Financial Status AND Academic Performance OF Senior HIGH School Students Under Science Technology Engineering AND Mathematics

FINANCIAL STATUS AND ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS UNDER SCIENCE, TECHNOLOGY ENGINEERING, AND MATHEMATICS

Abstract

This study was designed to investigate how financial status affects academic performance of the students enrolled in different institutions namely: Rizal Memorial Colleges, Philippine Academy of Sakya, Davao Davao Doctor's Colleges, and University of Immaculate Conception. Emphasis was put on trying to establish the relationship between profile of the students, parent's socio-economic status, school fees or expenses, and academic performance of students under Science, Technology, Engineering, and Mathematics strand. The study employed the use of descriptive-correlation design to establish the nature of the relationships. The validity and reliability of research instruments was established and data was collected from 120 respondents selected from the above-mentioned schools using the simple random sampling method. To analyze the data, we derived from the General Systems Theory developed by Ludwig von Bertalanffy (1956) and as mentioned by (Guirit et al., 2015) on their research study entitled "Financial Status and Academic Performance: Basis for a Propose College Tuition Planning." As stated on the input-output model, it is assumed that the students with high admission points, high social economic background and good school background will perform well if the university facilities are good, the lecturers and the management of the university is good which may not always be the case and this is the shortcoming of this theory.

Keywords: financial status, academic performance, socio-economic, expenses

Introduction

This study objectifies how can a financial status or socio-economic status affects the academic performance of academic achievement of students. Through the use of quantitative-correlational design employs by the researchers to prove the relationship between the two variables; mainly the financial status as the independent variable and the academic performance as the dependent variable. In an educational institution, the fundamental needs go further in food, clothing, shelter and energy. In addition, the fundamental needs of a student extend to the. health care, cost of transportation and more recently, the information and communication technology. Most students find it hard feeding themselves because they lack enough money to do so. The school canteens that impact of students' financial strength on their Academic Performance are supposed to serve at subsidized rates are no more functioning. Even students who usually bring their foodstuff need money for ingredients and others.

The approximate importance of the amount of social resources and its diversity to students learning cannot be objectively judged. This implies the role of finance give a greater impact to the students' academic performance as much as education is concerned. The academic performance of students in most colleges and secondary schools become an object of inquiry for researchers recently. It becomes a topmost

priority among teachers who promise to make a difference locally, regionally, nationally and globally. Such education, trainers and researchers have long been interested in investigating variables which meaningfully contribute to the performance of learners. These variables are both external and internal. Inner factors are mostly student-related as outer factors contributed to the external surroundings of students that are beyond their regulations.

In the study of Destin and Svoboda (2018) entitled "Costs on the mind: The influence of the financial burden of college on academic performance and cognitive functioning" shows the financial burden of college can initiate a psychological process that has a negative influence on academic performance for students at selective colleges and universities. Prior studies linking high college costs and student loans to academic outcomes have not been grounded within relevant social psychological theory regarding how and when the financial burden of college can influence dents' psychological and cognitive processes. The salient financial burden of college impairs students' cognitive functioning, especially when it creates an identity conflict or perceived barrier to reaching a student's desired financially successful future. While education is a key to upward mobility, low income students are substantially less likely to earn bachelors' degrees than their more economically advantaged peers. Prior higher education literature illuminates various factors contributing to student success, but few studies consider the role of family support after students enter higher education.

Locally, in the study conducted in Cebu entitled "Financial Status and Academic Performance: Basis for a Propose College Tuition Planning" shows that poverty

significantly affects the resources available to students. Due to this lack of resources, many students struggle to reach the same academic achievement levels of students not living in poverty. The factors affecting student achievement include income, source of income, and the mother's education level. Although many poor students score below average on assessment measures, instructional techniques and strategies implemented at the classroom, school, district, and government levels can help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics (Guirit, Dumaran, Zamora, and Heramil 2015).

When we discuss about social economic status, it is how much part of the financial you acquire from the income to use up on tuition fees depending on what kind of work and how many members on your family that still rely in your income involving oldest members of the family. The reality of this case is that the student is more focused on something what may help him to get out of these money problems like take for example, applying a part-time job in night and night shifts instead of doing homework. However, if the family can offer enough economically there is no serious problem on that because you can say that is necessary for the lesson purposes and it depends on the student how he or she handle his or her academic performance.

