

**UNIVERSITY OF EDUCATION, WINNEBA**

**HOUSEHOLD CONDITIONS AND ACADEMIC PERFORMANCE OF  
STUDENTS FROM SELECTED SENIOR HIGH SCHOOLS IN  
MFANTSIMAN MUNICIPALITY**



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## DECLARATION

### Student's Declaration

I, **Isabella Bruce**, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree elsewhere.

**Signature:** .....

**Date:** .....

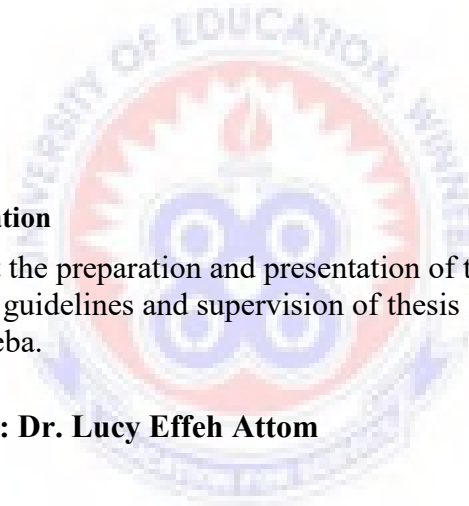
### Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines and supervision of thesis laid down by the University of Education, Winneba.

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**Date:** .....



## **DEDICATION**

I dedicate this work to my dear husband, Mr. Kow Ahor Essel - Yorke and my children Ewurasi Mbiriwa Essel - Yorke and Nana Esi Kwansima Essel – Yorke for their prayers, love, patience and understanding.



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## TABLE OF CONTENTS

	PAGE
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	ix
ABBREVIATIONS	xi
ABSTRACT	xii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Purpose of the Study	11
1.4 Objectives of the Study	12
1.5 Research Questions	12
1.6 Hypotheses	13
1.7 Delimitation of the Study	13
1.8 Significance of the Study	13
1.9 Operational Definitions of Terms	14
1.10 Organisation of the Study	15
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>16</b>
2.1 Introduction	16
2.2 Theoretical Framework	16
2.3 Meaning of Academic Performance	22
2.4 Socio-Economic Background and Academic Performance	23

2.5	Parents' Education and Academic Performance of Students	32
2.6	Parental Ambition and Academic Performance	37
2.7	Parenting Styles as Context for Parental Involvement	39
2.8	Family Financial Resources	41
2.9	Parents' Occupational Status	43
2.10	Parental Involvement and Students' Academic Performance	45
2.11	Effects of Socio-Economic Background on Parental Involvement	56
2.12	Summary of Literature Review	60
<b>CHAPTER THREE: METHODOLOGY</b>		<b>64</b>
3.1	Introduction	64
3.2	Research Approach	64
3.3	Research Design	64
3.4	Study Area	65
3.5	Population	68
3.6	Sample and Sampling Procedure	68
3.7	Instrument for Data Collection	70
3.8	Validity of Instrument	72
3.9	Reliability of the Instrument	73
3.10	Data Collection Procedure	73
3.11	Method of Data Analysis	74
3.12	Ethical Considerations	74
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>		<b>76</b>
4.1	Introduction	76
4.2	Descriptive Statistics of Respondent	77
4.3	Discussion of Research Questions	83
4.4	Socio-Economic Status of Parent and Academic Performance	83

4.5	Student Academic Performance and Parental Involvement	86
4.6	Academic Performance	88
4.7	Parental Socio-Economic Status and Parental Involvement	90
4.8	Testing Hypothesis	93
4.8	Discussion	102
4.9	Socio-economic Status of Parents and Academic Performance	102
4.10	Parental Involvement and Students Academic Performance	107
4.11	Parents Socio-economic Status and Parental Involvement in the Education of Children	111
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>		112
5.1	Introduction	112
5.2	Summary of Findings	112
5.3	Conclusion	114
5.4	Recommendations	116
5.5	Limitations of the Study	118
5.6	Suggestions for Future Studies	118
<b>REFERENCES</b>		119
<b>APPENDIX A: Introductory Letter</b>		138
<b>APPENDIX B: Questionnaire For Shs 3 Student</b>		139

## LIST OF TABLES

TABLE	PAGE
4.1: Schools of respondents	77
4.2: Gender of students respondents	77
4.3: Age of students respondents	78
4.4: Respondents views on who they stay with	79
4.5: Students views on their parents level of Education	80
4.6: Residential status of students respondents	81
4.7: Students views on the occupational status of parents	82
4.8: Student monthly allowance	82
4.9: Supporting family income	83
4.10a: Socio-economic status	84
4.10b: Socio-economic status	85
4.11: Parental involvement	87
4.11a: Academic performance	89
4.11b: Academic performance	89
4.11c: Continuous Assessment Scores	90
4.12: Students views on their satisfaction with their academic performance of previous examination	90
4.13: Paired t test	91
4.15: Educational items owned by student at home	92
4.16: Summary socio-economic status, parental involvement, academic performance	92
4.17: Paired t test	93
4.18: Regression statistics	95
4.19: Paired t test	96
4.20: Regression statistics	98
4.21: Paired t test	99
4.22: Correlation between financial status of parents and academic performance	100
4.23: Regression statistics	101



## LIST OF FIGURES

FIGURES	PAGE
3.1: Map of the study area	70
4.1: Scatter plot of Mathematics score by English score	97
4.2: Scatter plot of Social Studies score by Integrated Science	97



## ABBREVIATIONS

BECE	: Basic Education Certificate Examination
CHPS	: Community-based Health Planning Services
CRDD	: Curriculum Research Development Division
NACCA	: National Council for Curriculum and Assessment
DLT	: District League Table
GES	: Ghana Education Service
GSS	: Ghana Statistical Service
SHS	: Senior High School
NEA	: National Education Assessment
NGOs	: Non-Governmental Organizations
PHC	: Population and Housing Census
PTA	: Parents Teachers Association
QQ Model	: Quantity-Quality Model
SBA	: School Based Assessment
SES	: Socio-Economic Status
T LMP	: Teaching Learning Material Project
UN	: United Nations
UNESCO	: United Nations Economic, Science and Cultural organization
US	: United States
WWW	: World-Wide-Web

## ABSTRACT

Household conditions play very crucial role in children's academic performance. The purpose of the study was to examine the relationship between household conditions and academic performance of students in selected Senior High Schools in Mfantseman Municipality. The theories employed in this study were ecological systems theory and the household production theory. The study also employed quantitative approach and descriptive survey design. Stratify and random (proportional) sampling techniques were employed to select 104 respondents for the study. Questionnaire were used for data collection and continuous assessment records of sampled students were also analyzed. The findings of the study show a significant positive relationship between household conditions, parental involvement in education and students' academic performance. It was revealed that the higher the socio-economic status of parents the higher the performance of students. Again, the lower the socio-economic status of parent the lower the academic performance of students. However, there were some exceptions where some students from low socio-economic background perform academically better than those from high socio-economic background due to high intelligent quotients (natural endowment). This study further revealed the strongest positive relationship between parental involvement and academic performance of SHS students. The more parents get involved in the education of their children, the better the academic performance of their children and the less parents get involved in the education of their children, poorer the academic performance of such children. It is therefore recommended that, parents should play a leading role in their children's education by playing active role for an improvement in academic performance.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education plays an essential role in the acquisition of knowledge and skills. It is an instrument used to train the future generations to inculcate in them skills and competencies. Consequently, most family are concern with education of their young ones. Family background plays significant roles in a child's life. Family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Muola, 2010). Children coming from different family backgrounds are affected differently by such variables and that is why some children have good family background while family backgrounds of others are poor. The way a child is raised has a great impact not only on that child but the whole society. Growing up, a child spends most of the time at home and so the type of environment that he or she is brought up is crucial to the total development of that child.

The United Nations Report (2015) highlighted quality education as a basic right and need which is significant in the accomplishment of the fourth goal of the Sustainable Development Goals (SDGs). This is because good education, and for that matter, high academic performance guarantees the upbringing of skilled and dynamic citizens. Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundland, 2019). Research indicates that parental involvement is an effective strategy to ensure student's success (Barnard, 2004; Hill & Craft, 2004; Hill & Taylor, 2004). Parental involvement has many positive effects on students in various ways, including

increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. Conversely, research affirms that inadequate parental involvement contributes to low students' achievement and engagement (Bower & Griffin, 2011). In essence, parents, siblings, and other significant relatives can create rich learning environments to enhance children's academic development.

Factors such as low family income, low levels of education of the parents, poor involvement of parents in students' academics and other family members in the students' school activities may affect students' performance. Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitudes and habits. According to Muhammed and Muhammed (2010), cultural heritage and values are transmitted from one generation to another through Education. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home. This is relevant in current discourse (Chakraborty, 2018).

It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in schools. Whatsoever affect the developmental stage of children would possibly affect their education or disposition to it. Parental status is one of such variables. "Parents of different occupational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family, rather they influence the average tendencies of families for different

occupational classes” (Rothestein, 2004, p.1). In line with the above assertion, Hill, *et al.* (2004), had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, *et al.* (2002) asserted that significant predictor of intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers had posited that parental SES could affect school children and bring about flexibility in adjustment to the different schools schedules (Guerin *et al.*, 2001). The same view is shared by Machebe (2012) in her research Machebe concluded that parental socio-economic status could influence academic performance of their children at school. The findings of Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses.

A person’s education is closely linked to his life chances, income, and well-being (Battle & Lewis, 2002). Therefore, it is important to have a clear understanding of what benefits or hinders one’s academic achievement. Family is the initial contact where the child learns the concept of authority, good manners and respect for elders. It also determines the intellectual development of the child through activities that develop language and number competence in the child (Jekayinfa & Oke, 2003). Academic performance of students is the pivot around which the whole education system revolves. The success or failure of any educational system is measured in terms of academic performance of students. Not only the schools, but parents also have very high expectations of students with respect to their academic performance. They believe that better academic results may lead to better career opportunities and

future security. Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Lee (2013) refers to academic performance as the knowledge and skills that students have mastered in a subject or a course. It is basically a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators. The academic performance of an individual is influenced by various factors such as school environment, teachers, pedagogical and content knowledge, intelligent quotient and household conditions of the student. The emphasis of household conditions other than other factors mentioned in this research is due to the fact that the academic performance of any student cannot be separated from the home environment in which the child lives; healthy home environment offers emotional security to a child (Obeta, 2014). Other reason include to demystify the notion that the mass failure or students' success in academics must be laid down at the doorsteps of teachers and school authorities only without consideration of household conditions. Education has as one of its basic tasks to provide training for young people to become useful members of the society; this training begins at home and in the informal way.

The home environment is the immediate surroundings in which the students find themselves. It is also referred to as the physical and psychological conditions that affect children (Ogbemudia & Aiasa, 2013). The parents or guardians of the students are responsible for providing the right household conditions that will facilitate effective learning of their wards. When a child misbehaves or fails to meet expectations at school, the child's home and family life must be considered. Several family factors can affect a child's behaviour and ability to perform in the classroom. These include economic stability, changes in family relationships, parental attitude

toward education and parental involvement. Home environment strongly influence children's intellectual development during infancy and early childhood, when they are under the direct influence of parents. As children mature, schools and peers also begin to play a role in their intellectual socialization. There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relates positively to the development of intelligence and reading skills (Meece, 2002).

Parental involvement in schooling also predicts achievement (Luckner, *et al.*, 2004). Variance in psycho-social and emotional fortification in the family background could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite for academic achievement (Adebule, 2004). This is because psychological problems are potential sources of trouble that impedes learning. The United Nations (UN), (2010) cited in GSS (2010) recommended the definition of a house as a structurally separate and independent place of abode such that a person or group of persons can isolate themselves from the hazards of climate such as storms and the sun. The definition covers any type of shelter used as living quarters such as separate houses, semi-detached houses, flats/apartments, compound houses, huts, tents, kiosks and containers. Information collected on housing by the 2010 Population and Housing Census (PHC) in Ghana include the type of dwelling unit, main construction materials used for walls, floor and roof, household/tenant arrangement, ownership type, type of lighting, source of water supply and toilet facilities and method of solid and liquid waste disposal (GSS, 2010). The 2010 PHC also defined a household as a person or a group of persons, who live together in the same house or compound and share the same catering arrangements. In general, a household consists of a man, his wife, children and some other relatives or a house



help who may be living with them. However, it is clear that members of a household are not necessarily related (by blood or marriage) because non relatives (e.g. house helps) may form part of a household.

