

Influence of Parents' Economic Status on Students Academic Performance. A Case Study of Three Selected Government Secondary Schools in Kagadi District

Businge Juliana¹, J.C.Ssekamwa²

^{1,2}Department of Education Management and Planning, School of Education, Nkumba University P.O. Box-237, Uganda

Abstract

This study investigates the influence of parent's economic status on students' academic performance in secondary schools, using a case of three selected government secondary schools in Kagadi District. The study focused on the three specific objectives: To examine the impact of parental income on students' academic achievement, to explore the influence of parental education level on students' academic performance, and to analyze the relationship between parental occupation and students access to educational resources and opportunities. The study reveals significant correlations between economic status and academic outcomes. Under the quantitative analysis, the correlation coefficient between parents' income and students' academic performance (end of cycle exams and regular test scores was done). The correlation analysis examined the relationship between SES and academic achievement the social economic position appears to affect academic performance. Higher social economic students fare better academically. Findings show that Students who frequently paid fees in time had better performance and this relationship with cash flow at home. Qualitative methods were also used such as surveys and interviews where data was collected to understand the experience and perception of students and parents, Case studies were conducted in depth to explore the relationship between parents' income and academic performance. Data sources used included School records, parent's teacher's associations and national datasets. Findings suggest targeted intervention could mitigate disparities, various studies have shown it clearly that the social economic (SES) achievement gap is the main cause of inequality of students in schools and other education systems. The most significant reason of these findings according to Battle and Lewis (2002) might be the fact that a person's education is clearly linked to their life chances, income and wellbeing. This study can help explain how SES affects academic. Achievements and guide education policy and actions to close achievements inequality. 89 students in 2 Varied Secondary Schools in Kagadi District were sampled. Parental income, education and economic activities were used to calculate social economic status. The study concludes by providing relevant recommendation to various stakeholders including the teacher themselves, the ministry of education and sports (MOES), the local Governments.

Keywords: Parent-Economic Status Social-Economic Status, Academic Performance, Secondary School, students, Parent

Introduction to the study

Parents' economic status refers to the financial position of a family, usually measured by income, assets, employment stability, and overall living standards (Aday, 2021). It reflects the parents' ability to provide for the basic needs and educational requirements of their children. Parents' economic status plays a critical role in shaping children's academic opportunities and overall performance. While higher economic stability enables access to quality education and resources, economic hardship often limits educational progress. Addressing these disparities requires government support programs, scholarships, and community initiatives to promote equitable learning opportunities (Abimbade, 2022).

Socioeconomic status (SES) is a measurement used by economists and sociologists. The measurement combines a person's work experience and their or their family's access to economic resources and social position in relation to others.

Academic performance is the extent to which a student, teacher, or institutions has attained their short term or long term educational goals and is measured either by continuous assessment or cumulative grade pints. A good academic is defined as the students scored cumulative pints of 3 and above. The problem of academic performance is one of the most serious problems constraining schools in Uganda, east Africa and Africa at large.

The relationship between parents' social economic status (SES) and their children's academic performance is a pressing concern in education in Kagadi district. With research suggesting that SES influence access to resources, opportunities, and support that shape academic outcomes. This study draws on Boudieu's cultural theory, Coleman's' social capital and expectancy- value theory to provide a compressive framework for understanding the complex mechanisms underlying this relationship.

Research has shown that social economic status significantly impacts educational outcomes. Parent's social economic status can affect access to resources, learning environment and stress levels, all influencing academic performance. While studies highlight correlations between Economic status and academics. There need to understand specific mediating factors. Studies have consistently found out a social economic gap-a disparity in academic Achievement between students from high and low social economic status (SES) backgrounds.

Berliner (2006) researched how poverty affects student academic achievement, emphasizing that low socioeconomic status (SES) can present significant obstacles to learning. Specifically, the study points out that poverty can create barriers that hinder a student's ability to succeed in school.

Conger & Martin (2010) found that parental involvement plays a significant role in children's academic success and that the level of parental engagement can lessen the impact of socioeconomic status (SES) on academic achievement. Their research indicated that parental involvement acts as a mediator, influencing how SES affects a child's academic performance.

