

Community Socio-Economic Factors That Affect Students' Academic Performance in Public Secondary Schools

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Abstract

The purpose of the study was to determine community socio-economic factors affecting students' academic performance in public Secondary schools in Rongo Sub-county, Migori County, Kenya. The study used descriptive survey research designs. The study was based on the conceptual framework. The targeted populations were 45 head teachers, 45 Guidance and Counseling teachers, 45(Parents Teachers Association (PTA) chairpersons, 14523 students, 5 Zonal Quality Assurance and Standards Officers (ZQASOs). The researcher used saturated sampling technique to select 45 head teachers, 45 Guidance and Counseling teachers, 45 PTA chairpersons and 5 ZQASOs, purposive random sampling was used to select 450 students. The instruments of data collection were questionnaires, in-depth interview, and document analysis. Reliability of the instruments was addressed through piloting in 5 schools and reliability coefficients were obtained by subjecting the instruments to a Split-half Technique and Spearman "Brown Prophesy formula". The coefficient of reliability obtained was 0.721 which indicated that the instruments were reliable. To ensure face and content validity of the research instruments, 2 experts in the department of Educational Administration Planning and Economics, Kisii University were requested to scrutinize the research instruments so as to validate them. Data was analyzed using both qualitative and quantitative methods. Qualitative data was analyzed using likert scale and other qualitative data were analyzed in an ongoing process as themes and sub-themes emerged. Quantitative data was analyzed using descriptive statistics. The finding revealed that 25(62.5%) of Head Teachers agreed that community assist in the mobilizing students to go to school hence increase enrolment. It was concluded that the significant community socio-economic activities that promoted academic performance were: School sponsorship, provision of piped and natural fountains of water, spiritual nourishment of students provision of physical facilities. It recommended that the schools should develop relations with the community to tap the full potentialities needed for academic performance. The researcher adhered to research ethics including plagiarism and getting the consent of respondents among others.

Keywords: Community, socio-economic, students' performance, Secondary, schools, Kenya.

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INTRODUCTION

Academic performance has been affected by various factors including school based, family based, community based and student based socio-economic factors. Research done in America by Downing [1] placed guidance and counseling as a social factor that academic performance influence learning. Schools with active Guidance and Counseling Departments may perform better since, guidance and counseling services on students' academic performance supplement, strengthen and adds real meaning to the students' regular experience. It improves students self – understanding, making students become more active in studies, they become realistic and enlightened about themselves [1]. Bright students may not be aware of their potential and aptitudes; and so guidance and counseling may provide helpful information for proper

educational function to them. In England, Gross [2] holds that through guidance and counseling students get to understand their teachers and appreciate them, thereby boosting their. It can be argued that personal development is a major aim of guidance though; it also fosters student's personal interest, supplementing teacher's effort in assisting with academic problems. Pandey [3], in studies done in India, argued that guidance and counseling provides for establishment and attainment of long-term goals. He asserted that all the students with or without problems are all looking for bright future. Guidance and counseling, therefore, help them give more or serious attention to the goals.

Li-Grining [4], a German psychologist in his study where 250 respondents participated suggested that problems start with parents since they lack education and understanding of the needs of their

children leading to lack of direction of these students hence, poor academic performance among others. This research in Germany sited that poverty can as well make parents to be involved in child labour since poor household spent most of their income in food and income provided by the working children is often left for their survival which might in turn affect school attendance because children will prefer work to school. The study therefore strongly recommended that the local government has to eradicate poverty and promote education. Same scenario was reported in Asia among the red Indians of Indonesia, a developing country by Apple and Zenk [5].

According to Velocia and Ronald [6] who studied Mexican children argued that students whose parents are learned are more fluent in English than their counterparts. The study established that educated parents' functional value attached to education is a function of their education achievement. The work of Nyagiati and Yambo [7] from Tanzania also argued that children from illiterate homes perform poor than their counterparts from rich homes. Smart [8] concluded that in most cases today it is apparent that parents 'education level correlate positively with academic performance. Good and Brophy [9] stressed that educated parents usually show interest in their children academic performance. However, Hawkes [10] confirmed that student's academic performance in most

cases do not necessarily depend on parental enlightened occupation or education attainment.