Households are important units in the developmental agenda of nations all over the world. This is because it is one of the units which measure the impacts of development interventions. This is where wealth and poverty conditions of a country are often expressed. Since households have members, it is also the unit for supplying members with the needed resources for survival. Generally, household is the unit where members depend on one common pool of resources. Household conditions therefore mean the family background of the students which include all the human and material resources present in the home that affect the student's education and living, such as the parent's level of education, their occupation, economic status, family size, parents' involvement in children's education and socializing facilities available in the home. Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The education received by a child from parents and others at home is most likely to have a highly significant and dominant effect on the behaviour of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure. In Ghana, children can be from different cultures, and have different background experiences which contribute to the different levels of academic performances. Family socio-economic status (SES) can be classified as High, Middle and Low SES depending on variables such as parental education, parental occupation and household resources or possessions (Schulz, 2005).

In addition, research has shown that in Ghana, 87 percent of students from low socio-economic homes enter primary schools, but only 72 percent graduate, compared to 100 percent enrolment for children from high socio-economic homes, of which 80 percent graduate (UNESCO, 2013). Moreover, 60 percent of children from low socio-economic homes enter primary school at least two years older than the official age, compared to 32 percent of children from high socio-economic homes (UNESCO, 2013). Today, more than 262 million children and youth are out of school. Six out of ten are not acquiring basic literacy and numeracy after several years in school. According to UNESCO (2015), 750 million adults are illiterate, fueling poverty and marginalization.

The United Nations Educational Scientific and Cultural Organisation (UNESCO, 2018) indicated the value for school enrollment for preprimary (% gross) in Ghana was 114.55 as of 2018. In the past two decades, several social intervention programmes, including the Livelihood Empowerment Against Poverty (LEAP), Capitation Grant, School Feeding Programme, Free distribution of school uniforms, exercise books and textbooks, elimination of schools under trees, and now Free Senior High School have been implemented with the aim of ensuring universal access to education in Ghana. Other projects aimed at improving health care delivery have also been implemented. These include the establishment of Community-based Health Planning Services (CHPS), national immunization against polio and indoor residual spraying against malaria carrying mosquitoes. Again, since the last Ghana Living Standards Survey (GLSS5), the Ghanaian economy has continued to benefit from strong economic growth leading to the achievement of lower middle income status.

However, it remains to be seen whether this growth has benefitted all sections of society. The involvement of parents in the education of the child is very crucial. Parents are very important in providing environmental, social and economic factors, which have powerful effects on pupils' academic lives. Research has consistently indicated that parental involvement is integral to high students' academic achievement (Fan & Williams, 2010). The challenges of single parenthood, poverty, family crises and the ever increasing involvement of women in various areas of community and national development make one to ask questions as to whether parents are still able to be more committed to their wards; or whether they are putting enough efforts towards developing effective learning habits among their children. The role of parents in the education of their children cannot be underestimated. Parents help to ensure that their children complete their homework, assignments and study for tests, quizzes and examinations. Parents also encourage their children to seek additional help from their teachers. Unfortunately, the reality is that many parents are not involved in their children's education as expected.

In recent times teachers have been criticized for the low performance of pupils in schools forgetting that education is not only a teacher or school affair. The education of the child is a collective responsibility involving the home of which the parents play a major role, the school and the wider society. Parental attitudes towards education are very critical and affect the child's performance. Children learn first by mimicking behaviours they see modeled for them. Children who have parents who encourage academic success are more likely to develop their own aspirations for higher education (Nyarko, 2011). In this way, parents' encouragement is a good predictor of a child's academic success. Over a period of time, it has been observed that students exposed to the same lessons by the same teachers perform differently when they are

evaluated (Adesehinwa, 2013). This shows that outside the school environment, other factors can influence students' academic performance. Also, research has shown that differences in the academic performance of gifted and non-gifted children cannot be traced to school environment (Adesehinwa & Aremu, 2010). Hence, many other uncontrolled variables can be responsible for academic performance of students. Schiefelbaum and Simmons (2000) cited by Adell (2002) consider family background as the most important and most weighty factor in determining the academic performance attained by the student.

Among family factors of greatest influence are social class variables, the educational and family environment. Emeke (1999) stressed that the environmental condition and the nature of social interaction that goes on in the family may have some positive or negative influence on the academic achievement of a child. The menace of academic failure among the young school graduates is of concern to both the government and other stakeholders. There is a consensus of opinion about the falling standards of education as a big problem that is hindering the posterity of the nation in terms of quality man power resources. Most students in Senior High Schools (SHS) in Ghana experience academic problems that manifest in the form of poor academic performance. Many researchers have sought to find out the reasons for the downward trend in the academic performance of students. Adesehinwa (2013) reported effects of family type and poor funding on students' academic achievement; Ogbemudia and Aiasa (2013) reported lack of good home foundation for pupils as the cause of poor performance by students. Adesehinwa and Aremu (2010) posited that factors resident in the child, family, society, government and the school may be composite causative effects for these downtrend. They however concluded that there is a need for each of these variables to be considered extensively. Hence, the focus of this study is to

critically consider the influence of household conditions on academic performance of Senior High School Students in Mfantseman Municipality in the Central Region of Ghana.

## **1.2 Statement of the Problem**

Good education does not happen by chance (Womble, 2003). It is a product of effective teaching and learning, coupled with the effort of the teacher, the school, the students, parents and the availability of various household conditions. Most often, the blame on the poor performance of students in schools is directed at the teacher and the school authorities without reference to household conditions. To address the problem of poor academic performance of students in the SHS in Ghana, various strategies have been adopted by different agencies and governments but the problem still persists. There is therefore the need to research further into other possible factors that are responsible for students' academic performance hence the decision to delve into the influence of household conditions on academic performance of students. Household condition is the prevailing circumstances in the child's household that affect his or her life. The household conditions that this study considered were parental socio-economic status and parental involvement in the education of their children. It is acknowledged that apart from the household conditions, several other factors such as inadequate school facilities, inadequate qualified teachers, level of intelligence, indiscipline, self-efficacy and motivation, students' attitudes towards learning to mention but a few have been found as contributing factors to students' poor academic performance.

There are few studies conducted on socio-economic conditions and academic performance on students in Senior High Schools. These studies normally focused on

socio-economic status and academic performance without considering how parents employed these variables in supporting their children. This study therefore sought to find out whether the differences in academic performance among SHS students in the Mfantseman Municipality can be attributed to differences in household conditions and levels of parental involvement to determine which of these conditions studied has the strongest effects on students' performance. Womble (2003) opined that academic competence, self-efficacy, motivation, students' attitudes and behaviour, time management and engagement in class activities affect an individual's academic performance. While, these factors have been identified as possible factors that contribute to variation in academic performance, the household conditions of students is hardly mentioned in the Mfantseman Municipality. The Mfantseman Municipality was chosen for the study because students in this Municipality are coming from families with either low or high socio-economic backgrounds. Further, the issue of poor students' performance especially at the SHS level has been of concern to various stakeholders. Hence, the desire to find the actual causes of poor academic performance among most SHS students in this study.

### **1.3 Purpose of the Study**

The purpose of the study was to assess the influence of household conditions on the academic performance of Senior High School Students in the Mfantseman Municipality. This will create awareness on the need for various stakeholders in education to focus on such conditions in their bid to improve education.

#### **1.4 Objectives of the Study**

The objectives of the study were to:

1. Assess the relationship between the socio-economic status of parents and academic performance of Senior High School Students in the Mfantseman Municipality.
2. Examine the impact of parental involvement on the academic performance of students in the Mfantseman Municipality.
3. Determine the relationship between parental socio-economic status and parental involvement in the education of children in the Mfantseman Municipality.

#### **1.5 Research Questions**

The following questions were formulated as a guide to the study.

1. What is the relationship between the socio-economic status of parents and academic performance of Senior High School Students in the Mfantseman Municipality?
2. What are the effects parental involvement on academic performance?
3. What is the relationship between parental socio-economic status and parental involvement in the education of children in the Mfantseman Municipality?

## **1.6 Hypotheses**

The study aimed at testing the following hypotheses;

1.  $H_0$ : Students from high socio-economic status families do not perform better academically than those from medium and low socio-economic status families.
2.  $H_0$ : There is no significant positive relationship between parental involvement and students' academic performance.
3.  $H_0$ : Parents of high socio-economic status would not be more involved in the education of their children than parents of average and low socio-economic status

## **1.7 Delimitation of the Study**

The study was conducted in three Senior High Schools out of the four (4) Senior High Schools in the Mfantseman Municipality. In addition, the study was delimited to parents' socio-economic status, parents' involvement in children's education, the effect of socio-economic status on parental involvement and how these conditions influence students' academic performance in Senior High Schools in Mfantseman Municipality. These conditions were the most prevailing household conditions in the study area, hence the need to examine their relationship with academic performance.

## **1.8 Significance of the Study**

The study is significant as it offers to the field of education in general available body of knowledge relating to the influence of household conditions and academic performance of students. Additionally, the outcome of this study would be useful to students, parents and other stakeholders of education in the attempt to find solutions to the poor academic performance of SHS students in particular and the falling standard of education in Ghana in general. The study will provide motivation to



policy makers, non-governmental organizations, the Ministry of Education and the Ministry of Gender, Children and Social Protection to continue and become more involved in resolving issues related to poor academic performance of SHS students. The finding would help them develop programmes and strategies geared towards maximizing the influence of house conditions to better academic performance among SHS students in Ghana.

### **1.9 Operational Definitions of Terms**

**Academic performance:** This refers to the academic success attained by a student in his/her academic development process. It is measured by the continuous assessment scores of learners and the grading system of 2018/2019 academic year.

**Family:** A group consisting of blood related people including those adapted to the group

**Household:** A group of people, often a family who lives together and share common kitchen utensils

**Household condition:** The prevailing circumstances in the child's household that affect his or her academic life. These conditions according to this study are socio-economic status and parental involvement in the education of children

**Income:** The amount of money received over a period of time either as payment for work, goods or services, or as profit on capital.

**Education:** The imparting and acquiring of knowledge through teaching and learning; especially at school or similar institutions

**Educational level:** The rank or level of a person's formal educational attainment

**Socio-economic status:** It is the combination of economic and sociological measure of an individual's work experience, the economic and social position of an individual or family in relation to others on the basis of income, educational level and occupational status. It is classified as "Low SES", "Medium SES" and "High SES"

### **1.10 Organisation of the Study**

The study is presented in five chapters. Chapter one comprises of the introduction, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, delimitation and significance of the study. Chapter Two consists of a review of related literature based on themes such as the theoretical framework, socio-economic background and academic performance, parents' involvement in academic work of their wards, academic performance and how socio-economic status influence parents involvement. Chapter Three discusses the methodology for the study. This deals with the research design, population, sample and sampling procedure, instrumentation, validity, reliability, data collection procedure, method of data analysis and ethical consideration. Chapter Four discusses the findings of the study. Chapter Five focuses on summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter consists of the theoretical framework and review of literature on the various themes related to the study. The themes include meaning of academic performance, parental socio-economic background and children's academic performance, parents' education and students' academic performance, parental ambitions and students' academic performance, parenting styles as a context for parental involvement, family financial resources, parents' occupational status, parental involvement and students' academic performance as well as the effects of socio-economic status of parents on their involvement in the education of the child.

#### **2.2 Theoretical Framework**

Many theories have been propounded to explain the educational attainment of children. Some of them concentrate on the immediate environment of children whilst others consider both the immediate and external environment. This study was guided by Gary Becker's (1993) Household Production Theory, and the ecological systems theory. These theoretical approaches have been used to analyse the role of the family in the education of children. These theories were considered due to the fact that they provide a sound foundation for the study of the family and children's development.

##### **2.2.1 Household production theory**

The household production theory is an outgrowth of two theories; namely the human capital theory and the theory of allocation of time. These two theories view education as an investment rather than consumption. Gary Becker's household production theory directly links household resources and investments to the educational attainment of

children (Becker, 1993). In the household production function approach, it is assumed that a combined household utility function is maximized and resource allocation decisions are made through the “benevolent dictatorship” of the household head (Becker, 1993). The decision to take a child to school or give him/her a higher education then becomes dependent on the household head, all things being equal. The characteristics of the household head such as sex, educational level, marital status, employment and income status will therefore play a huge role in determining the level of education of the child.

