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RESEARCH ARTICLE

INFLUENCE OF PARENTAL OCCUPATION ON STUDENT ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF HOMA BAY SUB COUNTY

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ABSTRACT

Studies worldwide have established that parents have significant influence on their children's academic performance. Studies in some parts of Kenya have indicated that parental factors like income level, parental age, and parental marital status do influence students' academic performance. Notwithstanding these assertions, students' academic performance in Homa Bay Sub county had been relatively lower for the last three years as follows, 2016-2018 respectively; Rangwe 3.6278; 3.4647 and 5.0251, Rachuonyo South 3.6265; 3.3311 and 4.6163, Rachuonyo East 3.7384; 3.4940 and 4.6372 and Homa Bay Town 3.8197; 4.2920 and 4.4860. The objective of this study was to establish the influence of parental occupation on student academic performance in public secondary schools in Homa Bay Sub County, Kenya. A conceptual framework based on Urie Bronfenbrenner's Ecological Systems Theory showing the relationship between the independent (Parental influence) and dependent variable (Academic performance) was used to guide the study. The study established that parental occupation highly influenced students' academic performance with a mean rating of 3.55. It is therefore recommended that parents should serve as good role models to their children in their respective occupations so as positively influence students' academic performance. Schools should also strengthen surrogate parenting in schools to help students find the good role models in their teachers. The findings of this study are significant to the Ministry of Education, Teachers Service Commission, teachers and parents in formulation of guidelines involving parental occupation in enhancement of student academic performance in secondary schools.

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INTRODUCTION

Education is viewed as a critical investment, not only to the individual but also to the society. Kenya's National Philosophy places education at the centre stage of the country's human and economic development strategies. Parental influence is pivotal determinant in student's academic performance. This is because the role of the parent can positively or negatively mentor the student's commitment and hence performance in academic work. On one hand some students can be motivated to work hard academically in an attempt to improve the status of the parent economically or to surpass the parents' performance in academic matters. On the other hand however, the parents' commitment to meeting the child's school needs like school fees, stationery, uniform and other basics would in some instances create a very conducive environment for good academic performance.

The parent would equally play a crucial role in influencing the academic performance of the child if they diligently offer both academic and general guidance to the student. According to Odumbe, Simatwa and Ayodo (2015), education in Kenya receives the largest share of recurrent expenditure at 40%. This is not only aimed at expanding the capacity of learning, but also ensures that efficiency of educational investment is increased. Quality should be maintained to ensure that the country's social, economic and technological development is achieved. Despite this high expenditure, some schools still register a poor performance in the Kenya Certificate of Secondary Education. Parents play a crucial role in the education of their children (Goro, Simatwa & Baraza, 2019). They do this by providing for the basic needs of the students or children which includes; uniforms, stationery, food and personal effects.

This is in addition to what the government provides at the rate of Sh.22, 244 per child (Republic of Kenya, 2018). Nevertheless, students' academic performance is influenced by many factors which include; teacher's qualification, teacher's input, student's age, discipline, poverty and attitude among others (Kapur, 2018). Studies worldwide have indicated that the major factors that influence students' performance are parents based because students spend most of their time with parents. Furthermore, parental age, level of income, level of education, marital status and occupation play the key role (Goro, Simatwa & Baraza, 2019).

The relationship between parental occupation and students' academic performance has been investigated in various studies and inconsistent results have been obtained. Usaini and Abubakar (2015) examined how parents' occupation influences students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used. The sample included 377 respondents and questionnaires were administered to 4 schools within Kuala Terengganu. Stratified random sampling technique was used to select the sample. The data was analyzed using regression analysis. The results indicated that students from parents with formal occupation perform well than those from parents with informal occupation. In the above study only questionnaires were used as tool of data collection whereas in these study questionnaires, interviews and document analysis were used to collect data. In a similar study, Ngare, Tikoko and Sigei (2016) examined the influence of parental occupation on academic performance in Public Mixed Secondary Schools in Nyamira North Sub County. The study was carried out among 857 parents of Kenya Certificate of Secondary Education candidates and 22 head teachers in public mixed secondary schools in Nyamira Sub County. The study adopted Ex-post facto research design. The data was analyzed using descriptive statistics and non-parametric tests to establish the relationship between the variables. The findings revealed that parental occupation did not affect students' academic performance. The above study did not include the students in the sample, while this study included students in the sample who are key respondents. Students would be key respondents in this study so having them as part of the sample strengthens the findings brought forth by the study. A similar study was carried out by Batoya, Simatwa and Ayodo (2013). The study examined the influence of home based factors on internal efficiency of primary schools in Bungoma-North and Kimilili-Bungoma Districts. The target population consisted of 106 Head teachers, 530 standard eight teachers and 6850 standard eight pupils and 2 District Quality Assurance Officers. The sample consisted of 40 head teachers, 200 standard eight teachers, 400 class eight pupils and 2 District Quality Assurance Officers who were selected using simple random sampling technique. The research instruments used were questionnaires and interview schedule. Descriptive and correlation survey design were adopted in the study. The findings established that Parental level of education, occupation; income and language used at home do influence academic achievement of students. The above study was carried out among primary school pupils while this study was conducted among secondary school students. This study was important as parental influence at secondary level would bring forth a varied result. It is critical to note that out of the three studies reviewed, two indicate that parental occupation have a significant influence on students' academic performance while one disagrees with that.

