Canadian Journal of Educational and Social Studies
Vol. 6(6), 2026, pp.47-60

Influence of Parental Income on Students' Educational Outcomes: A Comparative Analysis of Perceptions in Public and Private Schools in Nandi County, Kenya

Dennis Ndori Maluha[1]

[1] PhD, Koitaleel Samoei University College, Kenya
Email: denondori@gmail.com

DOI: 10.53103/cjess.v6i6.586

Abstract

Across countries, there are disparities in the family income of families raising children. Studies worldwide have shown that children's parental income level determines several aspects of their education, such as the type of school they attend and the resources available at the institution. The topic of parental income and its impact is examined in this study among public and private junior comprehensive schools in Nandi County, Kenya. The Human Capital and Socioeconomic Status theory of Shannon and Mestry (2020) provided the framework for this study's design. An explanatory sequential mixed-methods research design was used. The study employed questionnaires administered to headteachers, teachers, and parents' representatives on the School Board of Management of the selected schools as participants. A stratified proportionate sampling procedure was used, representing the 7470-parent population, with 99 respondents selected for the analysis. The study used descriptive statistics to describe the data and Analysis of Variance to determine if there were any significant differences between the study groups. The results showed that parental income significantly predicts school choice, access to learning materials, tutorial attendance, and student outcome ($F = 6.214$, $p < 0.05$). The participants from both public and private schools concurred that parental income has a great impact on accessing education resources and consistent school attendance. This study's findings are consistent with studies conducted worldwide establishing a link between parental income and children's academic performance. The results also imply that financial status plays a significant role in determining a student's educational outcome. This study concludes that disparities in income levels are detrimental to achieving equity in education. It recommends that the government should subsidize education and provide bursaries to supplement those of the sponsored schools while considering providing resources to the institutions.

Keywords: Parental Income, Educational Outcomes, Socioeconomic Status, Human Capital Theory, Public and Private Schools, Kenya, ANOVA, Educational Equity

Introduction

Global studies have demonstrated that parental income has a significant effect on

students' outcomes. In their article, Dahl, Kostøl, Mogstad, and Zhestkova (2020) argue that the increased income level leads to improved cognitive ability, social behaviour, and parenting in low–income families. On the other hand, Bell (2024) explains that the relative increase in income is positively associated with the likelihood of entering the workforce in children from lower–income households. At the same time, higher income among middle– and upper–class families lead to better educational attainment and intergenerational transfers. Therefore, it is evident that parental income affects students' outcomes directly and indirectly.

Aside from the fact that parental income provides learners with access to learning resources, wealth may also determine students' choices of schools, a home environment conducive to learning, and parental engagement, thus influencing their learning trajectories. Bell (2024) explained that family wealth in higher socioeconomic classes can be leveraged to provide better education for children and grandchildren, therefore contributing to the intergenerational transfer of wealth. However, children from low-income families experience heightened risks of poor attendance, malnourishment, and poor mental health, which negatively impact their learning (Drajeaa & O'Sullivan, n.d.).

While much research evidence shows that parental income has a substantial effect on students' educational outcomes (Cooper & Stewart, 2021; Chetty, Hendren, & Katz, 2016; OECD, 2024; Schild, 2023), there are limited studies that explore the variation of such an impact in public and private schools. To begin with, private institutions usually charge higher fees or require greater parental involvement compared to public ones, thus increasing the likelihood that only economically advantaged students can afford to study there. On the other hand, public institutions aim to ensure equal opportunities for everybody, despite frequently experiencing budget shortages or difficulties with staff recruitment, which in turn affects their capacity to counterbalance family income inequality. Nevertheless, most of the existing literature does not analyze the link between parental income and educational outcomes in day junior comprehensive schools, particularly in low- and middle-income countries like Kenya. These institutions increasingly adopt the Competency-Based Curriculum but do not monitor if the students' performance is similarly correlated to their family's socio-economic status in both public and private schools.

In the developing world, evidence shows the impact of parents' income on the children's learning process. Drajeaa and O'Sullivan (n.d.) researched the relationship between parental literacy and the students' scholastic performance. The study conducted in rural Uganda indicated that low family income and parental illiteracy caused limitations in supporting the children's education, leading to poor academic results. Another study by Careemdeen (2024) identified that in Sri Lanka, the students whose parents' income was high were more engaged in collaborative activities and discussions in the classroom than those whose families were from low socioeconomic status. Both studies indicate the

difference in achievement related to the family income level and parental literacy.