However, there has been much evidence to suggest that this assumption does not always hold and that resource allocation decisions are made by other members of the household as well as the household head (Haddad *et al.*, 1994; Kabeer, 1991). Bargaining approaches to household decision-making assume that resource allocation decisions are made through a process of bargaining between individual members of the household. The stronger the bargaining power of a family member, the more influence he/she will have on resource allocation decisions (Sen, 1990). Bargaining power will be dependent on individual’s characteristics and therefore the attributes of other household members, as well as the household heads will be relevant when looking at schooling decisions of the child. For instance, an educated mother is likely to have more bargaining power within the household and her preferences for educated children will play a larger role in the decision to send her children to school (Al-Samarrai & Peasgood, 1998).

Household economists consider the family as not only a consuming unit but also as a producing unit. This theory states that a combination of time and resource inputs produce different types of commodities (Becker, 1993). In order to produce what Becker calls "quality children," parents must spend time at home and devote real

resources to foster an environment that promotes and provides formal education. Many scholars have applied this theory in different ways. For instance, Ermisch and Francesoni (2001) used the household production theory to examine the correlation between childhood parental employment, parental education levels, and education of children. Their findings show that time and money is two major factors that affect children's educational attainment. Children whose mothers work more during their children's early stages of life have less educational attainment compared to children whose mothers spend more time at home with them (Ermisch & Francesoni, 2001).

### **2.2.2 Bronfenbrenner's ecological systems theory**

This theory looks at the development of a child within the context of a system of relationships that make up their environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on the development of the child. This theory has recently been renamed "biological systems theory" to buttress the fact that a child's own biology is a primary environment promoting her development. The interaction between factors in the child's maturing biology, his immediate family/ community environment, and the societal landscape enhances and promotes his development. Variations or dissension in any one layer will ripple throughout other layers (Paquette & Ryan, 2001). To study the development of the child, we need to realize that the understanding of human development demands going beyond the direct observation of behaviours on the part of one or two persons at the same place; it demands the examination of multiple systems of interaction not restricted to only a setting and must take into account aspects of the environment beyond the immediate environment containing the subject. For instance, according to the ecological theory, if the relationships in the immediate Microsystems breakdown, the child will not have the necessary tools that are needed to explore other parts of

their environment. This makes them to look for the attention that are supposed to be present in the parent-child relationship in improper places. These deficiencies are manifested especially in adolescence as anti-social behaviours, lack of self-discipline, and inability to provide self-direction (Addison, 1992). Again, as a result of their overarching influence and impact on the study of the development of children, most researchers have used them as the theoretical framework of their studies (e.g., Gary, Sondra & Eric, 1999; Grolnick, et al., 1997; King, Newman, & Carmichael, 2009; Scott-Jones, 1995). Bronfenbrenner's ecological system theory classified the child's environment into four distinct categories.

#### **2.2.2.1 Structure of the environment**

Bronfenbrenner (1977) classified the environment into four distinct categories namely: the microsystem, mesosystem, esosystem, and macrosystem. The microsystem is the layer that is the nearest to the child and accommodates the structures with which the child has direct contact. The microsystem comprises the relationships and interactions a child has with their immediate environment (Berk, 2000). Structures that could be found in the microsystem consist of family, school, workplace, neighbourhood, or childcare environments. The impact of the relationship at this level could be seen as bidirectional- both away from the child and toward the child. For instance, the parents of a child may influence their beliefs and actions; nonetheless, the child also may influence the actions and beliefs of the parents. The reciprocal action of structures within a setting or layer and that of structures between layers is pivotal to this theory. Bi-directional influences at this level are the strongest and have the greatest effect or impact on the child. This notwithstanding, interactions at outer levels still have the potential and capability of affecting the inner structures.

The mesosystem layer includes the interactions among major settings that house the developing individual at a particular point in their life. This layer provides the connection between the structures of the child's microsystem (Berk, 2000). Thus, the mesosystem consists of interactions among the school, family, church, camp, peer group, etc. Example is the interaction between the child's teacher and their parents, between the child's church and their neighbourhood, among others. In the nut shell, stated compendiously, a mesosystem is a system of microsystems.

Bronfenbrenner holds the opinion that even though it is essential for schools and teachers to provide stable, long term relationships; the primary relationship has to be with someone who can provide a sense of care that is meant to last for a long time. This relationship needs to be handled by people within the immediate sphere of the child's influence. Schools and teachers perform an important second function, but cannot provide the complicatedness of interaction that can be provided by primary adults (Paquette & Ryan, 2001). Other researchers in an attempt to comprehend children's educational success have focused on the home, although families cannot compensate for poor schools and the experiences of families alone will not be able to provide a thorough explication for children's educational success and drawbacks. Families and schools are major contexts for the development of children. The effects of these two institutions become connected as children grow and develop in their families and then proceed through the formal educational system (Scott-Jones, 1995). Thus, in order to ensure the academic success of children, the family and school should be able to work hand in hand. Their partnership and collaboration are crucial in the academic advancement of the children.

The exosystem layer defines the larger social system in which the child does not function directly. It is an extension of the mesosystem including other specific social structures, both formal and informal, that do not themselves contain the developing individual, but influence the immediate settings in which that individual is located, and thus affect, delimit, or even determine what goes on there. The child may not be directly involved at this level, but they feel the positive or negative impact involved with the interaction with their own system. These structures consist of the important institutions of the society, which are both intentionally structured and spontaneously evolving, as they function at a concrete local level. They include the world of work, agencies of government (local, state, and national), the distribution of goods and services, communication and transportation facilities, inter alia.

The macrosystem layer may be considered as the outermost layer in the child's development. It refers to the overarching institutional patterns of the culture or subculture, such as the educational, economic, legal, social, and political systems, of which microsystem, mesosystem, and exosystem are the tangible manifestations. Macrosystems are understood and analysed not only in terms of structure, but as carriers of information and ideology that explicitly and implicitly add meaning and motivation to specific agencies, social networks, activities, roles, and their interrelationships. The effects of larger principles defined by the macrosystem have a cascading effect throughout the interactions of all other layers. For instance, if it is the belief of the culture that parents should be mainly responsible for bringing up their children, that culture is less likely to make resources available to help parents. This, in turn affects the structures in which the parents function. The parents' ability or inability to perform or execute that responsibility toward their child within the context of the child's microsystem is also affected. For example, as a result of religious



beliefs within the muslim community in the Northern Region of Ghana, there is much more pressure for children to attend Islamic schools as it is believed that it is more important to learn Arabic than to study school topics such as English, Mathematics, and Agriculture (Minor, 2006). This situation has led to most children of school going age to be out of school and instead, soliciting alms on the streets and working on the farms (Minor, 2006).

### **2.3 Meaning of Academic Performance**

A person's education is closely linked with his or her life chances, income and general well-being. Therefore, the success of students in any academic task has become a major concern to educators, parents, researchers and society. Literature indicates that there is lack of specific or universal definition of academic performance (Hijazi, 2006). This is because academic performance is a multidimensional construct composed of the skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom (Hijazi, & Naqvi, 2006). To other researchers, academic performance is determined by examination grades at the end of a particular term, semester or programme (Tinto, 1993). Higher scores indicate better academic performance. It is a satisfactory and superior level of performance of students as they progress through and complete their school experience. The implication of this definition is underscored by studies which repeatedly demonstrate that the vast majority of students who withdraw from school do so for no reason other than poor academic performance. Academic performance can be measured at multiple levels and serves multiple purposes. For instance, it has been indicated that classroom teachers often conduct formative and summative tests to evaluate student mastery of course content and provide grades for them and their parents (Elliot, 2007). Graduation tests in particular are used to determine whether a student has mastered

the minimum content and competencies required to receive a high level of education. Each of these kinds of assessments engenders significant questions related to test design, types of decisions supported by the results as well as alternative assessment (Elliot, 2007; Johnson, 2003).

A number of studies have been conducted to explore the factors that affect academic performance of students in a number of educational institutions. Majority of these studies have focused on parents (family causal factors), teachers (academic causal factors), and students (personal causal factors) (Diaz, 2003; Georgiou, 2007; Fan & Williams, 2010). Even though combinations of these factors influence academic performance of students, they vary from one academic environment to another, from one set of students to the next, and from one cultural setting to another (Diaz, 2003). Individual characteristics such as previous school achievements, academic self-efficacy or study motivation have been identified to correlate with academic performance (Anderson, Benjamin, & Fuss, 1994). Also, socio-economic background with specific reference to parents' education has been shown to have a positive influence on the academic performance of students (Jeynes, 2003; McMillan & Western, 2000; Nyarko, 2011).

#### **2.4 Socio-Economic Background and Academic Performance**

The socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of options that provide their young children with high quality child-care, books and encourage children in various learning activities at home. They also have easy access to information regarding their children's health, as

well as social, emotional and cognitive development (Ojo & Yilma, 2010). Ojo and Yilma (2010) again, noted that in all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children and these challenges are more pronounced in poor families. This, according to them, is because sometimes, when the basic necessities are lacking, parents must place top priority on housing, food, clothing and health care, regarding education materials and books as luxuries. They added that poor families may also have inadequate or limited access to community resources that promote and support children's development and school readiness. They further asserted that these disadvantages can negatively affect families' decisions regarding their children's development and learning. The situation according to Ojo and Yilma (2010) may also expose the infants in poor families to a greater risk of entering kindergarten schools unprepared unlike their peers from rich families.

Again, the health status of children which could also be traceable to parental socio-economic background can be another factor that can affect the academic performance of the students. Adewale (2002) reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children's academic performance is greatly hindered. This assertion is again hinged on the nature of parental socio-economic background. Moreover, Eze (2002) had opined that when a child gets proper nutrition, health care and stimulation during pre-school years, the ability to interact and take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced. Goodlad (1984) has found a relationship among the courses opted by different children belonging to different socio-economic status families. The students from higher income families tend towards the costly and more beneficial courses while the students of poor families go

towards the cheaper study programmes. Ramey and Ramey (1994) are of the view that great challenges are faced by parents at the time when they start to send their children to the schools.

Hill *et al.* (2004) have suggested that the socio-economic status of parents not only influences the development of children at home but it also develops a competition among the students belonging to persons of different social and economic strata. The children of parents belonging to low socio-economic status feel depressed as against students from higher socio-economic status. Laosa (2005) states that the differences among the students exist due to the family backgrounds such as nutrition and health status, environment at home, income of parents, their educational level and experiences as well as means of recreation in the family are the main factors that affect the educational and social achievement of students. In the same vein, other researchers had posited that parental SES could affect school children as to bring about flexibility to adjustment in different school schedules (Guerin *et al.*, 2001). The same view is shared by Machebe (2012) in her research that concluded that parental socio-economic status could influence academic performance of their children at school. The mean score of students' performance reveals that parents' economic statuses had no significant impact in students' ability to perform well in their academic study. This is because the mean difference of 1.10 obtained was however not statistically significant. It can therefore be deduced that parental socio-economic status might still be a factor that can influence student academic performance. In their findings, Oni (2007) and Omoegun (2007) have concluded that a significant difference exists between the rate of deviant behaviour and the students belonging to different socio-economic statuses.

The findings of Oni (2007) and Omoegun (2007) revealed that children from low-income families are more likely to exhibit deviant behaviour than children from high-income families. This is because parents of low-income families lack control over their children as a result of their inability to provide the basic needs of the children such as food, clothes, shelter and education. Francis (2007) opines that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children. They will rather pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that poor families are likely to give their children poor academic background because of lack of financial support.

Filmer and Pritchett (2001) developed an asset index which included household possessions and household structural characteristics and classified them into different wealth groups (poor, middle, rich) based on the asset index values. The advantage of an asset index is that it can be used to evaluate the distribution of educational outcomes across different socio-economic status groups within countries (Filmer & Scott, 2008).

Economic resources such as income and assets which are indicators of parent and household socio-economic status influence youth's academic performance. Household income and wealth have been shown to be associated with improvements in children's education in developing countries including Sub-Saharan Africa (Filmer & Pritchett, 1999, 2001; Glick & Sahn, 2000, 2009; Lincove, 2009; Zhao & Glewwe, 2010).

According to Grim (2020), decline in income has been shown to negatively affect school enrolment of children in developing countries. Research has also shown that changes in youth's levels of educational aspiration or expectation are influenced by household socio-economic status (Hossler, Schmit & Vesper, 1999; Reynolds & Pemberton, 2001; Valadez, 1998). One way that asset ownership, particularly liquid assets, influence youth academic achievement is through a family's ability to purchase school materials (for example, text books and other needed supplies) that can facilitate learning both in and outside of the classrooms. For instance, research has shown positive association between household computer ownership and children's academic performance (Schmitt & Wadsworth, 2006) and school enrolment (Fairlie, 2005).

According to Bjorkman (2005), a negative income shock has rippling effects on the female students' performance; only brighter girls reach grade seven because of few resources within the household and or alternatively, have to spend more time on domestic work as compared to boys which cause girls to perform worse on test as compared to boys.