Although that financial status is very important to determine first if its suits for the best course, there is still a gap between a regular government employee and non-government employee because even though both of them can support a child for his solemnly chose course, the parent who have a regular work can support easier what the child necessary needs without worry of the child but also the no-regular too. In

this manner, they are determining the financial status of the students and how it's affected the academic performance we can base a proposal for a college tuition plan. Planning is very especial when especially if the financial support is limited. This could be a breakthrough if we can accurately plot how the financial status affect the academic performance of the student (Dumaran, Zamora, & Heramil 2015).

Statement of the Problem

This research is design to see the relationship between the financial status and academic performance of the senior high school students under the science, technology engineering and mathematics strand. Specifically, this is sought to answer the following question:

1. What is the level of financial status of the senior high school students under the science, technology, engineering and mathematics strand in terms of:
    1.1. Parent's socio-economic status
    1.2. Student's daily allowance
    1.3. School fees/expenses
2. What is the level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of:

2.1. Student's attendance

2.2. Performance task

2.3. Submission of projects and requirements

3. Is there a significant relationship between the financial status and academic performance of the senior high school students under the science, technology, engineering and mathematics strand?

Method

The research design adopted for this study is quantitative research design with descriptive-correlation method of research with the aid of the researcher made questionnaire as a tool in gathering the data. Quantitative research is all about quantifying relationships between variables. Variables are things like weight, performance, time, and treatment. In the study of Hopkins (2008) he stated that if they express the relationship between variable using effect statistics, such as correlations, relative frequencies, or differences between means. Emphasis was put on trying to establish the relationship between profile of the respondents, parents' financial status, school background and academic performance of the four given institutions mainly (Davao Doctor's College, University of Immaculate Conception, Philippine Academy of Sakya, and Rizal Memorial Colleges, Inc.).

The respondents of this study will be the senior high school students under the academic track of Science, Technology, Engineering, and Mathematics and it will be chosen in 4 different universities and institutions for the school year 2019 2020.

Respondents will be picked via random sampling and are composed of 120 students who are under the academic track of Science, Technology, Engineering and Mathematics strand. In Rizal Memorial Colleges, Philippine Academy of Sakya, Davao Doctors College, and in University of the Immaculate Conception.

Research Instrument

The researchers examined the engagement of students in their academics if financial status have a relation between the academic performances of each student. The questionnaire of the researchers was presented and evaluated by some expert validators. They checked grammatically errors on the questionnaire of the researcher. The researcher consulted to their research advisers to be aware the correction and changes of their questionnaires in the study and then they proceeded to the three different schools wherein they conducted their study. The first part of the questionnaire measures The Effect of the Financial Status in Academic Performance.

Data Analysis

The gathered data will be classified, analyzed and will be interpreted by using the following statistical tools;

Weighted Mean. To determine the level of the relationship between the academic performance and financial status of students under the science, technology, engineering and mathematics strand.

Pearson moment-correlational R. Used to determine if the financial status can do really affect the academic performance of the students that is under the science, technology, engineering and mathematics strand.

Results

The level of Financial Status of the students under the science, technology, engineering and mathematics strand

Presented in Table.1 is the descriptive data on the extent of the level of socio-economic status of the students under the science, technology, engineering and mathematics strand. The data contain the obtained of the five items, the overall mean and their descriptive equivalents.

As noticed, all the four items equivalent to a description of sometimes while the one item equivalents to a description of high. These items, with the corresponding mean ratings are as follows; The parents earn a sufficient amount of money to provide the needs of their children (4.01); The parents salary provides the wants and needs of their children when it comes to school works and requirements (3.86); The students did not encountered difficulties when it comes on passing their school works because their parents can provide them financially (3.63); The parents aim the same

amount of money every pay day (3.65); and The parents can provide financially on the needs of their children in school works (3.88).

The overall mean for these five aims was 3.80 with a descriptive equivalent of sometimes and oftentimes. The result means that the level of the socio-economic status of the students under the science, technology, engineering and mathematics strand is mostly of their parent's salary is not enough to support and to provide the needs of the students. Though some parents of the students may provide the requirements but it is not given by its on time. Also, mostly of the students faced difficulties in passing their school works due to the lack of financial support of their parents. It has been also resulted that due to the pending salary of the parents they will not able to provide urgently the needs of their children in school works and sometimes they only give financial support partially.