Statement of the Problem

Students' academic performance is a major concern for educators, parents, and policymakers in Uganda, as it directly affects future opportunities for individuals and the nation's development. Among the various factors influencing academic outcomes, parents' economic status plays a critical role. Parents with stable and sufficient income are better positioned to provide school fees, textbooks, uniforms, technology, and other learning materials that support their children's education (Businge and Bagonza, 2022). They can also afford private tutoring, nutritious meals, and a conducive home environment for studying. Conversely, students from low-income households often struggle to access these essential

resources, leading to frequent absenteeism, poor concentration, and in some cases, school dropout.

In the three selected government secondary schools in Kagadi District, inequalities in academic performance are evident between students from wealthy families and those from economically disadvantaged backgrounds. While the Ugandan government has made efforts through policies like Universal Secondary Education (USE), hidden costs such as scholastic materials, meals, and examination fees remain a burden for low-income parents. This creates a learning gap where children from economically disadvantaged families are at a higher risk of underperforming compared to their peers.

In a number of schools in Kagadi Sub-County, few students' access food and drinks at school, they also lack scholastic materials and other necessary things. Because of this, few students fail to concentrate in class mainly in the afternoon because of hunger. This has contributed to the increase of immoral behaviors whereby most of the students have committed theft due to search for food and money to cater for their school needs.

Despite the growing recognition of the role of socio-economic factors in education, limited empirical research has been conducted to specifically examine how parents' economic status influences academic performance in the three selected secondary schools in Kagadi District. This gap makes it difficult for educators and policymakers to design effective interventions aimed at promoting equal educational opportunities. Therefore, there is a need to investigate the influence of parents' economic status on students' academic performance in government secondary schools in Uganda.

General Objective of the Study

The general objectives to investigate the effects of parental social economic condition on the students learning achievements at secondary level of education in Kagadi District.

Specific objectives of the study

The following e specific objectives;

1. To examine the impact of parental income on students' academic achievement.
2. To explore the influence of parental education level on students' academic performance.
3. To analyze the relationship between parental occupation and students access to educational resources and opportunities.

Literature Review:

The impact of parental income on students' academic achievement

Parental income refers to the financial resources available to parents, which can impact their ability to support their child's education. This can influence access to educational resources, extracurricular activities, and other opportunities that affect academic performance. Income is directly related to ability to pay school fees (DeLong, 2008).

According to Hong (2012) urges that parental income influence parental behavior support. The put forward that wealthy parent s are more involved in their children's education in areas such as helping to supervise homework and this encourages the development of study skill leading to better academic performance. Learners who are always sent home to pick schools miss a lot of information, consistency in the syllabus is in dilemma, grasping of information has gaps leading to half backed student, performs poorly and low skill at work in his career.

Learners who come from low SES families are disadvantaged when it comes to accessibility to education resources. Ovansa (2017) noted that poor parents may frequently delay school fees; lack of uniform and scholastic materials. Students who are always harassed by the school authority for fees are emotionally disturbed, lose confidence, and can never concentrate. Besides psychological torture, he/she lacks basic needs. Omonyi (2019) agreed that when a learner lacks basic of life academic struggle reduces. Low social economic status is linked to poor healthy conditions and leads to poor academic performance. It can be observed that such students may even not compete with others for better schools.

The influence of parental education level on students' academic performance;

Parental education level is widely recognized as one of the strongest predictors of children's academic success (Bania, 2020). Educated parents are better positioned to provide academic support, guidance, and resources that enhance their children's learning. Conversely, limited parental education can constrain students' performance due to reduced exposure to educational values and fewer opportunities for academic enrichment (Marsh, 2022).

Brant (2021) suggested that educated parents are more likely to provide books, digital learning tools, and a conducive study environment. They understand the importance of investing in education and often allocate resources accordingly. Aday, (2021) stress that Higher-educated parents tend to engage in their children's schooling by attending parent-teacher meetings, monitoring homework, and encouraging participation in extracurricular activities. This involvement correlates with improved performance and motivation (Ejiogu, 2021).

Children of highly educated parents are often exposed to richer vocabulary and critical thinking discussions at home (Anheir, 2021). This early exposure strengthens reading, comprehension, and problem-solving skills, which translates into better academic outcomes. Parents with higher education usually set higher academic expectations and encourage persistence. Such aspirations motivate students to achieve and align their goals with parental standards (DeLong, 2018). Education is strongly linked to income levels. Educated parents often earn more, enabling them to support school fees, private tutoring, and extracurricular opportunities. Economic stability reduces stress factors that might otherwise hinder student learning. Parents with higher education serve as role models, showcasing the benefits of schooling. Their positive attitudes toward education shape children's perceptions and attitudes toward academic success.

