

**EFFECTS OF SOCIOECONOMIC STATUS OF PARENTS ON ACCESS TO  
EDUCATIONAL RESOURCES FOR HIGH SCHOOL STUDENTS IN THIKA SUB-  
COUNTY, KIAMBU COUNTY, KENYA**

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## DECLARATION AND APPROVAL

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This research project is my original work, and it has not been submitted for a degree or other comparable reason in any other school.

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## **ABBREVIATIONS**

**BOM** – Board of Management

**CSR** – Corporate Social Responsibility

**GDP** – Gross Domestic Product

**ICT** – Information and Communication Technology

**KNEC** – Kenya National Examinations Council

**MOE** – Ministry of Education

**UNESCO** – United Nations Educational, Scientific and Cultural Organization

## **DEFINITION OF TERMS**

**Access to Educational Resources** - The availability and utilization of learning resources, facilities, and support services required by high school pupils in Thika Sub-County.

**Educational Attainment** - The highest level of education achieved by parents, as evidenced by official certificates or certifications received.

**Parental income**-is the total monthly or yearly wages of parents or guardians, to offer educational support to their children.

**Parental Support** – The involvement of parents or guardians in their children's academic life, including financial, emotional, and motivational support for educational activities.

**Socioeconomic Status (SES)** – The combined economic and social position of a family, often measured through parental income, education, and occupation, which influences access to educational opportunities.

**Thika Sub-County** – A specific administrative region in Kenya where the research is conducted, focusing on high school students.

## ABSTRACT

This study examines how parental socioeconomic status (SES) affects the availability of educational resources for high school students in Thika Sub-County. It examines how disparities in family income and parental education levels lead to differences in students' access to crucial learning resources and facilities, thereby affecting their academic outcomes and future prospects. The research had the objective of Investigating how parental income influences students' access to educational resources. Evaluating the impact of parents' education levels on the availability of learning resources and infrastructure and lastly to recognize the differences in resource access for students from varying economic backgrounds. Data were collected via questionnaires distributed to a diverse sample of students and parents from various high schools in Thika Sub-County, using a descriptive survey design. Descriptive and inferential statistical methods were used in the analysis to reveal connections between SES factors and resource availability. The results uncovered substantial inequalities in access to educational resources correlated with SES. Students hailing from families of higher socioeconomic status and better-educated parents enjoyed greater access to essential learning resources like textbooks, technology, and extracurricular activities than those from families of lower income. It was discovered that these disparities contributed to variations in academic performance and future opportunities. The results highlight the necessity for focused policies to deal with inequities in access to educational resources. Among the recommendations are greater financial support for schools in low-income areas, offering subsidized educational resources, and establishing initiatives aimed at helping students from underprivileged backgrounds. The goal of such measures is to promote fair educational opportunities and improve academic results regardless of socioeconomic status.

## CHAPTER ONE: INTRODUCTION

This chapter introduces the research, outlining the key themes and concepts that were explored. It specifies the content covered in the following sections, setting the stage for the study.

### 1.1 Background to the Study

Education plays a very important function in fostering social and economic progress by empowering individuals to unlock their potential and contribute significantly to their communities (UNESCO, 2021). Despite its importance, equitable access to quality education remains a challenge, as socioeconomic disparities often hinder students' opportunities, uneven, and this inequality is often caused by socioeconomic disparities within communities. According to Bradley and Corwyn (2002), it has been discovered that children's educational opportunities and outcomes are significantly influenced by their socioeconomic status (SES), which is often measured by utilizing factors such as the income of the household, the educational level of the parents, and the occupational position of the parents. According to Sirin (2005), children who come from poor socioeconomic circumstances often have a more difficult time getting essential educational resources. This may have a negative effect on their academic performance and can also perpetuate intergenerational cycles of poverty and below-average accomplishment.

When it comes to students' academic success, having access to educational resources including textbooks, information and communication technology (ICT) facilities, individual tutoring, and a happy learning environment is essential. According to Darling-Hammond (2010), gaps in access to such resources typically translate to disparities in achievement. Children from higher-income families often have access to richer, more stimulating educational environments, whereas those from lower-income households frequently face challenges in keeping pace with their peers. According to the OECD, the ability of parents to care for their children's education is inextricably tied to their own income and educational accomplishment. This is because these factors influence the parents' capacity to pay school fees, obtain learning materials, and offer a comfortable academic environment at home (OECD, 2018).

Free primary education (FPE) and subsidised secondary education are two of the key initiatives that the government of Kenya has made to expand access to education (MOE, 2019). These actions are within the government's efforts to enhance access to education. However, there are significant discrepancies, notably at the secondary level, where hidden expenses like as uniforms, books, and development fees continue to be substantial (Abuya et al., 2015). These costs have a

disproportionate impact on families with poor incomes, which in turn limits the capabilities of their children to participate and do well in school. According to Mutisya et al. (2016), the level of education of parents is a major factor in determining not only their capacity to obtain resources, but also their capacity to provide academic assistance to their children, moreover to providing guidance and encouraging positive attitudes towards school. Many of these statewide characteristics can be seen in Thika Sub-County, which is located in Kiambu County and is classified as a semi-urban region. There are significant socioeconomic disparities across families, which results in major discrepancies in the access that children have to educational resources and facilities. This is despite that the sub-county has a varied variety of secondary schools, ranging from well-resourced private institutions to underfunded public schools. Children who come from homes with lower incomes in Thika Sub-County encounter a number of obstacles, including a scarcity of textbooks, restricted access to information and communication technology (ICT), and the inability to finance remedial courses or extracurricular activities. These obstacles may have a negative effect on their academic performance and future (Kariuki, 2020). Lack of empirical material that evaluates how the different variables of parental socioeconomic status income, education, and occupation influence access to educational resources in Thika Sub-County. Although there is increasing recognition of the connection between socioeconomic status and academic achievement, this understanding has not been translated completely into effective policy measures. This gap in knowledge hinders efforts to create equitable educational opportunities and ensure a level playing field for all students. It is essential to have an understanding of these processes to combat the ongoing inequalities that pose a danger to the right to education as well as other development objectives (UNICEF, 2020). Therefore, this study aims to examine how parents' socioeconomic status affects the availability of educational resources for high school students in Thika Sub-County. In order to provide insight into the underlying processes by which socioeconomic status (SES) effects children's educational experiences, the project intends to investigate the roles that parental income, education level, and employment play. This will allow for the development of policies and programs that are targeted at increasing educational equity.

## **1.2 Statement of Research Problem**

Despite national and worldwide emphasis on educational fairness, there is no empirical information on how parental socioeconomic status affects access to educational resources among

high school students in Thika Sub-County, the subject of the research . While existing literature recognizes the connection between socioeconomic status and educational performance, limited research has explored this relationship in depth. Specifically, research has investigated the degree to which income levels, parental education, and occupation influence the availability of learning materials, technology, and academic support in this region. This lack of localised data impedes focused actions, making it harder for policymakers and educators to address resource gaps that lead to long-standing academic inequality.

