is in informal housing, commonly known as urban poor housing (Pattanayak & Peri, 2018). As a result of this tendency, households that are distinct from those in the early stages of urbanization have emerged, which have been used in prior studies to simulate school decisions and results in both rural and urban homes. It may no longer be clear that urban households have the advantage. Research evidence has for decades demonstrated that Africa still struggles with education disparities across different social class. Individuals from wealthy families tend to have access to better education opportunities compared to those from less wealthy families. At independence of all almost all Africa countries, the leadership prioritised education as a key factor in transforming the society.

Free primary education (FPE), free secondary education (FSE), and 100 percent transition in Kenya indicate the government's aim to maintain all or most educational "output" in the public domain for purposes of justice (Maobe et al., 2019). Recognize that direct and indirect school fees can stymie egalitarian human capital building and contribute to a more unequal society. The rapid growth of informal settlements in Kenya, as well as free and compulsory education policies that eliminate direct costs that would otherwise prevent poor families from attending school, provide an opportunity to examine the relationship between household characteristics and school performance in urban Kenya. Therefore, the proposed study examines the effect of household characteristics on students' academic achievement at a public elementary school in Starehe, a sub-district of Nairobi County. The research focuses on four selected household characteristics namely: household socioeconomic status (SES), parental educational level, family structure and parental involvement in the child's academic work and how they are associated to academic performance.

Socio-economic status is a term that includes two variables, namely social variables and economic variables (Gerra et al., 2020). One's social status is determined by one's social standing, but one's economic status is determined by one's wealth. Experts from many

professions, such as sociologists, educators, and psychologists, use the same factors to assess socioeconomic status. Socio-economic status is a certain background variable that characterizes the social structure in society (Ware, 2019). Families with parents that are well-educated, socially connected, and financially secure encourage their children to attain higher levels of success (Ware, 2019). According to Gerra et al. (2020), these parents also provide a greater degree of psychological support to their children by creating an enriching environment that stimulates and encourages the development of the abilities needed to succeed in school. While socioeconomic situation is a factor, the educational degree of parents has the greatest impact on students' academic success (Odoh et al., 2017).

Academic success is important because it is strongly associated with positive outcomes such as quality of life. According to Roksa and Kinsley (2019), teens who are academically successful have higher self-esteem, are less depressed and anxious, are socially inclined, and are less prone to alcohol, drug, and substance abuse. Students who excel in school are increasingly able to reach maturity and achieve professional and economic success (Roksa & Kinsley, 2019). The importance of academic success is perhaps one of the primary reasons why there is a lot of research interest to understand factors associated with it. In Kenya, there is a general assumption that children in urban centres such as Nairobi are better placed to perform well academically than their counterparts in the rural areas. An additional assumption that makes people believe that children in urban centres especially Nairobi should perform better is the assumption that they come from stable families both socially and economically.

However, a quick perusal through Kenya Certificate of Primary Education (KCPE) results do not support this assumption since most public primary schools posed average or below average results compared to some schools in the rural areas. This study aimed to investigate the impact parental socioeconomic status on the academic performance of kids in public primary schools in the Starehe sub-county.

Statement of the Problem

Academic achievement is deemed to be of prime importance in preparing young people for prosperous future life. As a result, enormous research has been conducted to examine the factors that influence academic performance among them being household characteristics such as socioeconomic status, parental educational level, family structure and parental involvement in the child's academic work. Across the globe in most studies only focus on a single aspect of household characteristics such as socioeconomic status or parental involvement leaving out the rest of household characteristics (Boonk et al., 2018; Ntekane, 2018; Roksa & Kinsley, 2019). Additionally, some large-scale studies have compared household characteristics between urban versus rural settlements making the conclusions more general, thus specific details for urban centres alone is limited, while some studies conducted the similar research based on relatively small samples, thus the findings could not be generalized in most other settings. Further still, most studies that examine the relationship between household characteristics and academic achievement have put more emphasis on secondary school and students in tertiary institutions, with limited studies focusing on children in primary schools (Hornby & Blackwell, 2018). The current study seeks to fill these knowledge gaps by examining the entire spectrum of household characteristics, on urban population with a particular focus on pupils in public primary schools. While studies have looked at household factors and performance, limited localized research has examined how

both household characteristics and pupil demographics simultaneously influence academic performance in the specific context of urban primary schools in Starehe Sub- County, Nairobi County- Kenya.

