

THE IMPACT OF SOCIO ECONOMIC STATUS OF PARENTS ON STUDENTS' LEARNING IN SHEGER CITY KOYE FATCHE SUB CITY GOVERNMENT SECONDARY SCHOOLS

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Declaration

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This is to certify that the thesis prepared by Asaminew Derib Haile, titled of the influence of parents' socio economic background on learning in public high school and summated in partial fulfillment of requirement for the degree of master of art in educational planning and project management complies with the regulation of the university and meets the accepted standard with respect to originality and quality.

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Abbreviation and Acronyms

AAU- Addis Ababa University

EGSECE- Ethiopian General Secondary Certificate Examination

MOE- Ministry of Education

NGO- Non Governmental Organization

SEB-Socio Economic Background

SES – Socio-economic Status

SPSS- Statistical Package for Social Science

Abstract

The objective of this study that Parental socioeconomic status is reflected in income, educational level, occupation, and home learning resources. National examination results have consistently remained low in many public secondary schools within the study area, despite prior research in other parts of Ethiopia, with little attention paid to newly urbanizing areas like Koye Fatche administration needed to be studied. The study used four fundamental research questions to determine how much parental income, education, and occupation have an impact on students' academic performance. Parental socioeconomic status, as evidenced by income, educational attainment, occupation, and home learning resources all have influence on learning as viewed from prior literature. In order to investigate the influence of parental socioeconomic status on students' learning, a descriptive research design using an embedded mixed methods approach explanatory sequential was appropriate. The target population consisted of 587 students, 65 teachers, and 8 school principals and vice principals from four public high schools. The total sample of 238 respondents was determined using yemane's formula. Stratified sampling was used to categorize participants into students, teachers and principals, while simple random sampling selected students and teachers. Purposive sampling was used to select an experienced principal for an interview. The questionnaires were administered to 238 students, and teachers, also, interviewed 4 principals. Data was collected from both primary and secondary resources. Primary data were obtained through structured questionnaires and semi-structured interviews. Instrument validity was ensured through expert review and pilot testing. Reliability was tested using cronbach alpha, yielding coefficient 0.94 for teachers and 0.72, for students indicating acceptable internal consistency. Descriptive statistics was employed in this study by using SPSS–version 25, to analyze close ended quantitative data that were collected through questionnaires. From the descriptive statistics, frequency counts, correlation and percentages were used as needed to analyze the data. The research has identified major problems influencing academic performance of students, such as Socio economic status, parental education, overcrowded classrooms, lack of teaching materials, peer pressure, social media distraction, transportation problem, low parental involvement, and Parental encouragement, etc. Based on these findings conclusions and recommendations were suggested. The study concluded that parents' socioeconomic status (SES) has a significant influence on students' learning and academic performance at Koye Fatche public high school. The study also recommends the responsibility of the stalk holder to guide students and facilitate conditions for their learning.

CHAPTER ONE

INTRODUCTION

This chapter of the study sought to investigate how parental socio-economic status influence students' academic performance in Koye Fatche Sub-City Public secondary schools. It covers background of the study, statement of the problem, research objectives, research questions and significance of the study.

1.1 Background of the study

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill, and sound attitude. It makes an individual civilized, refined, cultured, and educated. For a civilized and socialized society, education is one of the means of development. Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering the right attitude and habits. Education principally reflects a societal process and implies social framework for development whether societal or individual.

Since the learning process works on a lot of possibilities, the educational goals should be suggestive and flexible to incorporate revision to meet the requirements of society and of the child who lives and grows in it. According to Mohammed and Muhammed (2010), cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies in the hands of the parents. This is congruent with the common assertion by sociologists that education can be an instrument of cultural change which is being taught from home is relevant in this discussion. Socio-economic status (SES) refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities. It involves not just monetary wealth but also social prestige, power dynamics, and access to resources and opportunities. (Mistry, Benner, Biesanz, Clark, & Howes, 2010).

Income, which is often considered a key aspect of socioeconomic status (SES), refers to the monetary resources that people and families have at their disposal. It impacts on the availability of essential resources such as housing, healthcare, and education, thereby determining living

standards and the overall quality of life. However, money alone gives an imperfect view of SES since it misses other characteristics that contribute to social stratification. Socioeconomic status (SES) is a complex concept that encompasses both tangible and intangible benefits and drawbacks in terms of wealth and social standing (Duncan & Magnuson, 2012) .The socioeconomic status of parents is their social, economic, and cultural status; it is composed of their level of education, occupation, achievement, family wealth, and culture, as well as their home educational resources (Miftahu & Melaiye, 2021).

According to Salisu et al., parents are carried with the responsibility of training their children, and this is done in accordance with the family income, which is a function of SES. Research has repeatedly shown a strong linkage between socioeconomic standing and academic success. Studies have found that students from a good background perform significantly better than students from a lower background (Salisu et al., 2022).

Academic performance is a major measure of the success of students in school (Goni & Bello, 2016). It is measured by factors such as test scores, grade point averages, and educational attainment and is often considered a crucial indicator of educational success (Sirin, 2005). Multiple studies have repeatedly shown that socio-economic status (SES) has a substantial impact on academic attainment results (Reardon, 2011; Sirin, 2005). Studies have shown that there is a relationship between parents' SES, and students' academic achievement and parenting styles (Nja et al., 2022). The ways in which parents' socioeconomic status can affect how well their children perform in school, depending on parenting styles, Families with a higher SES often have more money to spend on their children's education, giving them access to good schools, private tutoring, and activities that help them learn more. Occupation, which represents an individual's abilities, credentials, and the demand for their talents in society, is a key factor in determining socioeconomic status (SES). Certain vocations provide prestige, financial incentives, and prospects for promotion, thus bestowing higher social status and privilege.

Conversely, people engaged in low-paying or insecure occupations typically endure economic uncertainty, restricted access to benefits, and social shame. The occupational hierarchy reflects greater structural inequities, including gender, racial, and ethnic imbalances, which determine people's socioeconomic destinies. Wealth, separate from income, incorporates accumulated

assets, investments, and property ownership. While income indicates a flow of resources over time, wealth incorporates intergenerational transfers of economic advantage and acts as a cushion against financial shocks. Disparities in wealth, frequently sustained by past injustices and structural hurdles, lead to persistent disparities over generations. Wealth provides access to options such as property, business, and higher education, solidifying socioeconomic advantages for rich people and families. The dynamics of SES are not static but rather prone to change over time and across environments. Economic fluctuations, technological breakthroughs, and legislative interventions may change people's socioeconomic paths and restructure society's structures. Moreover, globalization, migration, and demographic transitions contribute to the diversity of SES profiles within and between states. Understanding these processes needs a comprehensive approach that encompasses historical legacies, cultural norms, and institutional imbalances. The sources used are Reardon (2011) and Pong (2009). These may facilitate the learning process and provide additional educational opportunities that enhance students' academic performance.

Meanwhile, parents with low SES have been reported to be unhappy, punitive, and harsh, and tend to bully their children more often when compared to parents with high SES (Nja et al., 2022). Beyond these observable measures, SES incorporates larger sociocultural elements that impact people's life prospects and social mobility. Social capital defined by networks, connections, and social ties, increases access to knowledge, resources, and opportunities. Individuals anchored inside supportive social networks generally have benefits in education, careers, and health outcomes. Conversely, people without social ties may confront hurdles to growth and endure social isolation and rejection. Abdu-Raheem (2015) concluded that family conflicts are more prevalent among low-SES parents; this may affect their children's concentration in school and it leads to a low level of parental support and the potential for children to be exposed to domestic violence.

Children of parents with low SES have been reported to have lower academic achievements when compared to children of parents with high SES. Furthermore, the level of education of parents, which is a part of SES, has been found to be a strong predictor of how well children do in school. Educated parents with more qualifications in education usually know more about how the school system works and have the skills and information to help their children learn better.

They are more likely to do educational activities at home, help with schoolwork, and encourage a positive attitude toward learning (OECD, 2019; Reardon, 2011).

Additionally, a student's social and cultural capital can be affected by their socioeconomic level, which can have an effect on how well they do in school. Students from higher socioeconomic status (SES) backgrounds often have more access to a diverse array of resources, including educational mentors, cultural opportunities, and social connections. These factors may assist students in developing abilities, behaviors, and attitudes that are highly regarded in the education system, ultimately leading to improved academic performance (Sirin, 2005).

However, it is crucial to consider that the correlation between socioeconomic status and academic performance is intricate and influenced by several factors. Thus, students with a high socioeconomic status tend to perform better than students with a lower socioeconomic status; this can be in terms of experience, exposure, skills, and knowledge. It is important to acknowledge that the academic performance of students can be influenced by various economic, educational, and sociological challenges. These challenges are often linked to the socioeconomic status and backgrounds of some parents. It can be difficult for students to navigate these hurdles, hence, researchers strive to contribute to a supportive environment that can enable students to overcome these obstacles and achieve their full potential.

In Ethiopia, disparities in family economic conditions continue to affect students educational opportunity, Koye Fetche Sub-city is one of the sub-cities in Sheger city administration and in the sub-city, there are four government/public secondary schools. These secondary schools host more than 587 students and provide educational services with more than 65 teachers and support staff. For the last three and four years the performance of students in these public/government schools in the national exam has not been satisfactory. According to school reports, the national exam passing rate of these government/public schools is not more than 5% of the total number of students who sat for the exam.

Table 1.1 State of National Examinations at Public High Schools

No	Name of High Schools	2022		2023		2024	
		Students sat for national exam	Students passed national exam	Students sat for national exam	Students passed national exam	Students sat for national exam	Students passed national exam
1	Tullu Dimtu secondary high school	590	45	765	67	427	71
2	Koye Fatche secondary high school	685	24	710	17	817	46
3	Abiye Silto secondary high school	254	0	243	2	301	0

According to the data, Sheger City's public secondary schools face significant academic performance challenges. For example, only two students passed the national exam in 2023 (0.8%), and the pass percentage at Abiye Silto was zero percent in 2022 and 2024. This implies that almost every student is failing the national test. The pass rates at Koye Fatche Secondary School range from 2.4% to 5.6%, which is far lower than any fair standard. Although Tullu Dimtu Secondary School's academic performance increased to 16.6% in 2024, it is still quite poor. This demonstrates that, quality of education is below the standard due to various reasons.

1.2. Statement of the problem

The issue of poor students' academic performance has become a major concern for stakeholders, parents, teachers, school management, and the government. The recent results of the National School Leaving Certificate Examination, in Ethiopia have shown that the performance of most students was below expectations. This has created serious concern within society. It is used for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to equal or unequal learner performance. These variables are inside and outside the school and they affect

students' academic performance quality. These factors may be termed student factors, family factors, school factors, and peer group factors. Among these, socio-economic status is one of the most researched and a debated factor among educational professionals as it contributes positively or negatively to the academic performance of students.

The most prevalent argument is that the socio-economic status of parents' affects the quality of their children's academic performance. Most of the experts argue that the low socioeconomic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled. As a result, they do not perform better academically. On the other hand, some scholars maintained that children from rich home or well to do families are not always academically sound because of the over petting from their home or families. Additionally, several studies have established a clear link between parental socio economics status and students' academic outcomes. According to Byiringro (2024) in Dessie town, family characteristics explained 76.7% of the variation in mathematics achievement among secondary school students, with a strong correlation ($r = 0.610$) between family status and performance of students. The studies recommend sensitizing families to support education. Aragawu (2022), in three government Secondary schools in Addis Ababa (Yeka, Arada, Gullale Sub-Cities), reported positive and statistically significant correlation between all three SES indicators (parental income, education and occupation) and students' Grade 8 national examination score.

Based on this fact, this study seeks to examine the influence of socioeconomic background of parents on students learning achievements in Sheger City Administration, Koye Fetche Sub-city public/government high School. No previous research has been conducted on the relationship between parental SES and student learning. The absence of empirical evidence from this location is particularly problematic because Koye Fatche possesses distinctive characteristics that may influence SES-achievement dynamics in ways not observed elsewhere. Koye Fatche is a newly developing urban area that has experienced rapid transformation from peri-urban or semi-rural land to a densely populated residential zone. With incomplete infrastructure development, long-term residents with recent migrants, a mix of formal and informal housing, and emerging community structure and social network, these characteristics may create unique conditions for the relationship between family background and educational outcomes. Most existing Ethiopian

studies have been conducted either in the capital (Addis Ababa) or in well-established towns like Bahir Dar, Mekele, etc.

Furthermore, existing studies often focus on primary school students or specific outcomes such as career decision-making, neglecting public high school context and the actual learning outcomes. Previous Ethiopian research has largely operationalized students learning using standard test scores or GPA alone and has not examined the learning process. This study aims to address the problem to investigate how parents' social economic status affects/influences the learning process of the students academically in Koye Fetche Sub-city public/government high School.

1.3 Research Questions

The study addressed the following research questions:

1. How do parents' occupations, income and level of education affect students' academic performance at Koye Fatche sub-city public high School?
2. What is the perception of students, teachers, and principals of school regarding how the socioeconomics of parents affects learning at koye Fetche sub-city public high school?
3. Is there a statistically significant relationship between parental socioeconomic status indicators (income, education level, and occupation) with student academic performance at Koye Fatche sub-city public high School?
4. What intervention do stakeholders recommend to address socioeconomic barriers to learning in the study area?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study was to explore/assess the influence of parental socio-economic status on students' learning in public high school within Koye Fatche sub city, sheger city.

1.4.2. Specific Objectives

The Specific objectives of the study were:-

- To assess the influence of parents' occupations, income, level of education and home environment on students' academic achievement in Koye Fatche sub city public high School.
- To examine the relationship between socio-economic status (SES) and academic performance of students.
- To explore the students, teacher and principal perception of how socioeconomic factors influence learning experience.
- To identify possible interventions to mitigate the negative effects of low socioeconomic status on student learning.

1.5 Significance of the Study

The study contributed to knowledge, policy, and practice in several ways

- The study may help parents, teachers and school administrators to be enlightened on the effects of parents' socioeconomic status learning and the research will highlight school level intervention that might mitigate the effects of socio economic disadvantage.
- Measures needed to be put in place to ensure students perform well in their academic activities.
- The study is also likely to encourage parents to make their children relatively comfortable in schools.
- Furthermore, the study added to existing literature on parental socio-economic status and may serve as reference for further research on the same topic.

1.5.Scope of the Study

The study was conducted in public high School Koye Fatche Sub-city, Sheger City administration. It focused on examining the influence of parental socioeconomic status on students' learning and the participants included students in grades 9-12, teachers, and principals/directors of selected public high schools.

1.6 Limitation of the Study

The study was limited by time, financial constraints and logistic challenge; it was not possible to cover the opinions of all parents of students who live in the city and outside of the city. Therefore, the study focused only on the principal/director of the school/main and vice directors, teachers and students of the school.

1.7. **Operational Definitions of Terms**

Socio economic status (SES) of parents refers to the combined social and economic position of students' parents, therefore, parents' education level, parents' occupation, parents' household income and basic household assets will be categorized as low, medium, high.

Income: - the amount of money earned by individuals or households, including wages, salaries, investments, and government transfers (Adler & Rehkopf, 2008; Galobardes, Shaw, Lawlor, Lynch, & Davey Smith, 2006).

Education: - the level of formal education attained by an individual, such as completing primary, secondary, or tertiary education (Gottfredson, 2004; Sirin, 2005).

Occupation: - the type of work an individual engages in, often categorized by skill level, industry, and level of responsibility (Adler & Rehkopf, 2008; Gottfredson, 2004).

Learning: - Learning refers to the level of student academic engagement and performance measured by average semester score or academic achievement, class participation, homework completion and study habit.

Public high school: - Public high school from grade 9-12 government owned secondary school located in Koye Fatche Sub City under Sheger City Administration.