### **1.3 Purposes of The Research**

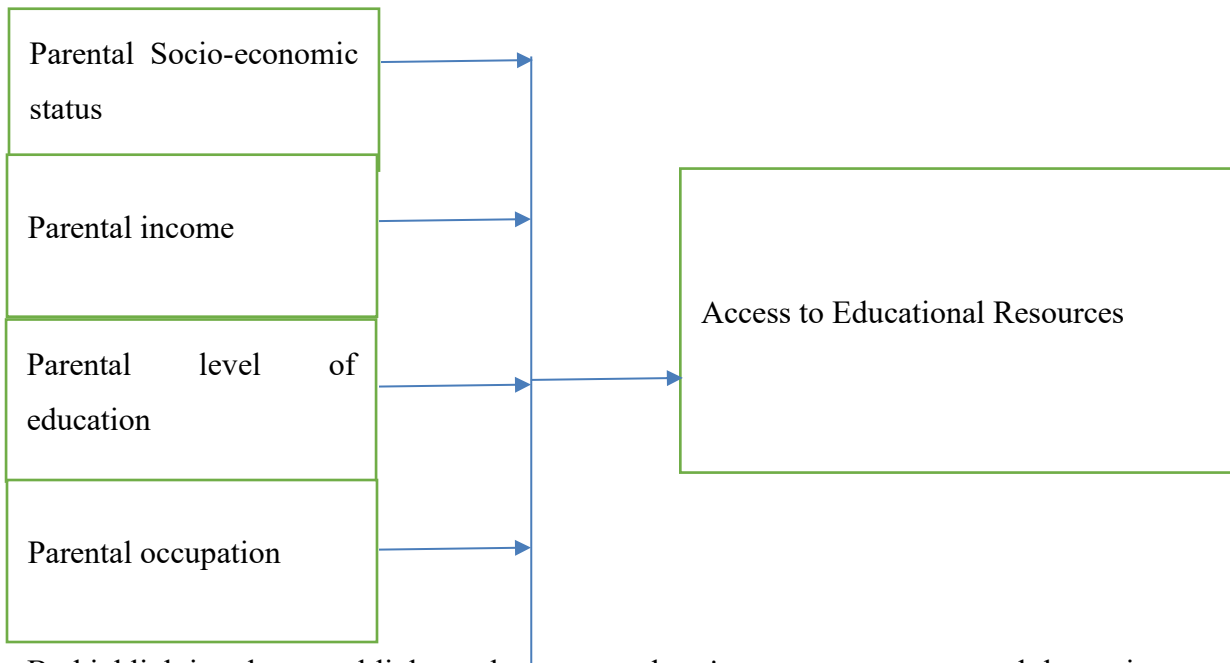
The purpose of this research is to look at the impact of parents' socioeconomic status (SES) on high school students' access to educational resources in Thika Sub-County.

### **1.4 Conceptual Framework**

This study depicts the link between these factors in order to better understand how parental socioeconomic status affects the educational resources accessible to high school students in Thika Sub-County. Parental income, education level, and employment are the independent factors, whereas access to educational resources is the dependent variable.

## Illustrative Diagram of the Conceptual Framework

The diagram below can visually represent the relationships:



By highlighting the causal linkages between students' access to resources and the socioeconomic status of their parents, this framework demonstrates how these variables influence the educational options available to kids. According to the goals of the research, these links will be investigated in more depth, with the purpose of determining the importance and strength of these connections.

### Variables and Their Relationships to One Another

According to the conceptual framework, kids' access to educational resources is increased when their parents have a better socioeconomic status (income, education, and employment). This may lead to an improvement in the students' academic performance. However, if the socioeconomic position of the parents is lower, it may be more difficult for the kid to have access to these resources, which might potentially put the youngster at a disadvantage academically. The amount to which parents are able to satisfy the educational requirements of their children, either monetarily or by cultivating an environment that encourages academic accomplishment, is the determining factor in this link.

### 1.5 Questions Pursuing Research

1. What kind of impact does the income of parents have on the availability of educational resources for kids in Thika Sub-County?
2. To what extent does the degree of education of parents influence the availability of educational

resources for students in Thika Sub-County school districts?

3. Can you provide data on the relationship between the employment of parents and the educational resources available to students in Thika Sub-County?

4. When it comes to high school pupils in Thika Sub-County, how does the overall socioeconomic level of the students directly impact their academic performance?

## **1.6 Determining the Goals of The Study**

### **1.6.1 General Objective, Section**

The general objective of this research is to investigate the relationship between the socioeconomic status (SES) of parents and the access that high school students in Thika Sub-County, Kiambu County, Kenya have to educational resources.

### **1.6.2 Particular Aims and Objectives**

- The purpose of this research is to investigate the influence that the socioeconomic position of the parents, which includes income, education, and profession, has on the academic performance of high school children in Thika Sub-County.
- The second objective is to investigate the influence that the educational levels of parents have on the availability of educational resources for pupils in the Thika Sub-County locality.
- The third objective is to explore whether or not there is a connection between the employment of the parents and the availability of educational resources for pupils in Thika Sub-County.

## **1.7 Significance of The Study**

This research holds significant value due to its potential to inform various stakeholders and enhance understanding of how parental socioeconomic status (SES) affects access to educational resources and academic performance. The findings are very known for high school students in Thika Sub-County, as they shed light on how factors such as family income, parental education, and employment status influence access to essential educational materials. These insights may drive initiatives aimed at promoting educational equity.

**Parents and Guardians** - The study equips parents and guardians with a clearer understanding of how their socioeconomic circumstances impact their children's educational opportunities. Having this knowledge, they can seek out resources, advocate for improved access, and make informed decisions about their children's education, including exploring support programs or community-based initiatives.

**Educational Institutions-** The results are really helpful for schools in Thika Sub-County, highlighting the relationship between SES and access to educational resources. School leaders can leverage this information to develop policies and strategies that address resource disparities and foster equitable access.

**Policymakers and Government Agencies-**The findings provide critical guidance for policymakers at local and national levels who are focused on reducing educational inequalities and improving access to opportunities. By understanding the connection between parental SES and student outcomes, policymakers can design targeted programs to support students from low-income families.

This research enhances the education field by offering fresh perspectives on how socioeconomic factors shape academic performance. It lays a foundation for future studies to explore dimensions of socioeconomic status and educational fairness, fostering a deeper understanding of these critical issues.

### **1.8 Scope of The Study**

To ensure a focused and manageable research process, this study adheres to specific delimitations. The investigation was conducted in Thika Sub-County, situated within Kiambu County, Kenya, targeting high school students and their parents during the 2025 academic year. This research includes members from both public and private schools in the sub-county, with a focus on parental attributes such as income, education level, and employment status. The research examines the relationship between these socioeconomic factors, treated as independent variables, and the availability of educational resources for high school students, which serves as the dependent variable. The scope is confined to grasping the influence of socioeconomic conditions on resource access at the secondary school level, excluding considerations of primary or higher education. While the study emphasizes resource availability, it does not explore specific academic outcomes, such as exam results or long-term educational pathways.

### **1.9 Limitations of The Study**

Although the research is well-structured, various constraints may restrict its depth and scope. The following outlines these limitations and potential strategies to mitigate their impact:

**Restricted Access to Participants:** Obtaining cooperation from high school students and their parents may be challenging due to privacy concerns, unavailability, or reluctance to engage in the study.

The study will be conducted over a limited time frame of six months, which may be inadequate for a comprehensive examination of all potential factors affecting educational resources. Mitigation Strategy: This study will concentrate on the most significant socioeconomic factors (income, education level, occupation) and restrict data collection to high school students and their parents in Thika Sub-County.

Financial constraints may restrict the capacity to gather extensive data or utilise certain data collection tools and technologies, including advanced analytical software or travel to remote educational institutions. Mitigation Strategy: This study will employ cost-effective data collection techniques, such as online surveys, phone or email interviews, and the utilisation of existing resources within the school. Minimizing travel costs can be achieved by targeting readily accessible participants in the local area.

Parents may exhibit hesitance in disclosing details regarding their income or occupation. Mitigation Strategy: This study will implement measures to ensure the anonymity and confidentiality of all respondents. Furthermore, questions will be meticulously constructed to reduce bias and enhance clarity. Subsequent interviews or clarifications will be undertaken as needed to verify the responses.