A study conducted by Sentamu (2003) in Mukono District on the influence of family income on students' performance at school revealed that family income was the determinant of the kind of a school a child attends. Ojeka (2011) asserts that the present economic hardship facing parents makes it difficult for them to cater for themselves and their families. The situation has led to a lot of children engaging in income generating activities with the aim of supplementing their parents' financial resources much to the neglect of their own education leading to poor academic performance. Attaining quality education in this modern era requires financial

commitment and educational material inputs from parents to supplement what educational providers have been able to provide for learners.

Similarly, Suleman, (2012) found that those children whose socio-economic status was strong showed better academic performance whilst those with poor socio-economic status showed poor and unsatisfactory academic performance. Heyneman (2005) stated that for many years, researches have revealed that students do not show effective performance in schools whose parental socio-economic status is low. The academic achievement of students is negatively correlated with the low parental socio-economic status level as it prevents the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005). Most of the researchers and experts believed that the low socio-economic status negatively affect the academic performance of students because due to low socio-economic status their needs and demands remain unfulfilled and that is why they do not show better academic performance (Adams, 1996). Farooq (2011) concluded that the higher level of socio-economic status is the best indicator which plays a fundamental role in promoting quality of students' achievement.

Unfortunately, most children born to parents with low income do not have access to this learning equipment. Most families in Ghana are poor and cannot adequately afford 3-square meals not to talk of meeting the educational needs of their children. This indeed has serious implications on the learning and performance of less privileged children in school. Children from such families are forced to miss classes, unable to do their assignments and most seriously are driven from school due to non-payment of school fees and levies. All these have significant effects on the development of the child. It is also believed that low parental income negatively affects academic achievements since it prevents access to vital resources and creates

additional stress at home (Jeynes, 2002; Eamon, 2005). The economic hardship that are caused by low socio-economic background leads to disruption in parenting, increase family conflicts, and increased likelihood of depression in parents' households (Eamon, 2005). Learners' background relating to availability of educational resources at home is very crucial. Learners who have access to such resources would be more informed about the latest developments around them, thus, assisting them to improve their performance at school while those with little or no resources will have to rely only on what the school is able to provide, even if they are not sufficient and yet write the same examination papers. On that note, these learners non-exposure to educational resources at home because of their poor backgrounds may affect their performance compared to those who have access to such resources.

Despite exposure to some programmes that should not be viewed by children on the television, there is a lot of educational information that can be accessed on it. Computers that are connected to the internet can assist learners to access information for school assignments and projects. Studies have proven that socio-economic status influences students' achievements (Jeynes, 2002; Eamon, 2005; Hochschild, 2003). Students with low socio-economic status parents show poor result and are more likely to drop out of school (Eamon, 2005; Hochschild 2003). Many research studies have shown that socio-economic status is a factor responsible for the academic attainment of students. Morakinyo (2003) found that there is a relationship between socio-economic status and academic achievement of students.

In the United States (US), the gaps in achievement among poor and advantaged students are substantial (Rowan *et al.*, 2004). Through multiple studies, the U.S. Department of Education (2001) has indicated results that demonstrated that poverty adversely affected students' achievement. Students from low income families



consistently, regardless of ethnicity or race, scored well below average (Bergeson, 2006). For example, in one study, 43.5% of low-income students did not successfully meet any of the required subject area assessments while only 13.2% of low-income students met all of the required subject area assessments (Bergeson, 2006).

The pressure on children from poor background in particular, to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases (Colclough *et al.*, 2000). In African traditional societies including Ghana, several studies indicated that the children's schooling has been found to have links with socio-economic factors. According to Barrera-Osorio *et al.* (2008) the most important of these factors include direct and opportunity cost of schooling, limited employment opportunities, parental and family investment behaviour, rural and urban residence and the level of parental education, which all affect the income level of the household. It has been found that the major reasons parents offer for not educating their children or for removing them from school in African societies are the fees for registration, examination, Parent Teacher Association (PTA) fees, the cost of books and uniforms, the provision of other daily monetary demands and the cost of transportation to and from the school on daily basis (Yusuf, 2013). It is clear from existing research that children from poorer backgrounds have worse educational attainment than their better-off peers. Low income families contain adults with characteristics that are inimical to the social, behavioural and moral development of children. In the view of Blande and Gregg (2004), there are certain characteristics associated with low income families which significantly have negative consequences on their child's education. One of such characteristics is low parental education. The extent of financial constraints also significantly affects the harmony in the home leading to series and increases in conflicts leading to marriage/family break ups. All

these affect the parents' ability to effectively parent their children to bring the best out of them.

An investigation conducted by Agus and Makhbul (2000) indicated that students from families of higher income levels perform better in their academic performance as compared to those who come from families of lower income brackets. Checchi (2000) also concluded that family income provides an incentive for better student performance; richer parents internalize effect by investing more resources in the education of their children. Once the investment is undertaken, the student fulfils parents' expectations by performing better in their studies. Based on the research done by him, he demonstrated that children from richer families perform better than those from poor families.

Machebe (2012) has made the conclusion that the socio-economic status of parents influences the academic performance of students to a certain degree in the schools. Likewise, Escarce (2003) maintains that most underachievers come from the lower-socio-economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving the intellect. Contrary, Tahir and Naqvi (2006) found that there is negative relationship between student performance and student family income. Similarly, Beblo and Lauer (2004) found that parents' income and their labour market status have a weak impact on children's education. In line with the assertion, Hill *et al.* (2004) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment.

Moreover, Smith, Fagan and Ulvund (2002) had asserted that significant predictor of intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers had posited that parental SES could affect school children as to bring about flexibility to adjustment in different school schedules (Guerin *et al.*, 2001). In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses. The health status of the children which could also be traceable to parental socio-economic background can be another factor that can affect the academic performance of the students. Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background.

### **2.5 Parents' Education and Academic Performance of Students**

Several studies have reported that parents' education is linked to parental involvement (Kean, 2005; Pena, 2000). There is also a relationship between parents' education and academic performance of children. Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values through formal education.

In families where parents experience difficulties in reading and writing, there is a danger that low literacy is passed on to the next generation (Cooter, 2006). One of the basic determinants of household socio-economic status is the educational level of parents. Parents are potential role models for their children.

Musgrave (2000), indicates that a child that comes from an educated home would like to follow the steps of his family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favoured attitude to the child's education and to encourage and help him or her with school work.

In addition, parent's level of education has a proven influence on students' academic achievement (Maicibi, 2005). Educated parents are more likely to use complex language and wider vocabulary with their young children (Penny, 2001). Parents with lower levels of education are less likely to have high expectations for the children's academic careers. Parents with more education are more likely to get involved in the school. Better-educated parents are familiar with the work at school and are likely to be comfortable with school structure (Penny, 2001). Kundu and Tutoo (2000) also assert that parents' level of education influences students' motivation and performance in the sense that educated parents value education and they tend to encourage their children to value and actively engage in receiving education.

Gratz *et al*, (2006) shared that parents have a huge role on their children's education since they are their children's first teachers. Children's brains are like sponges and absorb in everything surrounding them in the early years of development. So what they see, hear and feel will have a great impact on them till the rest of their lives. Parents got to be extra cautious while raising a young child. Research illustrates that parents with educational background find it easy preparing their children for school compared to parents lacking this background. Again, (Azhar, Nadeem, Perveen & Sameen, 2014), stated that the home atmosphere also have an effect on the academic performance of students. Educated parents can create conducive environment for children to learn and do well in school. Educated parents can communicate better with

their children and enquire about the teaching methods in school thereby improving the academic performance of the children. Similarly, Wamala (2013) asserts that the active participation of the parents improves discipline in schools and promotes students' academic achievement.

The findings reveal that children of educated parents have a higher level of life satisfaction and fewer problems and are relatively more confident, self-reliant, and free from anxieties and other psychological problems. Corwyn and Bradley (2002) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment. It has been shown by research that the low academic achievement of one's parents often becomes cyclical and affects the child's education because they are also in poverty (Bradley & Corwyn, 2002).

In the same way, Ozima (2010) in a study of Socio-economic Determinants of Primary School Dropout found that high academic attainment of the parents significantly reduces chances of primary school dropout for both male and female children in rural and urban areas. Also educated parents are more concerned and more effective in helping their children in academic work.

To be academically triumphant, many researchers have proved that the parents' literacy play a pivotal role in it. Khan *et al.* (2015) also argue that the role played by family is essential in both formal and informal education. Dickson, Gregg and Robinson (2013) argue that, it is a consistent finding across numerous countries that individuals with higher levels of schooling have children who also attain higher levels of schooling. There are two main sources of this intergenerational correlation and distinguishing between them is of considerable importance. The first explanation of

the intergenerational link is a selection story- characteristics that lead parents to select into higher levels of education may also impact their abilities in child-raising or be related to other genetic and environmental factors share with their children that will lead the children to also achieve higher levels of education. The second explanation is a casual story- as a result of attaining more education, the parents with higher levels of schooling provide a better childhood experience and home environment and consequently their children do better in school. Eccles and Kean (2005) state that the relationship between parent's education and their children's academic success is on the notion that the parents gain knowledge of parenting and this influence their interaction at home.

In a 2005 article published by the London Review of Education, Eccles noted that parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child. They expect that their child will earn good grades, behave well in school and attend college. These high expectations motivate their child to do well. The confidence they have in their child builds his own confidence in his academic abilities and makes him more likely to succeed. Again, in an article for the National Institutes of Health, Dubow (2009) a professor of psychology at Bowling Green State University, reports that data analysed over time suggests that maternal education plays a significant role in a child's developing intellect- perhaps even more than his family's socio-economic status. Similarly, a 2005 study by the Institute of Social Research at the University of Michigan found that a parent's education directly affects standardized achievement testing scores of their children. Fan (2001) demonstrated that parents' level of education and their educational aspiration for their children proved to be strongly related to students' academic growth. It was not surprising that between 1968 and

1970's affluent parents with higher education levels were sending their children to the top ten schools in Ghana. Approximately 43% of the students in the top schools in Ghana were from high income families and only 14.4% came from farmers, fishermen, and labourers' family while 14% had no occupation listed (Ade-Mensah, et al., 1973). Pryor and Ampiah (2003) also reported that, no matter the home practice, non-educated parents are not able to provide support, offer help, understand children's position in decision making and they evaluate their children's behaviour according to traditional sets and do not often appreciate the benefits of schooling. Children of non-educated parents will have lower academic achievements when compared to those from educated homes. It has been investigated and assumed that the level of parent's education affects the academic performance of the child in school. In other words, parents that are intelligent academicians well educated and professionals provide their children with a favourable environment to motivate or encourage them to develop similar interest and perform well in their parent's subject areas.

In Ghana, studies have shown that there is a positive correlation between a parent's educational attainment and the type of school the child attends. Highly educated fathers appear to send their children to well-endowed schools than less educated fathers (Yusif, *et al.*, 2011). Also findings in a recent study conducted by Opoku (2014) in three communities namely Srodae, Betom and Adweso in the New Juaben Municipality in Ghana showed that, women's socio-economic status affect the academic attainment of their children. The results of the bivariate analysis showed that, occupation of women, education of women, marital status of women and economic status of women were all significantly related to the academic attainment of their children, at  $\alpha = 0.05$ . Mothers who were educated were three (3) times

(OR=3.29) more likely to have children with high academic attainment than mothers who were not educated.

Machebe (2014) also conducted a research in some selected senior high schools in Nigeria revealed significant influence of parental qualification on students' performance. The findings substantiate the earlier assertion of Rothstein (2004) and Hill *et al.* (2004) who had opined that children who are raised by parents with higher qualification are more inquisitive toward learning compared to those children from low educational qualification. Moreover, according to Craig and Ronald (2004) "parental cognitive ability was substantially associated and parental education and parental occupation only trivially associated with offspring. It can be concluded that the more educated parents are, to an extent, the more likely are their children to perform well in their education.

