

ISRG Journal of Education, Humanities and Literature (ISRGJEHL)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Edu Humanit Lit

ISSN: 2584-2544 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjehl/>

Volume – II Issue -I (January- February) 2025

Frequency: Bimonthly



THE INFLUENCES OF PARENTS' INCOME ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN WESTERN AREA URBAN

Tony Patrick George^{1*}, Umar Sorie Fofanah²

^{1,2} Department of Teacher Education, School of Education, Njala University, Sierra Leone

| Received: 13.01.2025 | Accepted: 18.01.2025 | Published: 01.02.2025

*Corresponding author: Tony Patrick George

Department of Teacher Education, School of Education, Njala University, Sierra Leone

Abstract

The purpose of this study is to investigate the influences of parents' income to pupils' academic performance in public primary schools in western area urban District of Sierra Leone. The study targets an estimated number of (60) Parents, Teachers, and Pupils drawn from (5) Primary Schools in the Western Area Urban. A purposive sampling technique was used to examine the total population of parents, Teachers, and Pupils in the survey. The findings of the study revealed that the majority of the mothers are high-income employees followed by low-income employees and the minority are the middle business entrepreneurs and big business entrepreneurs. The findings further show that fathers with middle-class incomes made up the majority of the respondents. This implies that Parents' educational attainment has an impact on their children's performance. The Result reveals that majority of mothers work at high-paying employees; their high-earning can therefore afford the additional expenses associated with pupils' academic pursuits. like paying for school materials or purchasing books. The government through the Ministry of finance should provide a revolving loan at no interest rate to improve on the economic activities of parents to increase pupils academic performance.

Keywords: Influences, parents' income, pupils' academic performance, public primary schools in western area urban

INTRODUCTION

Ali, N., et al (2020) starts an introduction concerning the research on Assessment of Parental involvement in Pupils' Academic performance in Secondary Schools. He explains that in this era of globalization and technical revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital linked with an individual's well-being and opportunities for better life Akessa, G. M., & Dhufera, A. G. (2015).

He has the following objectives the first objective is to analyze the effect of socioeconomic parental education and occupation on quality of Pupils' academic performance. The second objective is to explore the effect of socio-economic status on student's achievement in the subject of Mathematics and English. The third objective is to find the difference in quality of student's achievement in relation to their gender. Shilinde, M. (2021) starts in the introduction in the research concern with Assessment of Parental Involvement in Student Academic performance in Secondary Schools. He said there is an increasing demand for good education but its standard seems to be declining. Many of our present day Pupils are no more interested in hard work as a means of achieving academic objectives. Those who are interested dedicated and focused are faced with a lot of domestic chores, by the time they finish them they are already weak and cannot cope with their academic for that day. He has the following objectives like the first objective is to find out if there is any significant difference in the academic performance of Pupils from small and large family size. The second objective is to compare the academic attainment of senior secondary school Pupils from high and low socio-economic status. The third objective is to determine whether parent's educational status is responsible for high academic performance of secondary school Pupils. I have objectives which are differ with researchers I mentioned above the objectives which are first objectives is to examine the effect of the parent's level of education to student's academic performance in secondary school. Second objective is to examine the influences of parent's income to Pupils' academic performance in secondary school. The third objective is to determine the extent to which teachers and parents' communication affect Pupils' academic performance in secondary school. There is research gap because my objectives are differing from other researchers I mentioned above.

Parental level of income is a major source of educational inequality. Pupils whose parents are poor are educationally disadvantaged. Along this line of argument, Li, Z., & Qiu, Z. (2018) argue that poor parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Nja et al (2022) noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's academic performance. Pupils who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively.

Pupils from poor parents may be deprived of other basic needs. Omoniyi et al (2022) agreed with this sentiment when he noted that children of poor parents often lack adequate food, shelter, and good healthcare. This hurts academic performance because Sanni (2024) stated that Pupils from low-income families are unable to concentrate on class activities due to a lack of basic needs. Poverty is linked to increased levels of parental stress, depression, and poor health conditions that might negatively affect parents' ability to

nurture their children well Kalil et al (2016). Thus, it can be seen from the foregoing that children from disadvantaged backgrounds are at a higher risk of lacking quality education.

On the other hand, Pupils whose parents have high levels of income outperform their peers from poor backgrounds due to several factors. Liu and Qiu (2018) maintained that affluent parents can afford to organize home tutoring, and in this way, consolidate their influence on their children's performance. As a consequence, the authors note that Pupils from high-income parents have higher educational aspirations and expectations than their peers from poor backgrounds.