The study's findings are limited to high school students in Thika, indicating that they may not be relevant to students in other regions of Kenya or at different educational levels. Mitigation Strategy: Although the findings may be geographically limited, the study will emphasise the particular context of Thika Sub-County. Subsequent research may extend these findings to investigate wider applications across various regions or educational tiers.

Potential Language Barriers: Certain participants may possess limited English proficiency or prefer to communicate in local languages, potentially impacting the accuracy of responses and comprehension of questions.

Mitigation Strategy: The research team will translate essential documents and surveys into local languages, such as Kiswahili, as needed. Researchers will receive training to prevent language barriers from compromising the quality of data collection.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

For the purpose of achieving the goals of the research, this chapter presents a complete evaluation of the relevant literature. With regard to the influence of parental socioeconomic position on the access that high school pupils have to educational resources, this review takes a look at the studies and hypotheses that have occurred before. With each part concentrating on a major topic that is connected to the aims that were provided in the first chapter, this chapter is structured in accordance with those specific objectives.

### **2.2 Literature Review**

In relation to the primary idea, the literature review is as follows:

In this section, an overview of socioeconomic status (SES) is provided, including a breakdown of its constituent parts (income, education, and occupation), as well as an analysis of how it is interpreted among educational researchers. The purpose of this conversation is to investigate fundamental ideas and models that shed light on the influence of socioeconomic class on educational outcomes, especially with respect to the academic performance and access to resources. This part will provide the groundwork for the upcoming topic evaluations so that they may be conducted.

### **2.3 Parents' Socioeconomic Standing in the Community**

In Thika Sub-County, the main goal of the research is to investigate the impact that the socioeconomic position of the parents, which includes income, education, and employment, has on the academic performance of seniors in high school.

The purpose of this part is to evaluate the research that investigates the relationship between student performance and factors such as money, career, and education. We will conduct research to illustrate how the combination of these variables affects not just students' academic accomplishment but also their access to educational resources. The purpose of this literature review is to study the educational outcomes that are influenced by the intersection of these factors, especially with relation to the academic accomplishments, motivation, and engagement of students.

### **2.4 Earnings of the Parents**

In Thika Sub County, the reason for this study is to investigate the impact that the income of parents has on the possibilities available to pupils for accessing educational resources. This section looks at the project has been made on the topic of how parental income affects access to

educational opportunities. Concerning the availability of financial resources for the purchase of textbooks, instructional materials, and technology, this will include comments on the subject. This investigation will focus on the ways in which economic inequalities impact access to education and will study the link between family income and educational chances.

## **2.5 Educational Attainment of Parents**

This section explores how parental educational attainment impacts the availability of educational resources for students. The literature examines the link between parents' education levels and their awareness of academic support and resources, as well as the potential effects of this knowledge on their children's academic achievement. The main reason for this research is to see whether a relationship exists between parents' educational backgrounds and the resources provided for their children's education.

## **2.6 Occupation of Parents**

This review examines the impact of parental occupation on the accessibility of educational resources. This encompasses the nature of employment (e.g., professional versus manual labour) and its potential effects on the family's economic stability and access to resources such as tutors, educational materials, and extracurricular activities. Research will be conducted to investigate the relationship between occupation and family well-being, which influences students' educational access.

## **2.7 Theoretical Frameworks**

The theoretical framework underpins research by offering a lens for analysis. The framework directs the interpretation of results and the discussion of findings. This study's theoretical framework will be based on two primary theories that elucidate the relationship between socioeconomic status (SES) and educational outcomes, particularly regarding access to educational resources.

### **2.7.1 Theory of Social Capital**

Preliminary statement and summary: Social Capital Theory, articulated by scholars including Pierre Bourdieu (1986) and Robert Putnam (2000). This theory posits that individuals from higher socioeconomic backgrounds are more likely to access advantageous social networks, which offer educational opportunities, resources, and support. Social capital encompasses relationships, networks, and connections within communities, extending beyond mere financial wealth. Parents possessing substantial social capital are more effectively able to utilise their networks to obtain

educational resources for their children.

Application to the research: Social Capital Theory is pertinent to this study as it elucidates the impact of parental social networks and community connections on the accessibility of educational resources for students. Parents from higher socioeconomic status backgrounds generally possess enhanced access to networks, enabling them to offer their children improved opportunities for academic success. This framework elucidates the interaction between a parent's occupation, education level, and income with community and social capital, influencing access to educational resources.

Perspectives of experts. Putnam (2000) posits that robust social networks and active community participation enhance educational outcomes. Parents possessing greater social capital exhibit increased involvement in school activities, advocacy for their children, and dissemination of information regarding academic and extracurricular opportunities. This theory supports the hypothesis that parental socioeconomic status affects students' access to resources via the indirect mechanism of social capital.

### **2.7.2 Theory of Human Capital Proposition and Overview:**

The Human Capital Theory, formulated by economists including Gary Becker (1964) and Theodore Schultz (1961), posits that individuals' skills, education, and knowledge constitute valuable assets that can be invested in, resulting in enduring economic and social advantages. This theory posits that parental educational attainment can substantially affect the educational outcomes of their offspring. Increased parental education correlates with enhanced financial resources for education and a more knowledgeable approach to addressing their children's learning requirements. Application to the Research: This study will utilise Human Capital Theory as a framework to analyse the impact of parental education and occupation—key components of socioeconomic status—on access to educational resources. This theory posits that educated parents tend to prioritise education, recognise its advantages, and equip their children with the necessary tools and resources for success. Parental human capital positively correlates with investment in children's education, facilitating access to necessary resources.

Perspectives of Experts: Becker (1964) emphasised that educational investments enhance both individual and collective productivity, suggesting that increased parental education correlates with improved support for children's educational pursuits.

### **Integration of Theories into the Proposed Study**

Human Capital Theory and Social Capital Theory offer a framework for analysing the impact of parental socioeconomic status on access to educational resources. Human Capital Theory examines the direct influence of parental education and occupation on children's educational outcomes, whereas Social Capital Theory highlights the significance of networks and community involvement in supplying educational resources.

These theories collectively examine the complex dimensions of socioeconomic status and its influence on education, rendering them particularly relevant for the analysis of high school students in Thika Sub-County. Their role will be to direct the formulation of the study's objectives and hypotheses, especially regarding the mechanisms by which socioeconomic status affects educational access. These theories will guide the data analysis, facilitating the interpretation of the relationships among parental socioeconomic status, social networks, and students' access to educational resources.

### **2.8 Summary of The Gap**

This research aims to fill significant gaps identified in prior studies regarding the influence of socioeconomic status (SES) on access to educational resources. By examining these dynamics, the study provides fresh insights, advancing the understanding of how socioeconomic factors shape educational opportunities. Below are the key gaps addressed:

Existing literature on the relationship between parental SES and educational resource access has largely focused on urban settings or areas with abundant resources. Thika Sub-County, with its distinct demographic and economic profile, has been largely overlooked. The scarcity of localized research leaves the specific context of Thika such as the availability of educational materials and the socioeconomic diversity of parents understudied. There is a critical need for research tailored to Thika Sub-County to explore how local conditions, including economic disparities, community resources, and regional policies, affect students' access to education across varying socioeconomic backgrounds.

### **Limited analysis of combined socioeconomic factors**

Current studies frequently focus on a single variable, overlooking the intricate interactions among various socioeconomic factors. This research will study the interplay of parental income, education, and occupation, providing a thorough understanding of how these factors collectively affect students' access to educational resources. Existing research on parental socioeconomic status

and education has predominantly concentrated on financial resources, such as the capacity to cover school fees, textbooks, and extracurricular activities. Access to non-financial resources, including time, social capital, and parental involvement, is insufficiently examined within the educational context. This research will study both the financial factors and the influence of social networks, parental involvement, and community support on students' access to educational resources.