Influence: - Influence the statically relationship between parents' socio economic status and students learning outcomes, using correlation and regression.

Academic achievement: - Academic achievement the outcome of learners after assessing the extent to which a student scored in examinations.

1.8.Organization of the Study

This thesis is organized into five chapters. The first chapter presents Introduction, background of the study, statement of the problem, objectives of the study, significance and limitations of the study, organization and definition of operational terms. The second chapter consists of a Literature review. The third chapter includes research methods used in the study. The fourth chapter incorporates data presentation, findings and analysis of the data. The last chapter, chapter five, provides a research summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

Review of literatures according to Kombo and Tromp (2006) is an account of what has been published on a topic of accredited scholars and researchers. It involves examining documents, such as books, magazines, journals, and dissertations that have a bearing on the study being conducted. Therefore, this chapter focused on theoretical concepts like socioeconomic status, and related concepts, factors that influence the child's learning, empirical literatures and conceptual frameworks of this study.

2. Theoretical Concepts

2.1. Socioeconomic status of parents

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income versus an individual, when their own attributes are assessed (Wikipedia Encyclopedia)

A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family), note Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993). Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wider range of resources to promote, explore and support young children's mental and physical development. The parents have more resources to focus on the needs of a child's growth with regard to his/ her mental and physical care, access to better books, educational toys (edutainment concept) which assist in the grooming of a character. Since the families with a better socioeconomic status do most of the activities together, their togetherness at home also helps in developing better characteristics. These opportunities help parents in understanding the emotional, mental, social, physical, psychological and most of all the cognitive growth or development. Higher socioeconomic status in itself builds the confidence of an individual to face

various challenges in life compared to a poverty stricken individual who is hopelessly meeting the ends in his life, particularly challenges that children face at school.

Families with low socioeconomic status not only lack financial, social, and educational support from their siblings, peers or the community at largest; they may also be deprived of communal support around them at crucial times in their life. These are extremely important factors that promote and support a child's development and school readiness. Parents with low socioeconomic status find themselves struggling to augment financial resources and lack time for their children in imparting values, good habits, manners, which may even end up in ignorance about immunizations or basic nutrition for their child. Zill, Collins, West, and Hausken (1995), State that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status.

Poverty does not become a curse for adults alone but for children more. It is the children who become easy victims to hunger, growth, diseases, physical and mental disabilities, abuse, early marriages, child trafficking, homelessness etc…these are the environmental factors that contribute immensely to children that live in poverty being four times more likely to have learning disabilities than non-poverty students (Apple & Zenk, 1996). According to Casanova, Garcia-Linares, Torre and Carpio (2005), it is a combination of these environmental factors as well as family influence that contributes to student academic success. If a student has not eaten for days and has clothes that don't fit, how can he/she be expected to maintain focus in a classroom? Children coming from poverty are not provided the same tools as the wealthy; they are entering schools already behind those not living in similar conditions. According to LiGrining (2007), research suggests that the problem starts with the parents and their lack of education and understanding of the needs of children.

The nature of the relationship between socioeconomic status (SES) and student achievement has been debated for decades, with the most influential arguments appearing in Equality of

Educational Opportunity (Coleman, et al., 1968) and Inequality (Jencks, et al., 1973), in the United States of America, and a number of commissioned inquiries in Australia (Commission of Inquiry into Poverty, 1976; Karmel, 1973). A person's education is closely linked to their life chances, income and wellbeing (Battle and Lewis, 2002). Therefore it is important to have a clear understanding of what benefits or hinders one's educational attainment.

Socioeconomic background actually sets the road map of achievements. Therefore, since it is the determining factor for academic achievement, we experience it in our daily lives as well. There are various topics that are closely related to academic performance. It includes the aptitude of the student, his approach to academics, environment of the school, peer pressure and his relationship with the mentors. Therefore, Student Role Performance (SRP) is a term which can be used to describe how well an individual fulfills the role of a student in an educational setting. Gender roles, race, and school effort, co-curricular activities, deviance are all important influences on SRP and have been shown to affect achievements. These all come under the umbrella of socioeconomic conditions. Research has found that socioeconomic status, parental involvement and family size are very important factors in students' academic performance (Majorbanks 1996). Family background is a key to a student's life and outside of school is the most important influence on student learning. The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future.

The socioeconomic status of a student is most commonly determined by combining parent's educational levels, occupational status and income level (Jeynes 2002). Studies have repeatedly found that socioeconomic status (SES) affects student outcomes (Baharudin and Luster, 2002). What is to be imbibed is that educational attainment correlates with parental socioeconomic status in conservative and traditional sense, particularly parental education. The study stipulated above and below is meant to examine the impact of parental socioeconomic status on a child's education. The study assesses the impact of age, gender, marital status, income, region, and parental socioeconomic status on education from cross-section data collected in 1974 and 2004. These data are from the General Social Survey of 1974 and 2004. Multivariate analysis of data shows a moderate decline in the effect of parental education particularly for the younger cohort (25-39). Overall, there is more room for future governmental policies to influence the

educational attainment of poor and lower middle class children particularly with respect to attending college.

Socioeconomic status (SES) can also be defined firstly as a construct that represents the social and economic background of an individual or group unit (e.g., household). Secondly, the sociological concept addresses relative position in a particular social structure as it is based on the assumption that an unequal status structure exists in all societies (Hollingshead, 1975). It normally includes acquired (e.g., wealth, status, and prestige, following Haug, 1977).Versus biological characteristics of an individual such as age or ethnic origin. At household level, it can include demographic data such as place of residence. It is a construct designed to group context-specific, meaningful, and statistically valid indicators, either as a composite indicator or by using single indicators/variables, or even a single proxy variable for social and economic standing.

Socioeconomic status refers to the absolute or relative levels of economic resources, power, and prestige closely associated with wealth of an individual, community, or country. Socioeconomic status is a multidimensional construct comprising multiple factors, such as income, education, employment status, and other factors. It is a measure of a person's social position based on income, education, and occupation.

Hart and Risley (1995) reported a correlation between SES, language stimulation, and language abilities. Their study and those like it inspired the creation of the LENA System. Even though the impact of SES on language outcomes is widely known, few of the studies reported here were able to control for this important variable. Eleven studies failed to report SES and another twelve reported that their samples skewed towards high SES participants. Two studies also reported an SES mismatch between comparative groups (Jackson & Callender, 2014; Wood, Diehm, & Callender, 2016). Five of the studies reported that comparative groups were matched either to each other or to census data. Five studies represented a range of maternal educational levels while seven others reported including only low SES participants.

2.2. Factors Affecting Socioeconomic Status

Income

"Income" can be defined invariably as wages, salaries, profits, rents, and any flow of earnings received. However, another way of looking at revenue generation (income) is in the form of workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist John Maynard Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate (Economy professor, 2008). Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Income inequality is most commonly measured around the world by the Gini coefficient, where 0 corresponds to perfect equality and 1 means perfect inequality. Economic inequality in the US is on the rise, leaving low income families struggling in society. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises (Boushev, 2005).

2.2.1. Education of children

"Educational attainment" corresponds to the SES because it is a cross cutting phenomena for all individuals. An individual's educational attainment is considered to be the bench mark for his overall achievement in life, reflected through his grades or degree. Consequently, education plays a role in income. Education gives impetus and thus increases earnings. As conveyed in the chart, the highest degrees, professional and doctoral degrees, make the highest weekly earnings while those without a high school diploma are financially penalized. Higher levels of education are associated with better economic and psychological outcomes (i.e.: more income, more control, and greater social support and networking). Education plays a pivotal role in honing the skills of an individual that makes him/her a ready person to seek and acquire jobs, as well as specific qualities that stratify people with higher SES from lower SES. Annette Lareau speaks on the idea of concerted cultivation, where middle class parents take an active role in their

children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Laureau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. In theory, lower income families have children who do not succeed to the levels of the middle income children, who feel entitled, are argumentative, and better prepared for adult life (Annette, 2003).

2.2.2. Occupation of parents

"Occupational prestige" as one of the components of SES, comprises income and educational attainment. Occupational status corresponds to the educational attainment of an individual through which, obtaining better jobs, exploring and retaining better positions becomes inevitable and thus improvement in the SES. Occupational status consequently becomes an indicator for our social position/ status in the society, hence, describing job characteristics, decision making ability and emotional control, and psychological demands on the job (termed as emotional genius)

Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, computer support specialists, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and ability and greater control over working conditions. Those jobs with lower rankings were food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The jobs that were less valued were also paid significantly less and are more laborious, physically hazardous, and provide less autonomy (Janny &L.David, 2005).

However, it is imperative to say that occupation may become misleading at times as well to measure an individual status as in today's modern world, so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled, manual labor to professional or use a combined measure, using the education level needed and income involved.

In today's world, depletion of resources and recession has caused quite a chaos in the minds of the individuals; usurpation of basic rights of the powerless is the vogue of our society in which we live. Therefore, identifying the right occupation has also become one dilemma in our society, therefore, in the existing circumstances, occupations that are in line with an individual education are quite hard to be found, hence, compromises on occupations is inevitable as long as the financial reward addresses the basic needs of an individual allowing him to maintain the social strata in which we survive and interact

2.2.3. Concept of Academic Performance/achievements

According to Obinna (2010), academic performance is the term that indicates a student's achievement after completing a course or subject from an institution. It measures students' learning across various academic subjects, which is assessed by formative and summative assessments. It refers to the outcome of students' efforts to attain some educational goals. Academic performance implies the extent to which a student teacher or institution has attained their short or long term educational goals. Completion of educational bench marks such as secondary school diplomas and bachelor degree represent academic performance. Academic performance is commonly measured through examination or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important, procedural knowledge such as skills or declarative knowledge, which refers to the acquisition of facts and information (Obinna,E. 2010).Therefor, academic performance is a multidimensional concept that reflects learners' achievement of educational goals and outcomes.

Academic achievement is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates. **Academic achievement** describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as obtaining a diploma, certificate, or bachelor's degree. Academic achievement is often measured through examinations or continuous assessments. Therefore, academic achievement serves as an important indicator of educational success and learning outcomes.

According to APA (American Psychological Association), academic performance refers to a student's achievement and success in their educational endeavors. It is typically measured by assessing a student's grades, test scores, and overall academic accomplishments. It serves as an indicator of a student's mastery of subject matter, their ability to apply knowledge, and their level of engagement and effort in their studies. Teachers, parents, and educational institutions use academic performance data to identify areas of strengths and weaknesses, tailor instructional support, and track students' progress over time. For students, academic performance can be a source of motivation, recognition, and future opportunities, such as scholarships, awards, and college admissions.

For student academic Performance, the choice as whether to use an individual students' SES or an aggregate SES based on the school that the student attends (Pittman, McGinty& Johnson-Busbin, 2014), or the neighborhood where the student resides (McCoy et al, 2015), has been considered. The research was restricted to individual students" test-scores owing to the fact that aggregate SES may introduce „ecological fallacy" into the interpretation of results from various studies with differing units of analysis (Sirin, 2005). Performance in national examinations is embraced as an indicator of quality in education systems that are examination oriented (Duflo, Dupas& Kremer, 2015). Learners who perform well are perceived to have received high quality education. Despite the Government of the Republic of Kenya commitment to provide high quality primary education, pupils" academic achievement remains a challenge in Kenya. It is therefore important to establish how parental factors influence the performance of children in schools.

2.2.4 Family SES and students achievements

Theoretical and empirical work has emphasized that family SES has an impact on children's educational outcomes, examined mechanisms through which family SES is related to children's achievement, and identified potential pathways behind this relationship, one of which uses three forms of capital: economic, cultural, and social capital (Bourdieu,1986; Coleman , 1990). In other words, differences in the availability of these forms of capital across households eventually lead to disparities in children's academic achievement (Buchmann, 2002).

Bourdieu (1986) argued that capital can present itself in three fundamental forms and that economic capital is the source of all other forms of capital. The other types of capital are treated

as transformed and disguised forms of economic capital. Economic capital can be used in pursuit of other forms of capital; for example, family income can be used to pay for organized after-school activities, to access elite educational opportunities, or to build up valuable social networks (Lareau, 2011). Children from disadvantaged backgrounds are constrained by the financial resources they and their family possess (Crosnoe and Cooper 2010). Therefore, economic capital determines the extent to which parents can offer financial support to children's academic pursuits and overall educational achievement.

In addition to economic capital, cultural capital, namely knowledge of cultural symbols and ability to decode cultural messages, helps parents transmit their advantages to children and to reproduce social class (Bourdieu, 1986). According to Bourdieu (1986), an individual's cultural capital can exist in an embodied state as well as in an objectified state.

In the embodied state, cultural capital focuses on "physical capital," where the body itself is a marker of social class, as particular embodied properties exist as a consequence of specific class practices (Tittenbrun, 2016). Through this state, inequality in socioeconomic class can find expression in embodied ways, such as physical appearance, body language, diet, pronunciation, and handwriting. In the objectified state, inequality is expressed in forms of cultural goods, such as accessibility to pictures, books, dictionaries, and machines. Therefore, in this view, Bourdieu sees the body and cultural goods as forms of currency that result in the unequal accumulation of material resources and, by extension, represent an important contributor to class inequality (Perks, 2012).

Children from higher social classes also have advantages in gaining educational credentials due to their families. Cultural capital is considered an important factor for school success. Yang (2003) suggested possession of cultural resources had the most significant impact on students' mathematics and science achievement in most countries. If cultural resources are differentiated according to family background, and if some cultural resources have more value than others in the education system, it is reasonable to assume that differential achievement is related to an individual's social class (Barone, 2006). For example, a student's social ability and language style, as well as attitudes toward the school curriculum and teachers, may differ according to social class origins (Barone, 2006). As such, parental school choice in some countries favors

children from those families that already possess dominant cultural advantages (i.e., children attending private schools in the United States), thus confirming the cultural inequalities between classes and status groups of families to produce educational inequalities among their children (Shavit and Blossfeld, 1993). Lareau (1987, 2011) further posited that middle-class parents have a different parenting style, which she termed concerted cultivation, fostering their child's talent through organized activities, while working-class parents tend to have a natural growth parenting style, letting their children create their own activities with unstructured time. Consequently, middle-class families prepare their children better for school since their parenting style is more valued and rewarded by the school system.

Finally, the possession of social capital reflects the resources contained in social relations, which can be invested with expected benefits (Bourdieu 1986). Differences in educational success can be attributed to different levels of existing social capital, which is produced in networks and connections of families that the school serves (Rogošić and Baranović, 2016),Coleman (1988) developed a conceptual framework of social capital in which social structure can create social capital, through family, school, and community. The relationships between the family and the community may be used to explain the higher educational achievements of students based on expected achievements with respect to their socioeconomic status (Mikiewicz et al. 2011).

In summary, while the overall association between family SES and students' academic achievement is well documented in theoretical and empirical work, the magnitude of the relationship between family SES and achievement differs across countries. This may be related to differences in education systems and jurisdictions, and societal changes over time.

2.3. Influence of Family on Students' Academic Performance

The evidence produced so far has shown that the family and parental status provide the first learning opportunity for the child. Thus, apart from the financial aspect of human social significance, the social stratum and educational level of the parents are very important for the academic progress of the children. Thus, the role of the parental position and level of wealthiest cannot be over emphasized. According to Ibe (2013) from the preschool age the child had already begun learning from the older people in the family, and seeing in them the gap which exists between childhood and realities of adulthood which I think that every child would

consciously choose to work in order to grow significantly.

2.3.1. Parents Income and Students' Academic Performance

The home learning setting is formative in a child's social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory. Ogbu (2011), observe that family characteristics are a major source of disparity in students' outcomes. He noted that children, whose parents are rich, have certain needs, physical, and sociological needs, which when met contributed positively to their academic performance. These needs may include a conductive reading atmosphere, good food, playground, provision of books, and other essential materials.

