IOSR Journal of Economics and Finance (IOSR-JEF)
e-ISSN: 2321-5933, p-ISSN: 2321-5925.Volume 11, Issue 4 Ser. I (Jul. – Aug. 2020), PP 49-58
www.iosrjournals.org

Effects of Economic, Social and School Factors on Students Academic Performance in Secondary Schools in Kuria West Sub County, Kenya

Fenton Okoth & Perez A. Onono-Okelo
Department of Applied Economics, Kenyatta University

Abstract: *The current global market uses education as the critical parameter in assessing the ability of one to fit in the job market. Since education is crucial to the development of a sustainable environment, reforms are continually undertaken in the sector to ensure better performance. This study was carried out to investigate the effects of economic, social and school-related factors on the academic performance of randomly sampled students from schools in Kuria West sub-county, in Kenya. The study modeled academic performance as dependent on social, economic and school factors guided by education production function theory. In data analysis, a combination of descriptive statistics and regression analysis were used. The study established that household social and economic factors and economic factors influence academic performance of students. The study recommends that policies that help increase household incomes and those that provide support towards scholarships for vulnerable students and construction of spacious classrooms are important for enhancing performance*

Keywords— Academic performance, social factors, economic factors, school factors

---

Date of Submission: 26-06-2020 Date of Acceptance: 15-07-2020

I. Introduction

Education is closely associated with people's improved living standards and well-being. It serves a fundamental human development role and facilitates learners' knowledge and literacy skills acquisition. Obtained competencies elevate individuals' output, creating novel investment opportunities, resulting in the economic growth of a nation. Relevant authorities need to focus on increasing educational investments with the end goal of increased job creation, higher life expectancies, population control and reduction, and improved health outcomes across multiple demographic and ethnic groups (Otiato, 2009).

The United Nations Development Program [UNDP] (2015) fourth sustainable development goal singled out optimistic progress towards the realization of universal primary education on a global scale. However, leaners across several African Countries continue to face universal education impediments that have contributed to poor learning outcomes over the years. According to the United Nations Education Scientific and Cultural Organization [UNESCO] (2016), over 170 million individuals around the globe have the possibility of enhanced living standards if leaners from developing countries acquire a foundational education. The rationale for this notion anchors on the fact that education remains fundamental to skills and knowledge acquisition, which empowers individuals to create new jobs in the market or become employable. This could further lead to poverty reduction by 12 percent (UNESCO, 2016). Besides, longer length of school stay has been found to decrease women's fertility rates by 10 percent. According to the World Bank (2015), in Mali, omen with a high school education had a maximum birth of three (3) offspring in comparison with their school dropout counterparts, who had delivered up to seven (7) children.

The Millennium development goals incepted in year 2000 precipitated better access to education for millions of learners in Sub-Saharan Africa (SSA). As a result, a significant proportion of fiscal budgets in SSA countries had been geared towards free education. In Kenya for example, 18.4 percent the financial budget account for free education at all levels (Republic of Kenya, 2014). Further, expansion of education in the arid and semi-arid lands (ASALs) saw a 2 percent increase in the number of subsidized free boarding secondary learning institutions in fiscal year 2012/2013, the number of teacher registrations increased by 33,417 between year 2013/2014 and 2015/2016, consequently lowering the teacher student ratio from 45:1 in year 2014 to 42:1 in year 2015. Major curriculum overhauls had been initiated to re-align the education sector to the Kenya's *Vision 2030*, promote conformity with national values, incorporate science and technology, and advance adoption of information and communication technologies (Republic of Kenya, 2016). Fee secondary education inception in 2003 led to increased school enrolment rates and transition from primary to secondary and tertiary education in Kenya. Prior to the above actions, Kenya had implemented a multitude of education sector reforms through a number of efforts including the Ominde (1964) commission that apart from coming up with an

education system with a structure of 7-4-2-3 years of primary, secondary, advanced level and university education, also provided for establishment of adult education centres to facilitate skills acquisition in adult learners. The education system was later changed to a structure of 8-4-4 years of primary, secondary and University education respectively in 1979 to include (Republic of Kenya, 1985).

The Koech (2000) commission recommended incorporation of high quality training and education to balance the curriculum amendments, in order to attain national and global education skills, and job market demands. Government of Kenya (2000) emphasized free education was to increase students' transition from primary to secondary education. The Republic of Kenya (2010) education task force committee recognized quality education as key to poverty eradication. The Qualifications Framework Act of 2014 was enacted to facilitate delivery of free education to all Kenyan children. Resultantly, Kenya was the first nation in the African continent to implement universal education (Republic of Kenya, 2014). Although significant strides have been made, academic performance remains low, particularly in ASALs.