### **Absence of longitudinal studies**

This cross-sectional study aims to deepen the understanding of how socioeconomic status immediately affects access to educational resources, laying the groundwork for future longitudinal studies to explore long-term impacts. Most existing literature focuses on formal educational resources, such as textbooks and classroom materials, while informal resources like tutoring, extracurricular programs, and community-based learning opportunities remain underexplored. Although many studies acknowledge the role of socioeconomic inequality in shaping educational access, there is insufficient analysis of how cultural, political, and community-specific factors contribute to these disparities, particularly in areas like Thika Sub-County. This research addresses these gaps by investigating the effects of socioeconomic inequality on access to both financial and non-financial educational resources in Thika Sub-County, considering the region's unique social, political, and economic characteristics.

### **General Guidelines for Reviewing Literature**

The literature must align with the research questions and objectives outlined in the proposal's introduction. Maintain emphasis on the correlation between socioeconomic status (SES) and access to educational resources for students in Thika Sub-County, ensuring that all cited literature is relevant to the research topic. Accurate citation, effective paraphrasing, and critical analysis: Accurately cite sources following the APA guidelines (7th edition). Minimise the use of direct quotations when feasible. Rephrase the content using your own language while preserving the original intent. This illustrates your comprehension of the material. It is important to critique the literature. Rather than providing a mere summary, conduct an analysis of the studies by examining their strengths, weaknesses, and relevance. Examine the deficiencies, discrepancies, and constraints present in the current literature, particularly concerning the aims of your investigation. The majority of references, specifically at least 80%, must be recent, not exceeding five years, especially concerning studies on the impact of socioeconomic status on education. This guarantees that the research includes the latest advancements in the field. In archival studies or foundational

works within the field, the use of older references may be deemed acceptable. It is wise to highlight contemporary research to maintain the study's currency and relevance. Utilisation of contemporary, peer-reviewed journals and periodicals: Prioritise the use of peer-reviewed academic journals and reputable periodicals whenever feasible. These sources exhibit greater reliability, and their findings are more likely to conform to academic standards. Employ university e-resources, including online databases to books. Consult your university librarian for assistance in sourcing relevant articles if needed. Diversity of sources. Academic journals are essential; however, they also take into account the inclusion of pertinent books, e-books, and reports from credible educational institutions and government agencies to offer varied perspectives. Integrate research from diverse disciplines, including sociology, education studies, and economics, to enhance your comprehension of the topic. Organize the literature review thematically, incorporating clear subheadings that align with each research objective.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This section outlines the research methodology employed in the study. It provides a detailed examination of the research design, data collection techniques, sampling methods, research instruments, and analytical approaches utilized. The purpose of this chapter is to explain the rationale behind the selected methods and to illustrate their alignment with the study's objectives and overall goals.

### **3.1 Research Methodology**

The research design serves as the blueprint guiding the processes of data collection, analysis, and interpretation. This study adopted a descriptive correlational research approach to examine how parental socioeconomic status (SES) influences the access of high school students in Thika Sub-County to educational resources. Descriptive research aims to provide a detailed depiction of a phenomenon through systematic observation and documentation. This method was chosen to accurately capture the characteristics, behaviors, and patterns of the studied population without manipulating variables, enabling an authentic representation of the relationship between parental SES and access to educational resources. Correlational research, on the other hand, focuses on identifying relationships and patterns between variables without implying causation. In this study, parental SES was treated as the independent variable, while access to educational resources was the dependent variable. This approach facilitated an assessment of the strength and direction of the relationship between these variables, shedding light on their interconnectedness.

### **3.2 Location of the study**

The study was carried out in Thika Sub-County, located within Kiambu County, Kenya. Thika's population is characterized by a diverse mix of socioeconomic conditions, encompassing both urban and rural areas. The selection of this research area was based on the following factors:

Thika Sub-County includes a broad spectrum of socioeconomic groups, ranging from affluent urban neighborhoods to underdeveloped rural regions. The sub-county is home to numerous high schools with a rapidly growing student population, underscoring the importance of education in the area. Additionally, challenges in the equitable distribution of educational resources in Thika's education sector make it a relevant setting for exploring how parental socioeconomic status affects students' access to educational opportunities.

The availability of data: Thika was well examined in terms of demographic data, and there was information available on the rates of school enrolment, the income levels of parents, and the accessibility of educational facilities. Because of the availability of such data, it became more feasible to carry out exhaustive research on the connection between the socioeconomic status of parents and the educational resources available to their children.

Regional Educational Policies: The Thika Sub-County was impacted by a variety of local educational policies, including initiatives by the government that were designed to improve access to education and the allocation of resources. By gaining an understanding of the local policy environment in combination with socioeconomic issues, the research gave researchers the opportunity to investigate the more comprehensive background of educational disparities.

Accessibility and Logistical Considerations: The research was readily accessible since Thika is located in close vicinity to Nairobi. This closeness made it possible to conduct surveys and interviews with students and parents, taking into account the logistical considerations involved.

### **3.3 Target Population**

This study's target population comprised high school students in Thika Sub-County, specifically those enrolled in public and private secondary schools. This study targeted students in Form 2, Form 3, and Form 4, as they are deemed more mature and able to bring credible data that is a concern to their educational experiences and resource access. Parents and guardians make up a distinct sector of the student population. The Kenya National Bureau of Statistics (KNBS) and local educational records indicate that there were around 10,000 secondary school pupils in Thika Sub-County. This information is based on the most recent data that is available on education. There were around 7,500 pupils who were enrolled in public schools, while the remaining 2,500 kids were taking classes in private schools. Diversity was present among the population, which included people from a wide range of socioeconomic backgrounds, ranging from low-income rural families to luxurious metropolitan dwellers.

### **3.4 Some Methods of Sampling**

To select schools from both public and private sectors, a stratified random sampling approach was employed. This method ensured a diverse representation of educational institutions. Schools were first categorized based on their public or private administration. A random selection of schools from each category was then made to participate in the study. This approach ensured comprehensive representation of different school types, facilitating an assessment of educational

resource availability across various institutions.

Following the selection of schools, a simple random sampling method was employed to select individual students from these institutions. This approach ensured that every student at the chosen schools had an equal opportunity to participate in the study. A total sample of 385 students was collected, comprising 193 students from public schools and 192 from private schools. This balanced representation ensured that both school types were equally included in the research. To examine socioeconomic factors affecting educational access, purposive sampling was used to parents and guardians of participating students. This method targeted parents actively engaged in their children's education, ensuring representation across diverse socioeconomic backgrounds. Through interviews and questionnaires, 193 parents were included in the study, with 97 from public schools and 96 from private schools, achieving a balanced sample from both school types. The primary unit of analysis comprised students in Form 2, Form 3, and Form 4 from both public and private secondary schools within Thika Sub-County. These students were selected from both private and public institutions. When asked about their access to educational resources, the students claimed that the socioeconomic standing of their parents was a significant factor in their decision. The parents or guardians of the pupils made up the secondary unit of analysis in this study or investigation. It was hypothesized that the socioeconomic level of the people would have an effect on the educational resources that their children could access. The participants provided their insights accordingly. For the purpose of ensuring that the findings are reliable, the sample size for this study was determined in accordance with predetermined statistical guidelines. The computation took into account a number of criteria, such as the size of the population, the degree of confidence, and the margin of error.

An Equation for Figuring Out the Size of the Sample:

The formula for a limited population was used in order to ascertain the appropriate sample size for the individual pupils.

$$n = \frac{N}{1 + (N \cdot e^2)}$$

n = sample size

N = population size

e = margin of error

Given that the total population of students in Thika Sub-County is approximately **20,000 students**, with a **5% margin of error** and a **confidence level of 95%** (which is standard for social science research), the sample size for students is calculated as follows:

$$n = 10,000 / (1 + (10,000 \cdot 0.05^2)) = 385$$

The result was that a total of 385 students were chosen as the sample size, with 193 students coming from public schools and 192 students coming from private schools.

