



Assessment of Family Income on Pupil's Education and Their Academic Performance in Primary School in Arusha City

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Abstract: *The study assessed family income on pupil's education and academic performance in primary school in Arusha City, Tanzania. The objectives of study were to: investigate the effects of family income on pupil's education and their academic performance in primary school and examine coping strategies employed by families in order to achieve pupil's academic performance in primary school in Arusha City. Descriptive research designs and mixed methods research approach were adopted. The respondents sampled were; 20 teachers, 23 parents and 23 standard seven pupils of public primary schools. Questionnaires were employed to collect quantitative data from teachers while interview guides collected qualitative data from pupils and parents. Validity was established through expert judgment whereas a pilot study was conducted to test for Reliability which was found to correlate at Cronbach coefficient Alpha value of $r = 0.85$. Quantitative data were analyzed using descriptive statistics in the SPSS and results were presented in tables of frequencies and percentages. Qualitative data were analyzed thematically. The study findings revealed that most pupils come from low income families, consequently their parents' constraint in enhancing their participation in education. Pupils whose parents have higher income have better access to quality schools and are likely to post better academic performance. Furthermore, as strategy, the government should provide support to low income families to empower parents economically in order to enhance their contributions towards the school requirements. The study recommends that there is need to encourage and support programme that motivate parents to participate in their pupil's education.*

Keywords: *Income, Education, Academic, Performance, Arusha*

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1. Introduction

In recent years, substantial evidence has increasingly demonstrated the benefits of family income on pupil's education. Carneiro and Heckman (2012) succinctly, note that pupils whose parents have higher income have better access to quality schools and quality education, and these

same parents shape the tastes and expectations of their pupils. They are also able to better encourage the understanding of their pupils for positive outcome by assisting and directing their studies for better academic performance both in primary and secondary schools. Positive outcomes include: economic returns for individuals, families and society, better health outcomes for individuals and their families, including their children,

greater gender equality, greater social cohesion and safer communities (UNESCO, 2017).

According to World Bank (2018), when delivered well, education cures a host of societal ills. For individuals, it promotes employment, earnings, health, and poverty reduction. For societies, it spurs innovation, strengthens institutions, and fosters social cohesion. But these benefits depend largely on family income and the level of exposure of parents and guardians.

The United Nations Convention on the rights of the child states that, every child has a right to education that develops their personality, talents, mental and physical abilities to their fullest potential (Joan 2012). Any nation's children are its future workers, citizens and leaders. Education remains the major tool by which people become economically and socially empowered. However, this situation is grossly affected by the cost of Education.

Globally, there has been a suppressed progress in reducing the rate at which children drop out of school before reaching the highest grade of primary education. For instance, about 137 million children began primary school in 2011, but about 34 million of them dropped out of school before reaching the highest grade of primary education (UNESCO, 2015). Ill-health, malnutrition, and poverty have been some of the reasons to school dropouts among students. Regions like South and West Asia are said to have similar problems. It was revealed that Pakistan has the same problem, particularly in the primary education system (UNESCO, 2017).

A study by Khan (2011) in Pakistan indicated that about 50% dropouts rates for both girls and boys, while a study in Philippine revealed different reasons to school dropouts including loss of personal interest in school, a high cost which comes with obtaining education and looking for employment (Orbeta, 2013). Likewise, Sub-Saharan Africa is no exception, a scholarly study by Carneiro and Heckman (2012) have shown worrisome reports wherein 2007 to 2012 the number of girls dropped out from school had increased from 12 to 15 million in Sub-Saharan countries. The study has identified rural population to be the most affected by the school dropout problem.

A study conducted in Kenya by Muganda and Omondi (2014) indicated that students in rural areas, particularly girls, easily drop out of school compared to those in urban areas because of undesirable economic factors prevailing in their families and communities. Some resort to child labour in order to support their parents in taking care of the family economically. Further, research on the similar subject added that, the various reasons for students' drop out from school include; lack of financial support, loss of parents, prolonged illness of parents, poor performance, pregnancy, early marriage and rape (Rwechungura, 2014).