Table 1. The level of Financial Status of the students under the science, technology, engineering and mathematics strand in terms of socio-economic status.

STATEMENT	Weighted Mean	Description
1.The parents earn a sufficient amount of money to provide the needs of their children.	**4.01**	**High**
2.The parent's salary provides the wants and needs of their children when it comes to school works and requirements.	**3.86**	**High**
3.The students did not encountered difficulties when it comes on passing their school works because their parents can provide them financially.	**3.63**	**High**
4. The parents aim the same amount of money every payday	**3.65**	**High**
5. The parents can provide financially on the needs	**3.88**	**High**

of their children in school works.

	Average Mean	**3.80**	**High**

The finding supports in the study of (Enriquez, Lipe, and Price 2007) entitled "Enhancing the Success of Minority STEM Students by Providing Financial, Academic, Social, and Cultural Capital" stated that Research has shown that student achievement is influenced by their access to, or possession of, various forms of capital. These forms of capital include financial capital, academic capital (prior academic preparation and access to academic support services), cultural capital (the attitudes, knowledge, and behaviors related to education which students were exposed to members of their family or community), and social capital (the resources students have access to as a result of being members of groups or networks).

For community college students, many with high financial need and the first in their families to go to college (especially those from underrepresented minority groups), developing programs to increase access to these various forms of capital is critical to their success. This paper describes how a small federally designated Hispanic-serving community college has developed a scholarship program for financially needy community college students intending to transfer to a four-year institution to pursue a bachelor's degree in a STEM field.

Students Profile

Shown in the Table.2 is the data on the extent of the level of profile of the students under the science, technology, engineering, and mathematics strand. Shown are the overall and specific mean scores obtained in the five items with their corresponding

descriptive equivalent. The overall mean is 3.79 which falls within the parameter limits which is described as often times.

Table 2. The level of profile of the students under the science, technology, engineering, and mathematics strand.

STATEMENT	Weighted Mean	Description
1. The students were never late at school because they tend to commute other than walking every day	**3.88**	**High**
2. The students pass their requirements on time because their parents help them in terms of finances	**3.86**	**High**
3. The student's allowance is enough to pay their school expenses such as contributions to their group worries, activities, and miscellaneous fees.	**3.87**	**High**
4. The student's allowance is enough to save money.	**3.73**	**High**
5. The student's allowance is enough to pay for school activities that are needed.	**3.63**	**High**
Average Mean	**3.79**	**High**

Khan (2005) developed by Islam and Khan (2017) introduced different factors which relates the Socio-economics Status of the Students at Higher Secondary level and their Academic Achievement. Khan observations are unique and are as follows: The Academic Achievement of a student is not only a function of his/her intellectual and personal characteristics but also influenced by his/her Socio-economic Status and which in turn also, influences and determine the attitudes, interest and motivation of students for studies. Thus, Socio-economics Status is important variable for determining the Academic students. The effect of Socio-economic Status on

Academic Achievement has hievement of the shown sex differences. The boys from the Low Socio-economic Status and the girls from the High Socio-economic Status have been found to achieve high. The High achieving boys have been found impulsive, suspicious, shy, fickle-minded, conservative and dominant while the High achieving girls have been found stable, trusting, venturesome, preserving, experimenting and submissive. The conclusion does not find support in the related research literature. Apart from the above studied, many researches related to Socio-economic Status and Academic success/ Achievement were reported in the past also.

The five items got a descriptive equivalent of often times. These items with corresponding mean ratings were presented as follows: The students were never late at school because they tend to commute other than walking every day (3.88); The students pass their requirements on time because their parents help in terms of finances (3.86); The students allowance is enough to pay their school expenses such as contributions to their group worries, activities, and miscellaneous fees (3.87); The students allowance is enough to save money (3.73); and The students allowance is enough to pay for school activities that are needed.

It has been resulted that there is a possibility that it may affect the students profile due to the lack of the financial support of their parents. Especially the student's attendance, student's grades, and students' allowance. Still financial problem is not a hindrance to pursue your education.