Farooq, Shafiq and Berhanu (2011) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

## **2.6 Parental Ambition and Academic Performance**

Parental ambition is what parents hope and want their children to achieve in future. Parents' academic ambitions for their children might influence their children's academic achievements both directly and indirectly (Bandura, 2005). Parents'



academic ambition for their children has been identified to have a telling effect on the children's academic performance (Osiki, 2001). The expectancy value theory argues that people judge the instrumentality of possible options, weigh their costs and benefits, and then select the course of action with the highest expected value. Parental expectations, therefore, are wishes about their children's academic achievement and career ambition. Many parents believe that transmitting a sense of high academic ambitions to their children is one way to infuse them with the confidence, self-esteem, and personal standards of merit and value (Santrock, 2007). Other researchers in their studies have established a significant effect of parental ambition on academic success of their children (Wang & Heppner, 2002). It should be noted that parental ambition is one of the extra-curricular factors that might influence children's academic performance. It has been pointed out that parents who have high ambitions for their children to do well in academic matters have children who show most rapid cognitive progress (Maurin, 2002). A similar study found that parents' academic ambition for their children partially mediated the relationships between assets and children's educational achievements showing the significant effect of parental ambitions on education of their children after controlling for family income and other parent characteristics (Zhan, 2006). Although parental ambition is considered as one of the cultural factors affecting academic performance of students, some researchers (Agliata & Renk, 2007; Shumox & Lomax, 2001) in their studies have reported negative effects such as adjustment problems, psychological distress as well as behaviour problems. They reported that college students experience low level of self-worth and adjustment when higher expectation discrepancies are present between themselves and their parents. Their studies further revealed that parents' academic ambition for their children is one of the basic sources of academic stress in middle

and high school students. In contrast, a study in Canada found that parental academic ambition for their children was positively associated with 19 percent of the variance in academic performance (Maurin, 2002). Similarly, a study found that students' academic expectations have a strong positive association with perceived parental academic ambition particularly with regard to maternal educational goals (Smith & May, 2006).

## **2.7 Parenting Styles as Context for Parental Involvement**

Gonzalez, Greenwood and Hsu (2001) observed that mothers' authoritarian parenting style was related to mastery orientation among African-American undergraduate students. In connection with school-related variables, Park and Bauer (2002) reported that the positive association between authoritative parenting style and academic achievement was supported only in the case of the majority group (European Americans), but not supported in the case of the minority group (Hispanics, African Americans, or Asian-Americans). Based upon the above review, it is very important to look at the impact or effects of parenting style from the context within which the person or individual is embedded. Due to the differences in the impact of parenting styles on children's outcomes as a result of differences in cultures, Darling and Steinberg (1993) developed an integrative model parenting style as context which conceptualized parenting style as a context that moderates the influence of specific parenting practices on the child. They argued that in order to fathom the processes through which parents influence their children's development, researchers must maintain a distinction between parenting style and parenting practice. They defined parenting practices as behaviors defined by specific content and socialization goals. Examples include attending school functions and spanking a child. On the other hand, they defined parenting style as a constellation of attitudes towards the child that are

communicated to the child and provide an emotional climate in which the parent expresses their behavior. These behaviors consist of aspects of the behaviors that include parenting practices as well as other aspects of parent-child relationship that communicate emotional attitude but are not goal directed or goal defined-body language, tone of voice, inattention, among others. According to the authors, global parenting style is manifested partly via parenting practices, because these are some of the behaviors from which children make inferences about the emotional attitudes of their parents. In the model, both parenting practices and parenting styles are seen as resulting in part from the goals and values parents hold but then each of these parenting attributes affects the development of the child through different processes. Parenting practices have a direct impact on the development of specific child behaviors (e.g. Academic performance) and characteristics (high self-esteem). Thus, parenting practices are the mechanisms through which parents directly assist their children to achieve their socialization goals. On the flipside, the primary processes through which parenting style affects the development of the child are indirect. Parenting style changes the faculty of the parent to socialize their children by altering the effectiveness of their parenting practices. From this view point, parenting style could best be seen as a contextual variable that moderates the relationship between particular parenting practices and specific development outcomes.

Evidence shows the important role parents/families play in the education of their children and the academic gains and successes that are chalked which are very beneficial to the future success and survival of the children in this competitive world. Even though, there have been some inconsistencies in the parent involvement literature as regards the positive impact of parental involvement on school achievement, which have been attributed to the different definitions that have been

used to represent the construct- parental involvement, and the flaws in some of the methodologies that have been used in some of the studies among others, the evidence in the literature still remains clear that parental involvement is a powerful tool that brings the best out of children of all grades. Against this backdrop, schools must put in place effective measures that would bring on board parents to partake in the education of their children. Invitations to involvement by the school must be devoid of discrimination and thus the school climate must be welcoming to parents from different socio-economic backgrounds. It seems that authoritative parenting (warmth and moderate parental control) is the parenting style that is closely associated with positive developmental outcomes. Children obviously need love and boundaries-a set of rules that enable them to structure and assess their conduct. Without such a direction they may not learn self-control and may become quite selfish, unruly, and deficient in clear achievement goals. But if the guidance the children receive becomes too much and are hemmed in by restrictions, they may have few chances to become self-reliant and may lack confidence in their own decision-making abilities. Also, due to the fact that parenting styles produce different effects on students' outcomes based on the cultural background of the family, it will be proper if the analysis of the contribution of parenting styles on students' achievement is put within a context

## **2.8 Family Financial Resources**

According to Business dictionary.com (2016), family income is the "total compensation received by all family members age 15 or older living in the same household. Compensation may include wages, social security, child support, pensions, capital gains, and dividends". Money income of the family includes all the earnings which come to the family in terms of rupees, coins or notes in a specific period of time, daily, weekly, or monthly. Money income may include salaries, wages, rent,

interest, profits, sick benefits, pensions, gifts, dividends, securities, royalties etc. Money income may be converted into goods and services, whenever required by the family. Some parts of money income may be diverted into savings for future use. Money management includes the management of family income. As money is a limited resource it must be managed properly in order to achieve family goals. Money income is affected by factors such as the abilities and skill of the wage earner, personal attitude towards the work, and good relationship with management and co-workers.

However, “poverty indicates the extent to which an individual does without resources...resources can include financial, emotional, mental, spiritual, and physical resources as well as support systems, relationships, role models, and knowledge of hidden rules” (Lacour & Tissington, 2011).

“Africa accounts for a large share of the world’s people living in absolute poverty. Its share of the world’s poor rose from just below 20% to close to 25%. Nearly 50% of the population in Sub-Saharan Africa lives on less than US\$ 1 a day today: the world’s highest rate of extreme poverty in the world. In all African countries, the richest capture the largest share of income. When measured by the share of income that goes to the poorest, inequalities are striking, and accompanied by geographic disparities between urban and rural areas where the poor are concentrated. The poor (<\$2/day) account for 60.8% of Africa's population and hold 36.5% of total income in Africa. The rich (>\$20/day) account for 4.8% of the population and 18.8% of total income” (AfDBG, 2012).

In fact, family income is largely considered a prime indicator of a country's financial success. It is also a measure of a family’s disposable income and the general standard

of living per time. Raychaudhuri *et al.* (2010) examined factors affecting students' academic performance: a case study in Agartala Municipal Council area. Family income was one of the basic objectives of their study. Primary data was collected through random sample survey from students in the government and government aided schools and their households. Using regression analysis, they found that factors like students' attendance, mother's education and presence of trained teacher in the school have a positive impact of students' academic performance. They also found that academic performance of students' depend on a number of socio-economic factors. They concluded that students' economic status affects their performance and the risk of becoming a dropout.

Again, Yousefi *et al.* (2010) examined the effect of family income on test-anxiety and academic achievement. Their paper focused on 400 Iranian high school students. Statistical analysis of ANOVA was employed. The findings showed that family income significantly affected academic achievement of students. It was recommended that in enhancing academic achievement in school setting, support strategies such as improving family income among families by government must be focused on. To decrease the rate of influence of family income on depression and academic achievement among students, the government should organize practical programs to help families and also students in the areas of food, money and the other supports (Yousefi *et al.*, 2010).

## **2.9 Parents' Occupational Status**

The occupational status of parents has been identified as one of the predictors of parental involvement. In his criticism of the over-emphasis on the collaboration between parents and school staff by home-school partnership models, Lareau (1999)

attributed this trend to the researchers' under-estimation of the powerful influence of social class variations on the involvement of parents in school education. Some researchers have indicated that whereas parents of working class accommodate the view of separation of obligation in education, middle-class parents see themselves as having a shared obligation in the educational process of their children. Ho (1999a, 1999b) showed that there is an attitude of discrimination that educational establishments show against working-class parents which prevents or hinders them from taking part in the learning process of their children. Hanafin and Lynch (2002) in reporting the views of working as parents in a disadvantaged plan or strategy in the Republic of Ireland indicated that parental involvement in school is limited to giving and receiving of information, restricted consultation, and participation in some supplemental duties. According to them, although the parents were interested, informed and concerned about the education of their children, they had the feeling of being left out from taking part in the decision-making of the school management and organization, about issues that impacted them personally and economically, and about the success of their children. These recent findings corroborate previous findings by researches (e.g., Hoover-Dempsey *et al.*, 1997; Lightfoot, 1978) who have lambasted schools of their discriminatory policy which makes middle-class parents more acceptable to the school than working-class families. It has also been documented that although teachers seek equable participation from parents from diverse classes, parents of upper-middle-class are normally more directly involved in both their children home and school education than lower and working-class parents (Ballantine, 1993).

## **2.10 Parental Involvement and Students' Academic Performance**

Parental involvement has been defined in various ways by various authors in the literature. For example, typology of parental involvement includes six categories such as basic parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision making and collaborating with the community (Epstein, 1995). Other authors and researchers in their studies have used a typology of parental involvement that is based on either intuitive appeal or factor analysis of existing data (Izzo, Weissberg, Kasprow & Fendrich, 1999; Sui-Chu & Willms, 1996). It should be noted that studies that did not apply a multifaceted typology of parental involvement tend to either describe it as a one-dimensional construct (Brickman & Rhodes, 2007) or distinguish it broadly by the context in which it takes place that is, at home or in school (Jeynes, 2003). Home-based parental involvement includes helping students with homework, talking with them about school, expressing high expectations, encouraging school success, and providing structures that are conducive for learning (Altschul, 2012). School-based parental involvement on the other hand includes volunteering at school, participating in school events and school organizations as well as communicating with teachers and school staff (Mau, 1997). Parental involvement is the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development. It typically concerns the amount of effort put into child-oriented education as well as other activities (Nyarko, 2011). In the educational domain for example, parental involvement has primarily focused on specific activities such as participating in school events; helping with homework and the number of contacts between families and schools. It has been conceptualized parental involvement in education as the dedication of resources by parents to children within the educational domain (Epstein,



2005). The level of parental involvement has significant effects on children's academic performance.

Several researchers in their studies in the developed countries have found that parental involvement contributes to academic success of their children (Fan & Chen, 2001; Houtenville & Conway, 2008; Jeynes, 2007). This is because children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework and are willing to hold their children accountable for completion of school assignments. Children who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value schooling through involvement. Besides parents have the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniably critical (Mji & Makgato, 2006). Research findings suggest that parent attitudes, together with their behaviour and activities with regard to their children's education have an effect on academic achievement (Guolaug, 2010). However, with regard to the content of what children learn, many parents fall short because in general they do not possess the necessary education and therefore find it difficult to determine and understand what was done at school (Mji & Mbinda, 2005). This is a point also raised by a learner in a related study, "... my parents don't know mathematics and physics so how can they be involved...?" (Mji & Makgato, 2006). Parental involvement is a multidimensional and bidirectional construct that has been shown to have clear links with social and academic outcomes for children. Traditionally, parental involvement has been defined as engaging parents in school-based activities and events related to their child's education (Epstein, 2001).

However, a more comprehensive view of parental involvement envisaged in the current study goes beyond just parent activities in school settings but in subject-oriented participations with specific reference to students' academic performance. This comprehensive view of parental involvement is grounded in the understanding that success of students in academics at the senior high school level is influenced by multiple contexts such as the home, the school, and the community in a dynamic and bidirectional manner. Several researchers and educators have recognised the important role of a strong positive bond between homes and schools in the development and education of children (Sanders & Sheldon, 2009; Richardson, 2009; Sheldon, 2009). Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Similarly, research on effective schools where students are learning and achieving has consistently shown that these schools, despite often working in low social and economic neighbourhoods, have strong and positive school-home relationships (Sanders & Sheldon, 2009). More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation. It has been hypothesized that parental involvement primarily influences children's attributes and behaviours which in turn affect their achievement in mathematics (Guy, Tali & Mordechai, 2008).

A study found that parental involvement (home involvement, school involvement, parent-teacher communication) was predictive of children's school engagement and socio-emotional adjustment (Chowa, Masa & Tucker, 2013).