Quality education remains a Kenyan Government's top priority as it is recognized as a key poverty eradication catalyst (GoK, 2010). Quality education needs to foster students change in attitudes and values (Republic of Kenya, 2010). According to Topping and Wolfe Dale (1985), superior education is essential to a country's development because it facilitates students to gain competencies that are relevant in the job market. In Kenya, the goal of education is to eradicate income, economic gender, health, ethnic, and other societal disparities (Republic of Kenya, 2010). The constitution of Kenya, promulgated in year 2010, upholds each citizen's right to high-quality education. Basic education comprising both primary and secondary education are the foundations for placements into various competency and professional training. Specifically, performance at the Secondary examinations are the basis for placing learners into institutions of higher learning which enable students get customized training to various careers. Students who score grades C plus (+) and above get admitted to Universities and also have the opportunities to enroll in competitive diploma level training. Those who attain grades C and C minus (-) get admitted to take diploma courses while those with D and D plus (+) can undertake certificate and craft courses.

Evidence from the Kenya National Examinations Council indicates sub-optimal academic performances between years 2010 and 2016, with lowest performance seen in year 2016. Moreover, statistics from Kuria West Sub County reveal declining numbers of students qualifying for university admission between the same periods. Past studies on education in the comity have centered on girl child education. Students' Academic performances in the Kenya Certificate of Secondary Education (KCSE) between 2010 and 2016 fluctuated as shown in figure 1 below

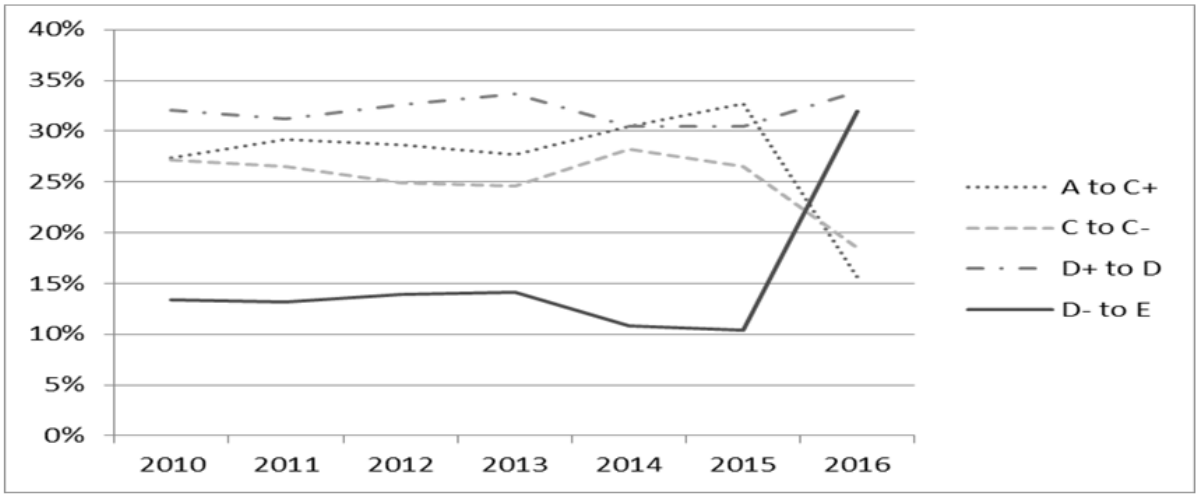

Figure 1 Showing trends of grade performance in Kenya's KCSE Examination for the period 2010 to 2016
Source: Kenya National Examination Council (KNEC) (2010-2016)

The trends in figure 1 showed a more or less constant or balanced distribution of grades in the period 2010 to 2015. In 2016, students qualifying for direct entry to the University degree and diploma course dropped significantly. The same year saw an increase in the number of students who scored grades D and D+, and another those scoring grades D- to E and therefore, transition rates to tertiary education reduced a situation which would in the long run cause low qualification for the jobs due to lack of skilled personnel (UNESCO, 2014)

In Kuria West sub-county, the proportion of enrolled students qualifying for university education have been low with a majority being those who can only enroll in certificate courses as shown in figure 2 below

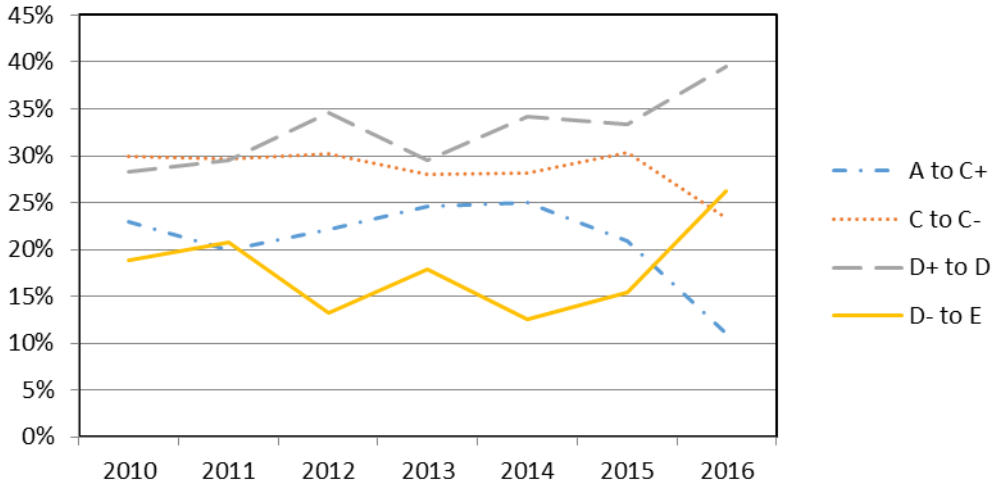

Figure 2 Showing trends of grade performance in KCSE Examination for Kuria West sub-County for the period 2010 to 2016