According to United Republic of Tanzania, since the establishment of the free education policy in Tanzania in November 2015, there has been massive increase of enrollment of students in Tanzania including Arusha

region. The implementation of this practice emerged from Tanzania's 2014 Education and Training policy which aimed to improve the overall quality of education in Tanzania (URT, 2015). As a result of the policy, primary school enrollment in Tanzania has increased to 31.6 percent as the Tanzanian government made a commitment to provide free, compulsory basic education. This commitment coincided with a 12 year plan and a grant from The Global Partnership for Education (GPE) to strengthen its education system, by continuing to provide free education, skills in literacy and numeracy. For instance, the pre-primary school level the total enrolment increased from 1,069,823 in 2015 to 1,562,770 in 2016 an increase of 46%. Nationally, 2016 standard one enrolment rose by 38.4 percent over the standard one enrolment in 2015. Standard One enrolment in 2016 was 2,120,667 compared to 1,531,746 in 2015; also the abolishing of school fees helps the poor family in minimizing the burden of paying fees and contributes only in few school requirements (MoEST, 2020). Despite the effort made by Tanzania government of abolition of school fees in primary level, still the problem of family income is posing a challenge to some low income families. Consequences of low income is seen in the inability of some parents to contribute towards school requirements like transport from home to school, school uniforms and foods to their pupils, thereby resulting in poor quality education due to too much students' absenteeism, poor academic performance and drop out of school. This calls for a study to assess family income on pupil's education and their academic performance in primary school in Arusha City, Tanzania.

2. Literature Review

The theoretical review and empirical literature were reviewed with reference to research objectives.

2.1 Theoretical Review

This study was influenced by Epstein's theory of overlapping sphere of parental involvement. Epstein's theory contains six important factors based on this study. The factors were most effective when it comes to children's education (Epstein, 2009). Those six factors were parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.

That is why Epstein (2009) considers it to be important for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the schools. Even though the main focus of these six factors is to promote academic performance, they also contribute to various results for both parents and teachers.

This theory has practical applicability in guiding how the parents should play their roles in guiding the pupils learning to realize academic performance. For example, function of the communication, learning at home, and collaborating with the school/community. In the views of Patall et al. (2012), it is now apparent that those schools which strengthen the communication between the teachers and the parents are able to communicate on the factors that may influence the pupils' education development and the early intervention may be set by parents at home like finding additional time for the pupils to take remedial studies during school holidays. But this can only be informed through the school report to the parents. This means that schools which fail to provide comprehensive report to the parents are hindering the pupils' academic performance because the parents cannot know what measures they should take about their children on learning.

The theory is relevant to the current study because it emphasizes the need for family income and it insists that parents should understand their responsibility and play key roles in helping their pupils and creates home environment conducive for learning and not for other economic activities of the family. Besides, parents should make effective communications with teachers so as to understand their pupils' progress and other problems (King and Bellow, 2019).

The following Research Questions guided the study:

- i. What are the effects of family income on pupil's education and their academic performance in primary school in Arusha City?
- ii. What are the coping strategies employed by families in order to achieve academic performance of primary school pupils in Arusha City?

2.2 The Effects of Family Income on Pupils' Education and their Academic Performance in Primary School

Study conducted by the World Bank (2011) found that it is more difficult for poor families to provide educational inputs for their children and the disparity in the ability of parents to meet the direct costs of education has contributed to the disparity in the school resources. In a similar study in Peru by Harry (2020) about family size, schooling and child labor found that the poor children were found to attend schools with little resources. Family income also influences the survival rates and causes absenteeism. The study found that lack of school fees led to absenteeism, which results in poor performance in national examinations. Also, low-income disadvantaged children from low-income families resulting in dropout from school much earlier. The findings from this study show that the poor families were unable to provide their pupils with school needs also to meet the cost of education which leads to absenteeism of the pupils and results in

poor academic performance. A study carried out in Kenya by Nzyima (2011), indicate that parental inputs such as coming to school to discuss the education progress of their pupils, and showing interests in education were some of the inputs considered as parental involvement. Further, parental background influenced their involvement in the education of their pupils. For example parental level of education was a determinant of their involvement in their pupils' education. Parents who are involved in their pupils education encouraged them to work hard, supported and supervised their pupils' education.