Purpose of the Study

The main purpose of this study was to establish the influence of parental socioeconomic status on academic performance of pupils in public primary schools in Starehe Sub- County, Nairobi County- Kenya.

Research Hypotheses

To achieve the research objective stated in the previous sub-section, the following null hypothesis was tested at 95% confidence level.

H₀₁: Socioeconomic status of parents has no significant influence on academic performance of pupils in public primary schools in Starehe Sub-County, Nairobi County-Kenya.

Operational Definition of Terms

Academic performance: The researcher used this term to indicate individual pupil's achievement in assessment. This variable was measured by obtaining the average score across the five examinable subjects (English, Kiswahili, Mathematics, Science and Social Studies/Religious Education) primary school curriculum.

Household socioeconomic status: In this study, this variable was used by the researcher to described the general wellbeing of an individual household based on reported income, expenditure, medical scheme, and selected household utilities such as main source of water, toilet, type and size of house, pupil's means of transport to school, main source of lighting and access to sanitation facilities.

LITERATURE REVIEW

Household Socio-economic Status and Academic Performance

According to comprehensive studies in the sociology of education, there is substantial evidence suggesting a positive relationship between parental socioeconomic status (SES) and student academic achievement (Ware, 2019). a single person or a family. Although literature studies demonstrate that there is no substantial agreement on the precise meaning of SES, it is described as an individual's or family's relative place in a hierarchical social structure based on their access to and control over income, status, and power (Hoff & Laursen, 2019).

The extent to which socioeconomic differences in academic performance are consistent across disciplines (Ware, 2019); the extent to which the impact of SES on school achievement varies between communities and why (Thomson, 2018; Chmielewski, 2019); and the extent to which the impact of SES on school achievement varies between communities and why (Thomson, 2018; Chmielewski, 2019; Ware, 2019).

The literature refers to the relationship between family socioeconomic status and school performance as a socioeconomic gradient because it is gradual and increases with SES (González et al., 2020), or a socioeconomic disparity because it implies a performance gap between students from high and low SES families (González et al., 2020). Available research suggests that socioeconomic inequalities have lasting consequences in the early school years (Thomas et al., 2018). Their situation tends to worsen, especially as children of low SES age. Due to their relatively low qualifications, they tend to leave school early (Ware, 2019; González et al., 2020) or not pursue higher education. This eventually means that they will eventually not join formal employment opportunities.

In China, Liu et al. (2020) conducted a study on the relationship between family socioeconomic status and school performance and found that children with higher socioeconomic status performed better in school and children with lower socioeconomic status showed poor school performance and not satisfactory. Ware (2019) notes that research over the years has shown that students in schools whose parents are of low socioeconomic status do not perform effectively. Student academic achievement is negatively related to the low socioeconomic status of parents, because it prevents individuals from accessing learning resources and resources (Thomson, 2018). Higher socioeconomic level, according to Liu et al. (2020), is the best predictor for enhancing the quality of student success.

In Africa, socioeconomic status is the driving force behind many aspects such as health and education. In Ghana, for example, Osei-Owusu et al. (2018) conducted a study on the socioeconomic status of parents and their impact on academic performance with 213 students and concluded that parents' education level, parent's employment level, parent's income level, and parental care related impact on students' academic performance. Based on the results of their research, the researchers suggest that a child's academic achievement is strongly influenced by the socioeconomic status of the parents. Nyamubi (2019) did a similar study in Tanzania with a sample size of 350 students on socioeconomic status as a determinant of English language proficiency in secondary schools. Parents' education and employment connected to students' socioeconomic position were found to be substantially associated to pupils' English performance in this study (Nyamubi, 2019). Coming from a low-income home where scholastic demands, such as the availability of study materials, are frequently neglected, resulting in weak English language skills (Nyamubi, 2019).