According to Ogulu (2014), the high socio-economic status parents are able to provide their children with books to encourage them in their various learning optimal care and education for their children However, the challenges are more devastating among the poor income families that struggle to provide the basic needs to sustain their family. Dubey (2011) believes that in terms of material circumstances, or environment, parents of the relatively high class are able to supply children with more opportunities to learn things which will aid their learning in school. Ogulu (2014) stated that high-income enables parents to give their children the advantages of what money can buy. A high income parent provides good schools which can equip them in academic performance.

According to Jenks (2018), many students from low-income homes are kept away or sent out from school or excluded from certain activities or lack money to provide the prescribed equipment or materials. They suffer from the stigma of being isolated during break meats because of poverty. He alleged that educational opportunities of the children are clearly related to the socio-economic backgrounds of their parents. Children of the elite have better educational opportunities than the children of non-elite parents.

Jenks is of the view that many students from low socio-economic homes respond incomprehensibly to classroom teaching because their home environment has not exposed them to the kinds of materials used in school. Obinna (2010) asserts that life in a single parent's family or broken home can be stressful for both the child and the parent; such families are faced with challenges of inadequate financial resources.

According to Brown (2018), parents from low socio-economic status families may be unable to afford resources such as books, computers and school fees for their children. Families with low economic status often lack financial, social and educational support that characterizes families with high socio- economic status due to their poverty levels. In addition, Dubey (2011) holds that they have more appropriate knowledge about the academic needs of their children. Thus children coming from to do homes well have an advantage in learning due to prior experience, resulting from the opportunities provided in their privileged circumstances.

2.3.2. Parents' Level of Education and Students' Academic Performance

Generally, traditional research has revealed that more highly educated parents and especially mothers have greater success in providing their children with cognitive and language skills that contribute to success in school. Parents' level of education is important to schooling as parents want their children to maintain the status quo (Malian, 2019). It's also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their children will earn good grades, behave well in school and attend college. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education (Malian, 2019). However, parents' over expectations might also cause stress to their children which translates to poor educational attainments.

Rubin (2015) pointed out that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries- all activities educated parents are more apt to do- they are engaging the child in a number of direct learning experiences that will help him or her to achieve the best in education. Rubin (2015) carried out a study on the relationship between the parents' level of education and academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and students' academic performance. There is a gap here, in that the researcher carried out his study in urban areas but this study was carried out in rural - arid areas so as to find out the influence of parental socio-economic status on students' academic performance.

Johnri (2014) conducted a study on the effect of parental level of education on students'

academic performance in Norway. The results of the study indicated that there is a positive correlation between parental level of education and their children's academic performance. There is a gap here that leaves a window for further study as all the social-economic factors were not exhausted. The research did not look at how parents' occupation and income affect their children's academic performance. This gap in knowledge was filled by this study.

2.3.3. Parents' Occupation and Students' Academic Performance

Parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life. Ogbu (2011) conducted a study on "The impact of Parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia." The result showed that students from parents with formal education perform better than those from parents with informal education. However, the researchers did not give any details on how the time parents spent in their occupations (whether formal or informal) affects students' academic performance.

Ibe (2013) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore they are often left with less time to spend with their family members and getting more involved in their children's educational activities. However it's also important to note that not all parents in inferior occupations work for long hours.

Magnuson (2017) conducted a study on the "Impact of parents' profession on their Children's learning of English in Pakistan." The results revealed that for learning the English Language, parents' profession has a positive correlation that varies with respect to their profession. In this study Mohammed found out that children whose parents have more advanced or better profession live in places where English Language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions .The study only focused on learning of English Language but this current research focused on the general academic performance of secondary school students.

2.4. Factors that Influence the Child's learning

Education is all about learning, and learning as a continuous process cannot take place without

some people who are very significant to the child's existence. These people or individuals are the people that increase the child's change in behavior. These people could also be classified as the agents of socialization among the various agents of socialization are: Family, Peer Group, Community and Religious Bodies (Fang, & Yaacob, 2016).

2.4.1 Family

The child's immediate environment is brought to his/her knowledge as the child begins to grow, seeing the parents and the other components of the society's preventative. In the family, the child begins the informal aspect of education. The accepted societal values and norms are transmitted into the child with the examples that the child learns to follow. Thus, the learning of the language of the society and the attendance to the society's call cannot emerge if the family cannot perform its duties. It is the family that introduces the child to the school system. Thus, the family group or background affects the child's education. In a situation where the child has the wherewithal needed for the achievement of educational requirements, that child would be better disposed to benefiting from real formal education. A child's focus should be channeled towards appropriate attitude towards education in the early period of the child's education.

2.4.2 Peer Group

Another factor that leads to the learning abilities of the child is the influence of the peer group. A child does not attend the school in isolation. There are his age mates, play mates and school mates who have invaluable influence on the child's dispositions. Thus, the family could impart certain values into the child and the child sticks to it for a very long time, only to lose those values in the school owing to the influence of the peer group. In another dimension, peer groups helps to make a child learn better. In a group activity, the children are brought into the chance of learning from each other. This makes the individual child learn from the ones who have better ideas of the concept at stake.

2.4.3 School

The school is the direct learning avenue for formal education. In this case, there are the roles and factors that the school must employ in order to make the child learn. A child' comprehension depends on the management of the school and the school environment cum the teacher's dispositions to teaching and methods that he/she employs to drive home the points. The teacher

is the implementer of the society's curriculum. The contents of the curriculum are made known to the teacher who ought to know the methodological requirements for the imparting of knowledge to the learner.

2.5 Empirical Review

Theoretical and empirical work has emphasized that family SES has an impact on children's educational outcomes, examined mechanisms through which family SES is related to children's achievement, and identified potential pathways behind this relationship, one of which uses three forms of capital: economic, cultural, and social capital (Bourdieu 1986; Coleman 1988, 1990). In other words, differences in the availability of these forms of capital across households eventually lead to disparities in children's academic achievement (Buchmann 2002).

An individual's income, education, occupation, and social standing are only some of the factors that make up their Socio-economic status (SES). Opportunity, access to resources, and quality of life are all influenced by it. This paper will investigate the relevance of Socio-economic position, how it affects individuals and society, and how this has policy implementations. The education of a child is directly linked to the future of a country's labor force and thus determines the competitiveness of the country in the global market. This study found that a child's background has a huge impact on his educational achievements. This finding is constant with the other studies done on this topic as well as this research paper [6, 31]. The study showed factors like the background of a family, differences in opportunities to get an education, and behavior learning of children had a wide gap of 34.4% in the test scores of the children.

Another study was conducted by Gemechu Abera Gobena to find a family SES' that affects students' academic achievements at the college level. The study indicated that there were more boys in the sample than girls. This means families with low SES tend to spend their finances in favor of male children. The majority of respondents' fathers were more educated than their mothers. This supported the findings of this research. Educated families supported their children's educational achievements through encouragement and guidance [32, 33]. Moreover, Juan Liu, Peng-Peng, and Liang Luo researched "The Relationship between Family Socioeconomic Status and Academic Achievement in China: A Meta-Analysis." Their research concluded the policy measures taken by the Chinese government over the years have promoted

educational equity to an extent. The relation between SES and language is stronger than for math/science [34].

Yoshida, Natsuho, (2023), the Socio-Economic Status and the impact of continuous assessment and improvement on primary education in Myanmar. This study explored the Continuous Assessment and Improvement System (CABS) as a function of the socio-economic status (SES) of households in terms of quality review and dropout rates. Participants attended five schools in urban Myanmar, and they were classified into three SES groups. The results showed unequal CAPS effects. The medium SES group benefited the most, with repeat and drop rates approaching zero post CAPS implementation. The high SES group was at the ceiling pre and post CAPS so was unaffected. Results were mixed for the low SES group grade repetition was roughly halved but high dropout rates persisted. Thus CAPS effects were mitigated in severe socio-economic circumstances.

Shehu, Blerta Peroli, (2022), the research study is Peer Acceptance in Early Childhood: Links to Socio-Economic Status and Social Competence. Social relationships and peer interactions play an important role in the healthy development of the child, and the opportunity for children to gain the necessary experience and maturity for the development of healthy relationships in the future. This study looks at factors associated with and predictive of peer acceptance and rejection in early childhood. The study participants included 130 children, their parents and teachers. Socio metric techniques, socio-demographic questionnaire, and the Vineland scale for adaptive behavior were used to collect the data. Results indicate that socioeconomic factors influence children's social standing in the group and higher scores in social and communication skills are positively correlated with peer acceptance.

2.6 Theoretical Framework of the study

This study is based on the Social Cognitive Theory that is a psychological model of behavior that underscores that learning happens in a social setting and quite a bit of what is discovered is increased through perception (Bandura, 2001; 1986), As indicated by the hypothesis, individuals have a criticalness to impact their own particular behavior and nature in an intentional goal–coordinated mold (Bandura, 2001). It additionally states that individuals can through thinking ahead, self– reflected, and self-administrative procedures, apply significant impact over their

own results and the earth all the more extensively. There are five concepts associated with the SCT framework; observational learning, self-efficacy, outcome expectations, self-regulation and goal setting. Observational learning revolves around the process of knowledge acquisition through observation of models. The models can be interpersonal imitation or media sources. This portion of SCT relies heavily on outcome expectancies. The environment that the observer grows in heavily influences these outcomes.

In this case, parents play a key role as models in a child's learning acquisition. Educated parents would be more intricate in the education of their kids hence would provide them with adequate learning resources that positively affect the child's academic performance. Identification, self-efficacy and vicarious learning, further development in SCT posits that learning will in all likelihood happen if there is a nearby recognizable proof between the eyewitness (child) and the model and if the observer has a good deal of self-efficacy. Self-efficacy beliefs function as an important set of proximal determinants of human motivation effect and action that operate on action through motivational cognitive and effective intervening processes. Vicarious learning, the process of learning from other people's behavior is a central idea of SCT. This asserts that individuals can witness observed behaviors of others and then reproduce the same actions. Because of this, individuals refrain from making mistakes and can perform behaviors better if they see individuals complete them successfully (Bandura, 1986).

In the same context, the environment one is raised in may later influence behaviors just as a father's mindset will determine the environment in which his children are raised. From the theory, students from high SES where parents hold high educational attainments, are wealthy and are in prestigious occupations would be motivated to strive harder to be like their parents or even more than them. As this occurs, their educational performance in whichever the level they are positively affected upon hence high performance.

Summary of the Literature Review

The Literature reviewed in this section has shown that the central concept of socioeconomic status is thoroughly explored , socioeconomic status (SES) is defined as a multifaceted measure of family's economic and social position, typically determined by a combination of income, parental education, and occupation, the review contrasts high and low SES families noting that high

socioeconomic status (SES) provide access to resource (book, education toys, nutrition, time) that foster school readiness and cognitive development. Conversely, low SES is associated with a lack of resources, increased stress, and environmental risk (e.g. poor nutrition, unstable housing can lead to learning disability).

The review shows that the components of socioeconomic status and academic performance are:-

- **Income**: - higher income allows families to meet immediate needs, accumulate wealth, and invest in educational opportunities. As well as low-income families often struggle to provide basic necessities and may prioritize immediate survival over long-term education investments.
- **Parental education**: - parental education attainment is a critical benchmark. Educated parents are more likely to engage in 'concerted cultivation'' actively fostering their children's talents through structured activities and discussion-which better prepares children for the school system.
- **Parental occupation**: - occupational prestige is linked to income, education, and autonomy. Prestigious, high-skill jobs offer more resources and flexibility for parenting, while low-prestige jobs often involve physical labor, less autonomy, and lower pay, limiting parental availability and resources for children's education.
- The reviews also cited Theoretical framework of learning as follows, **Social cognitive theory (SCT)**:- the study will be grounded in Bandura's social cognitive theory. This theory posits that learning occurs through observation and modeling within a social environment, key concepts relevant to the study include observational learning.
- **Observational learning; -** children learn by observing models, with parents being the most significant early models. Children from high- SES families observe behaviors (e.g. reading, discussing, and goal-setting) that are conducive to academic success.
- **Self- efficacy; -** a child's belief in their own ability to succeed is crucial. Supportive, educated parents can foster higher self-efficacy in their children.

The review cites a range of studies that support the central argument that a children's background has a massive impact on educational achievement with studies showing significant gaps in test

scores related to SES. Family SES affects academic achievement at all levels, from primary to college. The relationship between SES and language outcomes is particularly strong. The effects of SES can be so powerful that they mitigate the impact of educational intervention, with lower SES groups often benefiting less from such program

The literature reviewed regarding problems influencing academic performance further revealed that there are many problems that influence academic performance of students, with higher-achieving students likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation tend to associate with students who also were successful in school and avid readers. These findings suggest that both personal and environmental factors play a significant role in shaping students' academic performance and educational outcomes.

Student related problems (attitude, discipline & motivation); Home environment related problems (parental involvement, Socio economic status and parental education) and school related problems, school resources including textbooks, library and laboratory facilities, school leadership, teacher characteristics are significant determinants of academic performance.

The researcher did not come across local studies that sought to establish the academic performance improvement strategies employed by school principals in well performing and poorly performing schools. This is despite the fact that there are schools that consistently perform well in class room results and others where poor performance is endemic. To fill this research gap, this study aims to address the problem to investigate how parents' social economic status affects/influences the learning of the students academically in Koye Fetche Sub City public/government High School.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS

3.1 Research Design

This study applied descriptive research design methods, using both quantitative and qualitative research approaches to provide a comprehensive understanding of the topic. The quantitative data from questionnaires were analyzed by using descriptive and inferential statistics, as Orodho (2005), has noted, is an adequate way to evaluate educational programs when education works in a social context. Descriptive design was suitable for this study because the study was conducted in a context that requires direct responses to existing phenomena without manipulating variables.

The purpose of the study was to demonstrate the influence of parental socio-economic background on student learning at Koye Fatche Public High School. Specifically, the study employed an explanatory mixed sequential research design for the study. The integration of both methods enhanced the depth and validity of the findings.

3.2. Area of the Study

Sheger City koye fatche sub city Administration is a planned model of urban development established in 2022, which centers on the city of Addis Ababa to provide economic benefits for other satellite cities. The City administration was established through the integration of Sululta, Laga Tafo Laga Dadi, Gelan, Sebeta, Burayu, Kolobo, and the surrounding 41 rural kebeles. The city administration has 12 sub-cities, 36 districts, and 40 rural kebeles and served as county administration of Ethiopia. Sheger City covers an area of approximately 160,892.9 hectares. The total population of Sheger City is estimated to be 1,657,228.

3.3. Population, Sampling Techniques and Sample size

3.3.1 Population of the study

The target population of the study consisted of all students enrolled in Grades 9-12, principals/directors, and teachers in Public high school of Koye Fatche Sub City administration. According to data obtained from Koye Fatche education bureau ,there are three (4) public school, they are Tullu Dimtu secondary school, Koye Fatche secondary school, Sheger Ifa Boru secodary school, and Abeyi Silto secondary school have totally 587 students and 65 teachers and 8 principals and vice principals'.

3.3.2 Sampling Techniques

The population was stratified into three categories; student, teacher, principal of the schools. From each stratum samples selected by simple random sampling for open ended and close ended questionnaires. This method ensured that each respondent had an equal chance of being selected. Purposive sampling techniques were applied to select principals who have long experience for interviews.

3.3.3. Sample size

The sample size was determined from the target population of the study grade 9-12 students, teachers and principals/directors of Public high school in Koye Fatche Sub City administration. Sample size was determined using Yemane's formula the actual numbers of respondents.