Parental involvement, that is "parents' interactions with schools and with their children to promote academic success" (Hill & Taylor, 2004, p. 149). It is an umbrella term that includes a variety of behaviours and activities of parents directly or

indirectly related to the education of their children. On the other hand, Berthelsen and Walker use Reynolds' and Clements' (2005) broad definition of parental involvement which is "parental behaviour with, or on behalf of children, at home or at school, as well as the expectations that parents hold for children's future education" (Berthelsen & Walker, 2008, p. 35). Jeyne's definition of parental involvement is also all encompassing, stating that it refers to "parental participation in the educational process and experiences of their children" (Jeynes, 2005, p. 245, in Hornby & Witte, 2010a, p. 59). Many researchers traditionally viewed parental involvement as "purposeful actions by parents to engage with their children's school, or school related activities" (Clinton & Hattie, 2013, p.324). However, they suggest that, more recently, parental involvement is seen as the "tacit" aspects of parenting, such as expectations of children's academic performance, communication and parenting styles. Emerson *et al.* (2012) make a distinction between parental involvement and parental engagement. They suggest that the term "parental involvement" is generally used to refer only to those activities that take place in the school, such as volunteering, meeting with teachers, attending school events and parent-teacher conferences. They prefer to use the term "parental engagement" and adopt Muller's (2009) definition of the term as "partnerships between families, schools and communities, raising parental awareness about the benefits of becoming engaged in their children's education, and providing them with the skills to do so" (Emerson *et al.*, 2012, p 26). Although the terms parent involvement and parent engagement are often used interchangeably, researchers and practitioners make important distinctions between the two and use them intentionally (Cronin, 2008). She also observes that definitions of parent's involvement tend to be focused on programs or activities that

are initiated and directed by schools to try and involve parents in school activities or to teach parents skills for reinforcing school tasks at home.

Cronin suggests that the term “parent engagement” is increasingly being adopted by practitioners. She cites Pushor (2012) as describing engagement as a distinct and more meaningful type of relationship or interaction. According to Wherry as cited by Teaching Learning Material Project (TLMP)/Ghana and Curriculum Research Development Division, (CRDD) (2013). Parents can help children do better in school by making time for the children, read or tell stories to them, help the children build a self-esteem, discipline the children, motivate the children, build a sense of responsibility in the children, reinforce learning in the children, help children with their homework and get to know the children’s teachers. Parents are important in providing environmental, social and economic factors, which have powerful effects on students’ academic lives. Academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

Participation in pre-school activities includes a wide range of behaviours but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events (Rain & William, 2011).

As parental involvement is one of the most malleable factors of the student's home situation, it has become a relevant subject for schools and educational policy. Encouraged by studies showing a positive relationship between parental involvement and student attainment, educational policy makers in the USA, and in western European countries such as the UK and the Netherlands, have initiated and stimulated parent participation programs over the last 15 years (Mattingly *et al.*, 2002). Schools are increasingly using digital technologies to support and promote the involvement of parents, by providing laptop computers, online intranets or learning platforms (Selwyn *et al.*, 2011). This encouragement is sometimes less voluntary; in the UK, some schools present parents mandatory school-home agreements about their involvement in homework and expected behavior, such as attending parent meetings (Selwyn *et al.*, 2011). The underlying assumption of these initiatives is that parental involvement and educational outcomes are not only correlated, but that parental involvement actually influences educational outcomes (Mattingly *et al.*, 2002).

With regard to the role of parental support for homework, it is widely assumed that when parents help their child with homework there are positive effects on student learning and academic achievement; the student will study more efficiently, effectively and with greater focus (Hoover-Dempsey *et al.*, 2001; Patall *et al.*, 2008). In the long term, parental involvement may have a positive effect on student's ability to engage in adaptive self-regulation by promoting the development of learning strategies such as goal-setting, planning, time management, and attentiveness (Patall *et al.*, 2008).

By being engaged in school related activities, parents learn about schools' expectations of student behavior and homework and learn how to help with their child's homework and learning at home. They also learn from other parents about

available and suitable options to improve their child's learning. At the same time, teachers learn about the parental expectations of their students (Hill & Taylor, 2004).

Grolnick and Ryan's (1989) theory on "parenting styles" focused on the effects of home-based parental involvement. According to this theory, three dimensions of parenting style are important for the learning behavior and achievement of students. The first is support for autonomy, by which children are encouraged in independent problem solving and participation in decision making. The second style, direct parental involvement, refers to the extent to which parents are interested in, knowledgeable about, and taking an active part in their child's life. The third parenting style that may have a positive influence on student attainment is provision of structure (i.e., providing clear and consistent guidelines and rules) with regard to homework or other school-related aspects. Cooper *et al.* (2000) applied this theory in their study on parental involvement in homework and showed (1) a positive relationship between support for autonomy and student achievement, and (2) a negative association between direct parental involvement and student achievement.

These findings are explained by the students' performance at school; parents of low performing students become more proactively involved with their child's learning, while parents of students doing well at school, are more likely to support the autonomy of their children. Parents checking child's homework, has shown a positive association with academic achievement in some studies. Students whose parents are involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework. Other studies, however, have shown a negative association between parents checking their children's homework and academic achievement (Kurdek *et al.*, 1995). What parents do is more important to student success than whether they are rich or poor, whether parents have finished

high school or not. Every school will promote partnerships that will increase parental participation in promoting the academic growth of children. It is known that children who spend more time on homework, on average, do better in school, and that the academic benefits increase as children move into the upper grades (Tizard *et al.*, 1993). Good assignments, completed successfully, can help children develop wholesome habits and attitudes. However, homework can help parents learn about their children's education. This can encourage a lifelong love for learning (Tizard *et al.*, 1993). Learning at home involves families and their children in learning together at home, including homework and other curriculum-linked activities and decisions. Decision making includes families as participants in school decisions, governance, and advocacy through PTA, school councils, committees, and other parent organizations. Studies conducted by Education Research International in USA and Uganda shows that, parental affective support and participation appeared to be one of the strongest predictors of students' academic achievement.

Bower and Griffin (2011) used the Epstein model as a strategy to study parental involvement in a high poverty, high minority elementary school. The study involved 347 students of multiethnic backgrounds. Five teachers and two members of the administrative team were interviewed for this study. The researchers used a digital voice recorder and transcribed responses to the questions verbatim. Collected data also consisted of field notes based on observations of formal parental involvement activities within the school environment. Communication and home learning consisted of weekly reports sent to parents and personal calls made by teachers and the administrator to invite parents to school events. Bower and Griffin (2011) found low parent attendance despite efforts by the school to include them in activities. Engagement was not apparent in the study, and the researchers observed a lack of

communication between parents and teachers. The researchers determined that schools and teachers did not build effective relationships with parents. Further, Bower and Griffin noted that the Epstein model does not fully capture the essence of how parents want to participate in their children's school activities. Georgiou and Tourva (2007) examined the relationship between parents' perceptions of their children's academic achievement, their beliefs of being involved, and their actual involvement. Participants included 313 Greek Cypriot parents of children attending high school. The majority of parents were female (66.13%), and the average age was 36.7 years. The sample encompassed 145 parents with children in elementary school (fifth or sixth grade) and 168 parents with children in high school (ninth or tenth grade).

Georgiou and Tourva (2007) used two instrumental scales to collect data. The first was the Parental Attributions Scale (PAS), which was developed by O'Sullivan and Howe (1996) and later adapted to an attribution theory proposed by Weiner (1985).

The second instrument was the Parental Involvement Scale (PIS), based on a self-report inventory developed by Campbell and Mandel (1990) and adapted to the Greek language and culture by Flouris (1991). Georgiou and Tourva (2007) found that parental involvement was conducive to a child's success in school. In other words, if the parents believed they could make a difference, they were more likely to get involved in their children's academic pursuits. Those parents who believed that only teachers could help their children succeed academically tended to stay away from any type of school involvement. Griffith (1996) examined the relationship between parental empowerment and student academic performance. Specifically, he examined the association between parental involvement and empowerment and school characteristics using the school as the unit of analysis. The results revealed that schools with higher levels of parental involvement and empowerment tended to have



higher student criterion-referenced test (CRT) scores (Griffith, 1996). Additionally, in this study schools with higher levels of parental involvement had fewer, but more experienced teachers than did schools with less parental involvement. Griffith (1996) also noted that schools with high percentages of African Americans and Hispanic students who were enrolled in the free or reduced-price lunch programme experienced lower parental involvement and lower CRT scores. The results showed a positive relationship between parental empowerment, involvement, and student academic performance (Griffith, 1996).

Hoover-Dempsey *et al.* (2001) described three reasons why helping with homework may have these positive effects. The reasons are modeling, reinforcement, and instruction. First, while helping their child with homework, parents can serve as salient models. This is based on the idea that children learn through observation. Parents are influential role models because they possess skills and abilities that children value highly. Because there are no direct consequences of the child's performance at home (in contrast to school), home provides a safe environment where the parent becomes an even more powerful role model. The second reason is reinforcement; by providing positive consequences in response to the child's homework behaviours, the child is stimulated to demonstrate similar skills and behaviours again. Parents may even have an advantage over teachers because they have better insight into which reinforcement strategies are the most effective for their child. Finally, helping with homework may have a positive effect on student achievement because parents tend to use the learning strategy guided or collaborative learning (Hoover-Dempsey *et al.*, 2001). This includes directing the child to the task at hand, simplifying the task, providing extra explanation, or relating the task to familiar contexts. Southwest Educational Development Laboratory (SEDL), found out

that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school (Kurdek, Fine & Sinclair, 1995). The report, a synthesis of research on parent involvement over the past decade, also found out that, regardless of family income or background, students with involved parents are more likely to earn higher grades and test scores and enroll in higher-level programmes. They may be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behaviour, and adapt well to school (SEDL, 2002). Home environment focuses on the aspect of creating a supportive environment for the children to study in e.g. balanced meals, safety, a reading /homework area which has enough lighting establishing a family schedule to eat meals as a family, setting firm rules for bedtime, extracurricular activities, setting limit on television time, setting high but appropriate expectations, parents being models of learning and hard work. Home environment includes supervision and rules. This refers to moderate levels of parental support (Jeynes, 2007). Children that spend less time watching television and more time on school-related activities show a positive relationship with academic achievement (Clark, 1993). Similarly, research has shown that supportive and attentive parenting practices positively affect academic achievement (Eamon, 2005).

In addition, high parental aspirations have been associated with increasing students' interest in education (Majoribanks, 2005). Research has again shown consistently that parental involvement is integral to high student academic achievement. According to Dietel (2004), a parent's involvement in their child's education is the single most important predictor of student academic success. Henderson and Mapp (2002) concluded that parents have a major influence on their children's achievement in school and through life. When parents are involved in their child's education, students

of all backgrounds and income levels are found to perform better in academic work and extra curricula activities. Epstein and Sanders (2002) opined that parental school involvement consists of volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home, attending school events, meetings of parent teacher associations (PTAs), and parent-teacher conferences. Also, Fan (2001) mentioned four types of parental involvement which include basic obligations, school-to-home communication, parents' involvement at school, and parents' involvement in learning activities at home.

### **2.11 Effects of Socio-Economic Background on Parental Involvement**

Studies have established that a number of factors account for parents' involvement in children's education, one of such factors is socio-economic status of parents which include parents' level of education, occupation and income status. With low level of literacy, parents were said to lack the knowledge and skills needed to help their children with school work. On the other hand, it was said that parents who are educated are more likely to be involved in their children's work than illiterate parents (Magwa, & Mugari, 2017). This is in line with the assertions that levels of education achieved by parents determine if parents will be actively involved in children's work (Donoghue, 2014). Again parents with low self-efficacy are more likely to avoid contact with schools (Baeck, 2010). They may be less involved because they do not feel self-confident to contact school staff. Similarly, Lee and Bowen (2006) in their study found that the parent with higher college degree have more attendance in the meeting organized at school, talk more about educational issues. Parents are more involved in their children's work because they know the learning requirement and can set high expectations for their children. On the other hand, parents with lower level of

education may not feel capable of assisting their child or playing a role in academic life as they may not understand the material or feel comfortable with their abilities (Hill *et al.*, 2002).

In contrast, studies have also shown that some parents with lower level of education do become involved because of a desire for their children to have upward mobility in the world and so their child achieves things they themselves could not (Hill *et al.*, 2002). Likewise, other studies have established the effect of parent's socio-economic status on parental involvement. One consistent finding is that parents from higher socio-economic status are more involved in their children's education. In this case, the higher the socio-economic status of parents, the higher their involvement in the education of their children. Low- income parents participate less in schools than higher-income parents. Parental involvement in the schools is associated with students improvement in a variety of areas including academic performance, attitudes and behaviours, attendance, school adjustment and engagement and graduation rates (Bernard, 2004; Epstein, 2001; Simons-Morton & Crump, 2003). Despite the positive benefits to their children, low socio-economic status (SES) parents participate less in the school than their higher SES counterparts (Benson & Martin, 2003; Lareau, 1996; Singh, et al., 1995). This may be due to a number of barriers that low-income parents face in attempt at school involvement which include not only demographic and psychological obstacles, but also barriers generated by the school itself.