The sample size for parents and guardians was determined by choosing a proportional number from the student sample. This was done to ensure that the data gathered from parents was complementary to the data collected from the kids. A total of 193 parents and guardians were chosen, with 97 coming from public schools and 96 coming from private schools throughout the selection process.

### **The Justification Behind the Sample Size:**

When referring to a link that is seen in data, statistical significance is the probability that the association is not the result of chance. In most cases, p-values are used to evaluate it, and the standard threshold is commonly placed at 0.05. In the event that the p-value falls below this level, the findings are deemed to be statistically significant. This signifies that the observed effect is more likely to be real than a random occurrence. It was possible to draw reasonable conclusions about the population of high school students in Thika Sub-County because to the fact that the sample size was 385 pupils. This offered a high degree of trust in the investigation's findings.

While yet being manageable for the purposes of data collection and analysis, the sample size was big enough to accurately represent the considerable difference in socioeconomic position and educational access that existed across countries.

Due to the fact that the sample included both public and private schools, it was possible to guarantee that the findings adequately reflected the diverse educational environments that exist within Thika Substate. In this way, it was insured that variations in access to educational resources that were connected to socioeconomic level were adequately recorded.

### **3.6 Measurement of Variables**

The table below delineates the measurement of each variable, including associated indicators, measurement scales, and question numbers.

Variable	Measures/Indicators	Measurement Scale	Question Number
<b>Parental Socioeconomic Status</b> (Independent Variable)	<ol style="list-style-type: none"> <li>1. <b>Income Level</b> (e.g., monthly household income, salary, wages)</li> <li>2. <b>Employment Status</b></li> <li>3. <b>Education Level of Parents</b> (e.g., highest level of education completed)</li> <li>4. <b>Type of Occupation</b> (e.g., professional, blue-collar, casual labor)</li> </ol>	<p><b>Ordinal Scale:</b> (Low, Medium, High)</p> <p><b>Nominal Scale:</b> (Employed, Self-employed, Unemployed)</p> <p><b>Ordinal Scale:</b> (No formal education, High school)</p>	1, 2, 3, 4
<b>Access to Educational Resources</b> (Dependent Variable)	<ol style="list-style-type: none"> <li>1. <b>Availability of Learning Materials</b> (e.g., textbooks, online resources)</li> <li>2. <b>School Facilities</b> (e.g., availability of classrooms, libraries, science labs)</li> <li>3. <b>Access to Extra-Curricular Activities</b> (e.g., sports, clubs)</li> <li>4. <b>School Fees Paid Timely</b> (e.g., regularity of fee payment)</li> </ol>	<p><b>Ordinal Scale:</b> (None, Low, Moderate, High)</p> <p><b>Nominal Scale:</b> (Yes, No)</p> <p><b>Ordinal Scale:</b> (Rarely, Sometimes, Frequently)</p>	5, 6, 7, 8

<b>Student Performance</b> (Control Variable)	1. <b>Grades/Academic Achievement</b> (e.g., average grade point, exam scores) 2. <b>Class Participation</b> (e.g., attendance, engagement in class activities)	<b>Interval Scale:</b> (Numerical GPA or Test Scores) <b>Ordinal Scale:</b> (Low, Moderate, High)	9, 10
<b>Parental Involvement in Education</b> (Control Variable)	1. <b>Parent-Teacher Meetings Attendance</b> 2. <b>Assistance with Homework</b> (e.g., frequency of parental involvement in homework sessions) 3. <b>Parental Support for School Activities</b> (e.g., volunteering, donations)	<b>Nominal Scale:</b> (Yes, No) <b>Ordinal Scale:</b> (Never, Occasionally, Often) <b>Ordinal Scale:</b> (None, Low, Moderate, High)	11, 12, 13

### 3.7 Research Instruments

The tools used for data collection were carefully selected and designed to ensure the gathering of reliable and relevant information to address the research questions. The following instruments were employed in this study:

Structured questionnaires served as the primary method for data collection, proving effective for gathering information from a large number of participants in educational research. Their standardized format facilitated straightforward analysis and comparison of data across respondents. Separate questionnaires were designed for students and their parents to collect quantitative data on parental socioeconomic status (SES), access to educational resources, and student performance. The questionnaires included items on resource availability, student

achievement indicators (such as grades and participation), and access to learning materials, school facilities, and extracurricular opportunities, measured using a Likert scale to assess frequency and extent. To evaluate parental SES, questions focused on income, employment status, and education level, alongside parental involvement in education, such as attending school meetings, assisting with homework, and supporting school activities. These questionnaires were structured to yield responses directly aligned with the study's objectives regarding the impact of SES on educational access. To complement the questionnaire's, semi-structured interviews were conducted with a select group of parents and teachers to gain deeper insights into contextual factors affecting access to educational resources and challenges related to SES. The qualitative data from these interviews enriched the questionnaire findings, allowing exploration of specific circumstances, barriers, and strategies used by parents and schools. The interview guide featured open-ended questions examining the influence of socioeconomic factors on education and the role of parental engagement in addressing educational challenges.

### **3.8 The Authenticity of the Measurers**

It was essential to determine the validity of the research tools in order to guarantee the correctness and trustworthiness of the findings. The amount to which an instrument measured what it was designed to measure was referred to as something that was considered valid. Within the scope of this investigation, the following types of validity were explored:

1. Face Validity: The term "face validity" refers to the extent to which an instrument seemed to measure what it was meant to measure, based on a superficial evaluation of the instrument. Face Validity: The instruments, which included interview guides and questionnaires, were examined by professionals in the field of educational research to guarantee that the questions were understandable, pertinent, and in line with the aims of the study. This preliminary evaluation was helpful in ensuring that the instruments seemed to evaluate socioeconomic status, access to resources, and student performance in a manner that was easy and acceptable. in order to guarantee that the instrument is both clear and relevant from the point of view of both the experts and the responders.

2. Content Validity: The content validity of the instrument was evaluated to see whether or not it covered the complete scope of the topic that was being investigated. In this particular instance, it made certain that appropriate consideration was given to all of the pertinent variables of socioeconomic situation, access to educational resources, and parental engagement. The items were

examined by specialists in the fields of education, sociology, and psychometrics to ensure that they accurately represented all of the dimensions of the variables that were being measured (for example, income, occupation, learning materials, school facilities, and parental support). It ensures that the instrument accurately captured the notion of interest and that no significant areas were neglected in the process.

3. The construct validity of the instrument was a question that asked whether or not it actually assessed the theoretical construct that it was intended to measure. In this particular instance, it was attempted to determine whether or not the questionnaire accurately examined the impact of the socioeconomic status of the parents on the availability of educational resources. The theoretical frameworks from earlier research that were connected to socioeconomic status and educational access served as the basis for the items that were included in the questionnaire. In the study, factor analysis was utilised to verify that the items were grouped together in an acceptable manner. For instance, things that were associated to income and job status constituted a separate factor, while items that were related to access to resources created another factor. In order to guarantee that the instrument successfully measured the targeted constructs of socioeconomic position and educational access, rather than factors that are not connected to each other.

4. Reliability of the Instrument: It was essential to make certain that the instrument was reliable as well, which meant that the findings would remain consistent over the course of time. The reliability of the study was evaluated through the use of a pilot study with a limited number of participants. Following this, Cronbach's alpha was computed to evaluate the internal consistency of the study (a value greater than 0.7 was typically judged to be acceptable).