Therefore there was need to determine the influence of parental occupation and students' academic performance.

Research Objective: The research objective was to establish influence of Parental Occupation on Student's Academic Performance in Public Secondary Schools in Homa Bay Sub County, Kenya.

SYNTHESIS OF LITERATURE ON INFLUENCE OF PARENTAL OCCUPATION ON STUDENT'S ACADEMIC PERFORMANCE

The family plays a vital role in the dissemination of both formal and informal education. The child's performance in school is determined by the environment in which he/she finds themselves (<https://iproject.com.ng>). In Germany, Giannelli and Rapallini (2018) conducted a study to investigate the parental occupation and children's school outcome in Mathematics. Data was collected among 15 year olds and questionnaires were administered to both the students and the parents (to ascertain their value for math in the labour market). The results indicated that the students' math and scores were affected by or depended on the presence of one family member in a math-related career. The study was conducted to assess performance in one subject area (Mathematics) whereas this study assessed students' performance in all subjects in a summative evaluation. Furthermore, in the above study data was only collected using questionnaires whereas in this study, data collection was done using questionnaires, interviews and document analysis, which was bound to bring in depth and verified information. A similar study was conducted by Chopra (2015) to establish the relationship of parental occupation with academic achievement of the students in India, the Progressive Matrices Test was administered to 1359 randomly selected high school students (age range 14-17 years) studying in 22 urban and 6 rural secondary schools in Lucknow district. Data for parental occupation and marks in high school examination were also collected. It was observed that there was a positive relationship between parental occupation and mean high school marks. Analysis of variance showed statistically significant difference in the mean performance of students of different occupational groups. However this study did not categorize the sample into urban and rural in a given proportion as has been the case in the above study. The population was randomly selected across Homa Bay Sub County irrespective of urban or rural set up.

Rajitha (2013) conducted a study to find out whether there is any significant influence of parental education and occupation on the achievement motivation of learners. The sample comprised 588 10th and intermediate and junior colleges randomly selected in Guntur District in India. The results revealed that parental occupation had a significant influence on students' academic achievement motivation of their children. The study focused on the motivation to achievement in learners while this study looked at the academic performance. Shah and Anwar (2014) conducted a study to establish the Impact of Parent's Occupation and Family Income on Children's Performance in India. The study established that parent's occupation and family income have significant impact on children's performance. They further explained that parents play an important role in the child's development as their economic status will enable them to provide better facilities to their children therefore resulting in better performance of their children.

The above study looked at parental occupation and income while this study assessed the influence of parental occupation, age, income level, marital status and education level therefore become more advantageous as it investigated the various aspects of parenting. In a study carried out in Nigeria by Odoh, Chukwudi and Odigbo (2017), among 150 final year university accounting students, they found out that parental occupational level significantly influenced students academic performance in accounting. However this research was carried out among secondary school students who strongly depend on parental care and hence the parental aspects had a direct and strong influence on their academic performance. In addition, the performance was be looked at from a general perspective (in all subjects) unlike Odoh's study that was among university students and limited to a specific area of specialization. Osuafor and Okonkwo (2013) in their study on the Influence of Family Background on Academic Achievement of Secondary School Biology Students in Anambra State in Nigeria however disagrees with Odoh et al (2017). Their study found out that family background did not have significant influence on student's achievement in Biology. In the above study, random sampling was used to select the sample while in this study purposive sampling was used to identify the sample. Ngare, Maronga, Tikoko and Sigei (2016), carried out a study amongst 857 parents of Kenya Certificate of Secondary Education candidates and 22 principals of mixed day secondary schools in Nyamira North Sub-County, Kenya, in Public Mixed Secondary Schools. The results revealed that the parental occupation did not affect performance in Kenya Certificate of Secondary Education 2010. The findings notwithstanding, the study found out that most parents were involved in manual low paying occupations which attracted low payments and hence limiting parental participation and input in the education of children. This study was however carried out in public schools of both sexes, i.e. mixed and single sex schools. Furthermore, it was carried out in Homa Bay Sub –County and hence a difference in the findings may arise. Korir et al (2016) conducted a study to investigate the influence of parental occupation and level of education on students' academic performance. In the study, a sample of 210 form four students were selected using simple random and stratified based on causal comparative research design. The results revealed that parental occupation significantly influenced students' academic performance. The above study was based on causal comparative design while this study was based on descriptive survey design.