Studies from the countries of India, Nigeria, and Kenya have shown a consensus on the fact that the income of parents plays a significant role in school choice and outcomes. Hsieh (2000) observed in India that the selection of private schools by the family is determined by their high-income status. In Nigeria, Gital and Igunnu (2024) found that parental income substantially influenced pupils' learning opportunities and outcomes. Finally, Macharia (2024) wrote about Kenya that the level of parents' income, as part of their socio-economic status, was among the factors that determined the efficiency of public secondary education through progression and retention. In this way, it is possible to conclude that there is a correlation between the income of parents and the educational outcomes in the junior comprehensive schools of the two former countries mentioned above. Still, there is a lack of research that would compare the influence of the criterion on the two types of educational institutions.

In Pakistan, educated parents, who mostly have higher income brackets, can afford things like tuition fees and additional educational resources as compared to those with lower levels of education, which means that income has an impact on the likelihood of a child having access to educational materials (Siddiqui, 2017). In Ghana, research indicates that there is a large increase in the amount of money spent on a child's education, including such things as books and tutors, when there is an increase in the family's income, with the multiplier being as high as seventy-six percent for every additional unit of money earned (Author Unknown, 2023). In Uganda, a study conducted in Kasese district revealed that higher parental income resulted in children having access to more scholastic materials such as books, writing materials, and even uniforms, as well as study facilities like a desk and sufficient lighting, which in turn improves performance (Masereka et al, 2024). Although there is ample research in the three countries which indicate that income plays a role in ensuring that children have access to learning materials, most of the research done has been at the country level or about general expenditures. There is a need to do more research on how income influences the availability of learning resources in different school categories and levels of education.

Studies indicate that a low household income limits the chances of enrolling in additional educational events, while disadvantaged children are less likely to participate in organized out-of-school programs (OECD, 2023). Research in Botswana and Tanzania also shows that a family's financial state influences the ability of the learners to receive parental aid and extra classes (Mphafe, Miruka, & Pelser, 2014; Human Rights Watch, 2017). While the current research highlights that low-income households may limit family members' access to additional programs, no comparisons were made to understand how this disadvantage is manifested in learners' participation in public and private junior comprehensive schools.

Studies in Canada, South Africa and Rwanda provide evidence that parental

income strongly influences access to tutoring, as wealthier households are more able to pay for supplementary lessons. Further evidence suggests that this has an impact on educational opportunity disparities as lower-income families are less able to afford out-of-school academic support (Future Skills Centre, 2022; Bray, 2021; UNESCO IIEP, 2021). Whilst studies in Canada, South Africa and Rwanda provide evidence that parental income influences access to tutoring, most research focuses on national or regional trends rather than exploring patterns across different types of schools. There is limited research that has explored how parental income influences tutoring opportunities in public and private junior comprehensive schools, and this presents an opportunity for more context-specific investigations.

In the United States of America, Duncan, Ziol-Guest and Kalil (2010) found that higher parental income during early childhood is significantly associated with greater levels of educational attainment, including increased years of completed schooling in adulthood. Similarly, in the Republic of Liberia, national education assessment reports indicate that children from low-income households experience lower enrolment, higher dropout rates and reduced learning outcomes, which demonstrates that parents' income significantly influences students' educational success (Ministry of Education, Liberia, 2022). In the Republic of Sudan, an analysis of medical students' performance showed that students from families reporting higher monthly incomes demonstrated significantly better cumulative GPA, thus revealing that parents' income is indeed a key determinant of academic performance (Ahmed et al., 2023). In Kenya, Macharia (2024) found that parental income significantly influences internal efficiency indicators such as progression and retention in public secondary schools. This study seeks to fill this research gap by examining how parental income influences students' educational outcomes in public and private junior comprehensive schools.

The studies carried out in Kenya are not an exception to the trend that parental income influences students' performance. Goro, Baraza, and Simatwa (2019) found that there was a positive relationship between parental income and the performance of primary school pupils in Kisumu West Sub-County. The study established that 20% of the variance in the achievements of these pupils could be predicted by their parents' income. Similarly, in the case of secondary school students in Bungoma County, Kiboi (2018) found that parental income, together with parental education and occupation, had a significant influence on students' performance. It is recommended that bursaries, free fees, and provision of learning materials should be considered to bridge the gaps in parental income for both public and private day schools.