Table 3. The level of school fees or expenses of students under the science, technology, engineering, and mathematics

STATEMENT	Weighted Mean	Description
1. The parents are complaining about too much expenses in activities and school works	**3.32**	**High**
2. The students experience a rough situation in their studies due to the insufficiency of their allowance.	**3.27**	**High**
3.The students fail to take exams because their money is not enough to pay for their tuition fee	**3.43**	**High**
4.The students can afford to join class outings.	**3.54**	**High**
5. The students can afford to pay the class funds and the other requirements.	**3.93**	**High**
Average Mean	**3.30**	**High**

This finding supports the ideas of Financial support was not related to the outcomes examined in the sample as a whole (Roksa and Kinsley 2019). However, interaction models point to variation by first-generations status wherein continuing generation students benefit more from family financial support than their first-generation peers. Presented findings offer valuable insights into the role of families in supporting low-income students in college and can inform institutional policies and practices aimed at facilitating their success." The above-mentioned shows that financial status does not have a significant relationship between the academic achievements of the students. Basically, it still relies on how the student persevere the courage to pursue his or her education even if the financial support is not well

defined. However, financial support of family is still needed and can contribute to higher means of facilitating success of the students.

Summary of the Relationship between Financial status and Academic Performance of Senior High school Students under Science, Technology, Engineering and Mathematics

As observed, all the four items got mean ratings equivalent to sometimes. These items were presented in the same order as they appeared on the table The parents are complaining about too much expenses in activities and school works (3.32); The students experience a rough situation in their studies due to the insufficiency of their allowance (3.27); The students fail to take exams because their money is not enough to pay for their tuition fee (2.43); The students can afford to join class outings (3.54); and The students can afford to pay the class funds and the other requirements (3.30).

The above table shows that students were not totally able to pay the expenses of school activities due to the problem of finances and thus, they sometimes failed to do so. The table also shows that finances matter especially in the field of school activities and school works but it does not mean that it can really affect their performance in schools. There are a lot of scholarship program offered by different institutions and is open to all student who are willing to pursue. Basically it still relies on how a student courage to pursue his or her education even if the financial support is not well-defined. Financial support on the other hand was the

only a minor hindrance to the academic achievement of the students as the table shows the average mean.

Table 4. Summary of the Relationship Between Financial Status and Academic Performance of Senior High School Students Under Science, Technology, engineering and Mathematics.

STATEMENT	Weighted Mean	Description
1. Socio-economic status of Parents	**3.80**	**Often Times**
2. Student's Profile (Daily Allowance)	**3.79**	**Often Times**
3. School Fees/expenses	**3.30**	**Sometimes**
Overall Average Mean	**3.63**	**Often Times**

It has been supported by the study of in the study of (Deinla, 2017) In the Mindanao Region Schools, in view of their importance to the community, were an avenue for peace building - and where capacities and opportunities can be developed for individuals and their families. They were sites not only for gaining new knowledge and skills but also to showcase and understand the diversity of cultures, religions and values held deeply by different groups. Schools also offer venues to engage the young into open and robust discussion of ideas and issues that affect their future. More than ever, there was an urgency to rebuild schools and learning institutions in Mindanao that were either ravaged by war or left to dissolve because of neglect or lack of resources.

The level of the academic performance of the students under the Science, Technology, Engineering, and Mathematics

Presented in Table 5. is the descriptive data on the extent of the level academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's attendance.

As noticed, all the five items equivalent to a description of high. These items, with the corresponding mean ratings were as follows; The students attend class regularly (3.91); The students attend classes on time (3.88); The students do not have any absences because their allowances are enough for them (3.73); The students do not have a drop-out record (3.91); The student's daily allowance is one of the reason why they have many absences (3.99).

The overall mean for these five items was 3.89 with a descriptive equivalent of high. The resulted mean of the level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's attendance means that the students attend class regularly and on time. Therefore, there is no problem with the academic performance in terms of student's attendance.

Table 5. The level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's attendance.