Source: KNEC

The poor performance in secondary education in the sub-county implies that very few students transition to tertiary institutions and later into employment. In order to inform strategies and actions towards improving students' academic performance in Kuria West sub-county, this study sought to establish

i) the effect of economic factors on student's academic performances
ii) impact of school factors on student's academic performance
iii) The influence of social factors on student's academic performance

II. Literature Review

2.1 Theoretical Literature Review

a. Education Production Theory

Hanushek (1971) outlined the major inputs of Education outcomes in the education production theory to include institutional resources, instructors' quality, as well as family and household income factors. The theory posits that positive educational outcomes denote achievement of students' learning goals. School environment variables such as institutional culture, leadership and administration, teaching, learning resource availability, goals, values, and expectations also influence outcomes in secondary education.

Michael and Rebeeca (2004) observed that globally, the goal of both teaching and learning is to transform learners by imparting desired values, thought processes, knowledge and practical skills. Lareau and Annete (2003) delineate ways in which families with resource sufficiency pay for their students' education and offer needed learning materials. Parents with an understanding of the importance of education are involved in their children's learning as opposed to those that view education provision as the government's sole obligation.

Education Production Function theory postulates that economic issues, teacher quality, family characteristics are related to learners' average grades.

b. Social Constructivism Theory

Vyotsky (1978) and Lantolf (2000) articulated the social constructivism theory. The theory states that knowledge and skills attained in the school environment play a major role in students' social and economic transformations. Social constructivist theory's goal is to foster a meaningful education process in which participation in learning is socially constructed to promote learners' understanding of content and learning material. The theory further states that learning entails a collaborative effort in which stakeholders mutually work together to achieve educational outcomes. Schools and communities have an inter-dependent relationship with activities in the community affecting learning and school activities also influencing community life. Ellis (2000) clarifies that social constructivist theory assumes that learning improves in interaction rather than through interaction as leaners are required to gain the ability to perform practical skills with others and instructors, prior to executing them individually. Thus social interaction plays a key role in students' immediate

learning. Therefore, the social constructivists posit that education is an instrument for leaners' accomplishment of success and need to incorporate skills acquisition for enhanced performance

c. Participatory Learning Approach

Developed by Paulo in 1972, participatory learning approach centres on two major values and philosophies of, monologue oppresses while dialogue sets people free. In addition, the theory upholds the notion that proper teaching integrates group work or an enriched experience. Teaching therefore needs to incorporate participatory approaches in daily tasks (Michael, 2004). Participatory theory's goal is to foster learning through participation of all stakeholders to attain set academic performance goals (de Jesus et al 2003). According to Liu et al. (2002) the theory utilizes diverse methodologies including network peer assessment strategy to evaluate the efficacy of math homework in junior learning institutions in addition to inquiry based learning in secondary schools (Polman, 2000). The theory's weakness is inherent in the fact that students are over conscious of themselves during the participatory process. They worry about personal privacy if the participations are non-anonymous. Increased pressure to award better grades encourages integrity issues (Brooker and Edwards, 2010). Ultimately, the theory upholds that stakeholders' participation in the learning process creates robust learning which improved performance and grades.

2.2 Empirical Literature

Considine and Zappala (2002) embarked on a study to investigate impact of student social and economic factors on learners' scores in their senior high school years in Australia. The study zeroed in on a sample of 3000 learners from low income households. Binomial logistic regression model was used. Findings indicated that teachers' frequent absence from their lessons, poor households' incomes, ethnicity, and learner's age influenced students' academic outcomes.

Abdi (2012) carried out an investigation on social cultural issues affecting Kenyan secondary students' academic grades in Isiolo sub-county. Data was analysed descriptively. School based problems were found to be a major factor in students' mean scores. 74.1percent of sampled head instructors cited lack of instructional infrastructure and resources including libraries, books, equipped libraries, and competent instructors as significant factors that contributed to the sub-county's poor KCSE performance.

According to Gitau 2002, parents ought to be sensitized on the impact of home factors on performance of students in a study that investigated on ways in which home issues impact learners' grades and outcomes in Lari sub-county. The study used primary data obtained from a sample of 35 day schools, with a combined teacher population of 460 and 289 parents from the parent-teacher associations.

Kaimenyi (2013) in a study to determine if learners discipline, availability of adequate resources, motivation levels and teaching strategies affect students' educational performance in North Imenti sub-county used a descriptive survey. Findings revealed that students' self-control, resource availability, were associated with academic outcomes of the students. The study concluded that high discipline was among students was vital to achievement of desired learning outcomes. Mwangi and Nyagah (2013) in a study to investigate how teaching methodologies applied by teachers influence academic performance in Kiambu County found that use of demonstrations by science teachers enhanced students' content retention.

In a different study, Yolanda (2014) used descriptive analyses to show that leaners from the Kilimanjaro area of Tanzania who had adequate resources in home and school settings excelled in their performance. Schools reporting good performance were found to have adequate and experienced instructors.