Where: $n=N/(1+N(e)^2)$ Where; n =required sample size, N =total student population, e=margin of error (0.05). Based on this formula, a total of 238 respondents were selected for the study.

Table 3.1 Sampling of the population

Sample of secondary School name	students						Teachers						Directors		Total number	
	N	sample					N	sample					N	n	N	n
		n	Grade sample					n	Grade sample							
			9	10	11	12			9	10	11	12				
Tulu Dimtu secondary school	85	67	16	19	16	16	18	16	4	4	4	4	2	1	225	84
KoyeFatche secondary school	120	90	24	22	22	22	20	19	5	4	4	4	2	1	299	110
Sheger Ifa Boru secodary school	25	24	6	6	6	6	6	6	2	1	1	1	2	1	87	31
Abeyi Silto secondary school	15	12	3	3	3	3	4	4	1	1	1	1	2	1	45	17
Total	245	193	49	50	47	47	48	45	12	10	10	10	8	4	652	238
Note N= population n= sample																

3.3.4 Source and Method of Data Collection.

The study used both primary and secondary sources of data. The primary data were collected from students, teachers and principals by using structured open- ended, close-ended and likert scale questionnaires as well as semi structured interviews for selected principals. Questionnaires were administered to students and teachers, while interviews were conducted with selected principals.

The secondary data were obtained from recorded student performance, attendance records, parent teacher meeting attendances, school policies documents, and different written documents of related literature; journal articles, and work reports of the school and past research topics of the same title.

3.4.Validity and reliability

3.4.1. Validity

To ensure the validity of the researcher instrument, a pilot test was conducted before the main study. The main purpose of the pilot test is to identify any issue with clarity and improve the instrument prior to the actual fieldwork. According to Baker (2010), piloting is the process of field testing, and retesting survey instruments for readiness of complete survey. The instruments in this research were questionnaires and the research supervisor assessed the questionnaire if it fits the study. Three senior researchers were given the questionnaires to affirm that they were easy to comprehend and they could be answered by other respondents without any challenge.

3.4.2. Reliability

The reliability of the questioner was assessed using Cronbach’s alpha coefficient to determine internal consistency among the questioner items. Cronbach's alpha coefficient was used to evaluate the questioner's dependability by determining the internal consistency of the questioner items. The apparatus was suitable for data collection, according to the reliability coefficients. Karakose (2007)states that the dependability of the scale should be determined for each individual subscale as well as for the scale as a whole. As a result, for the 34 questionnaire items given to 30 teachers in each school pilot study participant, the analysis yielded a Cronbach's alpha coefficient of 0.94. This showed that the instrument had excellent internal consistency

reliability for teacher sampling. Similarly, another section of the instrument showed acceptable internal consistency with a Cronbach's alpha coefficient of 0.72 for the 45 questionnaire items given to 30 students in each school pilot study respondents. These findings suggested that the instrument was adequately reliable and suitable for use in the main study.

3.5.Ethical consideration

The study complied with established ethical guidelines for research involving human subjects.

- **Written informed consent**: was obtained from Koye Fatche educational bureau administration for each participant schools prior to data collection.
- **Confidentiality:** All data were anonymised by using codes instead of participant names, and only the researcher had access to the securely stored data.
- **Voluntary participation:** Participants were made aware that their participation was entirely voluntary and that they could withdraw at any time without facing consequences.

Participants were made aware that their involvement was entirely voluntary and that they might leave at any moment without penalty.

3.6.Procedures of data collection

Prior to data collection, permission approval was obtained from the appropriate institutional review body. Permission was also obtained from the Sheger City Koye Ftache administration education bureau and the selected school administration.

For open-ended, close-ended and likert scale questionnaires were administered to selected students in classroom settings during regular school hours and questionnaires were collected immediately upon completion. For Teachers and principals that filled questionnaires and interviewed upon appointment, Document review was conducted at the school with permission from the administrator.

3.7. Methods of data analysis

The study employed mixed method data analysis of quantitative and qualitative research approaches that were involved in the analysis process. The study used an approach of an explanatory mixed sequential research design data analysis; the quantitative data from questionnaires was analyzed by using descriptive and inferential statistics with the aid of

statistical software of SPSS version 25.0. This software is used for analysis to conduct mean, standard deviation (SD), and frequency count, percentage analysis to assess relationship between socio economic variable and student performances.

Qualitative data was used to explain and enhance the statistical data drawn from the quantitative portion of the study and data were obtained through open ended questioner, document review and semi- structured interview was analyzed using explanatory description.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter presents the analysis, interpretation, and discussion of the findings of qualitative and quantitative data collected from principals/directors, teachers, and students of Sheger City Administration, Koye Fatche Public High School. It is divided into three sections, the first summarizes the response rate and demographic characteristics of the study participants using descriptive statistics, the second section analyses the socioeconomic variables, such as income, education level, occupation, and perception of SES with measurement, using mean, standard deviation (SD), frequency count, and percentage applied. The study's main findings are also presented to demonstrate the impact of parents' socioeconomic status on students' learning. The study's main conclusions are also shown to demonstrate how parents' socioeconomic situation affects their children's education.

To interpret the quantitative data collected through the likert-scale questionnaires, the following means score ranges were used.

Mean score range	scale value
1.00-1.80	strongly disagree (SD)
1.81-2.60	disagree (D)
2.61-3.40	neutral (N)
3.41-4.20	agree (A)
4.21-5.00	strongly agree (SA)

The standard deviation (SD) was also used to determine the level of agreement or variation among respondents' responses. A low standard deviation (SD <1.0) indicates that the responses are closely clustered around the mean, showing a high level of consensus among participants. In contrast, a high standard deviation (SD >1.0) indicates that responses are widely spread, reflecting diverse or polarized opinion among respondents.

4.1. Response Rate

There were 238 questionnaires given to teachers and students at public high schools. Nonetheless, an 87% response rate was obtained from the 208 completed and returned questionnaires. This high return rate was explained by the follow-up strategy used to give the respondents the tools.

4.2. Demographic Characteristics of the Respondents

Table 4.1: the students Demographic profile.

No	Background information n=167		Frequency	Percent
1	Sex of the respondent	Male	81	48.5%
		Female	86	51.5%
2	Age	15-18 years	64	38.3%
		Above 19 years	103	61.7%
3	Grade Level	Grade 9	42	25.1%
		Grade 10	45	26.9%
		Grade 11	40	24.0%
		Grade 12	40	24%
4	Average mark	<60	4	2.4%
		60-70	38	22.8%
		70-80	79	47.3%
		80-90	42	25.1%
		90-100	4	2.4%

Table 4.1 presents the demography characteristics of the respondents who participate in the study. Regarding sex 81(48.5%) of the respondents were male, while 86(51.5%) were female, indicating that female respondents were slightly higher in number than male respondents. Regarding gender distribution the sample is nearly perfectly balanced, with 51.5% females (86) and 48.5% males (81). This ensures that the findings on socioeconomic impact are not biased toward the perspective of one gender.

Concerning age, 64(38.3%) of the respondents were between 15-18 years, whereas 103(61.7%) were above 19 years old. This shows the age and maturity of the majority of the respondents, this suggests that many participants may be older students, possibly due to delayed enrollment or being in the final stages of their secondary education.

Academic Grade Level participation is evenly spread across the four grade levels, with Grade 10 being the largest group (26.9%) and Grades 11 and 12 being the smallest (24% each).

Academic Performance (Average Mark) of the participants was generally high. 72.4% of the students score between 70 and 90, indicating a strong academic baseline. Only 2.4% score below 60, and similarly, only 2.4% were in the elite 90-100 bracket. The largest group (47.3%) falls in the 70-80 range, which provides a solid "middle-ground" for analyzing how socioeconomic factors might prevent these "good" students from becoming "excellent" students.

4.2.1. Parents' educational level and Occupational background of respondents

Table 4.2: Parents level of Education and Occupation background.

No	Questionnaires		Frequency	Percent
1	Father educational level	University Degree	40	24.0%
		College/Polytechnic	37	22.2%
		Secondary school	58	34.7%
		Primary school	47	28.14%
		Do not Know	25	15.0%
2	Mother educational level	University Degree	34	20.4%
		College/Polytechnic	23	13.8%
		Secondary school	63	37.7%
		Primary school	34	20.4%
		Do not Know	13	7.8%
3	Father Occupation	Own business	15	9.0%
		Framer	17	10.2%
		Paid worker	69	41.3%
		Daily Laborer	19	11.4%
		Other	47	28.1%
4	Father Occupation	Own business	21	12.6%
		Framer	13	7.8%
		Paid worker	53	31.7%
		Daily Laborer	63	37.7%
		Other	17	10.2%
5	With whom do you live most of time	Both mother and Father	140	83.8%
		Mother	27	16.2%
		Father		
		Other guardian		
6	Family economic status	Low	18	10.8%
		medium	145	86.8%
		high	4	2.4%
7	Performance in academy	Excellent	46	27.5%
		above average	112	67.1%
		below average	9	5.4%

Table 4.2 presents the socioeconomic background and academic self-assessment of the 167 respondents, on parental education, occupation, living arrangements, and perceived economic status.

Regarding father's educational level, the majority of respondents' fathers, and 58(34.7%) attended secondary school. Those with university degrees accounted for 40(24%), while 37(22.2%) completed college or poly technique education. A smaller proportion, 7(4.2%) attended primary school, and 25(15.0%) did not know their fathers' educational status. This indicates that most fathers had at least a secondary school education. Concerning mother educational level, 63(37.7%) of the respondents mothers attended secondary school, representing the largest group. University degree holders and primary school attendees each accounted for 34(20.4%).mothers who attended college 23(13.8%), while 13(7.8%) respondents did not know their mothers' education level. The data reflects a diverse educational background among parents, with a notable percentage having attained secondary or higher education.

With respect to fathers' Occupation, the majority 69(41.3%), were paid workers. Respondents whose father engaged in other work accounted for 47(28.1%),while 19(11.4%)were daily laborers. farmers represented 17(10.2%)and those involved in their Owen business accounted for 15(9.0%).this imply that salaried employment was the dominant occupation among fathers. Regarding mothers Occupations, the highest percentages of mothers are Daily Laborers 63(37.7), were daily worker ,followed by paid workers with 53(31.7%).mothers involved in their business accounted for 21(12.6%),while 17(10.2%) were categorized under other occupation. Farmers represented 13(7.8%).This indicates that many mothers were involved in lobar-intensive and informal employment activities.

4.2.3. Living Arrangements & Economic Status background

In terms of living arrangements, the majority of respondents 140(83.8%) lived with both their father and mother, while 27(16.2%) lived only with their mother. No respondents reported living only with their father and guardians. This suggests that most respondents primarily come from stable, nuclear households with a perceived middle-class economic standing. Economic Status, The overwhelming majority of respondents 145(86.8%) describe their family's economic status as Medium. Only 10.8% identify as Low, and a small minority (2.4%).reported high economic

status. This indicates that the majority of respondents belonged to middle-income families. Finally regarding academic performance, 112(67.1%) respondents rated their performance as above average, while 46(27.5%).consider themselves excellent. Only 9(5.4%) reported below average performance.

4.2.4. Academic Self-Performance

When asked to categorize their own academic performance, the results were highly positive: from the respondents of 27.5% have excellent performances whereas the majority of the respondents have above average school performance with 67.1% and only 5.4% of the respondents have below average performance in their academics.

4.3 Teachers' Demography characteristics

No	Questionnaires	Frequency	Percent	No
1	Respondent sex	Male	22	53.7%
		Female	19	46.3%
2	Educational level	Master	29	70.7%
		Degree	9	22.0%
		Other	3	7.3%
3	Respondent age	below 30	1	2.4%
		31 to 35	2	4.9%
		36 to 40	32	78.0%
		above 41	6	14.6%
4	How long have you been in the teaching/ administration profession?	below 2	2	4.9%
		3 to 5	1	2.4%
		6 to 10	13	31.7%
		above 11	25	61.0%

Table 4.3 presents the report of summarized demographic profile and professional experience of the 41 respondents involved in the descriptive statistics portion of the study. Unlike the previous group of 167 students, this group consists of highly qualified professionals, likely educators or school administrators.

4.3.1 Demographic Profile

The participants are predominantly mid-career professionals with a high level of academic achievement.

Regarding sex, the findings indicate that 22(53.7%) of the respondents were male, while 19(46.3%) were female. This shows that both male and female teachers were fairly represented in the study, although male respondents constituted a slightly higher proportion. Concerning educational level, the majority of respondents, 29(22, 0%) possessed a bachelor degree, and 3(7.3%) had other qualifications. This implies that most teachers are involved at the postgraduate level, which may contribute positively to their professional competency and understanding of educational practice.

With respect to age distribution, the vast majority of respondents (78.0%) fall within the 36 to 40 years age bracket. A further 14.6% are above 41, meaning over 92% of the participants are seasoned adults. This indicates that most respondents were mature and experienced adults, suggesting that they were likely to provide reliable and informed responses based on their professional exposure.

4.3.2 Professional Experience

The data reflects a group with extensive experience in the teaching or administrative fields Longevity: 61.0% of respondents have been in the profession for above 11 years. Mid-Career Stability: Another 31.7% have between 6 and 10 years of experience. Junior Staff: Only a very small fraction (7.3%) has 5 years of experience or less. This demonstrates that most respondents had extensive professional experiences, which strengthen the credibility of the information obtained in the study since experienced teachers are more familiar with educational challenges and institutional practice.

Table 4.4: parental involvement and the availability of learning resources

No	Questionnaires		Frequency	Percent
1	Do you have a personal text book?	Yes	140	83.8%
		No	27	16.2%
2	Do your parents ensure that you do your homework?	Yes	62	37.1%
		No	105	62.9%
3	If yes, how often?	Daily	45	72%
		weekly	9	5.4%
		monthly	4	2.4%
		once per semester	4	2.4%
4	Do your parents visit the school to ask about your learning progress in school?	Yes	72	43.1%
		No	95	56.9%
5	Do your parents provide you with all the learning resources that you require?	Yes	163	97.6%
		No	4	2.4%
6	Do your parents encourage you to work hard in school?	Yes	167	100.0%
		No		

This report analyzes the level of parental involvement and the availability of learning resources for the 167 respondents, focusing on home-based support and school-parental engagement.

4.3.3. Learning Resources & Personal Materials

The data indicates that students are exceptionally well-equipped with the physical tools needed for their education. Resource Provision: A near-unanimous 97.6% of students report that their parents provide them with all required learning resources. Personal Textbooks: 83.8% of respondents own their own textbooks, suggesting a high level of individual preparedness. Encouragement: In a striking result, 100% of respondents reported that their parents encourage them to work hard in school, showing universal verbal support for academic success.

4.3.4 Parental Supervision of Academic Work

While encouragement is universal, the data shows a gap in the active, daily supervision of assignments. Homework Oversight: Only 37.1% of parents ensure that homework is completed, while 62.9% do not take an active role in this specific task.

Frequency of Supervision: Of the parents who do check homework, the majority (72% of the total sample) do so on a daily basis. high Supervision significantly for weekly or monthly intervals.

4.3.5 School-Parental Engagement

Engagement within the school environment is moderate but reflects a lack of regular communication for more than half of the families. School Visits: 43.1% of parents visit the school to inquire about learning progress, whereas 56.9% do not participate in such visits.