In Kenya, Kiboi (2018) found that besides the effect of social inequalities on performance, there is also an effect on transition rates, with the children of wealthy families being more likely to successfully transition between different levels of school. This evidence supports the need for this study, as it can be inferred that parental income has an

effect on the likelihood of a learner transitioning successfully in public and private day schools in Nandi County.

Statement of the Problem

Educational inequalities originating from the discrepancy in parental income present a significant challenge to achieving equitable learning in Kenya. Although students from higher-middle-class homes experience the advantage of sufficient learning materials and parental support, those from lower-middle-class families face irregular school attendance, limited resource availability, and poor monitoring, adversely affecting their overall academic achievement (Dahl et al., 2020; Goro, Baraza, & Simatwa, 2019). In Nandi County, the disparities have been witnessed in both day public and private junior comprehensive schools. However, there is insufficient empirical evidence on the association between parental income and students' academic performance, hindering policymaking to address the emerging concern. Thus, establishing the connection between children's performance and the parents' earnings is paramount to this study since it jeopardizes Kenya's Vision 2030 and Sustainable Development Goal Four.

Research Objective: To investigate if there exists a variation in perceptions on the influence of parental income on students' results between parents, teachers, and head teachers in public and private schools.

Research Hypothesis: There is no difference in the perception of the influence of parental income on students' results between parents, teachers, and head teachers in public and private schools.

Methodology

A mixed-methods explanatory sequential design was applied for the quantitative research, where the research question was investigated using a questionnaire. The tool was aimed at assessing the influence of parental income on students' academic performance. The study was based on the Human Capital and Socioeconomic Status theory developed by Shannon and Mestry (2020). It states that students' results are determined by the income of their parents because it determines the amount of education investment and access to educational resources. The target population was the head teachers, teachers, and Parent Chairpersons of the School Board of Management (BOM). Parent Chairpersons were selected as a representative group because they are the ones who understand the situation and can provide a professional perspective. Their involvement in the study is relevant because they participate in management processes on behalf of the parents. As for the head teachers and teachers, they are the ones who monitor students' academic performance and have the necessary practical knowledge and skills to identify related issues.

The target population of this study consisted of 7470 participants, of whom 1010 were head teachers (810 public and 200 private), 1010 BOM parents' chairpersons (810 public and 200 private), and 5450 teachers (4050 public and 1400 private). Proportionate stratified sampling was used to select samples of head teachers, teachers, and BOM parents' chairpersons from public and private schools based on the five identified strata. Using Glenn's determination table, a total of 99 respondents were selected from the target population at a 95 per cent confidence level and ±10% precision level. From the 99 respondents selected using stratified proportionate sampling, 25 were head teachers (11 public and 14 private), 49 were teachers (30 public and 19 private), and 25 were BOM parents' chairpersons (15 public and 10 private). Both internal and external validity of the research instrument were established. External validity was achieved by having a 100% response rate of the administered questionnaires due to the efforts of the researcher and the cooperation of the school management. Content, construct, and face validity were achieved through a pilot study. The split-half method was used to establish the instrument's reliability for this study. The calculated reliability was 0.7, which was considered adequate for the study. The findings were described using percentages and frequency distributions. Analysis of variance was used to establish if there were statistically significant differences in the students' educational outcomes between the respondents with differing levels of parental income. The five-point Likert scale was considered appropriate for this study because it captured the respondents' varying perceptions and opinions about the influence of parental income on students' educational outcomes. The scale ranged from strongly disagree (SD = 1) to strongly agree (SA = 5).