Jain et al. (2017) conducted a correlational study of academic stress in teenagers in Uganda in relation to socioeconomic status and discovered that academic stress was linked to socioeconomic status and achievement motivation. Older socioeconomic pupils are more motivated since they have greater opportunities to fly, whereas others have constraints, which explains why motivation is low. Older socioeconomic students worry less about getting good results, better academic performance, and a bright career. In families with lower-middle socioeconomic status, students are the center of hope, therefore they are very depressed (Jain et al., 2017).

In Kenya, a similar series of research was done to look into the link between socioeconomic position and academic performance. For example, Juma (2016) used a sample of 158 people to explore the impact of parents' socioeconomic position on student achievement in public high schools in Sungai Tana River County, Kenya. This study found that students' academic achievement was influenced by household socioeconomic status. The level of parental education affects student learning achievement, parental work affects student learning achievement, and parental educational participation is an indicator of parents' socioeconomic status (Juma, 2016).

Another study, done by Onderi et al. (2019), looked into the factors that contribute to poor academic performance in Kenya Certificate of Secondary Education in public secondary schools. The sample of 240 respondents among them head teachers, teachers, students and parents found that socioeconomic status was one among many factors that contribute to poor academic performance among secondary school students in Kericho county (Onderi et al., 2019), which was described by the researchers as family background. Among other factors

that contribute to poor academic performance included family structure, peer influence, classroom management, teachers allowing students to consult and teaching methods.

Despite significant effort in understanding the relationship between socioeconomic status on academic performance, outcome or educational achievement, it is clear that much of the emphasis has been put on secondary (adolescents) and tertiary students. There is also a body of work that discusses the relationship between socioeconomic status, nutrition, and maternal healthcare in young children. This seemed to be limited empirical research that studies the relationship between socioeconomic status and educational achievement of children at primary school level, this formed the basis of the reasons why the researcher picked on this study.

Theoretical Framework

The Cumulative Advantage Theory by Merton (1973) provides the foundation for this study, emphasizing that small initial advantages or disadvantages accumulate over time, shaping long-term outcomes. In the context of education, early benefits such as a stimulating home environment, preschool access, and parental involvement often lead to better academic performance, advanced placement, and positive reinforcement. Conversely, early disadvantages such as poverty, lack of parental support, and limited exposure can create cycles of underachievement. This process of compounding advantages or disadvantages explains how household characteristics and pupil demographics influence academic outcomes. Evidence from countries like Pakistan (Kanwal, 2018) and the United States (DiPrete & Eirich, 2006) demonstrates the theory's relevance in explaining educational stratification and inequalities across social groups.

In developing contexts such as Kenya, where access to quality education and employment opportunities is uneven, the theory becomes particularly relevant. The study applied the Cumulative Advantage Theory to show how socioeconomic status as part of household structure predict academic performance as a form of advantage in stratification. High-SES households provide resources that lead to academic success and long-term opportunities, while low-SES households often struggle with constraints that perpetuate disadvantage. Similarly, stable two-parent households may provide stronger support systems compared to single-parent households. Within Starehe Sub-County, these variables were considered key predictors of academic performance, making the theory suitable for explaining how inequalities in household characteristics and social environments shape educational outcomes.

Conceptual Framework

This conceptual framework presented how socioeconomic status as a household characteristic predicts academic performance as the outcome construct.

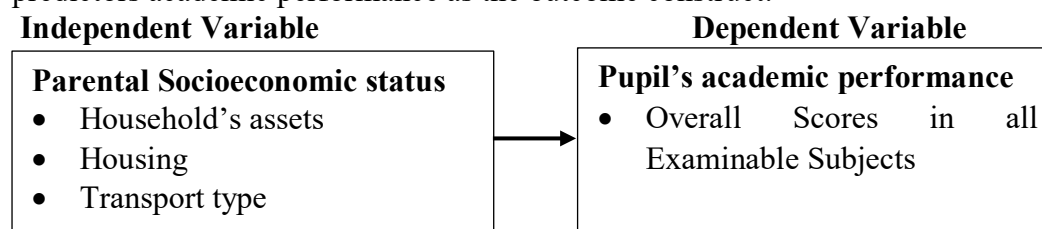


Figure 1: Conceptual Framework

Source: Author 2022

METHODOLOGY

Research design

This study used a cross-sectional research design to investigate the influence of independent variables on dependent. This design was selected because it is an efficient and effective way to collect data from a large sample. This employed mixed methods which include descriptive, qualitative and quantitative methods.