4.4 .SOCIOECONOMIC CONDITION THAT INFLUENCING STUDENTS LEARNING

4.4.1 The Influence of Family Income on Learning Activity

Table 4.5: the response of student on the influence of family income on learning activity	N	Mean	Std. Deviation
Students from high-income families perform better academically	167	3.43	.928
Financial problem at home reduce students concentration in schools	167	4.01	.703
Lack of money affects my school performance	167	3.35	1.290
I sometimes miss school due to financial problems	167	1.71	.872
Students from low-income families face difficulty accessing learning materials	167	3.87	1.021
My family can afford additional learning support, private tutorials, etc.	167	3.62	.909
my family can afford to buy all school supplies for my study	167	2.39	1.040
Valid N (list wise)	167		

Table 4.5 presents the findings of that family income had a significant role in determining students' educational experiences, particularly in relation to concentration, access to learning materials and academic support. The data indicate strong agreement among respondents that

“financial problems at home reduce students’ concentration in school” obtained the highest mean score (mean =4.01, SD=0.703), showing that most participants consistently believe that economic stress negatively affects students’ ability to focus on their studies. Similarly, respondents agreed that “students from low-income families face difficulty accessing learning materials” scored high mean value (mean=3.87, SD=1.021). This finding implies that inadequate financial resources limit students’ access to textbooks, internet service, and other essential educational materials necessary for effective learning.

The study also revealed moderate agreement regarding the affordability of educational support and school supplies. Respondents indicate that many families struggle to afford additional learning support such as private tutoring (mean=3.62, SD=0.909) this finding implies that financial shortage may reduce students’ opportunities to receive supplementary academic assistance, which could negatively influence their academic improvement and classroom participation.

Regarding academic achievement, respondents moderately agreed that students from high-income families perform better than students from low-income families (mean=3.43, SD=0.928). This finding suggests that respondents perceive a positive relationship between economic advantage and academic achievement. On the other hand, the statement “I sometimes miss school due to financial problems” received the lowest mean score (mean=1.71, SD=0.872). These indicate strong disagreement among participants. The result demonstrates that many students continue attending school despite experiencing economic hardship.

Additionally, the findings from open ended responses revealed that family income has a big impact on students' learning activities. When families don't have enough money, they frequently can't afford basic school supplies like pens, pencils, textbooks, exercise books, and school uniforms, which have a negative impact on students' participation in the class. Low family income also causes psychological issues for students, such as depression, stress, and difficulty focusing in class. Some students are forced to work to support their families living expenses, such as shoe shiners, vegetable vendors, roadside vendors, or delivery assistants, all of these conditions can lead to a lack of interest or low motivation to ward education. These responsibilities also reduce the time and energy available for academic activities.

These findings are consistent with the studies conducted by Sean, Reardon (2013), Zhang (2012), and Norwegian Social Research (2000), which reported that students from high-income families perform better than those from low-income families. Similarly, Randhir Parkash Raj (2023) found that low family income negatively affects academic achievement of the children. Inadequate family income may result in poor nutrition, which can further weaken students' ability to learn effectively. Evidence from the interviews further supported these quantitative findings, as school principals explained that financial difficulties of parents prevented from accessing adequate food, school supplies, and other basic necessities for their children, which ultimately affects students' confidence, concentration, and academic performance.

Therefore, the study concludes that family income has a substantial influence on students' learning activities. While financial hardship may not directly prevent students from attending school, it significantly affects the quality of students' learning experience, academic participation and overall educational achievement.

4.4.2. The Impact of Parental Education on Students Learning

Table 4.6: the response of student on impact of parental education level on students learning

	N	Mean	Std. Deviation
My parents are able to help me understood difficult topic in my school subject	167	3.47	1.279
Educated parents are more involved in their children's academic activities	167	4.14	.852
My parents regularly check and monitor my academic progress	167	3.44	.941
Students whose parents are educated perform better academically	167	3.69	.944
My parents discuss my academic progress with teachers	167	2.89	1.114
My parents have necessary skill (e.g. literacy subject knowledge) to assist me with my homework and school projects	167	3.46	1.016
Parents with higher education level place a strong emphasis on academic achievement at home	167	3.84	1.110
Valid N (list wise)	167		

The data presented in table 4.6 indicates that parental education level has a significant influence on students' academic performance and learning support at home. The findings reveal varying

levels of agreement among respondents regarding the role of educated parents in supporting their children's education.

The finding suggests that educated parents are more involved in their children's academic activities, (M = 4.14, SD = 0.852)**:** This statement achieved the highest mean score in the entire data set. With a mean better above 4.00, students strongly believe that a parent's education level directly dictates how actively involved they are in school matters. The low standard deviation (SD = 0.852) points to a very high consensus meaning there is little disagreement among students on this perception.

The statement "Parents with higher education level place a strong emphasis on academic achievement at home" recorded a mean score of (M = 3.84, SD = 1.110). This suggests that Students lean heavily toward agreeing that highly educated parents create a home environment focused on academic success. However, the higher standard deviation (SD = 1.110) indicates that students' personal household expectations fluctuate, with some experiencing intense academic pressure and others less so. Similarly, Students whose parents are educated perform better academically (M = 3.69, SD = 0.944)**:** There is moderate-to-high agreement that parental education yields better student grades. A standard deviation under 1.00 shows a solid, steady consensus on this perceived academic advantage.

The statement "My parents are able to help me understand difficult topics in my school subject "had a mean value (M = 3.47, SD = 1.279) which indicates moderate agreement. While the average student mildly agrees that their parents can explain tough school topics, this item contains the highest standard deviation in the data set. This reveals a sharp divide in the sample: some students have access to highly capable academic help at home, while a large subset is left to figure out difficult topics entirely on their own.

Likewise, the statement "My parents have necessary skill (e.g. literacy, subject knowledge) to assist me with my homework and school projects" scored (M = 3.46, SD = 1.016): Mirroring the item above, there is moderate agreement regarding whether parents possess the literal skills needed for homework help, with moderate variance (SD = 1.016) based on individual parental backgrounds. Furthermore, the item "My parents regularly check and monitor my academic progress" obtained mean value (M = 3.44, SD = 0.941)**:** Students moderately agree that their

academic progress is monitored at home. A relatively low standard deviation (SD = 0.941) suggests that basic tracking of grades at home is a fairly standard, widespread parental practice across the sample.

The final statement that "My parents discuss my academic progress with teachers" (M = 2.89, SD = 1.114): This is the only item to fall below the neutral midpoint (3.00), signaling general disagreement. While parents may monitor progress internally at home (M = 3.44), they rarely bridge the gap to communicate directly with school staff. The high standard deviation (SD = 1.114) shows that while teacher-parent communication does happen for a few students, it is not the norm for most.

Table 4.7: the response of teacher the impact of parental education on student learning	N	Mean	Std. Deviation
Educated parents monitor their children homework regularly	41	4.27	.975
Educated parents are more likely to assist their children with schoolwork	41	4.10	.860
Parents' level of education influence students' attitudes toward learning	41	4.17	.946
Students with highly educated parents perform better in school	41	4.10	.970
Parents with low education levels are less involved in academic activities	41	3.59	.741
Valid N (list wise)	41		

Table 4.7 Presented the respondents expressed the highest levels of agreement on items predicting active, positive involvement from highly educated parents.

Homework Monitoring (M = 4.27, SD = 0.975)**:** This item achieved the highest mean score in the data set. Respondents strongly agree that educated parents regularly monitor their children's homework. However, the SD approaching 1.00 indicates that opinions slightly vary on just how "regularly" this occurs across the board. Similarly, Attitudes toward Learning (M = 4.17, SD = 0.946): There is strong agreement that a parent's level of education actively shapes and influences how a student views and values their education. Additionally, Schoolwork Assistance and Better Performance (M = 4.10 for both): Respondents equally agree that educated parents are more likely to assist with schoolwork (SD = 0.860) and that their children ultimately perform better in school (SD = 0.970). Notably, the lower SD for assisting with schoolwork suggests a

tighter consensus among respondents on the action of helping, compared to the actual outcome of performing better.

Low Parental Education and Involvement (M = 3.59, SD = 0.741): This item scored the lowest mean in the data set, landing between a neutral stance and general agreement. While respondents lean toward agreeing that parents with lower education levels are less involved in academic activities, they do so with less intensity than their positive assertions about highly educated parents. Interestingly, this item yielded the lowest standard deviation (0.741) in the entire study. This indicates that while the agreement was more moderate, the respondents were highly unified and consistent in their opinion on this matter, with very few outliers.

The findings from the quantitative data, open ended response and interview consistently indicate that parental education plays a significant role in shaping students' academic performance, learning attitude and educational support at home. The quantitative findings from students indicate that respondents strongly agreed that educated parents are more involved in their children's academic activities (M = 4.14, SD = 0.852).This was the strongest finding among all items, indicating a high level of consensus that parental education level increases parents' engagement in their children's schooling. The teachers' responses presented in table 4.7 further support these findings. Teachers strongly agreed that educated parents regularly monitor their children's homework (M = 4.27, SD = 0.975)**:** respondents generally agreed with the statements, the higher mean imply that some less-educated parents still attempt to support and participate in their children's education with their limited educational background.

The open ended response also confirmed that Parental education plays a significant role in a student's academic achievement. Educated parents are better able to guide, support, and monitor their children's education effectively. They can assist with homework, communicate with teachers, and encourage positive learning habits. In contrast, uneducated parents may face difficulty in understanding school subjects and may not know how to support their children academically .They may also have limited ability to exchange educational ideas with students and school members. As a result, parental involvement in school activities may be low which can negatively affect student learning outcomes.

These findings are consistent with the studies conducted by Mukundi Mark Brian M, (2024),which found that parental education levels positively influence students' towards academic performance. This suggests that parental education can play a motivating role in students' academic pursuits. A significant number of students agree that low levels of parents' educational achievements affect their academic performance.

However, the present findings were contrary to Randhir Parkash Raj, (2023) who argued that the father's or the mother's educational level does not have a direct effect on the student's achievement. The study shows that mothers with both high education and no education at all had children scoring high as well as low grades. It clearly indicates that even uneducated parents are now conscious of the importance of education and thus children's low academic achievements are not solely dependent on the parent's level of education.

The interview findings also support the quantitative and open ended responses. One informant explained that students from higher socioeconomic and educational backgrounds benefit from stronger parental monitoring, academic guidance, homework support, and better communication between parents and teachers. According to the informant, educated and financially stable parents are better able to provide additional learning resources. In contrast, students from low-income backgrounds often lack these advantages. They may not get enough academic support at home and often carry extra responsibilities to help their families financially. Because of this, they have less time and fewer resources to dedicate to their education.

4.4.3. The Influence of Parental Occupation on Student Learning

Table 4.8: the student response parental occupation on student learning	N	Mean	Std. Deviation
My parents come home too tired from work unable to help my homework or studies	167	2.70	1.333
My parents work schedule allows them to help me my home work	167	2.77	1.161
I feel that my parents work schedule prevents them from attending school meeting	167	3.03	1.138
I am often asked to miss school because my parents need me to help them their work or business	167	2.02	1.050
My attendance at school is regular because my parents work	167	3.81	1.069

does not require me to stay at home			
I believe my parents jobs has a big influence on my overall academic performance	167	3.60	.844
Unemployment of parents negatively affects students' school performance	167	3.88	1.017
Students whose parents have professional occupations (e.g. Teacher, Doctors, and Engineers) tend to perform better than those with informal jobs.	167	4.06	.942
Valid N (list wise)	167		

Table 4.8 presents students' responses regarding the influence of parental occupation on their learning and academic performance. Students whose parents have professional occupations (e.g., Teacher, Doctors, and Engineers) tend to perform better than those with informal jobs (M = 4.06, SD = 0.942)**:** Students strongly believe that professional parental occupations provide an academic edge. A standard deviation under 1.00 reveals a solid consensus, indicating that students universally recognize the socioeconomic and systemic advantages (such as networking, resource availability, or structured environments) that come with professional household backgrounds.

Unemployment of parents negatively affects students' school performance (M = 3.88, SD = 1.017) There is strong agreement that parental unemployment harms academic performance. The financial instability, psychological stress, and lack of structure associated with unemployment are widely acknowledged by students as detrimental to their schooling.

My attendance at school is regular because my parents' work does not require me to stay at home (M = 3.81, SD = 1.069) Students generally agree that their parents' jobs do not actively interfere with their physical attendance, allowing them to remain regular students. However, the standard deviation (SD = 1.069) suggests a portion of the sample faces varying household demands.

I believe my parents' jobs have a big influence on my overall academic performance (M = 3.60, SD = 0.844) Students moderately agree that their parents' career choices directly shape their academic outcomes. Interestingly, this item has a very low standard deviation (SD = 0.844), proving a tight, steady consensus that parental occupation is a major underlying driver of student success.

I feel that my parents' work schedule prevents them from attending school meetings (M = 3.03, SD = 1.138) hovering right at the neutral midpoint (3.00), this score indicates that schedule conflicts are a hit-or-miss obstacle. The high standard deviation (SD = 1.138) points to polarized family dynamics: while some parents have flexible jobs, a substantial portion of students have parents whose rigid working hours completely bar them from school involvement.

This category highlights areas where students generally disagree with the statements, revealing either positive resilience or structural struggles with parental time constraints. The statement said that my parents' work schedule allows them to help me with my homework (M = 2.77, SD = 1.161). Falling below the neutral mark, students lean toward disagreement. This suggests that the typical working parent's schedule does not accommodate hands-on homework support.

Similarly, my parents come home too tired from work, unable to help with my homework or studies (M = 2.70, SD = 1.333) While the average leans toward disagreement, this item yields the highest standard deviation in the data set (SD = 1.333). This massive variance reveals a stark divide: a large segment of students has parents who maintain the energy to support them, whereas an equally large segment faces the reality of parents returning home entirely exhausted by physical or extended labor. Likewise, I am often asked to miss school because my parents need me to help them with their work or business (M = 2.02, SD = 1.050). This statement received the lowest agreement score. Students firmly reject the idea that they are being pulled out of school to act as family labor. This aligns heavily with the high score for regular attendance (M = 3.81), proving that families actively protect their children's school hours from business or work intrusions.

Table 4.9: the response of teachers on the influence of parental occupation on student learning.

	N	Mean	Std. Deviation
Students whose parents work long hour or multiple jobs often come to school without home work being checked	41	3.85	.853
I observe that students of parents with irregular shift work have inconsistent attendance b/c of caring of sibling at home	41	3.90	.735
The flexibility of parents occupation significantly affects their ability to supervise student at home	41	4.05	1.024
Parents in manual labor or unskilled occupation often feel less confidence in their ability to help their children.	41	3.66	.883

Students whose family are unemployed display higher level of anxiety about their future	41	3.59	1.117
Students whose parents are self-employed are often absent because they help their family business during school hours	41	4.15	.937
Students whose parents have professional occupations (e.g. Teacher, Doctors, and Engineers) tend to perform better than those with informal jobs.	41	3.88	1.166
Valid N (list wise)	41		

Table 4.9 presented the respondents expressed the highest levels of agreement on items where parents' work commitments or structures directly conflict with regular school routines.

Family Business and Absenteeism (M = 4.15, SD = 0.937): This item scored the highest mean in the data set. Respondents strongly agree that students whose parents are self-employed are frequently absent due to pressure to help with the family business during school hours. Similarly, Occupational Flexibility (M = 4.05, SD = 1.024): There is strong agreement that a parent's schedule flexibility dictates their ability to supervise their children at home. However, the SD greater than 1.00 indicates a wider spread of opinions, suggesting that flexibility looks different across various industries represented in the community.

As well as, irregular shifts and attendance (M = 3.90, SD = 0.735): Respondents strongly agree that irregular shift work creates unstable attendance patterns, specifically because students are forced to stay home to care for younger siblings. This item features a low standard deviation (0.735), highlighting a tight, strong consensus among the observers on this specific issue.

4.4.3.1 Academic Support and Parental Confidence

Items looking at how parental occupation affects homework checking and academic confidence scored moderately high, though with notable variances.