2.3 Overview of Literature

Preceding literature found that social economic issues, factors relating to home settings and school environment affected students' academic outcomes in secondary schools in Kenya and Tanzania. Findings from the study explicitly emphasize on social economic attributes and school factors as key determinants of positive learning outcomes in Kenya's secondary education. However, it is important on a case by case basis to clarify which factors are relevant to a particular context in order to formulate strategies to address quality education in different areas. This study therefore sought to provide understanding on factors that influence academic and learning outcomes among students enrolled in Schools within Kuria West sub-county of Migori in Kenya

III. Methodology

3.1. Research Design

The study used descriptive survey design because it appropriately facilitated description of different attributes of the population without redesigning the independent variables as elaborated in Orodho (2009), and Peck et al. (2013)

3.2 Conceptual Framework

Figure 3 below illustrates the abstract association between variables of the study.

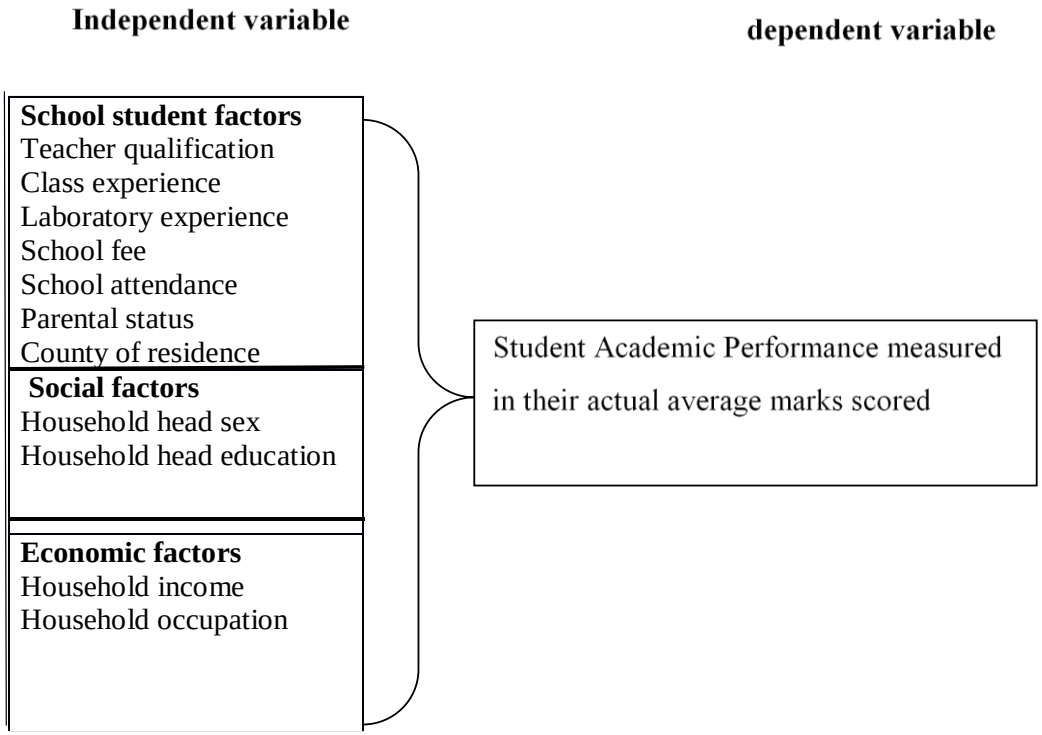

Figure 3.1 Conceptual framework.

3.3 Empirical Model

The model used in the study was specified according equation 1

$$AP = \beta_0 + \beta_1 TQ + \beta_2 CX + \beta_3 LAB + \beta_4 EXP + \beta_5 SF + \beta_6 SATT + \beta_7 SHH + \beta_8 PST + \beta_9 CR + \beta_{10} HHS + \beta_{11} HHE + \beta_{12} HHI + \beta_{13} HHOC + \varepsilon \quad (1)$$

Where; AP = Academic performance; TQ = teacher quality; CX = class experience; LAB=Laboratory experience; SF=s School fee source; SATT=School attendance; SHH = Sex of the household head; PST=Parental status; CR=County of residence; Household size; Household head education; HHI=Household Income; HHOC=household occupation and ε is the error term*3.4 Study Area*

3.4 Study area, target Population and sampling

The study was conducted in Kuria west Sub County, situated in the South East part of the former Nyanza province. The Sub County has 26 public secondary institutions. It also has high poverty levels as indexed by the Republic of Kenya (2008). According to the Kenya National Examination Council (2016) the area had one of the worst national examination performances in Kenya. Kuria West Sub County's form three students were enlisted to participate in the study. A total of 1600 learners were enrolled to bolster chances of participation as form four students were busy preparing for their national examinations.