Financial base normally form stronger economic base for academic achievement. This idea was supported by Tuitoek, Yambo and Adhanja [11] when they postulated that Head teachers play major role in the management of all school finances which involves even disbursement of money. A study done by Odhiambo, Odera and Yambo [12] in Migori County on strategies used by Principals to cope with challenges faced in promotion of girl-child education in mixed day secondary schools, found that parents' efficacy for involvement and education goals for their children were stronger predictors of schools' success than parental level of education and ethnicity. Additionally, the study found out that teachers' communication to parents predicted parents' involvement, suggesting that regardless of level of education; parents need encouragement from educators to become involved in their children's education for better performance. It is against this background that the researcher developed a need to explore on socio-economic factors that affect academic performance in Rongo sub-county, Migori County, Kenya. Due to some of these challenges mentioned academic performance has not been positively skewed in Rongo sub-county as depicted in the following, Table 1.1.

Table-1: Rongo Sub-County KCSE Performances 2012-2013

Rongo Sub-County Zones	Entry	C+ and above	M. Score 2012	M.Score 2013	Deviation
Nyaburu	170	153	5.456	4.791	-0.665
Minyenya	254	190	4.601	4.500	-0.101
Changiwadu	126	94	4.822	4.736	-0.086
Rongo	675	496	5.981	4.893	-1.088
Kuja	260	205	6.351	5.771	-0.580
Total	1485	1138	27.221	24.691	-2.530

All the five zones in Rongo sub-county obtained lower mean score in 2012 and 2013 KCSE as an evidence of poor performance [13].

Statement of the Problem

Academic performance has been chronically poor in some public secondary schools in Rongo Sub-county, Migori County as per the KCSE school means despite the Government's effort to improve quality of education by even introducing Free Day Secondary Education. The academic performance of the sub-county is wanting. Stakeholders have tried to attribute the wanting academic performance to the socio-economic factors. Very little has been done to look into these problems, therefore, it is against this background that the researcher was prompted to find out effects of socio-economic factors on academic performance in public secondary schools in Rongo Sub-county, Migori County, Kenya.

Community socio-economic factors affecting students' academic performance in Public Secondary schools

Research done in South America, in Paupa New Guinea, by Goldring [14] where 340 members of a local community were studied, revealed that community schools set goals to link culture of communities' with culture of schools. Schools consider communities as centers of learning as well as focus of education and as a result, community schools become centre of National curriculum development, such as festivals, customs, musical instruments and local business activities [14]. In Columbia's Escuela Nueva program for multigame schools which incorporate a number of innovative components, including community participation in schools curriculum [15]. In each learning task, self-instructional Textbook guide students identify examples of cultural elements from their own experience and allow local materials to be accumulated in learning centers. The oral traditions are transcribed and classified as local crafts, jobs and economic activities,

health problems ,geography, landscapes, transport, sports, dance, food animals, vegetation and materials are also described and classified for used in learning experiences. Students here they use curriculum relevant to their way of life. this helps to develop a series of basic learning needs, skills attitude, values and knowledge that enable children to continue learning and applying what they learn in their communities [7, 16].

Communities can help to identify and address factors affecting education such as poor academic performance, few girls attending schools and many others. This is illustrated in the case of Gambia where techniques of Participation Rural Appraisals (PRA) were adopted to education. The work was carried out in order to understand why girls do not attend schools, to mobilize communities around these problems and assist them in organizing their own solutions [17]. In Madagasca, where Government invests at primary level I have been extremely low; communities contribute money, labour and material [18]. The absence of Government support leaves schools infrastructure, equipment and students supply to the communities, enhancing better academic performance. The study was to find out whether communities can affect academic performance in Rongo Sub-county which had not been looked at ever since. Communities help in achievement of curriculum and learning materials that reflect children's everyday lives in the society. When children use Textbooks and other materials that illustrate their own lives in the community, they can easily associate what they are learning with what they already know. The head He advised for a well-structured public-private partnership (PPPS) that can help diversify the sources of finances and provision.

Many studies have documented the challenges faced by single parents and the disadvantages of their children relative to children raised in two-parent households. Although some studies have been inconclusive, a large majority of studies reviewed show that children from single –parents (SP) homes score lower on the tests of cognitive functioning and standardized tests, receive lower GPAs and complete fewer years of school when compared to children from two- parents (TP) homes. According to a study done in Japan by Downey [19] on the performance of children from single- mother and single -father families, the study used a cross-sectional study design. Using descriptive data analysis, data from 89 single parents, who were purposefully sampled, were analyzed.