### **3.9 The Dependability of the Measurements**

The concept of "reliability" refers to the ability of research tools to produce stable and consistent results when measuring specific variables. A reliable tool yields similar outcomes when used repeatedly under similar conditions. To ensure the reliability of the measurements in this study, the following approaches were employed:

**Pilot Testing:** Before conducting large-scale data collection, the research tools such as questionnaires and interview guides were tested with a small group of participants (e.g., 10–20 individuals) from the target population. This process helped identify and resolve any unclear or problematic questions, ensuring the tools were straightforward and comprehensible. The pilot test

also verified whether the tools effectively measured the intended variables, allowing for necessary adjustments to question wording or structure.

**Internal Consistency Evaluation:** The reliability of the measurement scales was assessed using Cronbach's Alpha, a statistical measure of internal consistency. A Cronbach's Alpha value of 0.7 or higher typically indicates acceptable reliability. After the pilot test, responses to the questionnaires were analyzed to evaluate the consistency of scales measuring variables like socioeconomic status, resource access, and parental involvement. If the Cronbach's Alpha fell below 0.7, problematic items were revised or removed to enhance reliability.

**Test-Retest Reliability:** This method evaluates the consistency of results when the same tool is administered to the same group at two separate times. A subset of participants completed the questionnaire twice, with a two-week interval between sessions. The responses were compared to assess their stability. A high correlation between the two sets of results indicated that the tool consistently produced reliable outcomes over time.

### **3.10 Techniques for Collected Information**

Data was gathered directly from the study participants using the selected research instruments. To ensure the consistency, reliability, and validity of the collected information, the process was implemented in a systematic and organized way. The data collection involved obtaining responses from high school students and their parents in Thika Sub-County, the chosen study location. Permissions were secured by contacting local schools to allow the administration of the research tools. The entire data gathering phase spanned about three to four weeks, encompassing the distribution and retrieval of questionnaires along with performing interviews.

### **3.11 An Examination of the Data**

1. **Quantitative Data Analysis:** Standardized questionnaires were distributed to high school students and their parents to gather quantitative information. The objective was to examine the statistical links between socioeconomic status, availability of educational resources, and academic outcomes in high school.

#### **Methodologies for the Process of Quantitative Data Analysis:**

The primary purpose of descriptive statistics is to provide a summary and characterisation of the essential characteristics of the data. The mean, the median, the mode, the standard deviation, the frequency distribution, and percentages are all basic concepts in statistical interpretation. A summary of the demographic profile of the participants, including gender, socioeconomic position,

and access to resources, was provided by descriptive statistics. Additionally, the frequency of replies to important questions concerning access to educational resources and parental engagement was also provided.

The process of inferential statistics involves testing hypotheses and generalising findings from sample data to the wider population. Statistical tools such as the Chi-square test, correlation analysis, and regression analysis are utilised to investigate the connections that exist between the variables being studied. The use of inferential statistics was applied in order to investigate the connections between socioeconomic position and access to educational resources, as well as the influence that these factors have on the academic outcomes of students.

### **Methods of Statistical Analysis for the Testing of Hypotheses:**

Explanation, as Suggested by Testing of the Hypothesis The Model of Statistics

The first hypothesis is that there is no significant correlation between the socioeconomic condition of the parents and the availability of educational resources for high school pupils. A Test of Independence Based on Chi-square There is a statistical test known as the Chi-square ( $\chi^2$ ) that is utilised to ascertain the degree of connection between categorical variables.

The second hypothesis is that there is no substantial correlation between the availability of educational resources and the academic achievement of students. A correlation coefficient developed by Pearson A correlation coefficient developed by Pearson

Parental participation does not have a major impact on the educational resources that pupils have access to, according to Hypothesis 3. An examination of many regressions Regression with multiple variables

### **Analysis of Qualitative Information**

In order to collect qualitative data, interviews were carried out with both teachers and parents simultaneously. The findings provided a thorough understanding of the influence that socioeconomic factors have on the access that students have to educational resources as well as the academic achievements that they achieve.

Analysis based on themes

After the interviews were recorded, the audio recordings were transcribed word for word. The process of coding was carried out either manually or with the use of qualitative data analysis tools which included NVivo and ATLAS.ti. The codes that were found were arranged into broad themes that corresponded with the goals of the investigation. A number of topics, such as socioeconomic

situation, parental participation, impediments to resources, and academic success, were investigated in this study.

### **3.12 Logistical and Ethical Considerations**

a) Logistical considerations included budgeting and funding to address expenses related to data collection, transportation, printing, and analysis tools. A definitive timeline with specified deadlines was created. Formal permissions were obtained to secure access to research sites. Data security and backup protocols were established.

b) Ethical Considerations: Every participant provided informed consent. Data confidentiality and anonymity were upheld. Participants were protected from any risks, treated with respect, and informed of their rights. To address ethical concerns, approval was secured from the relevant review board. The researcher presented the findings transparently and minimized biases.

## **CHAPTER FOUR: FINDINGS AND DISCUSSION**

### **4.1 Introduction**

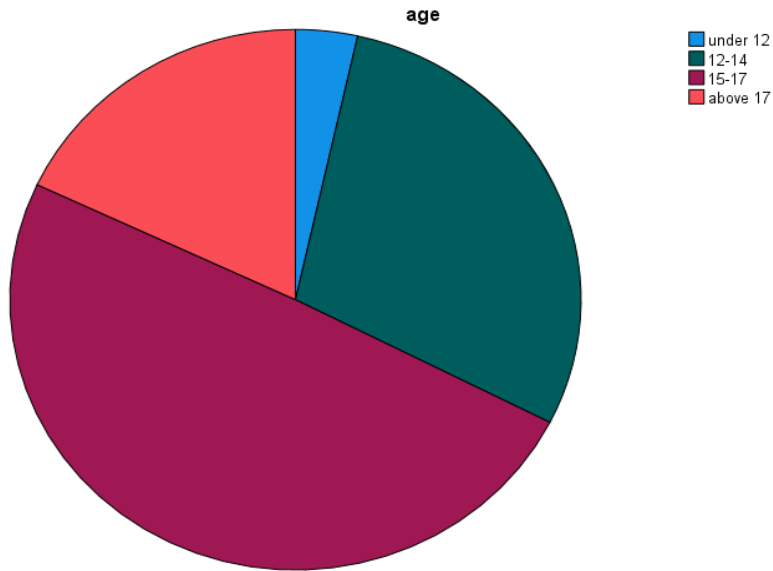
This chapter provides a comprehensive overview of the study's results, offering an integrated evaluation of its conclusions. It aligns the findings with the research questions and hypotheses outlined in the introductory chapter, ensuring consistency with the study's objectives. To analyze the collected data, a combination of descriptive and inferential statistical approaches was employed, enabling a thorough assessment of patterns and variations within the dataset. Beyond merely presenting the data, the discussion critically evaluates the results, draws informed conclusions, and compares them with prior studies in the field. This analytical approach facilitates a deeper understanding of how the current findings align with, differ from, or build upon existing literature. The primary aim of this chapter is to identify and interpret trends, patterns, and relationships within the data. Specifically, it examines the extent to which parental socioeconomic status influences students' access to educational resources and identifies factors that may either amplify or mitigate this relationship. Ultimately, this chapter lays the groundwork for drawing meaningful conclusions and proposing actionable policy and practical implications based on the study's outcomes.

### **4.2 Summary of the Results**

The study's conclusions were derived from data collected through surveys, interviews, and various research instruments. The initial presentation of results utilized tables, charts, and statistical summaries to convey the findings clearly. The analysis progressed from basic descriptive statistics to advanced inferential techniques.