STATEMENT	Weighted Mean	Description
1. The students attend classes regularly.	**3.91**	**High**
2. The students attend classes on time	**3.88**	**High**
3. The students do not have any absences because their daily allowance is enough	**3.73**	**High**

		High
4. The students does not have drop out record.	**3.91**	
5. The students daily allowance is not one of the causes why they have many absences.	**3.99**	**High**
Average Mean	**3.89**	**High**

In the study of (Gray and Perkins, 2018) entitled "Don't disturb the Student Investigating pattern disturbances with student's attendance" Anecdotally, educators hold that attendance correlates with achievement. The goal being to encourage students to attend our sessions, giving them the best opportunity possible. While examining our learning analytics model (for Bangor University undergraduates), we came across anomalies that we could not explain. We investigate these anomalies and reveal underlying trends when student behavior patterns are disturbed. We have found a broad detrimental trend within our student body in these cases.

Student's performance task

Presented in Table 6. is the descriptive data on the extent of the level academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's attendance. The data contain the obtained of the five items, the average mean and their descriptive equivalents.

As noticed, all the five items equivalent to a description of high. These items, with the corresponding mean ratings were as follows; I ask questions in class and participate in class discussions (4.08); I participate to group activities and to other performance tasks (4.08); I can support my groupmates financially when it comes to our performance tasks (3.97); I get passing scores on my quizzes and exams (4.08);

I examined how other gather and interpret data and asses the soundness of their conclusions (4.12).

The overall mean for these five items was 4.07 with a descriptive equivalent of high. The resulted mean of the level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's performance task means that the students can participate in their discussions and in their class, they can participate in every activity especially group activities which is mostly be graded into performance tasks. Therefore, finances are not a hindrance in terms of student's performance tasks.

Table 6. The Level of the academic performance the senior high school students under the science, technology, engineering and mathematics strand in terms of students' performance task

STATEMENT	Weighted Mean	Description
1. The students ask questions in class and participate in class discussions.	**4.08**	**High**
2. The students participate in group activities and to other performance task.	**4.08**	**High**
3. he students can support their groupmates financially when it comes to their performance task.	**3.97**	**High**
4. The students get a passing score on their quizzes summative and exams.	**4.08**	**High**
5. . The students examined how other gather and interpret data and asses the soundness of their conclusions	**4.12**	**High**
Average Mean	**4.07**	**High**

In the study of (Cheng, Shakeel and Hitt, 2018) entitled "Comparing and validating measures of non-cognitive traits: Performance task measures and self-reports from a nationally representative internet panel" Education researchers and labor economists are increasingly focusing on skills such as conscientiousness, grit and emotional stability. This is part of a larger research program that sees "non cognitive skills as drivers of educational attainment and labor market outcomes. However, data on these important non-cognitive traits is not always available and, when available, researchers have raised concerns on potential biases in self reported measures.

Submission of Requirements and Projects

Presented in Table 7. is the descriptive data on the extent of the level academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's submission of Requirements and Projects. The data contain the obtained of the five items, the average mean and their descriptive equivalents.

As noticed, all the five items equivalent to a description of high. These items, with the corresponding mean ratings are as follows: I can do my projects or requirements even if it costs a lot of money (4.11); I pass my projects and requirements on time (4.07); I can pass my projects immediately compare to my classmates (3.85); I got higher scores on my projects compare to my other classmates (4.03); My teachers are amaze of my work in projects and requirements even if it is not expensive (4.23).

The overall mean for these five items was 4.06 with a descriptive equivalent of high. The resulted mean of the level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of student's submission of requirements and projects means that the students can mostly get a higher grades and can pass their projects on time.

Therefore, even if their expenses costs too much they can provide what the students and need and finances is not a hindrance when it comes to getting academic achievements.

Table 7. Level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand in terms of Student's Submission of Requirements and Projects.

STATEMENT	Weighted Mean	Description
1. The students can do their projects or requirements even if it cost a lot of money	**4.11**	**High**
2. The students pass their projects and requirements on time.	**4.07**	**High**
3. The students can pass their projects immediately compare to their classmates.	**3.85**	**High**
4. The students got higher score in their projects compare to their other classmates.	**4.03**	**High**
5. The teachers of the students are amaze of their work in projects and requirements even if it is not expensive.	**4.23**	**High**
Average Mean	**4.06**	**High**

A study conducted by Agustiani, Cahyad, and Musa (2013) entitled "Self-efficacy and Self-Regulated Learning as Predictors of Students Academic Performance" Based on the findings, it is concluded that self-efficacy and self-regulated learning greatly influence the students' academic performance. In their findings, it was revealed that there was a positive correlation regarding the three variables studied; self-efficacy, self-regulated learning, and learning achievement. This means that the higher the score of the respondent on one of the study variables, the higher the score of the respondents on the other two variables, or vice-versa.