Family income, according to Escarce (2013), has a profound influence on the educational opportunities available to pupils and on their chances of educational success. Patall et al. (2012) adds that due to residential stratification and segregation, low income pupils usually attend schools with lower funding levels, have reduced performance motivation coupled with much higher risk of educational failure. When compared with their more affluent counterparts, most low income pupils received lower grades, earned lower scores on standardized test and were much more likely to drop out of school. Declare

As parents gain education and earn higher incomes, their aspirations for their children also rise. This means that for the high income families, greater attainment in education of the children is expected. In addition, they also send their children to high class schools (Escarce, 2013). On the other hand, children from the parents with low income register numerous cases of dropout and class repetition appears to be most common. This is more prevalent in rural areas than urban areas. According to (Todoro 2016), on schooling, the rich pupils learn quickly than those from poor ones which lead to some countries to escape from poverty bracket for only a few years.

In a related study by Adeyeki (2012) in Nigeria, family income has been important in determining academic performance of pupils by giving the facilities which pupils needed in school, because the home background and family income hinder the academic performance of pupils. For instance, inadequate learning facilities in some schools hinder the pupils from receiving quality education.

Simiyu (2012), in a study carried out in Kenya concur with these findings by stating that a relationship does exist between pupils academic performance and parents' participation in their pupils schools activities. Pupils whose parents participated in school activities had higher scores compared to those whose parents never participated. Harry (2020) stressed that those parents who participated in their pupils' schools activities were able to guide and counsel their pupils in partnership with the teachers and the head teachers, hence their pupils had better performance than those whose parents hardly visited or participated in school activities. Pupils whose parents monitor and regulate their activities, provide

emotional support, encourage independent decision making and are generally more involved in their schooling and are less likely to drop out of school.

Bliss (2014) is of the view that many pupils from low socio economic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in school. If home environment is not intellectually stimulating some pupils find it difficult to cope up in school and may eventually drop out of school. Furthermore, Rwechungura (2014) noted that the home income has been identified as an overwhelming factor affecting pupils' performance academically. It would appear then, that broken homes may present a very real danger to the emotional, personality and mental adjustment of pupils. These impinge on pupils' academic performance.

Ezewu (2013) Family income of parents affects children especially in respects to their academic performance. The primary function of parents is the rearing and protection and passing on to them the values and believes of the society. They also teach children the rules traditions and the ways of doing things. It is also responsibility of the parents to provide their children with shelter, food, education, security and personal development. Besides, Patall et al. (2012) observed that this is the family orientation. The level of educational attainments of parents influence the academic performance of their pupils for instance in a family where both the mother and father are educated their children are always given good care in their academic activities they may go through their pupil's exercise books after school or even employ a private teacher to teach them after school. By so doing their academic performance was improved where as in the case of illiterate family the need to supervise their pupils' exercise book was not there hence their children's low academic performance in school.

Kapinga (2014), claims that poverty a socio economic factor as a family disadvantages, includes family income, parental occupation, and parental education, expenditure of food and clothing and household structure as family capital. Human capital refers to the ability of the parents in helping the pupils in his school work and finally social capital that refers to the number of people the pupils is associated with in his household.

The family income, high or low, can have its effect on pupils' performance in all their learning years. Since they are in their early years, their family incomes can affect their education. Some schools may look carefully to this point (Du Bois, 2019). They may ask for the family resources and how can they pay their children tuitions. Otherwise they may not have a place in that school. If the family has high income at the early of the pupils learning, may help to accept him or her at that school. Which is make a huge different from that pupils whose family has high income in his late learning (Humlum, 2011).