Stratified random sampling methods were used to select students who participated in the survey, Kuria West sub-county's secondary schools are classified into girls boarding institutions, boys boarding institutions, and mixed-day boarding schools. Stratified sampling method was applied to the secondary based on type of school; national, County and Sub County Schools. Purposive sampling was employed to sample eight public secondary institutions because it enabled the study to attain a representation of diverse traits of Kuria west Sub County's secondary schools. From the selected schools, a random sample of 384 form three students was obtained

3.5 Data Type, Source, collection procedures and Analysis

Primary data was gathered from form three students on their school and household attributes around the study variables. School administrators such as principals and class mentor/teachers also provided data on

school factors. Questionnaires were used for data collection from both the form three participants and the school administrators. Multivariate regression model as specified in equation 1 was fitted using least squares method

IV. Results

4.1 Descriptive statistics On Continuous Variables

Table 4.1 below provides summary statistics on of continuous variables

Table 4.1 Summary of Continuous variables

Variable	Maximum	Minimum	Mean	Standard deviation.	Number of observation
Students score	674	123	425.33	121.815	314
Age	18	14	15.943	1.329	314
Class experience	3	1	2.23	0.973	314
Teacher qualification	1	0.79	0.9488	0.175	314
Teacher experience	2.63	1.62	2.23	0.34	314
Class size	60	40	50	20	314
Household head dependence	14	1	7.33	2.262	314

Table 4.1 shows that, total marks scored by the sampled students ranged from a minimum of 123 marks to a maximum of 674 marks out of possible 1100 marks, with an average marks of 425.33 marks, and a standard deviation of 121.815.

The summary for categorical variables are presented in table 4.2

Table 4.2: Summary of categorical variables

Variable	Category	Frequency	Percent	Number of observation
Type of school	Nation	1	12.5	
	Extra-county	1	12.5	314
	County	2	25	
	Sub county	4	50	
Laboratory equipment status	Fully equipped	205	65.3	314
	Not fully Equipped	109	34.7	
Sex of the student	Male	165	52.5	
	Female	149	47.5	314
Entry level	Form 1	262	83.5	314
	Form 2	52	16.5	
County of residence	Migori	230	73.6	
	Outside Migori	84	26.8	314
Ethnic group of the students	Kuria	117	37.3	
	Other	197	62.7	314
Source of fees	Parent	201	64	
	other	113	36	314
Parental status of the students	Not orphan	201	64	
	Orphan	113	36	314
Teacher Employment Status(BOM)	Trained or not	92	94.88	314
	Not trained	6	5.12	
School attendance	Always absent	60	19.1	314
	Never absent	254	79.9	
Sex of the household head	Male	202	64.3	314
	Female	112	35.7	
Occupation of the household head	Farming	175	55.7	
	Employed	56	17.8	314
	Business	83	26.4	
Level of education of the household head	Primary	119	37.9	
	Secondary	126	40.1	314
	College	46	14.6	
	University	23	7.3	
Income level	<100000	164	52.2	
	>100000	150	47.8	314

Table 4.2 illustrates that 12.5 percent of students sampled into the study were attending national secondary schools. 12.5 percent were learning in extra county school, while another 25 percent attended county institutions. 50 percent were enrolled in sub county secondary schools. Data obtained from the group of selected students indicates that laboratories 205 laboratories were fully equipped and 109 were semi equipped. Poor laboratory infrastructure leads to poor academic performance due to lack of skills and knowledge acquisition, especially in science subjects.

The summary depicts 165 students (52.5%) out of the 314 observations were male leaners and 149(47.5%) were female. Male student registration remains high in Kuria west sub-county in comparison to that of females. This indicates cultural biases towards the girl child in which families and communities value boy child's education more than that of the girl child. 64% of sampled students,' fees were being paid for by their parents while 36% received varying types of sponsorships. 201(64%) of the students had their parents while 36% of the leaners were orphans, implying that a majority of the students had the advantage of having parental educational progress and outcomes monitoring.

In regard to school attendance, 254 (79.9%) were consistent with their attendance, while 60 (19.1) showed inconsistent attendance. High absenteeism levels negatively impact academic performance as leaners miss out on important concepts taught while away. 202 (64.3%) of Household head were males while 35.7 percent or 112 were female. 175 or 55.7 percent of students were from farming households and 83 or 26.4 were from business oriented households. Another 56 or 17.8 percent of the sampled leaners hailed from households whose bread winners were in formal or informal employment.

Approximately 94.88% of teachers were qualified and trained in their particular subjects. This shows that teachers are well versed with the subjects they handle in terms of content and concept. An average experience year for the teachers was 2.33years. This demonstrates s that the students had interacted with most of their teachers consistently over the period they were in the school126 or 40.1 percent of household heads possessed secondary school level of education and 119 or 37.9% had a primary school education. 14.6% had college level schooling and 7.3% had attained university education. This indicates that majority of the household heads had experience in formal education, including basic education.. 52.2 percent of households had incomes less than 100,000 Kenya Shillings. 47.8% of the households had incomes above 100,000 Kenya Shillings. The study conducted Correlation analysis was to show relationship levels among study's variables. Independent variables with high correlation levels of 0.8 and above were excluded from the analysis to minimize the multicollinearity problem in the estimated model

4.2 Regression Results

The study's objective was to examine the impact of economic, social and institutional issues on leaners academic outcomes in selected secondary schools in Kuria west Sub County. To attain this objective, the researcher regressed student academic performance on diverse variables depicting households' social and economic factors, in addition to school factors. Economic factors included household incomes and type of occupation of the household head. The social factors included, educational levels of household heads, parental status of the students, gender of household head, leaners' ethnic groups, county of origin, sex, and age. School factors in the model included teacher's years of experience, type and level of laboratory infrastructure, and classroom size.