The study found that children who grow up in a household with only one biological parent are worse off, on average, than children who grow up in a household with their biological parents, regardless of the parents' race or educational background, regardless of whether the parents are married when the child is born, and regardless of whether the resident parent marries. However a review of this show that it failed to

provide a conclusively information how parental marital status affect girl-child education attainment, but rather on the general pupils irrespective of the gender. The present study therefore fills this gap.

In Ethiopia, Addis Ababa, Aemero and Lakshmi [20] carried out a study on assessing of children academic achievement as correlates with parents' marital status among the junior high school students in Addis Ababa. The objective of the present study was to examine academic performance of four selected junior high school children as a function of parents' marital status. A study as a whole, 240 children participated in the study. The result indicated statistically significant differences in academic achievement in favor of students from intact and no substantial differences were observed between children from divorced families and remarried families. Besides, statistically significant differences in academic achievement as a function of sex differences were obtained for children from all parents' marital status taken into account in this study. As a result, boys were found to receive a substantially higher mean achievement score than girls. However, this result did not give any information from parents of these children. Yet, their view and opinion on the subject matter could also provide significant contribution on what is happening on the ground. The present study will therefore fill this gap. Another study was done in Malawi by Milne *et al.*, [21] on single parents, working mothers and educational achievement of school children in Malawi. The study used descriptive study design. Out of the study population of 3000 single parents in Lilongwe, 200 single parents were purposively selected for study. Using descriptive statistical analysis, the study found that parental expectations, number of books in the home, and income impacted greatly on the academic achievement of single parent children. However, a review of this study by Milne *et al.*, [21] shows that it failed to categorize the key findings based on gender to conclusively provide the effects of parents' marital status on academic performance.

Community can contribute to promotion of girls' education [22]. Though participations in schools' activities and frequent communication with teachers and parents. Communities learn that girls education contributes to improvement of several lives, such as increased economic productivity, improved family health and nutrition, reduced mortality rate and general improvement of life style. Involving communities in discussion as part of school activities also helps to identify factors preventing girls from attending schools. Parents are encouraged to express their concern and the reason why they do not send their daughters to school. Communities where they are indifferent to take their girls to school, religious leaders and other leaders can convince them to do so. Therefore the study determined whether community involvement in education can also

affect girls' enrolment and academic performance in Rongo Sub County.

There are various ways of bringing community members closer to schools which they serve. These include, minimizing disunities between schools and families, families and schools, minimizing conflict between schools and communities and schools and families, teachers and parents, what is taught in schools and what is taught at home, easy transition of pupils to schools from home, minimizing cultural shock of new entrants to schooling [23]. Communities can also send respected members of the community including religious leaders or tribes' heads to classrooms to talk to students about community history, traditions, customs and culture which have been historically celebrated in the community. Schools that communities if given chance can give knowledge themselves can contribute to community by developing suitable solution to local problems.

One example is found in social forest education pilot project (SFEP) in Thailand, documented by Mac Donough and Wheeler [24]. The students visit communities and ask questions about village history, origins and causes of various forest related problems. Community members help them understand the concept taught in schools and they use any resource available within the community to enhance their understanding. According to Nyanda, Yambo and Getange [25] Village Education Officers in Tanzania immensely contributed to the improvement of academic standards in the community schools. Moreover, pupils and students from the villages go to nearby forests to study plants and animals as part of their science lessons. Some local villagers as along as "experts to" to help them understand the needed concepts. The researcher concluded that communities if given chance, can give knowledge about village history, social relations and economic structure which is relevant to what students learn in school, also curriculum can be linked to daily life and teachers can use wider array of resources to improve students' learning experience and academic performance but never looked at socio-economic factors. This study found out more about these factors. The extensive examination of six cases on Philippines, Kenya, Bangladesh, Pakistan, Columbia and Bolivia lead Rugh and Bossert [26] to conclusions that teachers and other school staff feel that they should be accountable to community clients only when the community holds when the community holds some power on them. When they either come from the same village, have social ties, continued employment or salary depends on community satisfaction and when communities exist to manage the schools. The study found out that community resources can also affect academic performance in Rongo Sub-county, Migori County.