Sean (2013) presents in his study how students from families with high income are having best performance than low income families' pupils. His study took a place in United States for several years. He shows how timing is important for the families' income. The impact of the income can be shown in the early of the pupils learning. This may show better results to the pupils' academic performance. Moreover, pupils from high income have the opportunity to get in any colleges or universities than others.

However, the most accurate predictor of pupils' education and academic performance is not parent income, education level or even social status but the extent to which the parents create conducive family background that encourage learning, set expectations for achievement and future careers, value education and become involved in their children education (Thomas, 2011). Parent may be rich or educated but if they cannot prioritize their children learning, their abundant wealth and their education level would have no significance effect on their children school performance. Therefore, availability of good living condition and capital value at home may not necessary influence pupils' academic performance in school subjects. What matter rather is how the pupils use the facilities to support their school learning (Ngorosho, 2013). In other words, pupils' from poor family environment could perform as high as those of high income family background if they make optimum use of available resources at their disposal and get the necessary encouragement.

Education of parent predicts the possibility and the quality of parental involvement. Parents' education is related to the extent to which parents are involved in their children's education. The research findings by Harry (2020) suggested that, the amount of schooling that parents received, have effects on how they structured their home environment and how they interact with teachers and their children to promote academic achievement; however, it might not be always the most important factor to which particular parent devotes resources for their children (Henderson & Mapp 2012).The finding shows that the effect of low family income was poor academic performance, dropout and absenteeism to most of the pupils. Moreover, the parents do not have to meet the cost of education and to contribute school needs of the pupils but in family which their income was high they result in good academic performance.

In Tanzania for example, it has been established that poor families are more likely to be illiterate. This is to say that such people do not spend money on their children's' education compared to their better off counterparts (Dachi, 2020). Parents with low level of primary education are the ones who are illiterate and do not value education much. To the contrary, qualified parents are more likely to value education. Finding of this study showed that the low family income are the one who are poor and they do not

know the value of education hence their children register poor academic performance. Also, low family income families are the ones who are illiterate and they do not know the value of education, hence poor academic performance compared to the high income family.

2.3 Coping Strategies Employed by Families in order to Achieve Pupils Academic Performance in Primary School in Arusha City

A study by Adam, Adom, & Bediako (2016) on the major factors that influence basic school dropout in rural Ghana reveals that the main factor out of the factors influencing basic school dropout in the study district is poverty. It was revealed that in many districts in Ghana the dominant part of the general population are laborer agriculturists who still rely upon simple strategies for creation, bringing about low yield. Consequently, household income is very low and poverty is widespread. With this background, it was not surprising that many respondents identified poverty as the main cause of basic school dropouts. About 32.3% of the dropout's contacted claimed poverty was the main reason why they abandoned school. Again, from the study, child labour was cited as a major factor influencing school dropout. It is reported by Bliss (2014) that some students leave school to engage in farming activities so as to get quick money. To offer solution, Carneiro and Heckman (2012) briefly, notes that school system should introduce and make sustainable counseling unity to deal with pupils. This will help to solve some of the problems originating from their parents as well as helping them to cope with those problems. Similarly, the government should empower parents economically in order to support school contributions necessary for quality education.

A study by Ouma, Ting, & Peshu (2017) on the analysis of the socio-economic factors that contribute to children school dropout in artisanal small-scale gold mining communities of Tanzania indicated that students from single parent family of only a mother were the most affected by the problem of school dropouts, the study noted that lack of enough income in many of the household headed by women, to alternatively use children as one of their assets in helping to sustain livelihoods of the household thus resulting in drop out from school. The study (MoEST, 2015) further revealed that a number of students find themselves in the misty of providing for a family at the young age as a result of forced to work for family income to cover different family obligations. In this regard, the study suggested establishment of conflict resolution mechanism between parents in order to spare children the distress of staying with single parent.