The relationship between parental occupation and students' access to educational resources and opportunities

Evans, (2020) argued that parental occupation plays a central role in determining the resources and opportunities available to students. Occupations differ in income, stability, working conditions, and social status, which directly influence how much support parents can offer toward their children's education. Sandefur et al., (2019) posits that the type of work parents do can either enhance or limit a child's academic exposure, learning environment, and access to educational opportunities.

According to Hill et al., (2022), parental occupation strongly shapes students' access to educational resources and opportunities by influencing financial stability, time availability, exposure to networks, and access to modern learning tools. Children of parents with professional, stable occupations are more likely to enjoy enriched educational environments compared to those whose parents work in low-income or unstable jobs (Braut, 2021). Addressing these disparities requires policy interventions such as

scholarships, subsidized learning materials, and community resource centers to ensure equitable access for all students regardless of parental occupation.

High-paying or stable occupations provide parents with the financial capacity to afford tuition, textbooks, technology, private tutoring, and extracurricular programs (Braut, 2021). Low-income or unstable jobs often limit the ability to invest in these educational essentials, widening the inequality gap. Parents in professional occupations (e.g., teachers) may expose their children to academic role models, career guidance, and mentorship opportunities. Occupations with limited professional networks may not offer the same level of exposure (Ojjo, 2023). Stable employment ensures consistent school attendance by covering tuition and related costs. Parents in precarious or seasonal jobs may struggle to pay school fees regularly, causing interruptions in learning. Children often mirror the occupational aspirations of their parents (Marshal, 2020). Professional and skilled jobs may inspire higher educational ambitions, while unskilled or manual labor may sometimes discourage pursuit of higher education due to financial or cultural factors.

Methodology:

This study employed mainly descriptive and correlation research design with both qualitative and quantitative methods enabling the researcher acquires justifiable data. It also provided the researcher with numerical values. The descriptive design concerns with describing situations as they are and hence aim at providing description that is as factual and as accurate as possible on the impacts of welfare on academic performance in Kagadi sub-county Buyaga East Kagadi district. However, the descriptive research design was guided by both qualitative and quantitative methods of data analysis and interpretations. The quantitative data was used to obtain the quantifiable data while the qualitative data involved respondents' quality suggestions, feeling, recommendations and reactions.

This study employed mainly descriptive and correlation research design with both qualitative and quantitative methods enabling the researcher acquires justifiable data. However, the descriptive research design was guided by both qualitative and quantitative methods of data analysis and interpretations. The researcher targeted only 3 secondary schools. Kagadi Secondary School with a target population of 300 and King Solomon secondary School with a target population of 315 students which totals to 615. The study used Taro Yamane (1970). To determine a sample of 242. Though 242 questionnaires were returned to the researcher for analysis.

The study used two approaches, that is qualitative and quantitative research approaches. The two mixed approach (Quantitative and Qualitative) was used to collect data and useful information from the selected heads of schools and education Officer (Gray, 2000). The quantitative approach was used because it explains the relationship of variables in terms of numbers; the extent to which, how one variable relates to the other is expressed in numbers. In this study the extent to which each independent variable relates to the dependent variable was established through the quantitative approach. The qualitative approach was used to obtain qualitative data for triangulation purposes. The qualitative approach was employed because it explains the phenomenon with a mere analytical approach. The adoption of a mixed research approach is derived from Miles & Huberman (1994) who noted that the use of a mixed research approach expands the coverage and improves the value of the study as both qualitative and quantitative information is involved to address the specific objectives of the study. Thus, through a mixed approach, a mixture of techniques was employed to gather all the available information on the study interest.

The researcher applied purposive sampling techniques and it gave each student an opportunity of being in the sample therefore; it avoided biasness by the researcher also employed census sampling techniques to gather data from the total target students. Purposive sampling was had clear information about the data needed for the completion of this study. The researcher had chosen these sampling techniques because they avoided the case of biasness thus all the selected schools had equal chances of participating in the study.

Results and Discussion

Parental education level and the academic performance of learners Kagadi sub county.