CONCEPTUAL FRAMEWORK

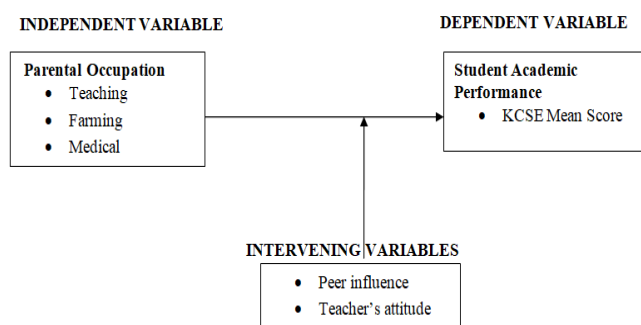


Figure 1. A Conceptual Framework showing the Influence of Parental Occupation on Student's Academic Performance in Public Secondary Schools

The conceptual frame work (Figure 1) postulates that parental occupation influences students' academic performance. The relationship between parental influence and students' academic performance in Homa Bay Sub County is presented in the conceptual framework. Parental occupation highly influenced students' academic performance. Other factors like peer influence and parental input were found to have an influence on the students of academic performance as the intervening variables. The Bronfenbrenner's Ecological Systems Theory has five different aspects or levels. It is worth noting that out of the five levels, three levels directly influenced students' academic performance namely; microsystem, exosystem and the chronosystem. At the microsystem level where there is the family which coincides with the marital status as a variable which the study established has a moderate influence on students' academic performance. The exosystem level has the parents' workplace as a factor that is comparable to the variable of parental occupation. The study established that parental occupation has a high influence on students' academic performance. Finally, Chronosystem is another aspect in the Bronfenbrenner's ecological systems theory that the study established to influence students' academic performance.

RESEARCH METHODOLOGY

Descriptive survey and correlational research designs were adopted for the study. The target population was 9060 which consisted of 4500 2019 form four students, 4500 parents of the form four students, 30 class teachers and 30 Principals. The sample size was 209 form four students, 209 parents of the form four 2019 candidates and 16 class teachers and 11 principals. Stratified, purposive sampling method was used. Questionnaires, interview schedule and document analysis guide were used to collect data. To establish on the validity and reliability of the instruments, a pilot study was conducted in three schools. Regression analysis was used to establish parental influence on students' academic performance. Descriptive statistics was used to establish parental influence on students' academic performance. Quantitative data was analyzed using frequency counts, percentages, means, pie and Regression Analysis. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

RESULTS

Table 1 illustrates that out of the sampled principals, 63.63% were males while 36.36% were females. From the sample, it implies that most of the Principals in secondary schools in Homa Bay Sub County were males while female principals were relatively few. As regards age, 9.09% of the principals were aged between 35 -40; 27.27% were aged between 41-45%; 36.36% were aged between 46 -50; 18.18% were aged between 51-55 and 9.09% were aged between 56-60. This implies that most of the sampled Principals were mostly of a relatively mature age and therefore provide an objective assessment on the influence on students' academic performance as required by the study. From Table 1, the marital statuses of the sampled Principals were as follows; none was single; 90.91% were married; 9.09% were widowed and 0% was separated. From their experience as parents, they would therefore provide relevant unbiased information on marital issues. As regards the Highest Education Level, it is indicated in Table 1 that 0% of the principals had Diplomas, 72.3% were Bachelor Degree holders 27.3% were Masters Degree holders and 0% had PhD.