Target Population

This study targeted 18 public primary schools in Starehe Sub-County in Nairobi as the unit of analysis. In these schools, a total of 2,862 parents of class 7 pupils in public primary schools in Starehe Sub-County formed the unit of observation. The target population was deduced from the Basic Education Statistics Booklet (2019) and the National Education Management Information System (NEMIS), 2019 as follows; According to NEMIS, Starehe Sub-County has 18 public primary schools, whereas Nairobi County has 198 public primary schools with a total enrolment of 31,437 kids in class 7 according to the Statistics Booklet (pages 65 and 73). The average class size for class 7 was thus 159, which gives an approximate total of 2,862 class 7 pupils, each corresponding to one parent/guardian from independent households. The number of parents/guardians were determined by the number of class 7 pupils as a proxy variable.

Sampling procedure

The sample consisted of 351 parents/guardians of class 7 pupils with an assumption that each pupil corresponds to a unique household/parent/guardian. The sample size was arrived at using the formula proposed by Yamane in 1967 and later developed by Adam (2020) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where n = the sample size

N = the target population

e = the margin of error

$$n = \frac{2,862}{1 + 2,862 \times 0.05^2} = 350.95 \approx 351$$

The 351 parents/guardians were drawn from public primary schools equally distributed across 6 locations in Starehe Sub-County. Purposive sampling was used to select one school from each of the 6 locations in Starehe Sub-County namely Ngara, Pangani, Ziwani, Nairobi Central, Landi Mawe and Nairobi South. This means that there were approximately 59 class 7 pupils in each school. Using the class register as the sampling frame, a simple random sampling was utilized to select 59 students from class 7. Since most public primary school in Nairobi have more than one stream, the sampling was done in a way that each stream was proportionally represented in the sample.

Table 1: Target Population and Sample Size

Total Number of Schools	Total number of pupils	Purposively Sampled Schools	Sample size of randomly sampled Parents/guardians
18	2,862	6	351

Instrumentation

Two types of research instruments were used for both pupils and parents: a semi-structured questionnaire and a document analysis. According to Rahman (2019), a semi-structured questionnaire is a data collection tool comprising of a balanced blend of both closed and open-ended questions. A Semi-structured questionnaire was used because it is convenient for gathering primary data from a target population and it also enhances presentation of uniform questions. The questionnaire for the parents was designed to seek data about parents' demographic profile and their involvement in their children's academic work both at home and in the school. A document analysis was used to determine the pupil's academic performance based on the most recent assessment done in the school which was obtained from Starehe Sub-county analysis.

Methods of Data Collection

Prior to the data collection exercise, a field reconnaissance was conducted by visiting the area of study to establish the location of sampled schools, respondents in the schools and the parents. This reconnaissance was done to familiarize the researcher with the school administration and sharpen data collection logistics. Class 7 pupils were selected randomly to participate in the study. Academic performance of the selected pupils was recorded and then given questionnaires to carry for their parents. The pupils were expected to take the questionnaire to their parents/guardians. Upon completion, the questionnaires were handed to the class teachers and the researcher collected them later within the same week. All these questionnaires were coded for easy match of the pupil and parent on academic performance.

Hypothesis Testing

Hypothesis testing was carried out using bivariate linear correlation and bivariate linear regression analysis. Table 2 indicates a summary of the research hypotheses, type of analysis, decision rule and the interpretation of the results thereof.

Table 2: Hypothesis Testing

Hypotheses Variable	Null Hypothesis	Type of Analysis	Condition
Parental Socioeconomic Status	H_{01} No significant Influence	Pearson Correlation, Simple Linear Regression	$p < 0.05$ reject the Null Hypothesis $p > 0.05$ fail to reject the Null Hypothesis

Methods of Data Analysis

Quantitative and qualitative data was collected using semi-structured questionnaires. Quantitative data was summarized using descriptive and bivariate statistics in the Statistical Software for Social Science (SPSS) version 25 software, while qualitative data was summarized using Clarke and Braun's six-step theme analysis methodology (2014). Thematic analysis (TA) is a technique for locating, analysing, and interpreting meaning patterns ('themes') in qualitative data. TA was a widely used methodology in qualitative analysis yet poorly defined until 2006 when Clarke and Braun proposed an analysis framework. Thematic analysis can be broken down into six steps, according to Clarke and Braun (2014): familiarizing yourself with your data, generating initial codes, looking for themes, reviewing themes, defining and labelling themes, and producing the report.