A study by Chalachew and Lakshmi [20] on assessing children academic achievement as correlates with parents' marital status: The case secondary school students in Nairobi County, the objective of the present study was to examine academic achievement, average academic scores over two years of each student were obtained from school records. The result indicated statistically significant differences in academic achievement in favor of students from intact families. Besides, statistically significant differences in academic achievement as a function of sex differences were obtained from all parents' marital status taken into account in this study [27]. As a result, boys were found to receive a substantially higher mean achievement score than girls.

According to Chepleting, Chepkemei, Yano, and Chebet [28] who carried out a study on factors influencing girls' participation in free primary education in Kapenguria division-West Pokot District, Kenyas. Descriptive survey design was adopted for this study. The study population comprised the 40 public primary schools in Kapenguria division. Out of this population, a sample of 18 schools was drawn and selected through the process of stratified random sampling technique. All head teachers and class teachers in the sampled schools were purposively selected while simple random sampling was used to select pupils from class seven and eight. The study found that lower enrollments and higher dropouts of girls than boys could be explained by inadequate and poor condition of physical facilities in school, low income levels of parents, gender stereotyping in schools which discriminate against the girls and negative social-cultural factors which act as barriers to education of girls. There was high opportunity cost of girls in the Division; girls were engaged in domestic chores and agricultural activities at times for pay to supplement their meager incomes. When girls remain at home to take care of their siblings and farm work, they miss school and would eventually dropout. Therefore more girls than boys did not participate in FPE in Kapenguria Division.

METHODOLOGY

This study employed a descriptive survey research design. Descriptive survey design was used in the preliminary and exploratory studies to allow researchers gather information, summarize, present and interpreted for the purpose of clarification [29].

The study was carried out in public secondary schools in Rongo Sub-county, Migori County, Kenya. Rongo Sub-county borders Awendo, Homabay and Ndhiwa Sub-counties. The Sub-county has two administrative divisions Rakwaro and Rongo and it has five (5) education zones namely, Nyaburu, Minyenya, ChamgiWadu, Rongo and Kuja.

The target population for this study consisted of 45 head teachers, 45 teachers, 14,523 students from 45 public secondary Schools and 5 zonal Quality Assurance and Standards Officers, (ZQASOs) in Rongo Sub-county Migori County, 45 Parents Teacher Association (PTA) chairpersons. The researcher selected sufficient number of elements from the population, so that the study of the sample and the understanding of its properties or characteristics could make it possible to

generalize such properties or characteristics to the entire population.

Sampling means selecting a given number of subjects from a defined population as representative population. Any statement made about the sample should also be true of the population [29]. The following table depicts the sample size distribution:

Table-2: Sample Size Distribution

Respondents	Target Population	Sample Size
Head Teachers	45	45
Teachers	45	45
Students	14,523	450
ZQASOs	5	5
PTA Chairpersons	45	45
Total	14,663	590

Due to the fact that there are 45 public secondary schools in Rongo sub-county, the sample therefore, consisted of 45 head teachers, 45 guidance and counseling teachers, 45 PTA Chairpersons. The sampling technique here was purposive as put forward by Bryman (2008) who suggested that when elements of a sample are few, they are all considered. Similarly, since the sub-county has only 5 ZQASOs representing each zone, they were purposively sampled. The targeted students were 14,523 and according to the formula of Saunders, Philip and Thornbill [30] from the target 450 students were randomly sampled for the study.

The main instruments of data collection for this study were questionnaires, interview schedules and observation. A questionnaire includes all techniques of data collection in which each person is asked to respond to the same set of questions in a pre-determined order [31]. Since descriptive research survey was employed, it was worthwhile to use a questionnaire were used to collect information from 45 head teachers, 45 teachers and 450 students which consisted of open ended and closed ended questions.

A face to face in-depth interview was done to solicit responses from each of the 5 ZQASOs and 45 PTA Chairpersons Interview guide, with few guiding questions were used.

Validity was also established by giving the instruments to the three experts in Research methodology in the faculty of education, who read examine it for content and criterion validity and gave their feedbacks which were incorporated and then a pilot study was conducted to scrutinize the instruments as they were professionals in research from department of Education Administration Planning and Economics of Kisii University.