The respondents were interviewed to state the parental level and how it affects learner's performance and the following were captured as shown below;

Table 1: Parental education level and the academic performance of learner's performance of Kagadi Sub County

Response	Frequency	%
Highly educated parents supervise children's work	35	39.3
Highly educated parents build a stronger relationship	25	28.1
Highly educated parents assist in modelling children behavior	13	14.6
Highly educated parents attend and deliberate to school meetings	10	11.2
Highly educated parents' guide and council children	06	6.7
Total	89	100

Source primary Field Data (2025)

The table 1 above it indicates that the level of a parent influences the academic performance of learners in Kagadi town council. Highly educated parents do a lot to facilitate the education of their children. From the findings, it was found that 35(39.3%) of the respondents confirmed that highly educated parents supervise children's work. This argument is in line with Losh(2023), who explained that parents with a higher education level supervises children's work and pass on certain expectations about the importance of education to their children; 25(28.1%) of the respondents strongly agree that educated parents build a stronger relationship with their children, they said that through counseling and provision of basic needs, parents build a strong connection with their children. Sandefur et al., 2015: Sui-chu and Willms, (2016) pointed out that regardless of parental educational level, more involved parents build stronger relationship with their children and show that they care about the individual's academic success. Highly educated parents assist in modelling child's behavior was proposed by 13(14.6%) of the respondents who strongly believed that educated parents help in demonstrating to children the required behavior. According to Bogenscnider, 2018), parents with a higher education level typically have more of an opportunity to become more involved in modelling the behavior of their children to shape their academic success. Additionally, 10 (11.2%) of the respondents suggest that highly educated parents attend and deliberate to school meeting. They noted that such parents surely can even contribute towards the schools' development. This argument was in line with Tavani and Losh (2023), who illustrated that the higher education level of one's parent more likely results into one having academic success. Highly educated parents' guide and counsel children was proposed by 6(6.7%) who argued that educated parent try as much as possible to give a positive direction towards the education of their children. This assertion was in agreement with Sundefur et al., (2015), who explained that there are several reasons why the

education level of parents may be related to the amount of involvement they have in their children's academics.

Results on the Influence of parents' involvement in raising learner's academic performance in Kagadi Sub County in Kagadi district;

The respondents were asked to state the influence of parent's involvement in raising learner's academic performance and the following responses were captured at different occasions.

Table 2: Effect of parents' involvement in enhancing students' academic performance in Kagadi Sub County

Response rate	Frequency	%
Good parenting helps to boost learners academic performance	30	33.7%
Communicating with children on school matters engage parents in children's education	26	29.2
Home learning improves upon children academic performance	13	14.6
Parents decision making on children's education engage the fully	11	12.4
Collaborating with the community fully engage the parents and boost learners performance.	09	10.1

Source: Primary Field Data (2025)

From table above, it is indicated that the parent's involvement in enhancing learners' academic performance in Kagadi Sub county in Kagadi District. They suggested that educators and parents play major roles in the educational success of students. This is because students need a positive learning experiencing to succeed in school. Additionally, with the increasing demand on family, parental support in the education of students extends beyond the school building. Good parenting helps to enhance learners' academic performance was suggested by 30(33.75%) of the respondents who strongly believed that parents who provide basic needs to their children do more to boost their academic performance. 26(29.2%) of the respondents strongly said that parents' communicating with children on school matters engages parents in children's education. They said that parents who discuss children's matter get information that can help them to know how to help their children academically. The argument is in line with Henderson & Berla, (1994), who noted that families, children and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. They also guide and counsel their children to support them emotionally. 13(14.6 %) of the respondents clarify that home learning improves upon children's academic performance. They argued that parents who give their children time during homework and other assignments do a lot to facilitate their learning progress. Bekker (2001) is in agreement with the study when he pointed out that that learning at home makes it easy for learners to engage with their parents for better performance. Moreover, 11(12.4%) of the respondents strongly believed that parents' decision-making on children's education engages them fully. They said that parents have a right to making right school choices to their children, extracurricular activities, and educational resources that ensure learners' access to quality education. Collaborating with the community fully engages the parents and boosts learners' performance was proposed by 9(10.1%) of the respondents who confirmed that the community is very important in fostering learners' academic performance.

Parental Financial Status and academic performance of learners in Kagadi Sub County in Kagadi district.