Principal Component Analysis (PCA) was used in constructing indices for the operationally defined independent variables. Quantitative data was analysed by use of descriptivism and inferential statistics. This involved the application of techniques such as regression analysis,

and ANOVA tests. The significance level for all analysis were set at 95% ($\alpha=0.05$), and the degrees of freedom were determined based on the specific case. The analysis of data was done by the use of the Statistical Package for Social Sciences (SPSS).

The model of the study was represented as follows:

$$\text{LnY} = \beta_0 + \beta_i X_i + \varepsilon.$$

where: Ln represent natural logarithm: $\log_{10}(y)$, β represents the slope, β_0 represents the constant, a X_i represents Household social economic status ε represents stochastic disturbance error term and Y represents academic performance.

RESULTS AND DISCUSSIONS

Descriptive Characteristics of Socioeconomic Status

This independent variable in this study which was meant to measure the well-off-ness of each respondent participating in this study. This was captured in form of material well-being such as the value if their household assets, type of house they live in, their mode of transport and so on. To collect information on this variable, a 5-Likert Scale based questions were used. The results of socioeconomic status of the parents, who were the key respondents in this study, are shown in Table 3.

Table 1. Socioeconomic Status of the Respondent

Statement	Mean	SD
My family has more than one source of income	4.00	0.75
My family has stable income throughout the year	3.25	0.85
All my family members have enough meals throughout the year	3.39	1.1
I take my child/children for fun during events such as holidays and birthdays	3.88	0.97
As a family, we can afford to pay our bills without any struggles	3.05	0.90
I can afford to take my children to school using my private means or paid school transport	3.03	1.06
We live in a comfortable house	3.24	0.86
I can afford to pay for extra tuition for my child if there is need	3.98	0.83
My family owns some wealth that can sustain us in case am not able to provide	3.14	0.98
There is stable internet connection at home	3.19	0.87
My child/children have access to digital devices such as laptops and tablets	2.98	0.88

The study findings presented in Table 3 indicate that the respondents agreed with the following constructs based on socioeconomic status of the respondents: My family has more than one source of income (mean, 4.00), I can afford to pay for extra tuition for my child if there is need (mean, 3.98) I take my child/children for fun during events such as holidays and birthdays (mean, 3.88). On the other hand, the respondents disagreed with the following constructs: My family has stable income throughout the year (mean, 3.25), All my family members have enough meals throughout the year (mean, 3.39), We live in a comfortable house (mean, 3.24) As a family, we can afford to pay our bills without any struggles (mean, 3.05), There is stable internet connection at home (mean, 3.19), My family owns some wealth that can sustain us in case am not able to provide (mean, 3.14), I can afford to take my children to school using my private means or paid school transport (mean, 3.03), My child/children have access to digital devices such as laptops and tablets (mean, 2.98). This 5 Point Likert based question was meant to measure the well-of-ness of the respondent's house

hold based on the notion that pupils from wealthy family back grounds are likely to perform better than those from poor families because their parents can afford to pay fees without struggle, can afford books and other school requirements, are able to take their children to better schools and can afford to pay extra tuition for the child. All these among others gives children from rich back ground a conducive environment to perform better in schools.

Hypotheses Testing

This study was guided by the key objective arising from independent variable (Socioeconomic status of parents) identified to have an influence on the dependent variable (Pupils academic performance). To satisfy the test of the objective, the hypothesis was formulated corresponding to the specific objective. The subsequent analysis shows how the hypothesis was tested and conclusions made thereof.

Parental Socioeconomic Status and Pupil's Performance

To satisfy the objective of this study, a null hypothesis (H_0) was set stating that "Socioeconomic status of parents has no significant influence on academic performance of pupils in public primary schools in Starehe Sub- County". This hypothesis was analyzed using bivariate regression model: $LnY = \beta_0 + \beta_1 X_1 + \varepsilon$ and the results are presented in Table 4.