Table 1: Influence of parental income on students' educational outcomes

Statement	Sch	Resp	SD	D	N	A	SA
Parental income influences the type of school choice	Pub	Parents	1 (6.7%)	2 (13.3%)	1 (6.7%)	7 (46.6%)	4 (26.7%)
		HT's	1 (6.7%)	1(6.7%)	2(13.3%)	8(53.3%)	3(20.0%)
		Teachers	2 (6.7%)	2 (6.7%)	1 (3.3%)	16(53.3%)	9 (30.0%)
	Priv	Parents	-	1 (10.0%)	2(20.0%)	4 (40.0%)	3 (30.0%)
		HT's	-	-	1(10.0%)	5 (50.0%)	4 (40.0%)
		Teachers	1 (5.3%)	1 (5.3%)	3 (15.8%)	10 (52.6%)	4 (21.0%)
Parental income levels influence types of learning materials	Pub	Parents	3 (20.0%)	5 (33.3%)	2 (13.3%)	3 (20.0%)	2 (13.3%)
		HT's	2 (13.3%)	4 (26.7%)	3 (20.0%)	4 (26.7%)	2 (13.3%)
		Teachers	5 (16.7%)	11 (36.7%)	4 (13.3%)	7 (23.3%)	3 (10.0%)
	Priv	Parents	1 (10.0%)	2 (20.0%)	1 (10.0%)	4 (40.0%)	2 (20.0%)
		HT's	-	1 (10.0%)	1 (10.0%)	5 (50.0%)	3 (30.0%)
		Teachers	2 (10.5%)	3 (15.8%)	2 (10.5%)	8 (42.1%)	4 (21.1%)
Parental income influences tutorial access	Pub	Parents	2 (13.3%)	2 (13.3%)	2 (13.3%)	6 (40.0%)	3 (20.0%)
		HT's	-	1 (6.7%)	2 (13.3%)	9 (60.0%)	3 (20.0%)
		Teachers	2 (6.7%)	3 (10.0%)	4 (13.3%)	15 (50.0%)	6 (20.0%)
	Priv	Parents	-	1 (10.0%)	2 (20.0%)	4 (40.0%)	3 (30.0%)
		HT's	-	1 (10.0%)	1 (10.0%)	5 (50.0%)	3 (30.0%)
		Teachers	1 (5.2%)	1 (5.2%)	3 (15.8%)	7 (36.8%)	5 (26.3%)
Parental income levels ensure attendance of the students	Pub	Parents	1 (6.7%)	1 (6.7%)	3 (20.0%)	6 (40.0%)	4 (26.7%)
		HT's	1 (6.7%)	1 (6.7%)	2 (13.3%)	6 (40.0%)	5 (33.3%)
		Teachers	2 (6.7%)	2 (6.7%)	4 (13.3%)	13 (43.3%)	9 (30.0%)
	Priv	Parents	-	1 (10.0%)	2 (20.0%)	4 (40.0%)	3 (30.0%)
		HT's	-	-	1 (10.0%)	6 (60.0%)	3 (30.0%)
		Teachers	1 (5.2%)	1 (5.2%)	2 (10.5%)	10 (52.6%)	5 (26.3%)
Parental income levels influence the education results of the students	Pub	Parents	-	-	3 (20.0%)	8 (53.3%)	4 (26.7%)
		HT's	2 (13.3%)	3 (20.0%)	2 (13.3%)	5 (33.3%)	3 (20.0%)
		Teachers	3 (10.0%)	5 (16.7%)	3 (10.0%)	11 (36.7%)	8 (26.7%)
	Priv	Parents	-	1 (10.0%)	2 (20.0%)	4 (40.0%)	3 (30.0%)
		HT's	-	-	2 (20.0%)	5 (50.0%)	3 (30.0%)
		Teachers	-	2 (10.5%)	3 (15.8%)	8 (42.1%)	6 (31.6%)

Sch = Type of school, Resp = Respondents, Pub = Public, Priv = Private, HT's = Head teachers

Most parents attending public schools (46.6 per cent, N = 7) and private schools (40 per cent, N = 4) agreed that parental income influences the type of school selected. In the same manner, most head teachers, 53.3 percent for public schools and half 50 per cent,

N = 5) for private schools, agreed that parental income determines the type of school selected. Most teachers also agreed that parental income determines the type of school selected, with 53.3 percent selecting public schools and 52.6 percent (N = 10) selecting private schools. The above view indicates that most parents, head teachers, and teachers concur that parental income influences the selection of a school type for their children. This means that most people who responded to the survey think that the amount of money one earns determines the type of school one enrolls. For instance, one can attend a private institution because they can afford it, and such places are better endowed. Therefore, it requires intervention for equal opportunities to be availed in education. In agreement with the view of most respondents, Hsieh (2000) and Macharia (2024) found that most parents selected school types according to their income, with wealthier parents choosing private institutions for their children. On the other hand, Child (2023) argues that although parental income influences the selection of the school, several factors, including parents' level of education, the distance of the school, and the school's academic reputation, are crucial in choosing the best institution for a child. It is a position held by OECD (2023) in its finding that some education systems are designed to mitigate the adverse financial impacts on families with low socioeconomic status by providing subsidies and other policies offering access to excellent public institutions comparable to private ones.