Work often prevents low-income parents from devoting time to their children's schooling. For example, parents may have inflexible work schedules, may need to work more jobs, and/or are just tired from work (Benson & Martin, 2003; Plunkett & Bamaca-Gomez, 2003). Similarly, responsibilities of caring for children and elderly parents also interfere with low-income parents' abilities to become involved (Mapp,

2002). Additionally, transportation problems and lack of resources associated with low-income families may hinder parent involvement (Hill & Taylor, 2004). In addition to demographic barriers, low-income parents also experience psychological barriers to involvement, and among these is parent confidence. According to Eccles and Harold (1996), parents' confidence in their own intellectual abilities is the most salient predictor of school involvement. This may relate to parents' own educational background, that is, parents may not perceive themselves as capable of helping their children in school. Lack of confidence by the parent may in turn result in lack of confidence by students of their parents' ability to help with schooling (Plunkett & Bamaca-Gomez, 2003). Again, poverty has direct effects on parents' mental health and indirect effects on parents' involvement the school (Hill & Taylor, 2004). For instance, lower family income is linked to higher rates of depression and depressed mothers tend to be less involved in the early years of children schooling (Hill & Taylor; Inaba *et al.*, 2005).

This is in line with the "Good Parent Theory" which holds that poverty is stressful and that stress diminishes parents' ability to be supportive, consistent and involved in their children's education. Teachers may contribute to the level of school involvement of low-income parents in several ways. Some teachers do not value parents' participation or opinion in the school, perceive parents as impeding the work of the schools, and or make negative judgment about low-income parents' lack of involvement (Konzal, 2001; Ramirez, 1999). Teachers may make sweeping generalizations about families based on low income status (Amatea, Smith-Adcock & Villares, 2006). They also interpreted a lack of school involvement as lack of interest, although research supports the idea that parents from urban, low-socio-economic settings do want their children to succeed in school (Delgado-Gaitan, 1992; Mapp,

2003). Negative attitudes toward low-income families by teachers may then lead to substandard treatment of parents when they do attempt to become involved (Hill & Taylor, 2004).

The fact that parents' socio-economic status influences parental involvement was also noted by Homby (2011). Homby states that parents from poor socio-economic background are less involved, less informed as well as more likely to have problems associated with language, transport, communication and child care. Correspondingly, Desimone (1999) studied the relationship between family income, which is a factor of socio-economic status, and parental involvement and how those two variables affect children's academic achievement in reading and mathematics; her findings suggest a significant correlation between family income and parental involvement, which are both also correlated with students' academic achievement. Similarly, in a study of 80 Indian children and their families, Vellymalay (2012) found that socio-economic status positively affects the level of parental involvement at home; parents with higher socio-economic status tend to demonstrate more parental involvement strategies than parents with a lower socio-economic status. Furthermore, Vellymalay (2012) found that "household income and parents' education level has a greater impact on parental involvement strategies than their income and the occupation status" (p.5). Moreover, in a study about the effect of parents' socio-economic status and parents' education level on their involvement in their Children's education, Rockwell (2011) concluded that parents with lower socio-economic status tend to focus on their children's basic human needs rather than their academic needs for success.

On the contrary, some researchers have found that socio-economic status (SES) does not significantly affect parental involvement or student achievement. In his study on

African-American adolescents in high school, Hayes (2012) found that only parents' employment status is positively correlated with their children's grades in high school, while other demographic variables such as parent education level, marital status, or family income do not correlate significantly with their children's academic achievement. Furthermore, Stull (2013) argued that SES is usually positively correlated with the parents' expectations for their children. In fact, in the case where SES did not correlate with the parents' expectations for their children, it was found that parents' expectations for their children's academic achievement was the stronger predictor of their achievement at school (Davis-Kean, 2005; Fan & Chen, 2001; Galindo & Sheldon, 2012; Zhan, 2006). Likewise, Benson & Martin (2003) maintained that, when schools make clear, deliberate efforts to involve parents, their socio-economic status and educational level in p

## **2.12 Summary of Literature Review**

Several studies on the issue of household conditions and students' academic performance already exist in literature. For instance, Pamela and Kean (2010) in their study of the influence of parental education on students' academic achievement concluded that students whose parents have a tertiary level of education perform, on average, significantly better in test of science, reading and mathematical ability than those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7 percent higher than those achieved by students with poorly educated parents in developing countries to 45 percent higher in most developed countries. Similarly, Stegelin (2002), Wirtz and Schumacher (2003), and Hertz-Lazarowitz and Horovitz (2002) focused on early childhood education and literacy, noting a link between families who engage in literacy activities at home and their children's success with

reading and writing. Strategies such as reading with the child, discussing stories, and creating a book-friendly environment contribute to the development of children's literacy skills and positive attitudes toward reading. Furthermore, Stegelin (2003), Wirtz and Schumacher (2003), and Hertz-Lazarowitz and Horovitz (2002), Heiss (2006) stated that parents' education influences the beliefs and behaviour of the parent, leading to positive outcomes for children and youth. Again, educated parents are more likely to use complex language and a wider vocabulary with their young children, because they are familiar with how schools function and are likely to be comfortable with school structures.

On economic background, many authors concluded in their study that, the low income status (classified as poverty) is the most common and contributory reason for many children to be out of school. Children from affluent households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or dropped out once they have enrolled (Kainuwa & Yusuf, 2013). Akanle (2007) also mentioned parental income in his work to be a strong factor upon which the academic and vocational successes of secondary and junior secondary school students lie. In African traditional societies including Ghana, several studies indicated that the children's schooling has been found to have links with socio-economic factors. Becker and Tomes (1986) found a direct correlation between household income and the level of children's educational attainment. They found that low income families have lower investment in their children's education such as paying for their school fees and buying other basic and necessary materials for the child's educational development. But higher income families are able to significantly invest in their children's education which positively affects their cognitive development leading to higher educational attainment. This is consistent with Gary Becker's Household



Production Theory which directly links household resources and investments to the educational attainment of children (Becker, 1993). It is very clear from the literature that various in-depth studies have established a relationship between parental involvement and academic performance. Henderson and Berla (1994) synthesises over sixty studies regarding the effect of family involvement on student achievement. Their work attributes to parental involvement effects that include higher grades and test scores, Increase homework completion, improved school attendance, more positive attitudes, fewer discipline problems, increase high school completion rate, decrease school leaving rates, and greater participation in Post-secondary education. Importantly, like Epstein, Henderson and Berla suggest parents' involvement can contribute to these outcomes from early childhood through high school. Again, studies conducted among specific grades and subject areas support the contention that parental involvement can influence students' academic achievement regardless of the student's age or subject.

With regard to the influence of socio-economic status of parents on their involvement in children's education, Homby (2011) states that parents from poor socio-economic background are less involved, less informed as well as more likely to have problems associated with language, transport, communication and child care. Similarly, Rockwell (2011) concluded that parents with lower socio-economic status tend to focus on their children's basic human needs rather than their academic needs for success. On the contrary, Benson and Martin (2003) maintained that, when schools make clear and deliberate efforts to involve parents, their socio-economic status and educational level in particular become inconsequential in the willingness to participate in the school. What the above authors have not addressed in the literature was an analysis of the variables that constituted the household conditions in their studies to

ascertain which among the variables studied had the greatest effect on students' academic performance and this was the gap this study sought to fill.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This section looks at the methods used for the study. It includes the research design, population, sample and sampling procedure, data collection instruments, data collection procedure, methods of data analysis and ethical considerations.

#### 3.2 Research Approach

The study adopted the quantitative research approach. Quantitative research is a research strategy that emphasizes quantification in the collection and analysis of data (Gay, Mills & Airasian, 2009). In the context of this study, the quantitative approach helps to quantify data that was collected on household conditions (socio-economic status and parental involvement) and academic performance from selected Senior High School Students in Mfantseman Municipality of Ghana. In trying to find out this connection between parental involvement and school success, the students, were asked to fill out questionnaires (Appendix B p.136). These three groups were considered for the study to try as much as possible to achieve some amount of consistency in the findings.

#### 3.3 Research Design

This study adopted the quantitative research approach and specifically used the descriptive survey design. Descriptive survey design is a type of design that describes situations or characteristics of population or phenomenon being studied. This design is suitable because the study sought to identify and describe household conditions and their influence on the academic performance from three selected Senior High School Students. Robson (2002) asserts that descriptive research design studies have

advantages in that they may be adopted to collect information that can be generalized from all population and that they provide relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives. In addition, descriptive survey design was preferred because it gave accurate description of the association of household conditions on students' academic performance. On the other hand the results from a descriptive research cannot be used to discover a definitive answer or to disprove a hypothesis (Kabir, 2018).

### **3.4 Study Area**

The area under study was Mfantseman Municipality located in Central Region of Ghana. The Municipality is one of the 216 Metropolises, Municipalities and Districts in Ghana (Local government. Act 2016. <https://lgs.gov.gh/index.php/local.governance-act-of-2016-act-936>). Mfantseman Municipality is situated 110 kilometers west of Accra - the capital of Ghana on the Gulf of Guinea. It has a population of 10,000 according to the 2000 census. The capital town of the Municipality is Saltpond. The occupation of the people is mainly fishing, farming and salts production. Educationally, according to Education Directorate, there are seven (7) Senior High Schools in this Municipality namely, Mankessim Secondary Technical SHS, Mfantseman Girls SHS, Methodist High School, Kwegyir Aggrey Technical SHS, Biriwa Vocational Technical SHS, St. Andrews SHS (private) and Obama SHS with a total of twelve thousand, four hundred and twenty (12420) students (GES-Mfantseman Municipal, 2017) out of which the following three (3) schools were selected to take part in the study. The three (3) schools were Mfantseman Girls Senior High School, Methodist High School Saltpond and Mankessim Senior High Technical School.

Mfantsiman Girls Senior High School: Is one of the finest girls schools in the country. It was formerly known as Saltpond Girls' Secondary School and later changed to Mfantsiman when the District of Saltpond became the District of Mfantsiman. It was established on the 23<sup>rd</sup> of September, 1960 through the initiative of the first president of the Republic of Ghana, Dr. Kwame Nkrumah and as a special gesture of appreciation to the people of Saltpond for the part the town played in the political history of the country. His aim was to empower girls in the area and in addition establish a polytechnic for girls. A group of prominent persons also contributed for the establishment of the school including Mr. Kojo Botsio, Minister of Education, Mr. Kofi Baako, Member of Parliament for Saltpond, Dr. Hastings Banda, President of the Republic of Malawi among others. On the 30<sup>th</sup> of September 1960, the school was made one of the Ghana Education Trust (GET) schools and opened its gate to its first batch of seventy (70) girls and four (4) teachers including Headmistress Mrs. Chinery. In 1961 the population of the school increased to 140 students as a result of the completion of two (2) dormitory blocks namely Chinery and Butler. With the introduction of Arts and Science subjects between 1969 and 1976, 18 boys were admitted to the sixth (6) form to offer Science due to the unwillingness of girls to read the science courses. Currently, the school has a population of about 3000 girls and offers almost all courses available in the Senior High School curricular including ICT and Technical Skills courses. Since its inception sixty (60) year ago, the school has turned out over 10,000 students, most of them have become prominent members (women) of the society and serve in the various capacity of social, political, legal and economic spheres of Ghana and at the international level.

The Methodist High School Saltpond, was founded for the Methodist Church in November 1981 by Rev. Ebenezer K. Baiden. He was also the first Headmaster of the

school. Rev. Baiden was then the Superintendent Minister of the Saltpond Methodist Church. The school was started in the historic and famous Hammond Hall of the Saltpond Methodist Church where the Convention People's Party (CPP) was founded. It was later moved to the premises of the Methodist Middle School at Mount Pleasant at Apeakwaa. It was finally moved to an abandoned building belonging to the UTC adjacent to the Saltpond Post Office, where it is now located. As a government and mission co-educated day and boarding institution, it began with 15 boys and 8 girls. Currently the entire student population is 1500, comprising 800 boys and 700 girls. The programs offered by the school include general science, general arts business, home economics and visual arts, and ICT.