The respondents were asked to state the parental financial status and how it affects learners' performance and the following responses were captured as indicated below;

Table 3 Showing parental financial status and academic performance

Response rate	Frequency	%
Well-to-do parents pay their children's fees in time	37	41.5
Rich parent involve in their children's education	25	28.1
Well-to-do parents provide shelter, food and health care to their children	15	16.9
Wealthy parents increase student academic achievements	8	8.98
Well-to-do parents finance school related activities	04	4.5
Total	89	100

Source: Primary field Data (2025)

The table above indicates that the financial status of a parent significantly impacts the academic performance of learners in Kagadi Sub county Kagadi District. Well- to-do parents pay their children's fees in time 37(41.5%) of the respondents who strongly believed that most parents with financial stability pay their children's fees in time. This is in line with Liu and Qui (2018), who argue that parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Low income parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Ovansa (2017), noted that low income may often not pay schools fees on time, provide uniform and other essential school materials hence negatively affection their children's academic performance. Rich parents involve in their children's education was suggested by 25(28.1%) of the respondent who strongly believed that financially stable parents involve in their children's education.. Also well-to-do parents provide shelter, food and children was proposed by 15(16.9%) of the respondents who confirmed that well-to-do parents provide shelter, food and healthcare to their children and without which, it lower the learners' academic performance. This was in agreement with Owourand Sika (2019) contend that parental income influences parental behavior support. In this regard, the author posit that rich parents provide all the basic necessities to their children such as assisting and supervising homework and this enhances the formation of good study habits leading to good academic performance. In addition, wealthy parents increase students' academic achievements were proposed by 8(8.98%) of the respondent who suggested that rich parents increase their children's academic. The results were in line with Dahl and Lochner (2012), who investigated how family income impact children achievement. The study results established that parental income had a significant influence on student's achievement. 4(5%), of the respondents proposed that well-to-do parents finance school related activities Omoniyi, Gamede and Uleanya (2022), stated that rich parents provide support for school activities such as games and clubs. Because of what children from poor families go through, learners and other stakeholders identify strategies that can help learners from poor background to overcome barriers that hamper their performance.

Conclusions

The impact of parental income on students' academic achievement;

The study concludes that Parental occupation strongly shapes students' access to educational resources and opportunities by influencing financial stability, time availability, exposure to networks, and access

to modern learning tools. Children of parents with professional, stable occupations are more likely to enjoy enriched educational environments compared to those whose parents work in low-income or unstable jobs. Addressing these disparities requires policy interventions such as scholarships, subsidized learning materials, and community resource centers to ensure equitable access for all students regardless of parental occupation.

The influence of parental education level on students' academic performance;

The influence of parental education level on students' academic performance is profound and multifaceted. Parents with higher levels of education are more likely to create supportive learning environments, provide educational resources, and instill positive attitudes toward schooling. They also set higher academic expectations and act as role models, which motivates children to excel. Conversely, limited parental education can constrain access to resources; weaken parental involvement, and lower educational aspirations, thereby negatively affecting performance. Ultimately, while parental education is a key determinant of student success, schools and policymakers must implement strategies such as parental empowerment programs, scholarships, and community learning support to bridge the gap for children from less educated families. Ensuring equal educational opportunities for all learners helps mitigate disparities and promotes inclusive academic achievement.

The relationship between parental occupation and students' access to educational resources and opportunities;

Parental occupation significantly determines students' access to educational resources and opportunities. Stable and well-paying jobs enable parents to provide school fees, learning materials, technology, and exposure to academic networks, while low-income or unstable occupations often limit such access. Moreover, the nature of parental work influences the amount of time parents can dedicate to supporting their children's learning and shaping their educational aspirations. Addressing these inequalities requires targeted interventions such as scholarships, provision of free or subsidized learning resources, and community-based support systems to ensure that all students, regardless of their parents' occupation, can access equitable learning opportunities.

Recommendations

The impact of parental income on students' academic achievement;

The study recommends that schools should provide scholarships, bursaries, and fee waivers for students from low-income families to reduce financial barriers to education. Expand school feeding programs to ease the financial burden on parents and improve students' concentration and performance. Establish community-based learning centers that provide free access to textbooks, internet, and tutoring for disadvantaged students. Introduce financial literacy and income-generating training programs to help low-income parents improve their economic capacity. Encourage parental involvement in education regardless of income, emphasizing that motivation and guidance are as important as material support.

The influence of parental education level on students' academic performance;

The study recommends that school should organize workshops to equip less-educated parents with basic skills in supporting homework, literacy development, and study habits. Promote adult education programs to raise parental literacy levels and strengthen their role in guiding children academically. Teachers should provide extra academic support to students whose parents may lack the capacity to assist with learning at home. Schools should establish mentorship programs where older students or community volunteers help learners' bridge gaps in parental support. Government and Policy

Interventions should introduce family engagement policies that encourage all parents regardless of education level to actively participate in school activities. Develop community learning centers that provide access to books, technology, and academic resources for children from less-educated families.