Similarly, a majority of parents' responses in public schools, 20 percent (N = 3), agreed, while 13 percent (N = 2) strongly agreed, and in private schools, 40 percent (N = 4) agreed, while 20 percent (N = 2) strongly agreed that parents' income levels affect the type of learning material. At the same time, in public schools, 26.7 per cent and 50.0 percent (N = 5) of head teachers agreed that parental income affects the availability of learning material in private schools. Similarly, a majority of teachers, 23.3 per cent and 42.1 per cent (N = 8) in public and private schools respectively, agreed that the respondents' income levels affect the type of learning material available to the learners. Therefore, from the survey responses, one can conclude that most respondents in public and private schools agree that parental income affects the type of learning material available to the learners. It is possible that learners from a family of higher income can access better learning material than those from low-income families. This supports Siddiqui (2017) and Masereka et al. (2024), who found that the higher the parental income level, the more likely the likelihood of accessing better learning material and essential scholastic supplies, increasing their chances of attaining better grades. In contrast, OECD (2023) and OECD (2024) found that the provision of free learning materials by the government and donor-funded education programs reduces the relationship between parental income and access to learning material, improving education outcomes among learners from low-income families.

In addition, a large number of parents' opinions in public schools, 40.0 per cent (N = 6) agreed and 20.0 per cent (N = 3) strongly agreed that parental income influences tutorial access, while in private schools, 40.0 per cent (N = 4) agreed and 30.0 per cent (N

= 3) strongly agreed. In addition, most head teachers, 60.0 per cent in public schools and 50.0 per cent (N = 5) in private schools, agreed that parental income determines learners' access to tutorials. Similarly, most teachers, 50.0 per cent in public schools and 36.8 per cent (N = 7) in private schools, agreed that income levels influence access to additional learning support. These findings suggest that respondents across both school types acknowledge that parental income has a significant impact on the ability of learners to access tutorials. This implies that children from wealthier families are more likely to benefit from extra academic assistance beyond the regular classroom, reflecting the ways in which economic differences contribute to unequal learning opportunities. This finding agrees with Bray (2021) and UNESCO IIEP (2021), who reported that students from higher-income families have greater access to private tutoring and supplementary learning opportunities than those from low-income households. This finding is inconsistent with a study by Mphafe, Miruka, and Pelser (2014) and Human Rights Watch (2017), who noted that in some education systems, community-based tutoring initiatives and school-sponsored remedial programmes help bridge the gap for learners from low-income families, thereby reducing the extent to which parental income determines access to tutorial support.

Most public schools' parents, 40.0 per cent (N = 6), agreed and 26.7 per cent (N = 4) strongly agreed that parental income levels contribute to students' attendance, while in private schools 40.0 per cent (N = 4) agreed and 30.0 per cent (N = 3) strongly agreed. Most head teachers in public and private schools, 40.0 per cent and 60.0 per cent (N = 6), respectively, agreed that parental income affects students' attendance. Similarly, most teachers in public and private schools, 43.3 per cent and 52.6 per cent (N = 10), respectively, agreed that parental income levels contribute to students' attendance. The results indicate that respondents from public and private schools acknowledged the relationship between parental income and students' attendance. Therefore, the study concludes that students from parents with high-income brackets are more likely to have higher attendance rates because they can afford to pay their school fees. It further concludes that students from economically disadvantaged parents are less likely to have higher attendance rates because they cannot afford to pay their school fees. The results further corroborate those of Drajeaa and O'Sullivan (2014) and Macharia (2024), who concluded that higher parental income levels mean that students can pay their school fees, hence higher attendance rates. However, the results contradict the findings of Careemdeen (2024) and OECD (2024), which concluded that students' attendance rates depend on several factors, including parental income, school engagement, teachers' support, and attendance events in the community that encourage children to attend school despite the financial burden.