Sanders and Sheldon (2019) maintain that the schools become successful and pupils perform well only if a strong and positive relationship among pupils, parents, teachers and the community has been established. All pupils are

more likely to experience academic success if their home environments are supportive. The benefit for pupils of a strong relationship between schools and homes is based on the development of trust between parents and teachers, most teachers would like to have the families of their pupils involved in education matters. The problem is that few of them know how to go about getting the parents to participate and be involved.

Compassion (2019), elaborates the weight it puts on school fees payment to ensure that a sponsored pupil does not drop out of school due to lack of school fees. Even those in costly courses enjoy full benefits till completion. Payment of school fees has direct relationship to school performance in that, all other factors constant, the child who attends school every day of the term stands a better chance, of performing better academically. Compassion expects that the sponsored children attend school throughout the term hence be able to cover every lesson taught in schools and consequently be able to achieve good academic performance. These become catalyst of development in their communities and society at large. Actually, most non-sponsored children from poor families are not performing well academically.

A study by Patall et al. (2012) indicated that 95% of pupils did better in school, at least most of the time when they received help from their parents in homework. Studies have shown marked improvement in pupils' academic performance when their parents are involved in their homework. Readiness for school learning, especially performance at primary level depend much from home and even the homework activities, motivation from the parents, availability of relevant extra reading materials and the kind of guidance from the parents has played a big role in these children's performance. Above all, frequent communication is required between school staff and parents to discuss on the ways of helping their children. However, evidence suggests that, most of these contacts are often school initiated (Komba, 2010). All these are pre requisites for children preparation for examinations and for good performance at school. So parents and school should have good relationship with teachers and should participate in school decision making concerning their pupils.

3. Methodology

The research design for the study was descriptive research designs and mixed methods research approach. A total of 66 respondents were sampled for the study. These included 20 teachers, 23 pupils and 23 parents' representatives who were conveniently selected for the study. Close ended questions were mainly employed to collect quantitative data from teachers while open ended questions and interview schedules were applied to collect qualitative data from pupils and parents. The research experts in the area of the study evaluated the instruments for content and face validity. After a pilot study, reliability

of the instruments for collecting quantitative data was tested and found to correlate at Cronbach coefficient Alpha value of $r = 0.85$. According to Becker (2015), the instrument was reliable for the study. The trustworthiness of instruments for collecting qualitative data was done by ensuring its credibility, transferability and dependability indicating that the instruments were fairly reliable for the study. The quantitative data was analyzed using descriptive statistics in the statistic package for social science (SPSS) version 21 and the results were presented in tables of frequencies and percentages while qualitative data was analyzed using thematic coding alongside research questions.

4. Results and Discussions

Table 1: The Findings on the Effects of Family Income on Primary School Pupils' Education and Their Academic Performance (n = 20)

Statements	Agree		Disagree		Neutral	Total
	f (%)	f (%)	f (%)	f (%)		
Absenteeism		18(90)	2(10)	0(0)		20(100)
Dropout from school		17(85)	3(15)	0(0)		20(100)
Academic performance		15(75)	5(25)	0(0)		20(100)
Parents school contributions		16(80)	1(5)	3(15)		20(100)
Classroom attendance		18(90)	2(10)	0(0)		20(100)
Pupils' classroom participation		18(90)	2(10)	0(0)		20(100)
Homework activities		17(85)	1(5)	2(10)		20(100)
Parents support on pupils homework		19(95)	0(0)	1(5)		20(100)

f = frequency, % = percentages **Source: Field Data (2021)**

Table 1 above shows various responses from the teachers on the effects of family income on primary school pupils' education and academic performance. The findings from teachers show majority of teachers that is, 18 (90%) agreed that absenteeism is one of the effects of family income. For instance, girls would not feel comfortable to attend school if they lack sanitary pads. It is through parents' economic ability that will enable them purchase these requirements for the girls. Also 17(85%) of teachers agreed that dropout from school was caused by low family income as most parents struggled to put food on the table hence they didn't give education of their children the necessary attention. The finding is supported by Buchmann (2012) that pointed out the parents' economic ability as an advantage in their effort to pay extra tuition or remedial studies, buy school uniforms, and buy books to support their pupils' education to enhance their academic performance.