Furthermore, Guo et al (2018) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school. Because of the high poverty rate in the United States, the link between parental income and Pupils' outcomes has emerged as an important area of study Owens, A. (2018). For instance, by matching data from 4,500 children participating in the National Longitudinal Survey of Youth (NLSY) to that of their mothers, Dahl and Ngangi (2023) investigated how family income impact child achievement. The study results established that parental income had a significant influence on Pupils' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In China, past studies have shown that parents' economic status is a powerful predictor variable influencing the academic performance of children Li, Y et al (2016). To further these studies, Ngangi et al (2023). using family data drawn from 1,050 samples derived from China Family Panel Studies (CFPS) investigated the effect of family income on children's education. The results of the study showed that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, has low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents. In Japan, a study concluded that parents' level of income is positively correlated with Pupils' academic performance. By including a sample of 300 Pupils from two high schools who were randomly selected, Machebe et al (2017) investigated the impact of parental level of income on Pupils' academic performance in high schools. The study employed questionnaires to collect data. The study findings showed that parents' level of income had a positive influence on Pupils' academic performance. Specifically, the study established that greater academic achievement for a student was attained by Pupils from high-income families.

Objectives of the Study

The Study was guided by the following Research objectives:

1. Find out the ages of Respondents in the study
2. Examine the Influences of Parents' Income on Pupils' Academic Performance in Public Primary Schools in Western Area Urban
3. Determines the mother Occupation in Western Area Urban District
4. Examine the parents' level of Education on the pupils' Performance in Western Area Urban District

Research Questions

The Study was guided by the following Research Questions

1. What are the ages of Respondents in the study?
2. What is the Influences of Parents' Income on Pupils' Academic Performance in Public Primary Schools in Western Area Urban?
3. What are the mothers Occupation in Western Area Urban District?
4. What are the parents' levels of Education on the pupils' Performance in Western Area Urban District

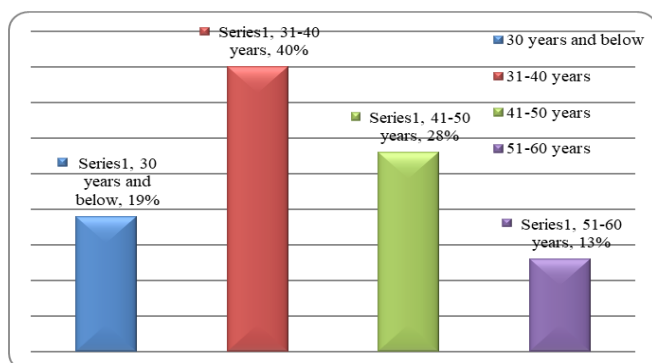
Methodology

This study use stratified random sampling to ensure that the two (2) zones in the western area urban are all represented. Therefore, stratified sampling and simple random sampling techniques was used to select the Primary school in the Eastern and Western area of Freetown from which data were collected from pupils, parents and teachers. Schools from each zone had the same chance of being selected. The remaining schools were to be used for pre testing of this research and were not included in the research study. According to Nanjundeswaraswamy, T. S., & Divakar, S. (2021) a sample size for descriptive study should be between 10 percent to 20 percent of the population. Ten (10) pupils were selected from the selected primary schools, through simple random sampling techniques; also forty (40) parents were selected from the Community Teachers Association (CTA) through simple random sampling techniques, and ten teachers were purposively selected from the selected schools, giving a total of sixty (60) respondents from each school, the number of schools selected from the two zones (East and West) was six (6), thus the respondents for the each zone is 30 (30x2). Therefore the population for this study is 300 subject and a sample size of 60:Re (20% of 300; the sample size for this study is 60 subjects

RESULT

Analysis for answering the research questions

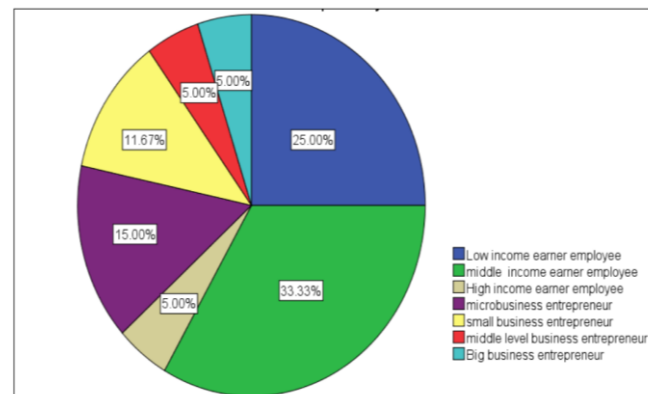
Research question one: What are the ages of Respondents



Source: Field Data, 2024

Figure 1 illustrated data on the age of respondents targeted in this study. The majority of respondents 40% was made up of parents between 31-40 years; 28% of the respondents was made up of Parents between 41-50 years of age; 19% of the respondents were between the ages of 30 years and below and the last category 13% was made up of Parents between 51-60 years of age. The figure revealed that most parents are young and have the energy to involve in the academic performance of their children in primary schools in the Western Area Urban District.