Table 1. Demographic Characteristics of Principals

Demographic Characteristics	Frequency	Percentage
Gender		
Male	7	63.64
Female	4	36.36
Total	11	100
Age		
35-40	1	9.09
41-45	3	27.27
46-50	4	36.36
51-55	2	18.18
56-60	1	9.09
Total	11	100
Marital Status		
Single	0	0
Married	10	90.91
Widowed	1	9.09
Separated/divorced	0	0
Total	11	100
Highest Education Level		
Diploma	0	0
Degree	8	72.7
Masters	3	27.3
PhD	0	0
Total	11	100

Table 2. Demographic Characteristics of Class Teachers

Demographic Characteristics	Frequency	Percentage
Gender		
Male	10	62.5
Female	6	37.5
Total	16	100
Age		
20-30	7	43.75
31-40	7	43.75
41-50	1	6.25
51-60	1	6.25
Total	16	100
Marital Status		
Single	3	18.75
Married	11	68.75
Widowed	1	6.25
Separated/divorced	1	6.26
Total	16	100
Highest Education Level		
Diploma	3	18.75
Degree	11	68.75
Masters	2	12.5
Total	16	100

Table 3. Occupation of the Parents

Occupation	Frequency	Percentage
Teaching	31	14.8
Medical	22	10.5
Banking	7	3.3
Law	7	3.3
Farming	67	32.1
Fishing	9	4.3
Vending	31	14.8
Engineering	9	4.3
Police	6	2.9
Cook	3	1.4
Watchman	3	1.4
Tout	1	0.5
Driver	3	1.4
Clerk	2	1.0
Politician	5	2.4
Domestic Manager	3	1.4
Total	209	100.0

This implies a higher academic attainment among the sampled principals. This therefore places them at a better position to properly understand and provide information on parental influence on students' academic performance.

Table 4. Mean Score of Students 2019

Mean Score	Frequency	Percentage (%)
1.0-4.0	85	40.7
5.0-8.0	84	40.2
9.0-12.0	40	19.1
Total	209	100

Source: Homa Bay County Education Office

The data of the sampled class teachers is presented in Table 2. From Table 2, out of the sample of the form four class teachers, 10(62.5%) were males while 6(37.5%) were females. This means that either there were many more male than female teachers in schools or a preference of the male teachers or school administration to have more males take up the leadership roles of class teachers. The sampled population illustrates a representation of both genders in the leadership roles in the school system which would be essential providing unbiased opinions for this study. In regard to Age, the sampled class teachers were aged as follows; 20-30 years were 43.75%; 31-40 years were also 43.75%; 41-50 years were 6.25%; and 51-60 years also 6.25%. This implies most schools preferred to have the relatively young and vibrant teachers to handle the candidate class as compared to the teachers who were advanced in age, for example the class teachers aged between 41-60 years were quite few. On the other hand, the sampled form four class teachers were represented as follows; 18.75% were single; married 68.75%, widowed 6.25% and divorced 6.25%. This sample gave a representation of teachers who were cutting across all the categories therefore assuring the study of obtaining data that is unbiased. While the data for class teachers on parental marital status were as follows; 18.75% were Diploma holders; 68.75% were Bachelor degree holders; 12.5% were Master Degree holders. The class teachers are advanced in education and therefore better placed in providing relevant information on parental influence on students' academic performance.

Research Objective: Objective of the study was to determine the influence of parental occupation on students' academic performance. The aspects of parental occupation assessed were; Teacher, Medical, Banking, Law, Farming, Fishing, Vending, Engineering, Police and Any other. Principals and class teachers were asked to rate the influence of parental occupation on students' academic performance as; 1=Very Low (VL) 2= Low (L) 3= Moderate (M) 4=High (H) 5- Very High (VH). Table 2 shows the distribution of the sampled form four students (who responded to the questionnaires) and the various aspects of the parental occupation. The data collected was presented in Tables 3, 4, 5 and 6. Table 3 shows the frequency of the occupation of the parents of the 209 students who were sampled in this study. From the data collected a majority of parents are peasant farmers at 67(32.1%) which were illustrated by their income level to be small scale farmers. The least represented occupation was tout at 0.5% which represented one parent. The Kenya Certificate of Secondary Education examination performance of the sampled form four students in 2019 is presented in Table 4. Table 4 has categorized the mean score of the students into three, where 1.0-4.0 represents scores ranging between mean grades E, D-, D and D+, 5.0-8.0 represents scores ranging between mean grades C-, C,C+ to B- and 9.0-12.0 that represents mean grades between B, B+, A- to A. From the data collected it is evident that 40.7% of the students scored between grades E-D+ while only 19.1% scored between grades B-A and 40.2% scored between C- to B-.