Reliability is the measure of the degree of which a research instrument yields consistent results or

data after repeated trial [32]. Before the actual data collection, a pilot study was conducted in the same district among the head teachers who were not included in the final study population. From the schools where the five head teachers were stationed 10 teachers were randomly selected for the pilot study and 13 students was also randomly selected giving a total of 30 cases, which is the minimum number of cases required for conducting statistical analysis as recommended by Mugenda & Mugenda [32]. The purpose of the pilot study was to enable the researcher to ascertain the reliability of the instruments, and also to be familiar with the administration of the questionnaires. Split-Half technique was employed for the test. Pilot questionnaires were divided into two equivalent halves and their correlation co-efficient for the two halves computed using the Spearman Brown prophecy formula, describing the internal consistency of the test then it shows that the instrument is reliable, correlation coefficient of 0.721 was obtained which has been recommended as highly reliable because, according to Saunders, Philip and Adrian [30] a minimum of 0.65 is accepted as reliable.

The researcher sought permission from the National Council for Science Technology and Innovation (NACOSTI) through Kisii University. The researcher also got permission from the Rongo Sub-county Education Officer. The researcher personally administered the instruments to the respondents of the study. The researcher also interviewed the ZQASOs. Data was collected at the convenience of the participants. The respondents were assured of the strict confidentiality.

Both quantitative and qualitative data analysis were used in data analysis. Quantitative data involved both descriptive and inferential statistics. Descriptive statistics such as frequencies counts, percentages, and means were used [30]. Inferential statistics such as correlation and regression by use of Karl Pearson's r

were employed. Qualitative data collected from in depth interview schedule. Other qualitative data were analyzed in an ongoing process on the basis of themes and sub themes, categories and sub-categories that emerged from the study [33, 34].

The purpose of the study was clearly explained to the respondents in order to remove any doubts which might interfere with the study while responding to the instruments. This assured the respondents of the

confidentiality. The researcher endeavored to cite ever source referred to so as to avoid plagiarism of any kind.

RESULTS AND DISCUSSIONS

The research question was responded to by the Head teachers, students and guidance and counseling teachers. The students were asked to explain whether the community assisted the schools in academic performance and other school activities. Their responses are recorded in Table 3 & 4.

Table-3: The students' responses on whether the community participates in school activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	14	35.0	35.0	35.0
	Somehow	10	25	25.0	60.0
	Neutral	6	15.0	15.0	75.0
	True	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

The study revealed that 35.0 percent of the students contend that it is not true that community participate in all school activities. Community can contribute to promotion of girls' education [18]. Through participations in schools' activities and frequent communication with teachers and parents. Communities learn that girls education contributes to

improvement of several lives, such as increased economic productivity, improved family health and nutrition, reduced mortality rate and general improvement of life style. Involving communities in discussion as part of school activities also helps to identify factors preventing girls from attending schools.

Table-4: Head Teachers' responses on whether Community assists in academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	11	27.5	27.5	27.5
	A	14	35	35	62.5
	U	3	7.5	7.5	70.0
	D	7	17.5	17.5	87.5
	SD	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The findings revealed that 25(62.5%) of Head Teachers agreed that community assist in the mobilizing students to go to school hence increase enrolment. This is true of other places in the world for example in Columbia's Esuela Nueva program for multigame schools which incorporate a number of innovative components, including community

participation in schools curriculum helps in boosting school's enrolment [15].

When asked whether, the community helps in academic performance of the school, the guidance and counseling teachers gave the responses recorded in Table-5.

Table-5: Guidance and counseling teachers' responses on whether community assists schools in academic performance

Do you think community assist school get TL/R?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	00	00	00.0	00.0
	Neutral	05	12.5	12.5	12.5
	Much	10	25	25.0	37.5
	V Much	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

The study indicated that 87.5 percent of teachers accepted that the community categorically does assist the school in getting academic performance while 12.5 percent of teachers were neutral to comment as to whether the community on whether the school

assists in academic performance of schools. Teachers are the learning facilitators and they have key roles to play in the life of students. Moreover, their attitude towards academic performance is very significant for they equally determine students' success [35]. No

miracle in academic performance can be realized in a school without all stakeholders being involved.

When requested to comment about teachers as a serious factor in academic performance, the head teachers gave the responses in Table-6.