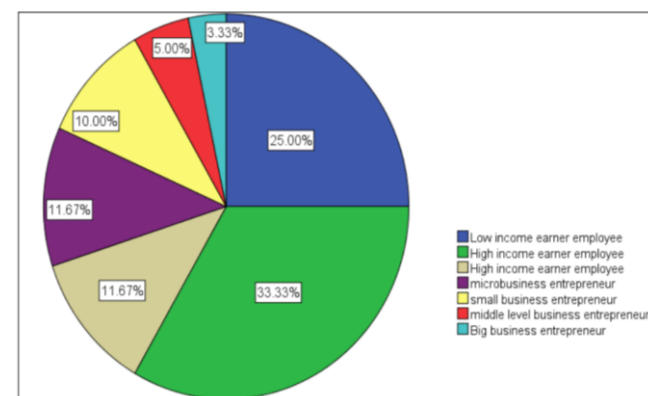
Research question Two: what is the Influences of Parents' Income on Pupils' Academic Performance in Public Primary Schools in Western Area Urban?



Source: Research Data (2024)

Figure 2 above showed the Influences of Parents' Income on Pupils' Academic Performance in Public Primary Schools in Western Area Urban. The Data in the figure indicated that parents who are the middle level entrepreneurs accounted for (5%) of the respondents, those who are small business entrepreneurs made (12%) of the respondents, big business entrepreneurs made (5%) of the respondents and the same (5%) of the respondents was observed to fathers with microbusiness entrepreneurs, low income earner employee was made up of (25%) of respondents and lastly (33%) of the respondents was attributed to fathers with middle income earners. The study reveals that majority of the respondents were middle earning employees, this implies that the type of occupation of a parent has positive relationship with the type of education one possess.

Research question Three: What are the mothers Occupation in Western Area Urban District?

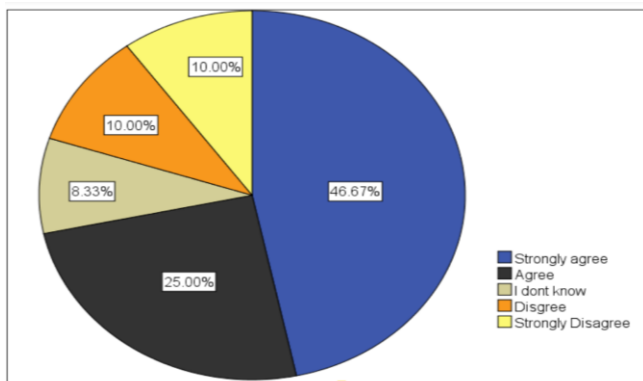


Source: Research Data (2024)

Figure 3 summarized findings indicate that, mothers with big business accounted for (3%) of respondents, followed by those with middle level entrepreneurs for (5%) of the respondents, small

business entrepreneurs.(10%) of the respondents was for mothers with small business entrepreneurs, (12%) of the respondents was for microbusiness entrepreneurs, (12%) of the respondents were for high income entrepreneurs (25%) of respondents was for low income earner entrepreneurs and lastly the (33%) of respondents for high income employee. This implies that majority of the respondents were high income earners employees. The amount of time spent at home with a child is correlated with the occupation of the mother. It is crucial to ensure that students fulfill their academic responsibilities during this time.

Research question Four: What are the parents' levels of Education on the pupils' Performance in Western Area Urban District?



Source: Research Data (2024)

From the chart in figure 4 above it can be seen that (47%) of the respondent confirm that the education level of parents affects the Pupils performance (25%) of the respondents agree that education has effect on the pupils performance. (8%) of the respondent indicated they don't know if the education of parents affects Pupils performance, (10%) of the respondents strongly disagree with the notion that education of parents affects Pupils' performance and lastly (10%) of the respondents disagree on the same notion above.

It is therefore said that, majority agree with the notion that a parents education affects Pupils performance by (72%) of the respondents strongly agree response. Against those who disagree by (20%) of the respondent (strongly disagree disagree) responses. And (8%) of the respondents indicated that they don't know that parents education affects pupils performance

From the findings, it can be said that majority of the mothers are the high income employees followed by low income employees and the minority are the middle business entrepreneurs and big business entrepreneurs. The implication for the high income employees means that they can afford the extra cost related to student's school activities. Such as tuition or buying books. These extra activities are so important to the performance of a student at school. Impact of Education on the Pupils' Performance.