Regression model's F statistic was 135.369 with a p-value of 0.000, which is below 0.05. The hypothesis that the model is insignificant was discarded at 5 percent significance level. Thus, it was accepted to address the study's objectives. Adjusted R-Squared value of 0.845showed that 84.5percent of the differences in students' Academic performances in the sample were attributable to variances in school, social, economic factors incorporated in the model.

4.2.1 *Effects of Household Economic Factors on Students' Academic Performance*

The regression coefficients obtained for effects of household economic factors on student's scores are shown in table 4.3.

Table 4.3: Coefficient Estimates for Household economic factors.

Independent variable	Coefficient	Std. Error	t-statistic	Sig.(p-value)
Household head Occupation1(Employed)	0.422	16.564	0.207	0.836
Household head Occupation 2 (Business)	-0.897	18.765	-0.101	0.920
Household head income (0-100,000 Ksh)	-31.06	13.809	-2.250	0.025

The coefficient of household head income was negative and statistical significant at 5 percent significance level. Results indicate that leaners from families with annual household incomes falling below Ksh. 100,000 had lower academic performances, by an average of 31.06 points in contrasts with learners from families with higher annual incomes. to the results support views of Laureau and Annette (2003) that families with adequate financial resources are able to cater to their children's financial needs related to education, increasing the likelihood of better academic performance.

Students from families where the household head is employed had scores that were higher by 4.22 points in comparison with those from families' whose household heads' occupation was farming. However, students form business oriented families had scores lower by 0.897 points when compared with those from families' occupations center on farming activities. These findings agree with those of a study conducted by Yolanda (2012), which found that leaners in Kilimanjaro region who showed better academic performances were from families whose household heads were employed with stable incomes to meet their learning material needs as well as pay school fees.

b). Impact of social factors on students' academic performance

Table 4.4: Coefficient Estimates for social factors

Independent variable	Coefficient	Std. Error	t-statistic	Sig.(p-value)
County of residence(Migori)	5.706	16.128	0.354	0.724
Education household head1(Primary)	42.123	18.600	2.265	0.024
Education household head2 (secondary)	18.696	19.115	0.992	0.322
Student Ethnic group(Kuria)	13.159	14.216	0.926	0.355
Student age	-3.542	11.603	-0.305	0.760
Student sex(male)	-8.879	15.291	-0.581	0.562
Parental status of student(orphaned)	-42.79	14.689	-2.914	0.004
Source of school fee	13.584	14.705	0.924	0.500
Sex household head(male)	22.36	14.351	1.558	0.120

The coefficients for household head education (primary) and parental status were statistically significant indicating that there was a variance in student academic outcome based onthe two variables.

From the value of the coefficient of education level of household head 1(primary) was it was inferred that students coming from families whose heads had primary education level had performance better by 42.123 points, while those from households headed by individuals with secondary level education on average had higher academic performances by 18.696 points, when compared to those coming from families headed by individuals with tertiary education levels. The results imply that students from households headed by parents or individuals with primary level of education had better overall performance. Parental status coefficient was positive and = statistical significant at 5 percent level of significance. The finding suggest that orphaned leaners had lower scores than those not orphaned by approximately 42.79 points. Lack of parental care and educational and social support may contribute to the suboptimal academic scores. This finding correlates with the results of Nyakundi and Nyagah (2012) that indicated that parental involvement in leaners' education significantly affects academic performance.

On the other hand, the coefficients of county of origin, ethnic group, gender, age of leaners, gender of household head, and source of school fees source were all statistical insignificant. The later indicates that whether students were from households headed by males or females, whether fee was paid by the parent or from other sources, from different counties and ethnic backgrounds, whether they were male or female, younger or older, there was no significant difference in their performance.

c). Effects of School Factors on Student's Academic Performance

The coefficient estimates for effects of school factors on academic performance as shown in table 4.5

Table 4.5: Coefficient Estimates for school factors

Independent variable	Coefficient	Std. Error	t-statistic	Sig.(p-value)
Teacher qualification	-197.44	98.282	-2.009	0.065
Class experience	-4.938	15.519	-0.318	0.005
Laboratory experience	2.936	16.898	0.174	0.862
School attendance	9.672	15.357	0.630	0.529

Table 4.5 shows the coefficient of student class experience which is negative and statistically significant. This implies that students learning with inadequate lighting and classroom spaces had poorer performances in school by 4.938 points in comparison with those learning in environments with sufficient lighting g and space. This contradicts Abdi (2012) who found that class experience had no effect on leaners performances in Isiolo sub-county.

Teacher qualification coefficient was negative at -197.44, and statistically significant at 10 percent level of significance. The results indicate that that highly qualified teachers had better concept and content mastery and are better equipped to deliver high quality learning. Findings of a study by Mwangi and Nyagah (2013) also found that teacher qualification to be positively related to academic performances of students.