Still, the majority of respondents at public schools, 53.3% (N = 8), agreed and 26.7% (N = 4) strongly agreed that the level of parent income affects students' education,

while in private schools, 40.0% (N = 4) agreed and 30.0% (N = 3) strongly agreed. In addition, 33.3% of head teachers in public and 50.0% (N = 5%) in private schools agreed that parental income affects learners' educational achievement. Likewise, most teachers, 36.7% in public and 42.1% (N = 8%) in private schools, agreed that a learner's educational attainment depends on the parents' income level. The results suggest that respondents in both categories realised that the level of parental income has a significant impact on education. This implies that learners whose parents are financially stable are more likely to record better educational outcomes. It contrasts with those from economically unstable households, who are less likely to succeed due to the absence of learning materials, poor learning environment, and inadequate parental support. This conclusion aligns with the research conducted by Dahl et al. (2020) and Goro, Baraza, and Simatwa (2019), which established that parental income has a positive relationship with students' educational attainment. It is achieved when learners have access to learning materials, a conducive learning environment, and parental support. However, Chetty, Hendren, and Katz (2016) and Drajeaa and O'Sullivan (2014) found that parental income has a limited role in determining the educational success of students. Their conclusion is based on the fact that learners from lower-middle-income families can excel in their studies if they receive the necessary support from their parents and attend top-performing institutions.

A statistical procedure known as analysis of variance (ANOVA) was used to establish if there were significant differences in the perceptions of head teachers, teachers, and parents on the relationship between the income of parents and the academic results of their children in day public and private junior comprehensive schools in Nandi County. The procedure was mostly appropriate and efficient because it helped establish whether the means of the results of the perceptions of the three categories of respondents differed significantly. This is important because interpreting the variance that exists between the different means helps in understanding how the variables affect the groups involved. Specifically, analysis of variance was helpful in this study since it compared the differences between the various means and within the means of the sample data. This helped in establishing the practicality of the research results and increasing the study's efficiency. The analysis results are presented in Table 2 below.

Table 2: ANOVA results on the influence of parental income on students' education outcomes

Source of variations	Sum of squares	df	Mean Square	F	Sig. ($p < 0.05$)
Between Groups	9.842	5	1.968	6.214	0.000
Within Groups	8.193	24	0.342		
Total	18.035	29			

The ANOVA results indicated that there was a statistically significant difference ($F = 6.214$, $p < 0.05$) in perceptions of the way in which the parents' income impacts students' educational outcomes among the groups of respondents (head teachers, teachers, and parents) in both public and private junior comprehensive schools. This implies that the difference in the respondent type and the school category significantly impacts the perception of parental income's effect on the students' educational outcomes. This finding aligns with the reports of Cooper and Stewart (2021) and OECD (2024), which established that the variation in the socioeconomic framework and the stakeholders' perspectives significantly influences the perception of parental income on students' educational outcomes. The finding also corresponds with the application of the Human Capital and Socioeconomic Status theory as discussed by Shannon and Mestry (2020), which suggests that the parents' economic capability and social position determine the level of educational investment and access to learning opportunities available to their children, which in turn influences the perceptions and outcomes in different school contexts. However, Bell (2024) and Macharia (2024) noted that the perception of the influence of parental income on students' educational outcomes tends to be consistent across different respondent groups and school types, implying that there is a universal understanding that financial capability universally impacts the learners' achievement regardless of the stakeholder category and institutional setting.

Conclusion

The study proves that the income of the participants' parents is one of the most significant factors that influence students' educational level and opportunities in public and private junior comprehensive schools. The study has examined the role of the participants' gender, age, ethnicity, and parental income on the students' academic performance, opportunities, and attitudes towards tutoring. The paper has proved that the level of parental income has a considerable impact on students' educational outcomes such as tutorial

programme participation, school attendance, the use of educational equipment, and junior comprehensive schools in general. On the other hand, the study has revealed that financial limitations prevent children from junior comprehensive schools from receiving an adequate education.

Recommendation

The government and education stakeholders should come up with equity-based support systems such as bursaries, subsidies on learning materials, and school-based remedial programmes to offer quality education and improved learning outcomes to students from low-income families.

Suggestion for Further Investigation

Future research should explore how parental involvement and school resources mediate the link between parental income and students' educational outcomes.

References

Addai, I. (2023). *An empirical analysis of household formal education expenditure in Ghana. Cogent Education, 11*(1).

Ahmed, R., Abdel-Rahim, S., & Omar, N. (2023). Socioeconomic status and academic performance of medical students in Sudanese universities. *Journal of Medical Education and Practice, 12*(4), 45–54.

Bell, T. (2024, December 29). Wealthy parents' greatest asset is the assets they will pass on. *The Guardian.*

Bray, M. (2021). *Shadow education in Africa: Private supplementary tutoring and its policy implications.* International Institute for Educational Planning (UNESCO).