Table 4: Parental Socioeconomic Status and Pupil's Performance

Table 1. Parental Socioeconomic Status and Child Performance						
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.025 ^a	.001	-.002	.26759		
a. Predictors: (Constant), X ₁						
Model Validity						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	.014	1	.014	.200	.655 ^b
1	Residual	23.486	328	.072		
	Total	23.500	329			
a. Dependent Variable: LnY						
b. Predictors: (Constant), X ₁						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.777	.092		51.972	.000
	X ₁	-.011	.024	-.025	-.447	.655
a. Dependent Variable: LnY						

Based on the finding of this study presented in bivariate correlational analysis in Table 4, Parental Socioeconomic Status variable was found to have a negative and significant relationship with performance ($r = -0.25$, $P > 0.05$). The model was not varied ($F = 0.200$, $P > 0.05$) and the beta coefficient ($\beta = -0.011$, $P > 0.05$) which is negative and insignificant. From the above bivariate linear regression results we fail to reject the null hypothesis (H_0) stating that parental socioeconomic status does not significantly influence academic performance of pupils in public primary schools in Starehe Sub- County, Nairobi and conclude that there is insignificant difference between socioeconomic status of the parents

and pupils' performance. Sometimes it is the other way round that, on average, pupils from poor parental background academically outperform those from wealthy parental background.

Discussion

Social Economic Status and Academic Performance of Pupils

The sole objective was to determine the effect of socioeconomic status of parents had an influence on academic performance of pupils in public primary schools in Kenya. The result showed that more than half of the parents did not have more than one income sources. The results were also clear that less than half of the parents did not have a stable income through the year. The outcomes were also clear that majority of the respondents agreed that all their family members have enough meals throughout the year. The outcomes were also clear that majority of the respondents agreed that they take their child/children for fun during events such as holidays and birthdays. The results also indicated that only half of the parents that can pay their bills without struggles. The results also indicated that most parents are not able to afford school transport or private means for their children. The results were also clear that at least half of the parents are not comfortable with the house they are living in.

The results also indicated that more than half of the parents are not able to afford extra tuition for their children. Further results also showed that majority of the respondents more than half of the parents owns family business. The results also showed that most parents did not have internet connection in their home. The results also showed that most child/children did not have access to digital devices such as laptops and tablets.

Bivariate correlation results showed that parent social economic status has a negative and insignificant relationship influence on academic performance of the pupils. Bivariate results led to failure to reject null hypothesis (H_01) and concluded that parental socioeconomic status does not significantly influence academic performance of public primary schools in Starehe Sub-county, Nairobi.

Conclusion of the Study

The study concluded that there was a statistically insignificant relationship between parents' social economic status and academic performance of pupils in public primary schools in Starehe sub-county of Nairobi County, Kenya. This finding suggests that, contrary to widely held assumptions, higher or lower socio-economic standing of parents did not necessarily translate into measurable differences in pupils' academic outcomes within the study context. The result implies that other factors beyond the economic positioning of parents, such as school-level resources, teacher quality, peer influence, and individual learner motivation, may play a more critical role in determining academic performance. Consequently, interventions aimed at improving educational outcomes in Starehe Sub-County should not rely solely on socio-economic considerations but rather adopt a more holistic approach that addresses multiple determinants of pupil performance.

Recommendations for Policy and Practice

Both local and national government should enhance creation and expansion of job opportunities in Nairobi County to enhance the occupation status of the residents. Parents should also find ways of growing their income levels through diversification of the income sources by looking for side jobs. Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs) need to provide awareness of existing job opportunities that can be used to supplement residents' of Starehe Sub-county. This will enhance the academic performance of the students in the public primary schools.

Recommendations for Further Studies

The study focused on the influence of parents' social economic status on academic performance of pupils in public primary schools in Starehe sub-county of Nairobi County, Kenya. The study was done in Starehe sub-county leaving out other sub-counties in Nairobi Kenya. Therefore, further studies should focus on other sub-counties in Nairobi County such as Dagoretti South, Embakasi Central, Langata, Westlands, Njiru, Kasarani, Embakasi East, Embakasi North, Embakasi South and Embakasi West for purposes of comparison with the current study.

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