Professional vs. Informal Occupations (M = 3.88, SD = 1.166): While there is general agreement that children of professionals (e.g., doctors, teachers, engineers) outperform those from informal backgrounds, this item yielded the highest standard deviation in the entire study. This extreme polarization indicates that respondents have highly divided opinions or mixed experiences regarding whether professional status automatically guarantees better student performance.

Long Work Hours (M = 3.85, SD = 0.853): There is solid agreement and steady consensus that long hours or multiple jobs prevent parents from checking homework.

Manual Labor and Lack of Confidence (M = 3.66, SD = 0.883): Respondents moderately agree that parents in manual or unskilled labor feel less confident helping with schoolwork, reflecting a perceived gap in academic self-efficacy rather than just a lack of time.

4.4.3.2. Economic Hardship and Emotional Well-being

Unemployment and Student Anxiety (M = 3.59, SD = 1.117): This item scored the lowest mean in the data set. While respondents still lean toward agreement that parental unemployment correlates with higher student anxiety about the future, the high standard deviation (1.117) reveals a lack of consensus. This suggests that the emotional impact of unemployment on students varies significantly depending on the family or individual student dynamics.

The findings from open-ended responses further support the quantitative results. Participants explained that parental occupation can influence students' learning. Some parents, especially those in manufacturing or labor-intensive jobs, may not have enough time to track their children's academic progress. In some cases, female students may be required to assist with domestic work at home, which reduces their study time. A lack of parental attention and follow-up can lead to poor classroom attendance, low participation in lessons, and weaker academic performance. The findings of this study are consistent with the study conducted by Ibe's (2013) which reported that parents in lower-paying jobs earn less and often work longer hours to support their families. As a result, they typically have less time to spend with family and to engage in their children's education. However, it's important to recognize that not all parents in lower-paying jobs work long hours.

Similarly, the findings align with the study by Magnuson (2017) which found that parents' professions positively influence children's learning outcome. Likewise, Ogbu (2011) conducted a study on "The impact of Parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia." The result showed that students from parents with formal education perform better than those from parents with informal education. However, the

researchers did not give any details on how the time parents spent in their occupations (whether formal or informal) affects students' academic performance.

4.4.4. Relation Between Socio Economic Status (SES) And Academic Performance

Table 4.10: student's response the correlation between economic status and performance of students	N	Mean	Std. Deviation
There is a strong relationship between parental income and student performance	167	3.41	.837
Parental education level is directly linked to students' academic outcome,	167	3.59	.939
Parents' occupations significantly determine students learning outcome	167	3.53	.890
Student from higher SES families consistently perform better than others	167	3.25	.921
Socioeconomic factors collectively influence academic achievements	167	4.05	.629
Valid N (list wise)	167		

Table 4.10 presents data that confirms a decisive perception that a student's academic journey is not an isolated effort, but one deeply embedded in their family's socioeconomic circumstances. The findings indicate that Socioeconomic factors collectively influence academic achievements **(**M = 4.05, SD = 0.629) Students strongly agree that academic success is not an isolated metric, but rather heavily dictated by a combined web of financial, educational, and professional background factors. Crucially, this item yielded the lowest standard deviation in the entire survey (SD = 0.629). This remarkably tight variance demonstrates a powerful, near-unanimous student consensus that socioeconomic background acts as a major structural driver of academic achievement.

This category features the breakdown of individual socioeconomic components (education, job, and income).Students moderately to highly agree with all of these statements, showing that while they view the collective impact as undeniable, they weigh the individual pillars slightly differently. Among the individual socioeconomic components, Parental education level is directly linked to students' academic outcome (M = 3.59, SD = 0.939) Out of the three specific socioeconomic pillars, parental education is perceived by students as having the strongest

individual link to their grades. A standard deviation under 1.00 implies a reliable consensus that a parent's academic journey models and impacts the child's academic track.

Similarly, parents' occupations significantly determine students' learning outcome **(**M = 3.53, SD = 0.890) Students moderately agree that their parents' career types play a decisive role in their learning. The low standard deviation (SD = 0.890) points to a steady, shared agreement that the stability, networking, and environment offered by certain jobs give students an academic edge. The statement concerning parental income student performance also received moderate agreement **(**M = 3.41, SD = 0.837) Respondents moderately lean toward agreeing that financial wealth correlates with academic success. With a low standard deviation (SD = 0.837), there is a tight consensus that household purchasing power is tied to performance, likely due to resource availability.

Similarly, Students from higher SES families consistently perform better than others (M = 3.25, SD = 0.921) While still leaning toward agreement, this statement received the lowest mean score in this module. While students heavily recognize the influence of wealth and education, they are slightly more hesitant to agree that high-SES students consistently out-compete everyone else. This slight drop suggests a belief in a silver lining: that individual effort, student agency, and resilience can still occasionally override socioeconomic privilege.

Finally, the study concludes that while parental income and occupation provide the necessary foundation, parental education level is perceived as the most direct driver of academic success. Collectively, these socioeconomic factors create a framework that significantly dictates a student's learning environment, though they are not seen as an absolute or insurmountable determinant of a student's ultimate potential. In a related study by Pant (2020) the findings on the relationship between parental socioeconomic status and academic achievement of students showed that most of the students from low socioeconomic status have poor academic achievement.

Table 4.11: teachers' response on the correlation between student performance and socioeconomic of parents.

	N	Mean	Std. Deviation
There is a strong relationship between parental income and student performance	41	4.00	.866
Parental education level is directly linked to students' academic	41	3.76	.582

outcome,			
Parents' occupations significantly determine students' learning outcomes.	41	4.10	.664
Student from higher SES families consistently perform better than others	41	3.98	1.084
Socioeconomic factors collectively influence academic achievements	41	4.22	.852
Valid N (list wise)	41		

Table 4.11 presented the respondents expressed the highest levels of agreement on items evaluating the collective power of socioeconomic factors and the specific impact of parental jobs. Collective Socioeconomic Influence (M = 4.22, SD = 0.852): This item achieved the highest mean score in the data set. Respondents strongly agree that socioeconomic factors cannot be looked at in isolation; rather, they collectively shape a student's academic achievements. The moderate standard deviation indicates a solid consensus on this holistic view.

Similarly, the Role of Parents' Occupations (M = 4.10, SD = 0.664): There is strong agreement that a parent's occupation significantly determines a student's learning outcomes. This item features a low standard deviation (0.664), which means the respondents were highly unified and consistent in their belief that a parent's career path heavily influences the student.

4.4.4.1.Parental Income vs. General SES Performance

Items explicitly targeting family wealth and income scored high agreement, though with distinct differences in respondent consensus. Relationship with Parental Income (M = 4.00, SD = 0.866): Respondents strongly agree that there is a relationship between parental income and student performance, with a relatively steady consensus across the sample.

The findings also indicate that Higher SES Consistency (M = 3.98, SD = 1.084): While the mean indicates strong general agreement that students from wealthier families consistently outperform their peers, this item yielded a high standard deviation. Exceeding (SD=1.00) this SD points to a polarized spread of opinions suggesting that while many observe this trend consistently, a notable segment of respondents has seen exceptions to these questions.

4.4.4.2.Parental Education

The findings indicate that Direct Link to Parental Education (M =3.76, SD = 0.582):This item scored the lowest mean in this specific data set, indicating a slightly more moderate (yet still positive) level of agreement compared to income and occupation. High Consensus: Crucially, this item yielded the lowest standard deviation (0.582) in the entire study. This indicates that the respondents were incredibly unified and shared a tight consensus that parental education is a stable, undeniable background link to academic outcomes, even if they rated its immediate impact slightly lower than the family's active financial or occupational standing.

This finding is consistent with Research on various studies regarding the effect of parents' socioeconomic status on their children's academic performance in secondary schools has shown a positive correlation between these two factors (Mwariri et al. 2017, Onwukwe et al. 2017, Ovansa. 2017, Asiegbu and Ezeugbor, 2018, Esther et al. 2018, Osei-Owusu et al. 2018, Qasem, 2018, Fekadu et al.2019, Maghra et al. 2019, Pant, 2020, Miftahu and Melaiye, 2021). According to Fekadu et al. (2019), which aligns with findings from Mwariri et al. (2017), the influence on the academic success of secondary school students revealed that parental income, job type, and education level significantly impacted students' achievement. The educational attainment of parents has a greater influence on the academic success of secondary school students compared to their parents' jobs and earnings.

4.4.5. Perception of Teachers on the Influence of Parental Socioeconomic Status (SES) on Students' Learning

Table 4.12: the perception response of teacher on the parental SES impact on students learning

	N	Mean	Std. Deviation
Students from high-income families perform better academically	41	3.32	1.150
Parents' education level affects students classroom performance	41	4.34	.656
Low socioeconomic status is the primary cause of student absenteeism and dropout at this school.	41	4.39	.542
Students from low SES families lack learning materials	41	3.88	.900
There is a visible difference in classroom participation and confidence between students of high and low	41	3.71	.901

socioeconomic backgrounds.			
Teachers are able to easily identify students who are facing socioeconomic hardships	41	3.98	.724
Socioeconomic status of parents significantly affects students' academic success	41	4.12	.557
Teachers believe that students from low-socioeconomic backgrounds perform poorly	41	2.76	1.067
School principals recognized socioeconomic challenge affecting students	41	3.80	1.145
Students feel that their family background affects their learning	41	3.93	.685
There is inequality in academic performance due to socioeconomic difference	41	3.39	.891
Valid N (list wise)	41		

Table 4.12 presented a report that provides a descriptive analysis of survey responses from a sample of 41 participants (N = 41). The data set evaluates perceptions surrounding the impact of socioeconomic status (SES) on students' academic success, classroom behavior, absenteeism, and institutional support.

The respondents showed the highest levels of agreement on items relating to parental education, absenteeism and overall academic success. Notably, these items also yielded the lowest standard deviations, indicating a strong consensus among the participants. Primary Cause of Absenteeism/Dropout (M = 4.39, SD = 0.542)**:** This item achieved the highest overall mean. Respondents strongly agree that low socioeconomic status is the primary driver behind student absenteeism and dropout rates at the school. Impact of Parents' Education (M = 4.34, SD = 0.656)**:** There is robust agreement that a parent's education level directly influences a student's classroom performance. Overall Impact on Academic Success (M = 4.12, SD = 0.557): Respondents highly agree that the overall socioeconomic status of parents significantly dictates a student's broader academic success.

Several items fell into a moderate-to-high agreement zone (means ranging from 3.70 to 3.98). For these items, while the general sentiment is positive, the slightly higher standard deviations point to a minor spread in opinions. Teacher and Institutional Awareness: Respondents generally agree that teachers can easily identify students facing socioeconomic hardships (M = 3.98, SD =

0.724) and that school principals recognize these challenges (M = 3.80, SD = 1.145). However, the higher SD for principals suggests varying perceptions of how well leadership recognizes the issue compared to front line teachers.

Similarly, Student Perception (M = 3.93, SD = 0.685): There is general agreement that students themselves feel their family backgrounds actively affect their learning.Material and Behavioral Disparities: Respondents agree that low-SES students lack necessary learning materials (M = 3.88, SD = 0.900) and that there is a visible difference in classroom participation and confidence between high- and low-SES students (M = 3.71, SD = 0.901).

Items scoring closer to the neutral mark (around 3.00) or displaying standard deviations greater than 1.00 indicate either general disagreement or highly polarized, divided perspectives among the sample. Inequality and High-Income Performance (M = 3.39, SD = 0.891and M = 3.32, SD = 1.150): Respondents are relatively neutral or divided on whether there is a strictly visible inequality in academic performance, or whether students from high-income families inherently perform better. The high SD (1.150) for high-income Teacher performance shows that opinions on this are heavily split.

Additionally, Stereotypes/Beliefs (M = 2.76, SD = 1.067)**:** This item scored the lowest mean in the data set. Respondents generally disagree with the notion that teachers *believe* low- SES students will perform poorly, suggesting a rejection of negative teacher bias. However, the high standard deviation indicates that a notable segment of respondents still feels this bias exists.

Finally, the findings suggest that parental income, educational background, and occupation are among the primary factors influencing student performance. These findings also Supported by Schneider and Coleman (2000) stated that a higher income level among parents tends to have a significant positive influence on students' grades, while those from lower-income households are less likely to achieve academic success. They also pointed out that parents with lower educational attainment might lack the knowledge or resources necessary to engage effectively in their children's education, which could lead to lower achievement levels among their children.

4.4.6. Intervention Strategies to Be Applied

Table 4.13 the response of students on the intervention strategy	N	Mean	Std. Deviation
Schools should provide financial support for low-income students such as expanding scholarship programs, providing free uniforms, and subsidizing exam fees.	167	4.35	1.012
Parental awareness programs can improve students' academic performance	167	4.11	.631
School should offer free learning materials to disadvantaged students	167	3.54	1.400
Counseling service can help students facing socioeconomic challenges.	167	4.08	4.026
Organizing workshops to educate parents on how to support their children's education, even with limited literacy and time	167	3.23	1.135
Partnering with local NGO and business to provide carrier guidance and sponsorship for talented but needy students	167	4.14	.736
Valid N (list wise)	167		

The findings presented in Table 4.13 indicate that respondents strongly support various intervention strategies aimed to reduce the negative effects of socioeconomic challenge on student's academic performance.

Among all the proposed intervention strategies, this category represents the highly prioritized solutions that students overwhelmingly endorse. These items showcase a strong collective demand for direct institutional, communal, and familial intervention. School should provide financial support for low-income students such as expanding scholarship programs, providing free uniforms, and subsidizing exam fees(M = 4.35, SD = 1.012) This statement achieved the highest mean score in the entire module, indicating an urgent and clear demand for direct, tangible financial relief from schools. However, the standard deviation (SD = 1.012) suggests that while the vast majority strongly agree, a small subset may hold different views on how schools should allocate their budgets.

Similarly, partnering with local NGO and businesses to provide career guidance and sponsorship for talented but needy students (M = 4.14, SD = 0.736) Students strongly support building external bridges beyond the school gates. They see community partnerships as a vital pathway

for securing career mentoring and funding for disadvantaged students. The low standard deviation (SD = 0.736) reflects a tight, solid consensus on this collaborative approach.

The study also found strong agreement regarding Parental awareness programs can improve students' academic performance (M = 4.11, SD = 0.631) This item enjoys an exceptionally strong endorsement and features the lowest standard deviation in the data set (SD = 0.631). Students almost unanimously agree that educating parents about the importance of academic support can directly boost student grades, emphasizing the critical role of home environment awareness. In addition, Counseling services can help students facing socioeconomic challenges (M = 4.08) While the high mean indicates that students strongly value psychological and emotional support.

On the other hand ,some interventions strategies received moderate levels of agreement, students moderately agreed School should offer free learning materials to disadvantaged students(M = 3.54, SD = 1.400) While students moderately agree with the provision of free learning supplies, this item yields the highest standard deviation (excluding the counseling anomaly). This wide variance (SD = 1.400) indicates polarized opinions. Some students likely see it as an absolute necessity, while others may feel neutral or worry about the logistics, fairness, or stigma attached to targeting specific "disadvantaged" groups.

Likewise, Organizing workshops to educate parents on how to support their children's education, even with limited literacy and time (M = 3.23, SD = 1.135) This item sits closest to the neutral benchmark. While students acknowledge the value of parental awareness in theory (M = 4.11), they are visibly more skeptical about the practical success of *workshops* targeting busy or illiterate parents (M = 3.23). The high standard deviation (SD = 1.135) highlights student doubt regarding whether vulnerable parents would actually have the time or ability to attend such training.