Careemdeen, J. D. (2024). Parental income's impact on student participation in lesson activities for equitable educational outcomes. *South Asian Journal of Social Studies and Economics, 21*(1), 62–70.

Chetty, R., Hendren, N., & Katz, L. F. (2016). The effects of exposure to better neighbourhoods on children: New evidence from the Moving to Opportunity experiment. *Quarterly Journal of Economics, 133*(3), 1107–1162.

Cooper, K., & Stewart, K. (2021). Does household income affect children's outcomes? A systematic review of the evidence. *Child Indicators Research, 14*(3), 981–1005.

Dahl, G. B., Kostøl, A. R., Mogstad, M., & Zhestkova, Y. (2020). Does household income affect children's outcomes? A systematic review of the evidence. *Child Indicators Research, 14*(2), 981–1005.

Drajeaa, A. J., & O'Sullivan, C. (2014). The influence of parental education and family income on children's education in rural Uganda. *Global Education Review*. https://ger.mercy.edu/index.php/ger/article/view/38

Duncan, G. J., Ziol-Guest, K. M., & Kalil, A. (2010). Early-childhood poverty and adult attainment, behaviour, and health. *Child Development, 81*(1), 306–325.

Future Skills Centre. (2022). *The evidence for tutoring to accelerate learning and recovery.* Future Skills Centre. https://fsc-ccf.ca/wp-content/uploads/2022/03/The_Evidence_for_Tutoring-EN.pdf

Gital, A. A., & Igunnu, Y. (2024). Effects of parental socio-economic characteristics on the learning performance of pre-primary school pupils in Abuja, Nigeria. *Journal of Education Research and Library Practice, 4*(8).

Goro, C. A., Baraza, O. T., & Simatwa, E. M. W. (2019). Influence of income level of parents on academic achievement of pupils in public primary schools in Kisumu West Sub-County, Kenya. *International Journal of Current Research, 11*(8), 6249–6256.

Hsieh, C.-L. (2000). *A study of parental characteristics and school choice* (Doctoral dissertation, Western Michigan University).

Human Rights Watch. (2017). *"I had a dream to finish school": Barriers to secondary education in Tanzania.* Human Rights Watch. https://www.hrw.org/report/2017/02/14/i-had-dream-finish-school/barriers-secondary-education-tanzania

Kiboi, W. N. (2018). *Effect of parental socio-economic status on students' academic performance in secondary schools in Bungoma County, Kenya* (Unpublished master's thesis). Kenyatta University.

Macharia, M. (2024). *Parental socio-economic status and its influence on internal efficiency of public secondary schools in Kiambu County, Kenya* (Master's thesis, Kenyatta University).

Masereka, B. N., Muhammad, T., & Abdul-Rahim, A. (2023). Influence of family income level on academic performance among secondary school students of Kitswamba and Rugendabara-Kikongo town councils, Kasese District, Uganda. *IAA Journal of Education, 9*(2), 117–128.

Ministry of Education, Liberia. (2022). *Liberia education assessment report 2022: Equity and learning outcomes.* Government of Liberia.

Mphafe, O., Miruka, C., & Pelser, T. G. (2014). The impact of cost sharing and parental participation on secondary school performance in Botswana. *South African Journal of Higher Education, 28*(1), 220–237.

Mujaddad, H. G., Ashraf, W., & Danish, M. H. (2023). Role of households' wealth and maternal education in early child development: A case study of Punjab, Pakistan. *Journal of Development Policy Research and Practice, 7*, 141–164.

Organisation for Economic Co-operation and Development. (2024). *Education at a glance 2024: OECD indicators.* OECD Publishing.

Organisation for Economic Co-operation and Development. (2023a). *Digital education outlook 2023: Towards an effective digital education ecosystem.* OECD Publishing. https://doi.org/10.1787/c74f03de-en

Organisation for Economic Co-operation and Development. (2023b). *Reducing inequalities by investing in early childhood education and care: How children develop and sources of opportunity gaps.* OECD Publishing.

Shannon Blake, B., & Mestry, R. (2020). Parental decision-making factors for school choice: A South African middle-class perspective. *Journal for Educational Change.*

UNESCO IIEP. (2021). *Shadow education in Africa: Private supplementary tutoring and its policy implications.* UNESCO IIEP. https://unesdoc.unesco.org/ark:/48223/pf0000375325