The laboratory experience coefficient was positive at +2.936 but statistical insignificant. Ideally, students with access to well-equipped laboratories should perform better than those with poorly equipped ones. According to Zippala and Consideine (2012) poor laboratory resources negatively affected academic performance in Australia.

Students' school attendance had a statistically insignificant coefficient. Students who attended school regularly on average had better scores by 9.672 marks in comparison with those with high absenteeism rates.

The coefficient of laboratory experience was found to be positive (2.936) but statistically insignificant It is expected that a student in a school with well-equipped laboratory would perform better than a student in a school with poorly equipped laboratory as reported in the study of Zippala and Considine (2012)

V. Conclusions And Policy Implication

The primary aim of the study was to investigate the impacts of social, school, and economic factors on students' performance in Kuria west sub-county secondary schools. From the study findings, it was established that students from high income households perform better than those from low income househpolds. . Orphaned children alos tend to report lower results than those with parents. On the school aspects studied, class experience has a huge impact on the students' academic performance. Students that have good infrastructure in their schools tend to perform better than those in schools with poor infrastructure. The study recommends policies that improve household incomes, government spending on improving physical infrastructure in schools especially spacious classrooms. There should alos be concerted efforts to provide sufficient emotional and financial support to the orphans in schools.

References

[1]. Abdinoor, I. (2012). Social Economic, social cultural and school based factors affecting the performance of KCPE in Isiolo County. Unpublished M. Ed thesis) Kenyatta University.

[2]. Andrew, S. L., &Orodho, J. A. (2014). Socio-Economic Factors Influencing Pupil's Access to Education in Informal Settlements: A Case of Kibera, Nairobi County, Kenya. International Journal of Education and Research, 2(3), 1-16.

[3]. Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. Journal of poverty, 6(2), 21-35.

[4]. Boa, Y. P. (2014). Factors that Influence High Academic Performance in Secondary Schools in Kilimanjaro Region (Doctoral dissertation, The Open University of Tanzania).

[5]. Bruns, B., Mingat, A., &Rakotomalala, R. (2003). Achieving universal primary education by 2015: A chance for every child. Washington D.C.The World Bank.

[6]. Considine, G., &Zappalà, G. (2002). The influence of social and economic disadvantage in the academic performance of school students in Australia. Journal of sociology, 38(2), 129-148.

[7]. Davis, D. S. (2010). Policy statement: ritual genital cutting of female minors. Pediatrics, 125 (5), 1088- 1093.

[8]. Ellis, K. (2000). The impact of perceived teacher confirmation on receiver apprehension, motivation, and learning. Communication Education, 53(1).

[9]. Evelyn, K. N. (2013). Factors influencing academic performance of students in Kenya Certificate of Secondary Education in Imenti North district, Kenya (Doctoral dissertation, Master's thesis). Retrieved from http://erepository. uonbi. ac. ke).

[10]. Evelyn, Kaimenyi. N. (2013). Factors influencing academic performance of students in Kenya Certificate of Secondary Education in Imenti North district, Kenya (Doctoral dissertation, Master's thesis). Retrieved from http://erepository. uonbi. ac. ke).

[11]. Freire, P. (1972). Education: domestication or liberation?. Prospects, 2(2), 173-181.

[12]. Freire, P. (1972). Cultural action for freedom (Vol. 48). Harmondsworth: Penguin

[13]. Gachathi, P. (1976). Report of the National Committee on Educational Objectives.Republic of Kenya. Nairobi: Government Printers

[14]. Galgalo, A.C.(2002).Wastage in Primary education and their implications for curriculum development in central division of Marsabit District. Unpublished Master"s Thesis. Eldoret: Moi University.

[15]. GoK (2010). Kenya Education Commission Report, part I.Nairobi :Government Press.

[16]. Hanushek, E. A. (1971). Education production functions. In The Economics of Education (pp. 161-170). Academic Press.

[17]. Haynes, J. C., Robinson, J. S., Edwards, M. C., & Key, J. P. (2012). Assessing the Effect of Using a Science-Enhanced Curriculum to Improve Agriculture Students' Science Scores: A Causal Comparative Study. Journal of Agricultural Education, 53(2), 15-27.

[18]. Horvat, E. M., Weininger, E. B., &Lareau, A. (2003). From social ties to social capital: Class differences in the relations between schools and parent networks. American educational research Journal, 40(2), 319-351.

[19]. Jaramillo, A., &Mingat, A. (2012). Early childhood care and education in sub-Saharan Africa: What would it take to meet the millennium development goals?. Africa's Future, Africa's Challenge, 51.

[20]. Justino, P. (2014). Barriers to education in conflict-affected countries and policy opportunities. Paper commissioned for fixing the broken promise of education for all: findings from the global initiative on out-of-school children (UIS/UNICEF, 2015). Montreal: UNESCO Institute for Statistics (UIS).