Table 5. Occupation of the Form Four Parents and the Mean Score of the Respective Form Four Students

Occupation of the Parents of form four students	E	D-	D	D+	C-	C	C+	B-	B	B+	A-	Total	Mean Sore
Teaching	2	3	4	4	2	2	3	3	4	3	1	31	5.73
Medical	0	1	3	0	3	5	4	2	3	0	1	22	6.27
Banking	0	0	0	1	0	2	1	1	1	1	0	7	7.14
Law	0	1	2	0	2	1	0	1	0	0	0	7	4.57
Farming	2	10	6	14	4	9	5	5	4	6	2	67	5.14
Fishing	0	1	0	3	1	0	1	1	1	1	0	9	5.89
Vending	1	6	3	2	1	4	8	3	2	0	1	31	5.42
Engineering	0	2	2	2	1	0	0	0	0	0	2	9	5.0
Police	0	0	1	1	1	1	1	1	0	0	0	6	5.5
Cook	0	1	0	0	0	0	1	0	0	1	0	3	6.33
Watchman	0	0	0	1	0	0	1	0	0	1	0	3	7.0
Tout	0	1	0	0	0	0	0	0	0	0	0	1	2.0
Driver	0	0	0	1	1	0	0	0	1	0	0	3	6.0
Clerk	0	0	1	1	0	0	0	0	0	0	0	2	3.5
Politician	0	1	1	0	0	0	1	0	2	0	0	5	6.0
Domestic Manager	0	0	0	0	0	0	0	1	1	1	0	3	9.0
Total	5	27	23	30	16	24	26	18	19	14	7	209	5.66

Table 6. Principals and Class Teachers Ratings of the Influence of Parental Occupation on Students' Academic Performance

Type of the Parental Occupation	Respondents		Ratings					T	MR	OMR
			1	2	3	4	5			
Teaching	P	F	0	0	0	6	5	11	4.45	
		S	0	0	0	24	25	49		
		%	0	0	0	54.54	45.45	100		
Teaching	CT	F	0	0	2	5	9	16	4.44	
		S	0	0	6	20	45	71		
		%	0	0	12.5	31.25	56.25	100		
Medical	P	F	0	0	1	7	3	11	4.18	
		S	0	0	3	28	15	46		
		%	0	0	9.09	63.64	27.27	100		
Medical	CT	F	0	0	8	5	3	16	3.89	
		S	0	0	24	20	15	59		
		%	0	0	50	31.25	18.75	100		
Banking	P	F	0	0	2	9	0	11	3.82	
		S	0	0	6	36	0	42		
		%	0	0	18.18	81.82	0	100		
Banking	CT	F	0	2	8	4	2	16	3.56	
		S	0	4	24	16	10	54		
		%	0	12.50	50	25	12.50	100		
Law	P	F	0	0	2	7	2	11	4.0	
		S	0	0	6	28	10	44		
		%	0	0	18.18	63.64	18.18	100		
Law	CT	F	0	1	8	4	3	16	3.74	
		S	0	2	24	16	15	57		
		%	0	6.25	50	25	18.75	100		
Farming	P	F	0	1	5	4	1	11	3.55	
		S	0	2	24	8	5	39		
		%	0	9.09	45.45	36.36	9.09	100		
Farming	CT	F	2	2	7	4	1	16	3.0	
		S	2	4	21	16	5	48		
		%	12.5	12.5	43.75	25	6.25	100		
Fishing	P	F	2	4	5	0	0	11	2.27	
		S	2	8	15	0	0	25		
		%	18.18	36.36	45.45	0	0	100		
Fishing	CT	F	0	7	3	4	2	16	3.06	
		S	0	14	9	16	10	49		
		%	0	43.75	18.75	25	12.5	100		
Vending	P	F	2	0	3	6	0	11	3.18	
		S	2	0	15	24	0	35		
		%	18.18	0	27.27	54.55	0	100		
Vending	CT	F	0	4	5	5	2	16	3.5	
		S	0	8	15	20	10	53		
		%	0	25	31.25	31.25	12.5	100		
OMR										3.55

Key: P- Principals CT- Class TeachersF- Frequency S- Scores T- Total MR- Mean RatingOMR- Overall Mean Rating%- Percentage