Table 4.14: the response of teacher on the intervention strategy	N	Mean	Std. Deviation
Schools should provide financial support for low-income students such as expanding scholarship programs, providing free uniforms, and subsidizing exam fees.	41	4.17	.587
Parental awareness programs can improve students' academic performance	41	3.95	.865

School should offer free learning materials to disadvantaged students	41	3.78	1.061
Counseling service can help students facing socioeconomic challenges.	41	3.68	.986
Organizing workshops to educate parents on how to support their children's education, even with limited literacy and time	41	4.05	1.117
Partnering with local NGOs and business to provide carrier guidance and sponsorship for talented but needy students.	41	3.63	1.067
Valid N (list wise)	41		

The findings presented in Table 4.14 indicate that respondents strongly support various intervention strategies aimed to reduce the negative effects of socioeconomic challenge on student's academic performance.

4.4.6.1. Direct Financial Relief and Target Parental Workshops

The respondents expressed the highest levels of support for direct economic assistance and adaptive parental education strategies. Direct Financial Support scored (M=4.17, SD=0.587).This item achieved the highest mean score in the data set. Respondents strongly agree that schools must provide tangible economic relief; such as expanding scholarships, providing free uniforms, and subsidizing exam fees. This item also yielded the lowest standard deviation (0.587), reflecting a powerful, near-unanimous consensus across the sample that financial barriers must be directly dismantled.

Similarly, respondents strongly agreed that schools should organize workshops to educate Non-Literate/Time-Poor Parents on how to support their children's education despite limitations in literacy level or time availability (M = 4.05, SD = 1.117). This suggests that parental involvement is considered important in enhancing students' academic performance. However, the high standard deviation (1.117) indicates that opinions are highly polarized regarding the logistics, feasibility, or expected turnout for these types of workshops.

4.4.6.2. Parental Awareness and Free Learning Materials

Items targeting general parental mindset shifts and resource distribution scored positively, though they showed varying levels of internal consensus. Regarding parental Awareness Programs (M = 3.95, SD = 0.865): Respondents generally agree that broader parental awareness

programs can yield direct improvements in student academic performance, with a relatively steady consensus. Similarly, Provision of Free Learning Materials (M = 3.78, SD = 1.061): While the mean points to general agreement that schools should distribute free learning materials to disadvantaged students, the high standard deviation indicates a split in opinions. Some respondents may be concerned about the school's budget constraints or the equity of resource distribution.

4.4.6.3. Holistic and External Support Networks

The items looking at psychological support and external community resources scored lowest in this specific subset, though they still sit comfortably above the neutral mark. Counseling Services (M = 3.68, SD = 0.986): Respondents moderately agree that counseling services can help students navigate socioeconomic hardships. This indicates that while mental health support is viewed as beneficial, it is perceived as slightly less urgent than direct material or financial aid.

Lastly, NGO and Corporate Partnerships (M = 3.63, SD = 1.067): Partnering with local businesses and NGO for career guidance and sponsorship's received the lowest mean score. Furthermore, the high standard deviation suggests a notable division among respondents potentially due to skepticism about the availability of local business partners or the long-term reliability of NGO-led initiatives.

While the Open-ended responses also identified additional intervention strategies that were not fully captured in the quantitative findings. Respondents recommended that the government assign qualified teachers, including those who speak the local language, to improve students' comprehension and classroom participation. Participants also suggested that schools establish a cafeteria service for students from low-income families to ensure that hunger does not interfere with learning. Furthermore, respondents proposed free tutorial programs to support underprivileged students academically and help them perform better.

Additionally, the school should work with non-governmental organizations (NGOs) and school charity clubs to support disadvantaged students, particularly girls who may face greater socioeconomic challenges. As well as, an awareness program should be offered to parents at all educational levels to increase parental involvement in children's education. Students in need should also receive free school uniform and educational supplies from the institution.

Finally, respondents recommended the need for School counseling services to be strengthened to provide moral, emotional and psychological support for students facing difficulties. These interventions can help improve the academic performance of students from disadvantaged socioeconomic backgrounds. The intervention mechanism discovery lacks any direct connection to previous research

In addition to the data from the questionnaire, interviews were conducted with experienced school principals from each of the chosen schools in order to reinforce and validate the findings from the semi-structured interview guide. As a result, six interview guide questions were prepared based on the fundamental research question and presented to each principal. The interviewees provided their opinions on each interview guide question, and the results are summarized as follows:

Informant 1:

The respondent stated *"According to my opinion and professional experience from our school, several factors contribute to student's poor performance in the school. First, family-related issues play a significant role. Many parents are unable to properly monitor and support their children's education at home. This lack of parental involvement negatively affects students' learning progress. Second, school related factors were also insufficient monitoring and support from teachers, shortage of teaching and learning materials both at school and home, and overcrowded classrooms, which make it difficult for teachers to effectively manage and support students individually."*

Additionally, the respondent mentioned, *"A small number of schools within the sub-city, leading to the large number class sizes. As I observed teacher-related challenges, such as low teacher motivation, lack of commitment, and limited teaching competency. Poor working conditions and low standards of living among teachers were reducing their focus and effectiveness in teaching. Furthermore, the absence of adequate laboratory and practical learning materials limits student opportunity for experimental learning, environmental factors were another concern. The presence of disruptive elements around the school environment such as shops selling substances like chat, and alcohol identified as negatively influencing students behavior and academic engagement."*

Moreover, the respondent added*, "The difference in academic performance based on students' socioeconomic backgrounds were students from higher socioeconomic status families tend to perform better than those from lower socioeconomic backgrounds. This is mainly because higher-income parents are more capable of monitoring their children, assisting with homework, supporting difficult subjects, and maintaining communication with teachers regarding their children's progress and behavior. They also provide additional learning resources, such as reference books and closely follow up on their children's overall development."*

"In contrast, students from low socioeconomic backgrounds often lack these opportunities. They may not receive sufficient academic support at home and in many cases are burdened with additional responsibilities to support their families' financially. As a result, they have less time and fewer resources to focus on their education. Finally, the students from well supported families tend to have higher confidence, better nutrition, and access to extra tutorials both at school and at home. Their parents prioritize education and encourage them to focus on their studies. However, students from low socioeconomic backgrounds are often deprived of these advantages, which further affect their academic performance."

Finally, she said*, "The measures taken at the school to support disadvantaged students include providing school feeding programs and supplying necessary school materials through government support. In some cases, additional assistance is given through contributions collected from teacher's wages to help the most disadvantaged students." (*1, May, 2026)

From the responses of the above interviews it can be understood that the principal of secondary school socioeconomic status was found to have a strong impact on academic performance. Students from higher-income families benefit from multiple academic advantages, while those from lower-income families face significant impacts on their learning.

Informant 2:

The respondent stated*, "In my opinion, several key issues affect the academic performance of secondary school students. Their success results from a mix of factors. Family involvement, school resources, teacher effectiveness, and the surrounding environment all play important roles. Parental support is a key factor in student success. Students who receive regular guidance*

and supervision from their families tend to do better academically. Students' motivation to learn and their negative attitudes toward education also influence performance."

He further said*, "Many students lack educational materials. Instead of studying, they spend time playing games like jottini, tennis, kerenbula, pool, and PlayStation. Additionally, some families face economic challenges, which lead to less parental support and control. The educational background of a student's family matters too. Those from educated families often show more talent than those from uneducated families. Family awareness about the value of education and the number of hours students study also affect outcomes. Many students do not dedicate enough time to their education."* (1, May, 2026)

The informant emphasizes the importance of parental involvement, student's motivation, proper use of time in improving academic performance. Educated and financially capable parents are able to help and monitor their children rather than uneducated and low-financial parents. These effects have a significant impact on students' academic performance.

Informant 3:

The informant said*, "According to my observation, there are numerous factors contributing to influencing learning. Among these, the widespread use of social media platforms such as tiktok and chat GPT plays a significant role. In addition, negative peer pressure, family socioeconomic status, and unemployment among educated family members further contributed to poor and lack of interest in academic performance. Moreover, the lack of effective governmental strategies and inadequate curriculum also influence student learning outcomes. Students from educated families tend to receive better academic support compared to those from uneducated families. Educated parents are more likely to monitor their children's progress, provide guidance, and offer academic assistance at home. They are also more capable of purchasing reference books, school input, cloth and other necessary resources."*

He further explains*," In contrast, families with low socioeconomic status often straggle. To afford essential education materials and basic needs, this negatively affects students' academic performance. To address these challenges, several strategies have been proposed. One approach involves teachers contributing a portion of their monthly salary to support disadvantaged*

*students, particularly in meeting their nutritional and educational needs. Additionally, schools are collaborating with non-governmental organizations through charity clubs to help cover the cost associated with student's education." (*4, May, 2026)

From the responses of the above interviews it can be understood that the principal of secondary school highlighted the impact of social media, peer pressure, and parental socioeconomic status on student learning. Students from educated families receive better support and resources, while low-income families struggle to meet basic educational needs.

Informant 4:

The respondent said*, "Based on my observations and experience in our school, several factors influence students' learning outcomes. One major issue is the under qualification of teachers. Although the curriculum is designed at a Masters (MA) level, most teachers hold only Bachelor's (BA) degrees. Additionally, family background plays a significant role. Many students come from low socio-economic conditions, and a considerable number are from single parent households, particularly without fathers. Parental behavior also affects students' learning; some parents display inappropriate or irresponsible behavior, while others are uneducated and unable to provide academic support."*

He added *"Peer and parental influence, include substance addiction, further contributing to poor academic performance. Classroom conditions are another critical challenge. Currently, each class accommodates approximately 80 to 90 students, which exceeds the recommended standard of 40 to 50 students. This overcrowding is primarily due to a shortage of classroom and school facilities, resulting in an unfavorable learning environment. Transportation problems also affect attendance. Many students miss classes because they cannot afford transportation costs, which reflect their families' economic hardship. Additionally, due to the large student population, the school operates a double-shift system, which further impacts the quality of education and student academic performance. Furthermore, students with educated parents tend to perform better academically than those with uneducated parents. Educated parents are more likely to monitor and support their children's education, maintain communication with teachers, and regularly attend school meetings to follow up on their children's progress."*

He further said, *"In contrast, uneducated parents often show limited involvement and rarely attend school meetings, even when invited. Students from low socioeconomic backgrounds are also more likely to exhibit behavioral problems and be undisciplined. They may be less responsive to advice and counseling and in some cases, engage in substance use. Cultural differences among students from diverse backgrounds, including refugees from Eritrean, Gambela, South Sudan, and other countries students also contribute to varying behaviors and learning challenges. On the other hand, students from higher socioeconomic backgrounds generally have better access to educational resources, including school materials and transportation, as well as stronger parental encouragement .As a result, they tend to perform better academically.*

According to our school several intervention and measurement has been implemented, these include providing psychological treatments for students with behavioral issues, offering free education and healthcare service, and distributing sanitary pads to female students. Additionally, the school collaborates with local and Indian international nongovernmental organizations (NGO) to support students and improve learning conditions". (5, May, 2026)

Finally, the finding from all informant 1,2,3,4 consistently show that student academic performance is influenced by combination of factors, parents socioeconomic status are most significantly affect students learning, parental education and involvement, school resource and environment, student from higher-income and educated families generally perform better due to access to resource ,supervision ,and encouragement. In contrast, students from low-income families face multiple obstacles, including lack of support, financial difficulty and limited learning materials. Parental occupations are important predictors of a student's educational outcomes. These findings suggest that socioeconomic conditions of parents can significantly influence a student's academic achievement.

These findings were consistent with the study by Mark B.Mukundi (2024) which reported that the majority of students agreed that lack of financial support from their families influences their academic performance. This indicates that financial support plays a significant role in students' ability to focus on their study. A significant number of students agree that low family income affects their academic performance. This suggests that financial constraints impact students' access to resources necessary for academic success. The majority of students agree that

parents' educational levels positively influence their attitude towards academic performance. This suggests that parental education can play a motivating role in students' academic pursuits. A significant number of students agree that low levels of parents' educational achievements affect their academic performance. The study findings also agreed with result of study conducted by Paul Ochieng Otieno, Dr. Judith Anyango Owaa, Dr. Janet Odhiambo (2024), revealed that there is a correlation between parents' socioeconomic status and their level of involvement in their children's education in secondary schools which ultimately influence their performance. This can be attributed to the parents of low socioeconomic status inability to hire teachers to coach their students at home, purchase revision materials, pay fees, access to rewards to appreciate their children's efforts in studies, and provision of their basic needs to enable them to settle down for their studies.

This research findings also supported by Ethiopian researcher Geremew Sime (2018), the finding discovered that majority of the teachers and principals and students had shown their positive opinion towards: parents' education, low parental income and socio economic status respectively influenced students' academic performance. These parents did not provide necessary support materials to the students, students have a problem in paying school fee, uniform and instructional materials and they also give the burden of work at home for their students. As a result students' academic performance was influenced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study aimed to explore/assess the influence of parent's socioeconomic status on students learning in Koye Fache sub city Public/Government High School. The main purpose was to examine how parental income, education level, and occupation affect students' academic learning. This chapter summarizes the research findings, draws conclusions, and provides recommendations for action and further research.

5.1. Summary of the study

This study investigates the influence of parents' socio economic status on student learning in the public high school of Koye Fatche sub city. The main purpose was to examine how parental income, education level, and occupation affect students' academic learning .The study employed a descriptive research design with mixed methods approach. Data were collected from students, teachers and school administrators using questionnaires and interviews. The collected data were analyzed using descriptive statistics such as mean, frequency, percentage and standard devotion.

The major finding of the study revealed that:-

- The research found that parental income, parental education, and parental occupation significantly impact students' academic performance. Students from higher socio economic backgrounds tend to perform better academically.

- Students whose parents held professional occupation tended to perform better academically than students whose parents worked in informal or low-income occupations.

- Higher-income households tend to provide better parental support compared to lower-income households. Students from higher SES backgrounds tend to perform better academically due to access to better resources and support systems. Conversely, students from lower SES backgrounds face challenges that hinder their academic success, such as limited access to resources and higher stress levels.

- Parental education level positively influences students' attitude toward learning, homework support, and academic monitoring.

- Most students reported receiving encouragement from parents, but active supervision such as homework checking and school visits were relatively low.

- Financial difficulty negatively affected students' concentration, access to learning materials, and academic performance.

- Teachers and principals strongly agreed that socioeconomic status significantly affects students' academic success, attendance, classroom participation, and motivation.

- Interview findings revealed additional challenges such as overcrowded classrooms, lack of teaching materials, peer pressure, social media distraction, transportation problems and low parental involvement.

- Both students and teachers strongly supported intervention measures such as financial assistance, scholarship, free learning materials, counseling, service, parental awareness program, and collaboration with NGOs.

5.2. Conclusions

The study concluded that parents' socioeconomic status has a significant influence on students' learning and academic performance at Koye Fatche public high school. The finding revealed that parental income, education level, and occupation collectively shape students' academic experience and learning outcome. Students from families with higher socioeconomic status generally performed better academically because they had better access to educational materials, parental guidance, financial support, and a conducive learning environment. Overall, socio-economic status (SES) significantly affects the academic performance of secondary school students.

The study also found that parental education plays a major role in students' academic success. Educated parents were more likely to monitor homework, communicate with teachers, encourage

academic achievement, and assist their children with schoolwork. In contrast, students from less educated families often lacked adequate academic guidance and support at home. Which are known determinants of academic achievement gap in Koye Fatche sub-city public high schools.

Similarly, parental occupation affected students' learning through income level, availability of time and parental supervision. Parents working in formal stable professional occupation were better able to provide educational recourse and follow up on their children's education. While parents engaged in labor-intensive or informal jobs had limited time and financial capacity to support learning activities.

The finding further showed that low socioeconomic status contributes to psychological stress, lack of learning materials, reduced concentration, absenteeism, poor classroom participation, and low motivation toward education.

5.3. Recommendations

Based on the findings of the study, the following recommendations are forwarded.