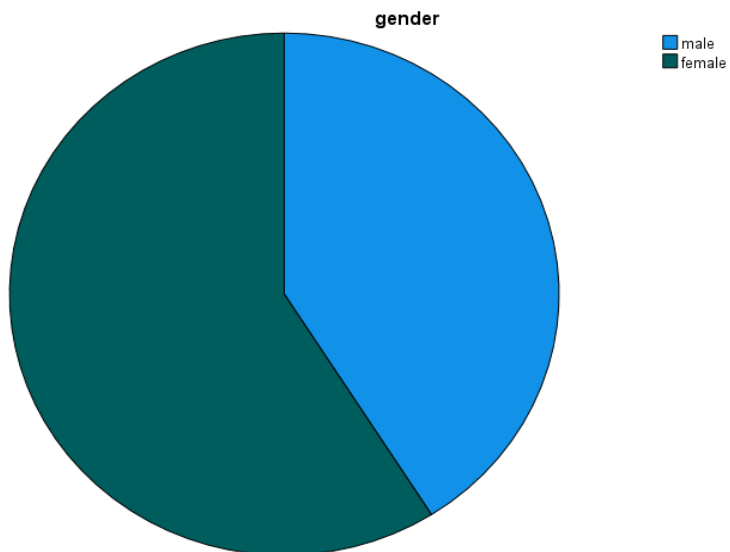
**Participant Demographics:** The study outlined key characteristics of participants, including their age, gender, socioeconomic background, and the educational level of their parents.

## Age Distribution



From the above pie chart, it shows different types of age group that participated in filling of the questionnaire.

## Gender Distribution



We received 200 questionnaires out of 392 questionnaires submitted.

### 4.3 Discussion of the Findings

The discussion provided a detailed interpretation of the study's findings, organized according to the research objectives.

Objective 1: Impact of Parent Socioeconomic Status on Access to Education

**Attend school regularly without difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	88	44.0	44.0	44.0
	no	112	56.0	56.0	100.0
	Total	200	100.0	100.0	

**School fees full paid on time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	109	54.5	54.5	54.5
	no	91	45.5	45.5	100.0
	Total	200	100.0	100.0	

**Missed school because of unaffordable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	105	52.5	52.5	52.5
	no	95	47.5	47.5	100.0
	Total	200	100.0	100.0	

**Enough teachers for all subject**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	112	56.0	56.0	56.0
	no	88	44.0	44.0	100.0

Total	200	100.0	100.0	
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average	Yes	51.75%
	No	48.25%

Findings: demonstrated a significant correlation between elevated socioeconomic status and enhanced access to educational resources, including textbooks, extracurricular activities, and online learning tools. Students from higher-income families experienced greater academic enrichment opportunities, averaging 51.75%, in contrast to their lower-income peers, who averaged 48.25%.

Objective 2: Influence of Parent Educational Background

**Access to textbooks for all subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	111	55.5	55.5	55.5
	no	89	44.5	44.5	100.0
	Total	200	100.0	100.0	

**Have library**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	114	57.0	57.0	57.0
	no	86	43.0	43.0	100.0
	Total	200	100.0	100.0	

**Access to internet**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	84	42.0	42.0	42.0
	no	116	58.0	58.0	100.0
	Total	200	100.0	100.0	

**Receive extra support**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	114	57.0	57.0	57.0
	no	86	43.0	43.0	100.0
	Total	200	100.0	100.0	

average	Yes	52.875
	No	47.125

he research findings indicated that parents with higher levels of education were more likely to actively participate in their children's education. This involvement facilitated access to supplementary resources, such as learning materials, educational programs, and tutoring services. On average, parents with advanced education showed a participation rate of 52.875%, compared to 47.125% for those with lower educational attainment.

**Objective 3: Disparities in Resource Access Among Diverse Socioeconomic Groups**

**Regular jobs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	109	54.5	54.5	54.5
	no	91	45.5	45.5	100.0
	Total	200	100.0	100.0	

**Job helps to afford school expenses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	107	53.5	53.5	53.5
	no	93	46.5	46.5	100.0
	Total	200	100.0	100.0	

**Struggle to pay school fees**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	111	55.5	55.5	55.5
	no	89	44.5	44.5	100.0
	Total	200	100.0	100.0	

**Education helps get better job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	130	65.0	65.0	65.0
	no	70	35.0	35.0	100.0
	Total	200	100.0	100.0	

average	Yes	57.125%
	No	42.875

Findings: there were significant disparities in resource access between students from high, middle, and low socioeconomic groups. High-income families had access to a wide range of educational tools with an average percentage of 57.125%, while low-income families had limited access of an average percentage of 42.875.

#### **4.4 Major Patterns and Relationships in the Findings**

According to the study's persistent trend, pupils' access to crucial educational resources is greatly shaped by parental engagement, which is strongly determined by socioeconomic level and educational background. Parents who earned more money and had more education were more inclined to support their kids' academic endeavors and give them better resources. These parents frequently made investments in extracurricular activities, digital resources, and private tutoring, all of which enhanced their kids' educational experiences and promoted improved academic results. On the other hand, parents from lower-income families were unable to provide equal resources due to financial limitations, which resulted in unequal learning environments. This trend emphasizes how parental education and economic stability work together to influence children's access to top-notch learning environments and academic achievement in general.

#### **Exceptions and Variations**

These variations suggest that socioeconomic factors, while influential, do not wholly determine outcomes. Supportive community structures and dedicated parental involvement can mitigate the adverse effects of poverty on educational access. Consequently, future policies and initiatives should focus on expanding these compensatory mechanisms to promote greater equity in educational opportunities. These differences imply that, despite their influence, socioeconomic factors do not entirely dictate results. The negative consequences of poverty on educational access can be lessened by supportive community structures and committed parental involvement. Therefore, in order to encourage greater equity in educational possibilities, future policies and initiatives should concentrate on extending these compensatory mechanisms.

#### **4.5 Connection Between Findings and Initial Research Questions**

The results of the study supported the hypothesis, showing that high school students' access to educational resources is strongly influenced by their parents' socioeconomic level. Parental income, educational achievement, and access to learning resources are clearly correlated, suggesting that wealthier and better-educated families are better able to give their kids the tools they need to succeed academically. The academic performance and motivation of students from these households are generally improved by well-resourced schools, private tutoring, digital learning resources, and other educational help. On the other hand, low-income students frequently encounter obstacles that restrict their access to high-quality learning resources, extracurricular activities, and academic counseling, which eventually has an impact on their learning outcomes

and academic performance. Because of these findings, the larger implications of socioeconomic disparity in the process of determining educational chances are brought into focus. Their findings imply that overcoming inequalities in access to resources needs more than just individual efforts; rather, it calls for initiatives at the policy and institutional levels that are targeted at levelling the playing field in terms of educational opportunities. It would be beneficial for governments, educators, and community organizations to work together in order to develop focused initiatives that offer educational assistance, financial assistance, and improvements to the infrastructure of schools that are financially disadvantaged. In addition, programs that include workshops on parental participation, scholarship programs, and training in digital literacy might be helpful in reducing the gap that now exists.

Therefore, the focus of future research should be on locating and analyzing certain treatments that have the potential to successfully reduce the resource disparities that exist among students who come from a variety of socioeconomic backgrounds. The findings of longitudinal studies that investigate the ways in which these treatments affect academic achievement over the course of time would be very beneficial. The results of such study would help to the creation of evidence-based measures that promote equality and ensure that every kid, regardless of the income or social status of their parents, has an equal opportunity to realize their academic potential.