Table-6: Head teachers' responses on whether teachers' had a commitment to their academic work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	16	40	40	40
	A	12	30	30	70
	U	4	10	10	80
	D	1	2.5	2.5	82.5
	SD	07	17.5	17.5	100.0
Total		40	100.0	100.0	

The results indicated that 70.00 percent of principals agreed that their teachers were committed in their academic work. These findings are consistent with the work of Ombuya *et al.*, [36] that generally the link between teachers' cognitive abilities and student learning stands out in a literature [37] that frequently fails to find significant relationship between other teachers' attitudes and student achievement or performance. The only reasonably consistent finding

seems to be that 'smarter' teachers do better in terms of student achievement. No wise parent or guardian will permit his/her child to be taught by a nonsensical teacher.

Asked about how the community helps in improving academic performance in Rongo sub-county, the head teachers cited the activities that the community undertakes as depicted in Table-7.

Table-7: Socio-economic activities undertaken by the community in boosting academic performance in Rongo sub-county (n=40)

Activities	F	%
Provision of security	12	30
Provision of land for school expansion	5	12.5
School Sponsorship	38	95
Role models for students	11	27.5
Provision of piped natural fountains of water	35	87.5
Spiritual nourishment of students	25	62.5
Provision of learning resources	09	22.5
Provision of students	33	82.5
Financial support for new structures	08	20
Provision of foodstuffs	26	65

Source: Responses from the field

The specific activities that the community undertakes to promote academic activities in Rongo sub-county were: Provision of school security as evidenced by 12(30%) of the head teachers; Provision of land for school expansion as indicated by 5(12.5%) of the head teachers; School sponsorship as evidenced by 38(95%) of the head teachers; Provision of role models for students as evidenced by 11(27.5%) of the head teachers; Spiritual nourishment of students as evidenced by 25(62.5%) of the head teachers; Provision of piped and natural fountains of water as shown by 35(87.5%) of the head teachers; Provision of learning resources as indicated by 9(22.5%) of the head teachers; Provision of students as inputs in the school as evidenced by 33(82.5%) of the head teachers; Provision of financial support for new structures as evidenced by 8(20%) of the head teachers; Provision of foodstuffs as depicted by 26(65%) of the head teachers [33]. It is clear that the significant activities undertaken by the community in Rongo sub-county to promote academic activities were the following: School sponsorship,

provision of piped and natural fountains of water, spiritual nourishment of students, and provision of foodstuffs.

When asked to comment about the role of the school community in promoting academic performance in Rongo Sub-county, a PTA representative attested that:

There are some foreigners ruling in our schools. These are mountains....on the way to good academic performance...hii shule ni yetu. Tunapeana watoto wasome. Sisi ndio tulijenga hii shule, mababu yetu walitoa shamba, we build the laboratory, library and dining hall...ah see the physical facilities in this school. There is little contribution from the Government, only teachers we get from the ministry of education. (The responded said that – there are some foreigners ruling in our schools. These are mountains on the way to good performance.... this is our school. We provide students to learn. We built this school, our

fore fathers provided land, we built the laboratory, and library and dining hall...ah see the physical facilities....).

The community activities that the study cited from this responded were: provision of land, provision of physical facilities like laboratories, libraries, and dining hall.

Another PTA representative contended that:

Mashule ingekuwa ikifanyavyema... lakini mambo ya siasa ndio imearibu performance. the politicians have interfered in proper academic performance of this county. Mahead teachers niviparakawa politicians. If you do not come from the community and embrace their political mafia, the you are done... angalia hii shule apangampo.. principal alifu kushua kwa sababu alikuwa namsimamo wake, community ndio ime jenga feeder road to the school, gate ya shule hii ilijengwa na kanisa, bricks za madarasha ya hii shule hi walitoa(Schools should be performing better....however the Mercky water of politics has failed good academic performance in schools. the politicians have interfered in proper academic performance of this county. Head teachers are the politician's hand men. If you do not hail from the community and embrace their political orientation, then you are done.... Behold the school yonder (name withheld), the principal was shown the door because of having a stand different from the politician's. The community built feeder roads to the school, this school gate was built by the local church; the classrooms of this school were built by bricks provided by the area chief).

The responded cited the activities of politicians in the transfer of head teachers, the church in installing facilities for the school and the sub- chief in assisting to build classrooms.

CONCLUSIONS

The significant community socio-economic activities that promoted academic performance were: School sponsorship, provision of piped and natural fountains of water, spiritual nourishment of students provision of physical facilities.

Recommendations

The schools should develop relations with the community to tap the full potentialities needed for academic performance.

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