[21]. Jwan, J. (2010). Conducting Qualitative Research: Current Trends and Developments: Moi University 5th Campus Wide Research Workshop.
[22]. Kaimenyi, P. (2012). Factors Influencing the Boy–Child Secondary Education in the Rice-Growing region of Kirinyaga South District, Kirinyaga County, Kenya. Unpublished project Department of Educational Management, Policy and Curriculum studies, Kenyatta University. Retrieved from http://www. irlibrary. ku. ac. ke on, 30.
[23]. Kamunge, J. (2005). Teacher appraisal: the experiences of Kenyan secondary school teachers. Journal of Educational administration.
[24]. Kerlinger F N (1973); Foundation for Behavioral Research, Holt Rhineland and Winston Inc, New York.
[25]. Kihoza, P., Zlotnikova, I., Bada, J., &Kalegele, K. (2016). Classroom ICT integration in Tanzania: Opportunities and challenges from the perspectives of TPACK and SAMR models. International Journal of Education and Development using ICT, 12(1).
[26]. Kim, S. H., & Cohen, A. S. (1998). On the Behrens-Fisher problem: A review. Journal of Educational and Behavioral Statistics, 23(4), 356-377.
[27]. Kimalu,P.(2007). Education Indicators in Kenya. Nairobi: KPPRA
[28]. Kirylo, J. D. (2010). Curriculum Development.
[29]. Kitavi M. J. (2005). An investigation of factors influencing Performance in KCPE examination in,Kathonzweni Division Makueni District; Unpublished M.E.D Thesis, U.O.N.
[30]. KNEC (2003).KCSECandidates" performance annual report 2003, KNEC regulations and syllabus for KCSE.
[31]. Kombo D.K (1988).Master Thesis on causes of poor performance in Harambee secondary schools in Kathiani Division
[32]. Korir-Koech, M. (2000). Environmental education in Kenya beyond the year 2000. Journal of Eastern African Research & Development, 40-52.
[33]. Lantolf, J. P. (Ed.). (2000). Sociocultural theory and second language learning (Vol. 78, No. 4). Oxford University Press.
[34]. Liu, P. H. (2002). The relationship of a problem-based calculus course and students' views of mathematical thinking.
[35]. MilleMinde, S. H. (1964). Kenya Education Commission Report. Republic of Kenya. Nairobi: Government Printers.
[36]. Mosoti, Z. M. (1985). The history and evolution of human resource development (HRD) in Kenya as it relates to technical and vocational education and training (TVET). University of Minnesota.
[37]. Mugalavai, V. K. (2012). Challenges and reforms facing Kenyan education system in the 21st century: Integrating the principles of vision 2030 and constitution 2010. Journal of Emerging Trends in Educational Research and Policy Studies, 3(4), 471-478.
[38]. Mugenda, O. M., &Mugenda, G. A.(2003). Research methods.
[39]. Mwaura, P. G. (2014). Home-based factors influencing students' performance in KCSE in public day secondary schools in Lari district, Kiambucounty (Doctoral dissertation, University of Nairobi).
[40]. Newell, S. A., Girgis, A., Sanson-Fisher, R. W., &Savolainen, N. J. (1998). The accuracy of self-reported health behaviors and risk factors relating to cancer and cardiovascular disease in the general population: a critical review. American journal of preventive medicine, 17(3), 211-229.
[41]. Njogu I N (2003),The Role of Inspectorate in maintaining Education Standards and the Problems Encountered: A case of Nyandarua District Central Province Kenya. Unpublished M.EdProject,Kenyatta University.
[42]. Njuguna Lucy M (2004).Factors influencing students performance in KCSE in public Secondary Schools in Gatanga Division, Thika District; Unpublished M.ED thesis UON.
[43]. Nyagah, G., &Irungu, N. M. (2013). Determinants of academic performance in Kenya Certificate of Secondary Education in public secondary schools in Kiambu County, Kenya.
[44]. Nyakundi, &Nyagah, G. (2012). Effects of gender role portrayal in textbooks in kenyan primary schools, on pupils academic aspirations. Problems of Education in the 21st Century, 47.
[45]. Nyamoita, G. B., &Otieno, K. (2016). Effectiveness of Kenya National Examinations Council Measures in Curbing National Examination Malpractices in Public Secondary Schools in Kisii County. International Journal of scientific research and management (IJSRM), 4(02), 3882-3907.
[46]. Odini, C. (1998). Background Socio-economic and political context. Getting Books to School Pupils in Africa: Case Studies from, 110.
[47]. Okoth, U. A. (2014). Conceptualizing Patristic Domains in the 8-4-4 System of Education: Towards the Realisation of Holistic Education in Kenya. Mediterranean Journal of Social Sciences, 5(5), 249.
[48]. Orodho, J. A. (2005).Techniques of writing research proposals and reports in education and Social Sciences. Nairobi, Kanezja HB enterprise.
[49]. Orodho, J. A. (2009). Elements of education and social science research methods. Nairobi/Maseno, 126-133.
[50]. Peck, K. (2013). The evolving role of "teacher" in a MOOCs and badges world. The EvoLLLution.

Fenton Okoth, et. al. "Effects of Economic, Social and School Factors on Students Academic Performance in Secondary Schools in Kuria West Sub County, Kenya." *IOSR Journal of Economics and Finance (IOSR-JEF)*, 11(4), 2020, pp. 49-58.