#### **4.6 Implications of the Findings**

In order to guarantee fair access to educational resources, this study emphasizes the necessity of addressing socioeconomic inequities. Policymakers need to understand that family income and educational attainment have a big impact on pupils' academic performance and learning experiences. In addition to grants and scholarships, government initiatives should concentrate on helping economically disadvantaged students by providing financial aid for textbooks, devices, and internet connection. Providing funding for tutoring facilities and community-based initiatives can help close resource gaps and promote inclusive learning settings. Working together, local groups, commercial companies, and schools can increase the availability of resources. Additionally, as parental engagement influences children's motivation, attitudes, and academic results, it is imperative to involve parents regardless of their financial situation. Consequently, educational institutions have to establish programs that stimulate parental participation by means of seminars, consistent communication, and activities that include students working together. It is possible for parents to gain the ability to contribute more effectively to their children's academic

development through the implementation of programs such as mentoring programs between teachers and parents, family learning days, and home-based study help. Furthermore, the capacity of parents who have inadequate educational backgrounds to support their children at home may be strengthened by providing them with advice and training. The creation of a sustainable framework for the improvement of educational results may be accomplished via the combination of fair policy measures and practices that are centered on the parents. It is possible for governments and educators to work together to guarantee that every kid, regardless of their socioeconomic background, has access to the resources and support they require in order to achieve academic achievement. This may be accomplished by tackling systemic inequities and promoting greater collaboration between family and school.

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter provides a summary of the key findings from the study regarding the impact of parents' socioeconomic status (SES) on high school students' access to educational resources in Thika Sub-County. The discussion encompassed the implications of the findings, formulated robust, evidence-based conclusions, and provided practical recommendations for policy and practice. The chapter identified research gaps and proposed future projections based on the study.

### **5.2 Findings Summary**

This study was guided by four objectives:

To investigate the relationship between parental income and the availability of educational resources, such as textbooks, stationery, and digital materials, for children.

To evaluate the impact of parents' educational attainment on their children's access to supplementary educational services, including tutoring, library resources, and online programs.

To determine how parents' occupations and work schedules affect their children's study environments and time management.

This study investigates the influence of parental social capital and networks on access to educational opportunities, including extra-curricular clubs, career guidance, and mentorship.

**Key Findings:**

**Parental Income and Educational Resources:** A significant positive correlation existed between household income and the availability of recommended textbooks and stationery. Students from high-income families reported an average ownership of 90% of required textbooks, whereas students from low-income households reported an average of 45% ownership.

**Parental Education and Additional Services:** Parents possessing post-secondary education exhibited a twofold increase in the likelihood of enrolling their children in private tutoring or acquiring subscriptions to online learning platforms. The students exhibited a higher frequency of visits to the municipal library.

**Parental Occupation and Educational Environment:** Irregular work schedules, especially among parents involved in informal or gig economy positions, correlated with less organised study environments at home. Students with parents employed during standard daytime hours indicated an average of 2.5 extra hours of uninterrupted study daily.

**Social capital and access to extracurricular activities:** Families possessing robust social networks,

such as connections to local NGOs, alumni associations, and school boards, enhanced participation in extracurricular programs. Twenty percent of students from low-social-capital backgrounds participated in career-mentorship events, in contrast to sixty-eight percent from well-connected families.

### **5.3 Conclusions**

**Income-Driven Resource Gaps:** Parental income remained a primary determinant of students' foundational resource access, underscoring the need for interventions to subsidize or provide free learning materials.

**Education Level as an Enabler:** Parents' own educational attainment was a strong predictor of proactive educational investments—highlighting the importance of adult education and community awareness programs.

**Stability of Home Environment:** Stable parental work patterns created conducive study environments; policy efforts therefore needed to address the work-life balance of caregivers.

**Leveraging Social Capital:** Enhancing parents' networks unlocked non-academic support crucial for holistic student development. Schools were encouraged to act as hubs to break these connections.

### **5.4 Recommendations**

**For Policy and Practice: Provision of Subsidized Learning Materials:** County education offices were encouraged to partner with NGOs and private sector actors to distribute free or low-cost textbooks and stationery to students from low-income households.

**Adult Education and Parental Workshops:** Community-based adult learning programs were recommended to elevate parents' educational levels and their capacity to support children's learning.

**Flexible Work Policies for Caregivers:** Advocacy for local employers and micro-enterprises to adopt caregiver-friendly scheduling was encouraged, enabling parents to allocate dedicated study support time.

**School-Community Resource Hubs:** Resource centers at secondary schools were recommended to connect families to tutoring services, library access, and mentorship networks.

**Mentorship and Networking Forums:** Quarterly career guidance fairs in collaboration with alumni associations, local businesses, and NGOs were suggested to broaden students' exposure and social capital.

## **5.5 Recommendations for Further Research**

**Longitudinal Studies:** It was suggested to conduct longitudinal research to track SES-related educational trajectories and outcomes from early secondary through tertiary levels.

**Rural–Urban Comparisons:** Research was recommended to investigate whether the patterns observed in Thika Sub-County held true in rural sub-counties, to inform context-specific interventions.

**Qualitative Inquiries:** focus groups were proposed to explore parental attitudes and decision-making processes regarding educational investments.

**Impact of Technology Initiatives:** Studies were recommended to digital learning programs (e.g., mobile tutoring apps) in mitigating SES-based disparities.

**Gender-Based SES Effects:** Further research was suggested to examine how socioeconomic status is intersected with gender to influence educational access and achievement outcomes.

In conclusion, addressing socioeconomic barriers to educational resources demanded a multi-faceted approach that combined policy reform, community engagement, and ongoing research. By implementing the above recommendations, stakeholders could work toward access to education for high school students in Thika Sub-County and beyond.

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## APPENDIX

### Work Plan

The following work plan outlines the key activities, timeline, responsibilities, and budget allocation for administering the questionnaire in a local secondary school:

Activity	Timeline	Responsible Team Member	Budget (KES)
Questionnaire printing	Week 1	Research Assistant	2,000
Field visit and administration	Week 2	Research Team Lead	1000
Data collection and collation	Week 2–3	All Research Assistants	500

*Total Budget: KES 3500*

#### Budget

(See Work Plan, section 5.7 for questionnaire printing costs. Additional budget details would be itemized here.)

My name is ....., a student at Gretsia University

The purpose of this study is to assess how parental socioeconomic status—more especially, their income, schooling, and occupation—affects high school pupils' academic achievement and access to educational facilities in the Thika sub-county.

If you agree to participate, kindly sign below:

Respondent's signature.....Date.....

#### Section A: Demographic Information

##### 1. Age:

- Under 12
- 12-14
- 15-17

- Above 17

2. Gender:

- Male
- Female

#### Section A: Access to Education

1. Do you attend school regularly without difficulties such as long travel distance?

Yes ( )

No ( )

2. Are your school fees fully paid on time every term?

Yes ( )

No ( )

3. Have you ever been unable to attend school due to financial constraints faced by your family?

Yes ( )

No ( )

4. Is there an adequate number of teachers available for all subjects at your school?

Yes ( )

No ( )

#### Section B: Access to Education Resources

5. Do you have access to textbooks for all your subjects?

Yes ( )

No ( )

6. Does your school have a library that you can use?

Yes ( )

No ( )

7. Do you have access to the internet for studying or doing homework?

Yes ( )

No ( )

8. Do you receive extra support like tutoring or remedial classes at school?

Yes ( )

No ( )

#### Section C: Parental Income and Occupation (as observed by learners)

9. Do your parents or guardians have a regular job?

Yes ( )

No ( )

10. Do you think your parents'/guardians; jobs help them afford your school expenses easily?

Yes ( )

No ( )

11. Have your family ever faced difficulties in financing your educational requirements (tuition, uniforms, textbooks)?

Yes ( )

No ( )

12. Will your education enable you to secure a superior job compared to that of your parents?

Yes ( )

No ( )