The relationship between parental occupation and students' access to educational resources and opportunities;

Government Interventions should provide subsidies, scholarships, and free learning materials to reduce disparities between students from high-income and low-income occupational backgrounds. Implement flexible school fee payment systems to accommodate parents in informal or seasonal occupations. School-Level Strategies should establish resource centers (libraries, ICT labs) accessible to all students, regardless of their parents' occupation; strengthen school–parent partnerships by creating opportunities for all parents, including those with limited time due to work demands, to engage in their children's education. Parental Empowerment should encourage parents in informal or low-income occupations to support education through non-financial means such as motivation, supervision, and encouragement, and provide vocational and income-generating training programs to improve the earning potential of parents in unstable occupations.

References

1. Abimbade, A.A. (2022): Teaching and teacher preparation in the twenty first century. Department of Teacher Education .
2. Aday, L. (2001). Equity in rural health and health care. In Sana Loueena B.E. Quill, Eds. Handbook of Rural Health. New York, New York: Kluwer Academic-Penum Publishers. pp. 45-72.
3. Anheier E, (2021), "Global Civil Society. McGraw-Hill. New York Asian Development Bank (2009, December 31). Fact Sheet.
4. Bania, Neil, and Laura L. (2020). Income Volatility and Food Insufficiency in US. Low-Income Households, 1992-2003. Institute for Research on Poverty Discussion Paper No. 1325-07. [http://www.irp.wisc.edu/publications/dps/pdfs/dp_132507 .pdf](http://www.irp.wisc.edu/publications/dps/pdfs/dp_132507.pdf)
5. Berliner,E., & Brus-Laeven, M. (2006). Socio-economic background, parental involvement and teacher perceptions of these in relation to pupil achievement. Educational Studies, 33, 177-192.
6. Braut, L. Fagan, J.F. and Ulvund, S.E. (2021). The relation of cognition memory in infancy and parental socioeconomic status to later 1 intellectual competence.
7. Conger, N. Martin, A.Y. (2010). Role of School schedule, age and parental socio-economic status on sleep duration and sleepiness of Parisian children, Chronobio, Int. 2001, 18(6): 1005-17.
8. Delong, F.J. (2008). Impact of parental socio-economic status on students' Educational achievements at secondary schools of District Malir, Karachi Middle-East Journal of Scientific Research 6(6): 678-687, 2000.
9. Ejioogu, M.A. (2021): Teachers reward is in Heaven: A misplaced euphemism. 5th Inaugural lecture delivered at University of Lagos in 1998/99 session.
10. Evans, M. (2020). Effect of parental socio-economic status on parental care and social adjustment in the UBE programme in Lagos State. Implication for counseling international journal of Educational. Research vol. 3(2) 2007 pp. 81-87.
11. Hong, T.N. and Ronald, C.J. (2012). Socio-economic status does not moderate the facility of cognitive abilities in Hawaii family study of cognition. Jul. 2007.
12. Hill, S.L., Martin, Q., (2022). Ethnic differences in high school students' academic performance:

- Understanding the inter-weave of social class and ethnicity in the family context. *Journal of Comparative Family Studies*, 30, 539-555.
13. Marshal, R. (2020). Class and schools using social economic and educational reforms to close the white and black achievement gap. Economic Policy Institute, U.S.A.
 14. Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publications.
 15. Ojjo, O.M. (2023). The effects of parental economic status and pupil sex on school achievement in English language. *Journal of vocational and Technical Education in Nigeria*. A.B.U. Zaria. Vol. 3 No. 3 pp. 27
 16. Omonyi, A.A. (2019). Socio-economic status as predictor of deviant behaviors among Nigeria Secondary School Students. *International Journal of Educational Research*. Vol. 3(2) 2007 pp. 225-236.
 17. Ovansa E. (2017). Influence of head teachers' Instructional Supervision Strategies on Curriculum Implement at ion in Public Secondary schools in western district in Zanzibar.(Unpublished master's Thesis).
 18. Sandefur, M., Zhang, C. (2019). Parental Education, Family Income, and Peer Group on Children's Academic Performance in China. Bachelor of Social Sciences-Senior Theses. Paper1.
 19. Yamane, Y. (1967). *Mathematical Formulae for Sample Size Determination*.