Similarly, 15(75%) teachers reported that family income affects primary school pupils' academic performance, that means low family income affects academic performance of pupils due to lack of the necessary requirement needed in school for learning so this negatively affects their education and consequently their academic performance. Factors like income, education level of parents, domestic works, small business, parents' attitudes and socio economic factor such as poverty affect academic performance of the pupils. In a related study by Jamila

The findings were discussed with regard to research objectives as follows:

4.1. Findings on the Effects of Family Income on Pupils' Education and their Academic performance in Primary School in Arusha City

The first objective of the current research study was to find the effects of family income on primary school pupils' academic performance. Table 1 below summarizes the findings from teachers.

(2019), the low income and low level of education of parents made home environment less conducive as family fails to provide sufficient material and support necessary for pupils' academic performance. Additionally, 16(80%) of teachers held the opinion that parent's inability to make school contribution towards school requirements like exercise books, school uniform, bus fare from home to school impedes on quality of education. Sanders and Sheldon (2019) noted that learners would lack basic materials and even walk long distance to school. They arrive tired and not able to concentrate in their studies. The researcher also found that classroom attendance was affected by family income that means most of primary school pupils comes from low family income and led pupil not to attend classroom rather they engage in income generating activities as supported by 18(90%) of teachers. That means some pupils during school hours would help their parents selling fruits and vegetables, doing manual works like plaiting hairs and nails painting in order to increase family income. Furthermore, single parents, poverty, and divorce, have become a challenge to pupils' school attendance. As such school going pupils remain at home looking for their young sibling.

Moreover, 18(90%) of teachers were of the view that pupils classroom participation is equally effected by family income. Low income at home results in poverty, child labour, early pregnancies and finally school dropout. Kapinga (2014) posits that pupils affected psychologically

at home hardly participate in classroom activities. Therefore, parents and teachers should strive to address psychological issues affecting pupils for positive commitment in class.

Once more, majority of teachers 17(85%) agreed that low family income inhibits pupils ability to attend to school assignment. Due to this reason, pupils most of the time at home they do home activities like helping their parents in small businesses, looking after animals, washing clothes, and not doing their school assignment. In addition, 19(95%) of teachers agreed that as a result of low family income, parents are always up and down looking for money to support their children financially. Thus, the

parents have no time to offer support to their pupils in doing homework.

4.2 Coping Strategies Employed by Families in order to Achieve better Academic Performance of Primary School Pupils in Arusha City

The second objective of the current research study was to find out the intervening measures employed by families in order to achieve academic performance of primary school pupils. Table 2 below summarizes the findings from teachers.

Table 2: Finding on Coping Strategies Employed by Families in order to Achieve better Academic Performance of Primary School Pupils (n=20)

Statements	Agree		Disagree		Neutral	Total
	f (%)	f (%)	f (%)	f (%)		
Provision of government support	17(85)	3(15)	0(0)	20(100)		20(100)
Increased capitation to schools	18(90)	2(10)	0(0)	20(100)		20(100)
Provision of sponsorship to pupils	15(75)	5(25)	0(0)	20(100)		20(100)
Provision conducive environment	16(80)	1(5)	3(15)	20(100)		20(100)
Make follow up on pupil's progress	17(85)	3(15)	0(0)	20(100)		20(100)
Encourage support program	18(90)	2(10)	0(0)	20(100)		20(100)
Advise parents to cooperate with school	18(90)	2(10)	2(10)	20(100)		20(100)
Include school feeding program	19(95)	0(0)	1(5)	20(100)		20(100)

f = frequency, % = percentages Source: Field Data (2021)