The Oromiya Regional government and education authority: The Oromiya Regional government and education authorities are advised to emphasis on programmed or formulate policies that can bridge the gaps between children of the rich and the poor in their academic pursuit, enhance school resources by expanding the number of schools, reducing overcrowding in classrooms, and allocating funds in a way that gives students from all socioeconomic backgrounds fair access to extracurricular activities, technology, and educational materials.

The Oromiya regional government encouraged expanding the student feeding program to high schools, similar to the program currently implemented in elementary schools, in order to support students from low socio-economic backgrounds and their educational participation and academic performance.

I suggest Oromiya regional government policies include, providing free transportation cards or school buses for students in government schools, along with free education and learning

materials, in order to equal access to education, reduce dropout rates, support poor families, promote national development, and encourage school attendance.

The study findings indicate the intervention strategy recommended that direct financial and school based materials support, parental empowerment and awareness programs, counseling and student support service, and community and external partnership respectively forwarded to reduce the negative effects of low socioeconomic status on students' academic performance.

Koye Fatche Sub-City school Administrator and Teachers: Teachers and school administrators recommended providing ongoing academic follow-up and motivation. Establish a supportive school environment that acknowledges and addresses the particular challenges faced by students from lower socio-economic backgrounds, such as by offering mentorship programs or counseling services; Provide teachers with training and resources to effectively support students from diverse socio-economic backgrounds, including strategies for addressing learning barriers and promoting academic success.

Koye Fatche Sub-City each Schools should strengthen parental awareness programs: Parental involvement in their children's education is encouraged and facilitated, especially for families with lower socioeconomic status. Schools should enhance their parental awareness programs by educating parents about the significance of keeping an eye on their children's academic progress and attending school meetings.

Shegere City Koye Fatche Sub-City Schools should strengthen financial support programs: As respondents reported in interviews and open-ended responses, schools should strengthen charity clubs and salary contribution programs by providing free uniforms and learning materials. School should also increase access to financial aid and scholarships for students from lower socio-economic backgrounds to help alleviate financial barriers to higher education.

Sheger City Koye Fatche Sub-City Schools should work with NGOs, charitable organizations, and local business owners: to provide sponsorship, school feeding programs, career counseling, and educational support for underprivileged students; strengthen their financial support programs by offering free uniforms and educational materials; increase access

to financial aid and scholarships for students from lower socioeconomic backgrounds to help alleviate financial barriers to higher education; and implement programs that encourage and facilitate parental involvement in their children's education, especially among families with lower socioeconomic status.

Sheger City Education Authority further research should be conducted: On additional factors affecting students' academic performance, such as social media influence, peer pressure, school environment, and cultural difference.

Generally, foster partnerships with community organizations and businesses to provide additional resources and support for students from lower socio-economic backgrounds. Create mentorship programs that pair students from lower socio-economic backgrounds with successful professionals or older students who can provide guidance and support. Implement evidence-based interventions that have been shown to improve academic outcomes for students from lower socio-economic backgrounds, such as tutoring programs or educational technology initiatives. Advocate for policies at the local, state, and national levels that promote educational equity and address the root causes of socio-economic disparities in academic performance.

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APPENDICES

Addis Ababa University

Department of Educational Planning and Project Management

Questionnaire to be distributed to the Respondents

This questionnaire is prepared for **students** of Koye Fatche Public High School

Dear Students

The purpose of this **questionnaire is to collect data regarding the Influence of Socio-economic Background of Parents on Students' Learning in Sheger City Koye Fatche Sub City Public High School.**

The researcher conducted this study for partial fulfillment of requirement for the degree of Master of Art in educational planning and project management. Therefore, your genuine response is important for the successful completion of this study. The information you provide will be used only for academic purposes and will be kept highly confidential.

Direction for filling out the questionnaire

- ✓ Do not write your name
- ✓ Put '' √ '' mark in the box provided for your choices

Part I. Back ground Information

1. **Sex:- Female** ☐ **Male** ☐
2. **Age:-** Below 12 year ☐ 13 -14 year ☐ 15-18 year ☐ above 19 year ☐
3. **Grade level** _____
4. **What is your average mark during the last semester end of examination**_____

Part II: - Parent's level of education and Occupation

1. **What is your parent's level of education?**

Father		Mother	
(I) University	☐	(i) University	☐
(ii) College / polytechnic	☐	(ii) college / polytechnic	☐
(Iii) secondary school	☐	(iii) secondary school	☐
(IV) primary school	☐	(IV) primary school	☐
(i) Did not attend school	☐	(v) did not attend school	☐
(ii) Do not know	☐	(VI) Do not know	☐

(iii) Others (specify) ……..

2. What is your Parents' Occupation?

Your Father		your mother	
(i) own Business	☐	(i) own Business	☐
(ii) Farmer	☐	(ii) Farmer	☐
(iii) paid worker	☐	(iii) paid worker	☐
(iv) Daily Laborer	☐	(IV) house wife	☐
(v) Others	☐	(v) others	☐

3. With whom do you live with most of the time?

Both father and mother ☐
Mother ☐
Father ☐
Others Guardian ☐

Others specify ……

4. How do you rate your family economic status?

A, low b, medium c, high

5. How do you perform in academics?

Excellent ☐ above average ☐ below average ☐

Part III: - Factors that Influence Students' Learning in Koye Fatche Public High School

Please tick against the approximate answer or fill in the required information.

a. Parents level of socio- economic status

1. Do you have personal text books? Yes ☐ No ☐
2. If no, why? ……..
3. Do your parents ensure that you do your homework? Yes ☐ No ☐
4. If yes how often?

   Daily ☐ weekly ☐

   Monthly ☐ Once per semester ☐
5. Do your parents visit the school to ask about your learning progress in school?

   Yes ☐ No ☐
6. Do your parents provide you with all learning resources that you require?

   Yes ☐ No ☐
7. If no, why?.....
8. Do your parents encourage you to work hard in school?

   Yes ☐ No ☐
9. If no, why?.....

Part IV: - Dear respondents would typically rate their agreement on a 5-point scale 1, strongly disagree to 5 strongly agree.

No	The influence of Family income	Strongly disagree	Disagree	neutrals	agree	Strongly agree
1	Students from high-income families perform better academically					
2	Financial problem at home reduce students concentration in schools					
3	Lack of money affects my school performance					
4	I sometimes miss school due to financial problems					
5	Students from low-income families face difficulty accessing learning materials					
6	My family can afford additional learning support private tutorials, etc.					
7	my family can afford to buy all school supplies for my study					
	Parental education levels	**Strongly disagree**	**Disagree**	**neutrals**	**agree**	**Strongly agree**
1	My parents are able to help me understood difficult topic in my school subject					
2	Educated parents are more involved in their children's academic activities					
3	My parent regularly check and monitor my academic progress					
4	Students whose parents are educated perform					

	better academically					
5	My parents discuss my academic progress with teachers					
6	My parents have necessary skill (e.g. literacy subject knowledge) to assist me with my homework and school projects					
7	Parents with higher education level place a strong emphasis on academic achievement at home					
	Parental Occupation	**Strongly disagree**	**Disagree**	**neutrals**	**agree**	**Strongly agree**
1	My parents come home too tired from work unable to help my homework or studies					
2	My parents work schedule allows them to help me my home work					
3	I feel that my parents work schedule prevents them from attending school meeting					
4	I am often asked to miss school because my parents need me to help them their work or business					
5	My attendance at school is regular because my parents work does not require me to stay at home					
6	I believe my parents jobs has a big influence on my overall academic performance					
7	Unemployed of parents negatively affects					

	students' school performance					
8	Students whose parents have professional occupations (e.g. Teacher, Doctors, and Engineers) tend to perform better than those with informal jobs.					
	Relation between socio economic status (SES) and academic performance	**Strongly disagree**	**Disag ree**	**neutrals**	**agree**	**Strongly agree**
1	There is a strong relationship between parental income and student performance					
2	Parental education level is directly linked to students' academic outcome,					
3	Parents' occupations significantly determine students learning outcome.					
4	Student from higher SES families consistently perform better than others					
5	Socioeconomic factors collectively influence academic achievements					
	Intervention strategy	**Strongly disagree**	**Disag ree**	**neutrals**	**agree**	**Strongly agree**
1	School should provide financial support for low-income students such as expanding scholarship program, provide free uniform, subsiding exam fees.					
2	Parental awareness programs can improve students' academic performance					
3	School should offer free learning materials to					

	disadvantaged students					
4	Counseling service can help students facing socioeconomic challenges.					
5	Organizing workshops to educate parents on how to support their children's education, even with limited literacy and time					
6	Partnering with local NGOs and business to provide carrier guidance and sponsorship for talented but needy students.					

n your opinion, how does your family's economics status affect your learning?

_____
_____

_____

11. In your opinion, how does your family's occupation status affect your learning?

_____

_____

12. In your opinion, how does your family's education status affect your learning?

_____

_____

13. What measure should the school take to support students from low socio-economic background parents'?

Thankyou

Appendix

Addis Ababa University

Department of Educational Planning and Project Management

Questionnaire to be distributed to the Respondents

This questionnaire is prepared for **Teachers** of Koye Fatche Public High School

Dear Teachers

The purpose of this **questionnaire is to collect data regarding the Influence of Socio-economic Background of Parents on Students' Learning in Sheger City Koye Fatche Sub City Public High School.**

The researcher is conducted this study for partial fulfillment of requirement for the degree of master of art in educational planning and project management. Therefore, your genuine response is important for the successful completion of this study. The information you provide will be used only for academic purpose and will be kept highly confidential.

Direction for filling out the questionnaire

- ✓ The questionnaire has two parts
- ✓ Do not write your name
- ✓ Put '' √ '' mark in the box provided for your choices

Part I. Back ground Information

1. **Sex:- Female** ☐ **Male** ☐
2. **Educational Level**:- Diploma ☐ First Degree ☐ Masters ☐ others ☐
3. **Age:-** Below 30 ☐ 31 -35 ☐ 36-40 ☐ above 41 ☐
4. How long have you been in the teaching/ administrator profession?

   Below 2 year ☐ 3-3 year ☐ 6-10 year ☐ above 11 year ☐

Part II: - Dear respondents would typically rate their agreement on a 5-point scale 1, strongly disagree to 5 strongly agree.

Teachers' perception of parents' SES	Strongly disagree	Disagree	neutrals	agree	Strongly agree
Students from high-income families perform better academically					
Parents' education level affects students classroom performance					
Low socioeconomic status is the primary cause of student absenteeism and dropout at this school.					
Students from low SES families lack learning materials					
There is a visible difference in classroom participation and confidence between students of high and low socioeconomic backgrounds.					
Teachers are able to easily identify students who are facing socioeconomic hardships					
Socioeconomic status of parents significantly affects students' academic success					
Teachers believe that students from low-socioeconomic backgrounds perform poorly					
School principals recognized socioeconomic challenge affecting students					

Students feel that their family background affects their learning					
There is inequality in academic performance due to socioeconomic difference					
Parental involvement and support	**Strongly disagree**	**Disagree**	**neutrals**	**agree**	**Strongly agree**
Educated parents monitor their children homework regularly					
Educated parents are more likely to assist their children with schoolwork					
Parents' level of education influence students' attitudes toward learning					
Students with highly educated parents perform better in school					
Parents with low education levels are less involved in academic activities					
The influence of parental Occupation on student learning	**Strongly disagree**	**Disagree**	**neutrals**	**agree**	**Strongly agree**
Students whose parents work long hour or multiple jobs often come to school without home work being checked.					
I observe that students of parents with irregular shift work have inconsistent attendance b/c of caring of sibling at home					
The flexibility of parents occupation significantly affects their ability to supervise student at home					
Parents in manual labor or unskilled occupation often feel less confidence in their ability to help their children.					

Students whose family are unemployed display higher level of anxiety about their future					
Students whose parents are self-employed are often absent because they help their family business during school hours					
Students whose parents have professional occupations (e.g. Teacher, Doctors, and Engineers) tend to perform better than those with informal jobs.					
Relation between socio economic status (SES) and academic performance	**Strongly disagree**	**Disagree**	**neutrals**	**agree**	**Strongly agree**
There is a strong relationship between parental income and student performance					
Parental education level is directly linked to students' academic outcome,					
Parents' occupations significantly determine students learning outcome.					
Student from higher SES families consistently perform better than others					
Socioeconomic factors collectively influence academic achievements					
Intervention strategy	**Strongly disagree**	**Disagree**	**neutrals**	**agree**	**Strongly agree**
School should provide financial support for low-income students such as expanding scholarship program, provide free uniform, subsiding exam fees.					

Parental awareness programs can improve students' academic performance					
School should offer free learning materials to disadvantaged students					
Counseling service can help students facing socioeconomic challenges.					
Organizing workshops to educate parents on how to support their children's education, even with limited literacy and time					
Partnering with local NGOs and business to provide carrier guidance and sponsorship for talented but needy students.					

5. **In your experience, how does parents' socio- economic status affect students learning?**

_____
_____

6. **What measure should the school take to support students from low socio-economic background parents'?**

_____
_____

Thank you

Appendix

Interview guideline

Dear school principal/director

The purpose of this **interview is to collect data regarding the Influence of Socio- economic Background of Parents on Students' Learning in Sheger City Koye Fatche Sub City Public High Schools.**

The researcher conducted this study for partial fulfillment of requirement for the degree of Master of Art in Educational Leadership and Management. Therefore, your genuine response is important for the successful completion of this study. The information you provide will be used only for academic purposes and will be kept highly confidential.

Interview guide for purposively selected teacher and principals of each school

1. From your experience, what factors most influence student's academic performance?
2. How would you describe the relationship between students' family education background and their performance in your class?
3. What difference do you observe between student from higher and lower socio-economic background?
4. How does the school currently support students from low socio-economic background**?**
5. How does family income affect students learning in classroom?
6. How does parental occupation influence students' academic life

APPENDIX-2

Bulchiinsa Magaalaa Shaggaritti *W'aajjira*
Barnootaa Kutaa Magaalaa Kooyyee Facece

በሸገር ከተማ አስተዳደር የኮዬ ፈጬ ክ/ከተማ
ትምህርት ጽ/ቤት

Shaggar City Administration Koye Fache Sub-city Education Office

Lakk.WBKM ኮፈ/ክ-ኒ/186

Guyyaa 21/07/2018

Barsiisaa Manneen barnoota sad. 2ffaa K/M/K Facece hundaa tiif

B/J

Dhimmi:-Deeggarsa gaafachuu ta'a.

Akkuma olitti ibsamuuf yaalametti Obboo Asaamminoo Darrib MA Unversitii Finfinnee irraa baraachaa jiraachuu isaanii xalayaa gaafa guyyaa 21/ 6/2018 barreefameen daaggarsaa akka goonuf nuu gaafatanii jiru.

Haaluma Kanaan manneen barnootaa sad.2ffaa kutaa magaalaa keenya keessa jiran hunda keessatti mata duree "**Socio- economic status of parents on students' learning in sheger city**" jedhu irratti qorannoo isaanii gaggeessuu waan barbaadaniif daaggarsaa barbaachisu akka gootaniif isin beeksifna.

Nagaa Wajjin!

የትምህርትና ቋንቋዎች ጥናት ኮሌጅ
College of Education and Language Studies

የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል
Department of Educational Planning and Management

Date: _____

To Whom It May Concern

Asaminew Derb is **MA** student in the Department of Educational Planning and Management; **He/She** is currently undertaking **his/her** seminar course. The title of his/her thesis is:

The influence Of Soe!O economic Statur Of parents On Students' Learning in Shegar City, Kore Jetche Sub City public high School.

This is therefore, to kindly request your good office to cooperate and support **him/her** with references and assistances in collecting data for finalizing his/her Seminar paper. The Department would like to thank your good office in advance.

With Regards

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