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

An illustration of how the children of parents in the various occupations performed is illustrated in Table 5. Table 5 indicates that the distribution of the mean grades scored by the students against the various occupations of their parents. As far as Table 5 is concerned, the variations in academic performance exist irrespective of the outlier. It is evident that the performance do not portray a particular pattern but rather it is clustered randomly irrespective of the occupation of the parents, that is whether a parent is in a high income earning occupation or a low earning occupation it did not define the mean score. However, it is only children whose parents were domestic managers whose performance was extremely high. The 3 students scored a mean of 9.0. This can be explained that the children of domestic managers are motivated by the low income earned by the parents to work hard in order to help alleviate the struggles of their parents and better their lives. Table 6 illustrates that fishing had the least mean rating of 2.74 which translated to moderate influence. Farming and vending had the mean rating of 3.22 and 3.26 respectively which equally translate to moderate influence. While Banking 3.56, Law 3.74, Medical 3.89 and Teaching had the highest mean rating of 4.44 which translates to a high influence. The overall mean rating was 3.55 which is a high influence. Overall, parental occupation highly influences students' academic performance as signified by a mean rating of 3.55. Generally this implies that all types of parental occupations have got influence on students' academic performance though there are variations on the level of influence; Fishing 2.74, Farming 3.22, Vending 3.26, Banking 3.56, Law 3.74, Medical 3.89 and Teaching 4.44.

DISCUSSION

Parental occupation has a high influence on students' academic performance. It can therefore be interpreted that parents in occupations with higher levels of education like teaching, law, banking and medical influences more the academic performance than the other occupations like fishing, farming and vending. Data collected from the interviews however gave mixed opinions as relates to the influence of parental occupation on students' academic performance, with some agreeing and others differing with the findings of this study. The view of a parent agreed with findings of this study when he said that: "A low earning occupation does not motivate the child as the parent will lack the much needed funds to provide for the educational inputs of the child like textbooks, payment of school fees, and school uniform among other needs sufficiently". P75 This means that the children would get motivated to perform better academically when their parents are in well paying occupations that would consequently enable them to sufficiently provide for their teaching learning resources. Another parent who is a charcoal vendor also had this to say that differs with findings of this study; "The performance of child is not only influenced by the kind of occupation the parent does but only the individual effort of the child that determines the performance. She for example said that her son's performance will not in any way be determined by her occupation but rather his own hard work in class. This was indeed confirmed when the son scored B in Kenya Certificate of Secondary Education exams" P90. Even though the occupations of teaching, banking, medical and law were rated as having high influence on students' academic performance as compared to farming, fishing, and vending that had a moderate influence. It is worth noting that even if

parental occupation would enable the parent to provide for the educational inputs of his or her child, the children are likely to share the educational resources with others and therefore register better performance even if the parent is in a low paying occupation. This is clearly indicated in Table 5 where the mean scores of the students in Kenya Certificate of Secondary Education are relatively the same irrespective of the occupation of the parents. The study has established that students' academic performance does not entirely depend on parental occupation but rather the student's own effort as was the view of a majority of parents during data collection. It is therefore evident that other factors other than parental occupation are likely to be influencing the academic performance of these students.

For example, school factors like the presence of surrogate parenting in schools, the role of motivational speakers in schools and peer influence could also explain this. From the findings of the study, it would therefore be suggested that first; school administrations should also establish and strengthen the career department so as to properly guide the students into the best careers or occupation in line with their interests and academic abilities and this would consequently lead to better academic performance. Finally, parents should be made to know that they should use their occupations whether high or low earning to motivate the academic performance of their children by providing for their educational needs so that they can continue to register better mean grades. The findings of this study are in agreement with a study conducted by Korir (2016) who conducted a study to investigate the influence of parental occupation and level of education on students' academic performance. In the study a sample of 210 form four students were selected using simple random and stratified based on causal comparative design. The study established that parental occupation significantly influenced students' academic performance.

CONCLUSION

Parental occupation influences student's academic performance in schools positively. However there are no specific types of parental occupations that influence students' performance more than others. Hence it is clear that all parental occupations do influence students' performance to varying degrees even within the same occupation. Thus parental occupation type cannot be relied upon to predict student academic performance. Notwithstanding this, some parental occupation types are endowed with financial resources such that when prudently used can translate the student's academic performance from low to high. For example, engineering, banking, teaching and medical vis-a -viz clerical, driving and tourism. It also means that students are motivated differently by parental occupation type. In some cases, for instance domestic management was found to have a higher influence than medical and teaching. .

RECOMMENDATIONS

- School principals, deputy principals and teacher counselors should guide, counsel and encourage students to be focused in their studies irrespective of their parental occupations.
- The Ministry of Education and principals of schools should advise parents to invest wisely in their children's education.

- Parents should be advised to use their financial resources prudently in enhancement of their children's academic performance.

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