The findings in table 2 revealed that teachers supported the need for the provision of government and stakeholders support to low income families in terms of the necessary requirements for the pupils and empower them both materially and financially where possible. In addition, the government should increase capitation grants to schools in order to enable school management to provide adequate teaching and learning facilities for quality education geared toward improving academic performance. Also the ministry of education, science and technology should build enough classrooms so as to reduce overcrowding of pupils who enrolled and made the pupils to learn in a conducive environment. In this regard, Burns (2019) holds that Sub-Saharan African countries must allocate more resources to expand access to secondary education in parallel with the quality education. In addition, the parents should make follow up on pupil's progress by attending the meeting in school so as to make sure that the pupils attend school and perform the assigned duties despite the difficulties experienced during learning. Yugi, (2012) pointed out the need for a healthy, secure, protective, inspiring and adapted learning environment for both girls and boys. The learning environment should be inclusive for minorities and students with disabilities.

The findings reported that the ministry of education, science and technology, and different NGO'S should provide sponsorship especially for the low income families due to their hard life at home. The sponsorship

provided to pupils should include the purchase of requirements like exercise books, school uniforms, and transport fee from home to school.

During the interviews, a parent responded that:

"As you can see I don't have good clothes, shoes and even money for buying my pupils school need, what I need is someone who can sponsor the education of my child". (Personal Interview 27 May, 2021)

This clearly shows that the parent desperately require financial assistance and it will only be proper for the government, stakeholders and school management to provide help to the pupils from low income family by providing them with school items for learning such as exercise books, school uniforms, pens, pencils, so as to help them in achieving their objectives. Another parent noted that:

"I need help from the school to help me to provide necessary school requirement for my children as it happens with other non-government organizations (NGO'S),"

(Personal Interview 29 May, 2021)

On the other hand the researcher established that the ministry of education and vocational training should support low income family as they do in free primary education program. Also, the parents should put more effort to provide pupils with basic school needs. One of the parents noted that:

“The ministry of education science and technology should help parents with low income by providing our pupils with all the basic needed in school.” (Personal Interview May 16th, 2021)

The findings concur with the previous studies such as UNESCO (2019) that found that a school that is not granted adequate funding and has no adequate resources will not be able to ensure quality education. However, each individual school must mobilize its own resources and organize the work in the best possible way.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that most of the pupils came from low income families who lived in poor conditions. Also, study concluded that most primary school parents' major economic activity was small scale farming. Thus, the parents' low income limits their effort in providing the necessary requirements for pupils' education and academic performance in school. Furthermore, the study concludes that the level of income of parents influence pupils' academic performance in primary schools. So the government should provide support to low family income

and empower parents economically in order to support their contributions towards the school requirements. Parents should be involved in academic performance of the pupils by doing follow up on homework given to pupils and visiting school to establish pupils' progress.

5. Recommendations

From the study, the following recommendations are advanced:

- i. School system should introduce and make sustainable counseling unity to deal with pupils. This will help to solve some of the problems originating from their parents as well as helping them to cope with those problems. This means that school guidance and counseling department has to be strengthened in primary schools to respond to the needs of pupils.
- ii. Encourage support program that motivate parents to participate in their pupils' education.
- iii. The study recommends that to avert the problem of declining pupils' performance in primary education, the school management and other policy makers in the education sector should sensitize the parents and pupils on modern ways of generating family income that do not interfere with school attendance.
- iv. There is need for the government to improve proper mechanisms for financing pupils' education, especially in poverty stricken areas. This should go along way with effective monitoring of disbursed funds to avoid misappropriation and thus enhance proper utilization to facilitate participation of the pupils as well as easing burden of incurring costs.
- v. The policy of free basic education should include school feeding program, contribution of school requirement so as to help low income family.

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