Summary on the Level of the performance of the senior high school students under the academic Science, Technology, Engineering and Mathematics Strand

The summary on the level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand shows that our indicator no. 1 which is the student's attendance it's average mean is (3.89) which it descripts as high. Our indicator no.2 which is the student's performance task it's average mean is (4.07) which it descripts as student's performance task. And our indicator no.3 which is the student's submission of requirements and projects has its average mean of (4.06) which descripts as high. For our overall average mean of our indicators we got (4.00) which its descriptive equivalent is high.

Table 8. Summary on the Level of the academic performance of the senior high school students under the science, technology, engineering and mathematics strand

STATEMENT	Weighted Mean	Description
1. Student Attendance	**3.89**	**High**

2. Students Performance Task	**4.07**	**High**
3. Student's Submission of Requirements and Projects	**4.06**	**High**
Overall Average Mean	**3.63**	**High**

In the study of Destin and Svoboda (2018) entitled "Costs on the mind: The influence of the financial burden of college on academic performance and cognitive functioning" shows the financial burden of college can initiate a psychological process that has a negative influence on academic performance for students at selective colleges and universities. Prior studies linking high college costs and student loans to academic outcomes have not been grounded within relevant social psychological theory regarding how and when the financial burden of college can influence students' psychological and cognitive processes. The salient financial burden of college impairs students' cognitive functioning, especially when it creates an identity conflict or perceived barrier to reaching a student's desired financially successful future. While education is a key to upward mobility, low income students are substantially less likely to earn bachelors' degrees than their more economically advantaged peers. Prior higher education literature illuminates various factors contributing to student success, but few studies consider the role of family support after students enter higher education.

The significant relationship between the financial status and academic performance of the of the senior High school students under the Science, Technology, Engineering and mathematics strand.

Table 9 shows that there is no significant relationship between the financial status and academic performance of the of the senior high school students under the science, technology, engineering and mathematics strand since the p-value is >.05 which is 0.07 which also indicates the need to accept the null hypothesis. The standard deviation of the first variable is 0.614 and the second variable is 0.498. There is a negative value of R (Pearson R) which is -0.164 which means that one variable increases as the other decreases. Based from the data tabulated below, there is a need to accept the null hypothesis since the variables do not have a significant relationship and also showed they are inversely proportional.

The significant relationship between the financial status and academic performance of the of the senior high school students under the Science, Technology, Engineering and Mathematics strand

The significant relationship between the financial status and academic performance of the senior high school students under the science, technology. engineering and mathematics strand show our two variables which are the financial status and academic performance. Our mean for the independent variable which is the financial status it got (3.63) while for our dependent variable which is the academic performance it's mean got (4.00). For our standard deviation for our two variables our independent variable which is the financial status got (0.614) while for our dependent variable which is the academic performance got (0.498). For our persona-r of the two variables it got (-0.164) while for our significant level for the two variables it got more than 0.5 which it resulted as (.073) that's why it has resulted

that our null hypothesis would be accepted because the significant level resulted as more than .05

STATEMENT	Mean	Std	R	Sig. Level α<.05	Description
1. Financial Status	**3.63**	**0.614**			**High**
2. Academic Performance	**4.00**	**0.498**	**-0.164**	**.073**	**High**
					High

Coefficient of Determination (r^2) = -0.164

Moreover, the study entitled "School fees and Access to Primary Education; Assessing four decades of policy in Sub-Saharan Africa" stated that primary education not only has significant positive private returns, but also entails positive social returns, including higher labor market earnings, higher economic growth, lower infant mortality rates, improved health and sanitation and greater civic participation. (Tinker, Rosenblum, and Iscan 2015). Fees at the primary level in public schools became commonplace in Sub-saharan African countries during the post-colonial period. They were introduced as a means for revenue constrained

governments to fund their educational systems in an efficient and effective manner, which may not otherwise have been possible. (Reddy et al., 2015). In the study of Conzidine and Zappalla (2019), they stated that the relationship between family socioeconomic status (SES) and the academic performance of children is well established in sociological research.