The study wanted to find out if the really the level of education affect the Pupils' performance, therefore the question begging for agreement or disagreement, Do you agree that level of education of the parents influence Pupils' academic performance? Was asked to secondary Pupils in western area Urban.

Conclusions and Recommendations

The research focused on the influences of Parents' Income on Pupils' Academic Performance because when pupils perform well

this will make them good people in society because they will use the knowledge and skills they get from school to be able to cope with the environment surrounding them so that they can help people in the society to have a good life. It is concluded that, for pupils to perform well, there must be a financial commitment to overcome the challenges that has to do with their learning materials

Recommendations

The research findings revealed that the majority of the mothers are high-income employees followed by low-income employees and the minority are the middle business entrepreneurs and big business entrepreneurs. The implication for the high-income employees means that they can afford the extra cost related to student's school activities such as tuition or buying books. These extra activities are so important to the performance of a student at school.

The results show that fathers with middle-class incomes made up the majority of the respondents. This implies that Parents' educational attainment has an impact on their children's performance.

The Result reveals that majority of mothers work at high-paying employees; their high-earning can therefore afford the additional expenses associated with pupils' academic pursuits. Like paying for school materials or purchasing books

References

1. Akessa, G. M., & Dhufera, A. G. (2015). Factors That Influences Pupils Academic Performance: A Case of Rift Valley University, Jimma, Ethiopia. *Journal of Education and Practice*, 6(22), 55-63.
2. Ali, N., Ullah, A., Shah, M., Ali, A., Khan, S. A., Shakoor, A., ... & Ahmad, S. (2020). School role in improving parenting skills and academic performance of secondary schools Pupils in Pakistan. *Heliyon*, 6(11).
3. Shilinde, M. (2021). The Influence of Parental Involvement on Pupils' Academic Performance in Public Secondary Schools at Shinyanga Municipality, Tanzania (Doctoral dissertation, SAUT).
4. Li, Z., & Qiu, Z. (2018) How does family background affect children's educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, 5(1), 1-21.
5. Nja, C. O., Neji, H. A., Orim, R. E., Ukwetang, J. O., Ideba, M. A., Cornelius-Ukpepi, B., & Ndifon, R. A. (2022, September). The socio-economic rank of parents and students' academic and cognitive outcomes: Examining the physical, psychological and social mediators. In *Frontiers in Education* (Vol. 7, p. 938078). Frontiers Media SA.
6. Omoniyi, I. B., Gamede, B. T., & Uleanya, C. (2022). The Impact of the Household Poverty Trap on Learners' Academic Achievement in Rural Secondary Schools in the Zululand District: A Case Study of Nongoma Secondary Rural Schools. *Journal of Educational and Social Research*, 12(3), 263-276.
7. Sanni, A. B. (2024). *Social Class Factors, Academic Well-Being And Academic Achievement Of Public Secondary School Students In Ekiti State, Nigeria* (Doctoral Dissertation, University Of Ibadan).
8. Kalil, A., Duncan, G. J., & Ziol-Guest, K. M. (2016). Early childhood poverty: Short and long-run

consequences over the lifespan. *Handbook of the Life Course: Volume II*, 341-354.

9. Li, Z., & Qiu, Z. (2018) How does family background affect children's educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, 5(1), 1-21.
10. Guo, X., Lv, B., Zhou, H., Liu, C., Liu, J., Jiang, K., & Luo, L. (2018). Gender differences in how family income and parental education relate to reading achievement in China: The mediating role of parental expectation and parental involvement. *Frontiers in psychology*, 9, 783.
11. Chinyoka, K., & Mugweni, R. (2020). Parental Level Of Education And Its Effects On The Academic Performance Of Adolescents In Masvingo, Zimbabwe.
12. Owens, A. (2018). Income segregation between school districts and inequality in students' achievement. *Sociology of education*, 91(1), 1-27.
13. Ngangi, A. M., Mwanja, J. M., & Cheloti, S. K. (2023). An Assessment of parental level of income on students' academic performance in public secondary schools in Kenya.
14. Li, Y., Xu, L., Liu, L., Lv, Y., Wang, Y., & Huntsinger, C. S. (2016). Can preschool socioeconomic composition moderate relationships between family environment and Chinese children's early academic and social outcomes?. *Children and Youth Services Review*, 60, 1-10.
15. Ngangi, A. M., Mwanja, J. M., & Cheloti, S. K. (2023). An Assessment of parental level of income on students' academic performance in public secondary schools in Kenya.
16. Machebe, C. H., Ezegbe, B. N., & Onuoha, J. (2017). The Impact of Parental Level of Income on Students' Academic Performance in High School in Japan. *Universal Journal of Educational Research*, 5(9), 1614-1620.