Mankessim Senior High Technical School situated along Mankessim Dominase road in Mfantsiman Municipality was established by the then PNDC Government of Ghana in January, 1991 as a result of the 1987 Educational Reforms initiated by the Government. The Municipal (District) Assembly, some local personalities and some chiefs supplemented the efforts of government in the setting up of the school. Notably among them were the two District Chief Executives who happened to be ladies- Miss Sarah Kuntu Arthur and Mrs. Susan Des Bordes respectively. Other chiefs and people of Mankessim Traditional area including Nana Kwaa Annan VII, Late Ebusuapanyin Ebo Imbeah, etc were also involved in the establishment of the school. Other international organizations like Canadian High Commission which built the Canada Block of classrooms and JICA which also put up the Science block (Gunna Prefecture) to support the establishment of the school. The pioneer Headmaster of the school was late Mr. W.E. Otchere. The school started with a student population of 32-28 boys and 4 girls and run only three department or programmes namely Agriculture, Technical, Vocation. Presently, the school has a population of 2000 students

consisting of 1200 boys and 800 girls. It has both boarding and day facilities. The programmes offered by the school include General Arts, Agricultural Science, Home Economics, Technical Skills and Visual Arts, Science and Business Management. The purpose for these historical background of the three selected schools was to indicate the fact that the population of each school was mainly made up of sons and daughters of worthy traders, fishermen, farmers and some public sector workers from within the Municipality, bringing to bear the differences that may exist in the socio-economic status and the level of parental involvement among these students.

### **3.5 Population**

In this study, students of three (3) selected Senior High Schools in the Mfantseman Municipality constituted the population. They include Mfantseman Girls SHS (3000), Methodist High SHS (1500) and Mankessim Senior High Technical School (2000). The total population of students of these three selected schools was six thousand five hundred (6500) (GES-Mfantseman Municipal, 2017). The target population was made up of the form three (3) students. The sample was made up of one hundred and four (104) students comprising forty-two (42) males and sixty-two (62) females.

### **3.6 Sample and Sampling Procedure**

A sample size is basically the subset of actual number of individuals of the population. It has been confirmed by some scholars in Social Science that for a sample to be representative in a study it must be a good proportion of the population (Welman, Kruger & Mitchell, 2005; Zikmund, 1994). In all, 104 students constituted the sample.

formular;  $n = [ z^2 \times p \times (1-p) / e^2 ] / [ 1 + (z^2 p \times (1-p) / (e^2 \times N) ) ]$

where N= Population Size (6500 )

p= Population proportion (93%)

$e =$  Margin of error (4.1)

$z = 1.645$  for confidence level of 90%

$$n = \left[ \frac{1.645^2 \times 0.93 \times (1 - 0.93)}{0.04095^2} \right] / \left[ 1 + \frac{1.645^2 \times 0.93 \times (1 - 0.93)}{(0.04095^2 \times 6500)} \right]$$

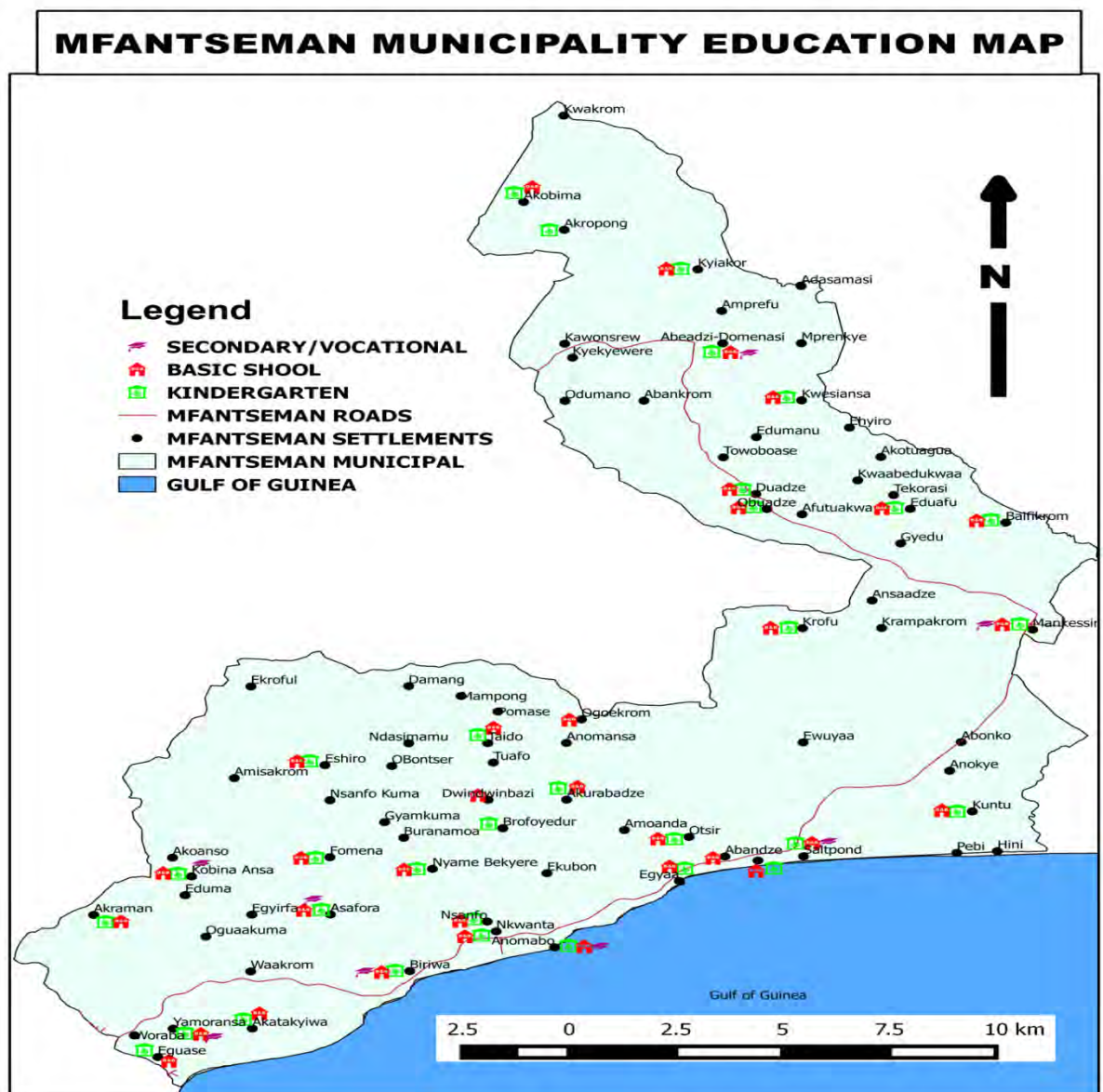
$$n = 104.796 / 1.0161 = 103.133$$

$$n = 104$$

Therefore, the sample size (with finite population correction) is equal to 104.

The stratified random sampling procedure (proportional) was used to select 104 students from the three selected Senior High Schools to provide better coverage and representation of the population ([www.investopedia.com](http://www.investopedia.com)). The sample for the present study was drawn from three senior high schools in the Mfantseman Municipal Assembly in the Central Region of Ghana. Third year (final year) students only were used in the study because of their availability and the absence of first years in schools due to COVID-19 pandemic. A total of one hundred and four (104) students that were sampled from each of these three schools through systemic sampling technique. Out of this number Mfantseman Girls SHS constituted 48 (46%), Methodist high school 24 (23%) and Mankesim Senior High Technical School 32 (31%).





**Figure 3.1: Map of the study area**

Source: Field Survey, 2020

### 3.7 Instrument for Data Collection

The main instrument used for data collection in this study was questionnaire. Deng (2010) says that a questionnaire is a form prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sampling population from which information is desired. As to why the questionnaire

was used, it is advantageous whenever the sample size is large enough for reasons of time or funds to interview every subject in the study (Osuala, 2005).

Questionnaire was used to elicit relevant information about the demographic data of the students (age, gender), parental financial status, parental educational background and qualification as well as the occupation of the respondents.

The questionnaires for the study was developed and used to gather data from students, teachers and parents on the influence of household conditions of students on their academic performance. One (1) set of questionnaire were developed for students. The questionnaires contained mostly close ended questions based on the variables under study. The students' questionnaire consisted of thirty-one (31) main items covering household conditions and academic performance and had four (4) sections- A, B, C and D. Section A covered the personal information of respondents Section B covered family and home background of respondents, Section C dealt with the economic background and Section D covered parental involvement in children's academic activities.

The scoring procedure adopted was response counting. Items were scored by counting the number of responses in which the respondents ticked or supplied answers to. The questionnaire is more preferable because of the number of respondents, cost, time and the nature of the topic which was analysed. Again, the questionnaire is able to keep respondents on the subject; it is objective, fairly easy to make frequency counts and is the easiest means of reaching respondents and obtaining desired information in a limited time available.

### **3.7.1 Continuous assessment records**

Continuous assessment records were collected in order to obtain official assessment records of students to be analysed along with data from the questionnaire. End-of-semester examination scores for the first semester of the 2019/2020 academic year were obtained from the teachers to also confirmed the examination scores that students stated in the questionnaire. According to Yin (1994) as stated in Moshi (2007) documents are used to support and supplement evidence from other sources. The gathering of data from continuous assessment records during the data collection phase of the study helped in the research validity through triangulations, as the documentary evidence collaborated and enhanced the evidence that the researcher collected from the questionnaire. It also helped to verify the authenticity of the responses provided by students on their academic performance.

### **3.8 Validity of Instrument**

It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. For the purpose of this study, the research instrument was subjected to a validity and reliability test. The instrument was given to an expert, my supervisor, to ascertain how they met face and content validity. The suggestions as given by the expert were used to effect the necessary changes to improve upon the instrument before content validity was done through pilot study. The research instruments were used to collect data from two (2) schools outside the study area. The schools have similar characteristics like the sample schools. This was based on the assertion by Mugenda and Mugenda (2003), that a pilot study with a sample of a tenth of the total sample with homogenous characteristics is appropriate for the pilot study. Pilot testing is an important step in research process because it reveals vague questions and unclear instructions in the instruments. It also captures

important comments and suggestions from the respondents that enable the researcher to improve on the efficiency of research instrument. The researcher pre-tested the research instruments for clarification and ascertained their ability to capture all the data required to get feedback which led to improvement of the instruments.

### **3.9 Reliability of the Instrument**

In order to establish the reliability of the instruments, test, re-test method was used to estimate the degree to which the same results can be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instruments. Two schools that were not involved in the actual study were used within an interval of two weeks. This enabled the researcher to modify some of the items to capture the desired data. The results obtained were correlated using the Pearson's Product Moment Correlation Coefficient of 0.84. The more the correlation coefficient was closer to 1.00 the more reliable the instrument was.

### **3.10 Data Collection Procedure**

The researcher obtained an introductory letter from the Head of Social Studies Department of the University of Education, Winneba to obtain permission from the District Director of Education in Mfantseman Municipality and the Head teachers of the selected schools for the administration of the instruments. A formal discussion was held with sampled school authorities and teachers to schedule a date for the administration of the questionnaires. After getting the permission, questionnaires were administered in the sampled schools to solicit relevant information from respondents that were involved in the study.

The purpose of the study and guidelines for answering the questionnaires were explained to respondents. Respondents were given enough time to complete and provide answers to the items in the questionnaire. All the completed questionnaires were retrieved from respondents the same day of administration. The administration of the instrument started on the 16th of January, 2020 and ended on the 10<sup>th</sup> of March, 2020.

### **3.11 Method of Data Analysis**

According to Kothari (2004), the most commonly used method in reporting descriptive survey research is by developing frequency distribution tables, calculating percentages and tabulating them appropriately. Data gathered from the field were displayed in tables and percentages to help show the distribution of respondents. Correlation and cross tabulation were also used to establish the relationship among variables. Again, summary of means, standard deviation and independent t-test were used to indicate difference in academic performance and household conditions. The results of the questionnaires was extracted and downloaded online in excel form and data cleaning was conducted to examined for duplications and missing values. For data analysis, the responses to the questionnaires were analyzed using Microsoft Excel and Small Stata 12.0.

### **3.12 Ethical Considerations**

For social researchers, ethics involves the responsibility that researchers bear towards those who participate in research. It is the preservation of confidentiality and the privacy of the people involved in the study. In this study a written consent was sought from the Head of Department, Social Studies Education of UEW and the District Education Office for the use of schools in the study. Participants were assured of

anonymity and confidentiality throughout the study. Official letters were also given to the various schools as well as the Municipal Directorate to seek their concern before the commencement of the study. Finally, participants were informed that they can withdraw from the study without any consequences.



## CHAPTER FOUR

### RESULTS AND DISSCUSSION

#### 4.1 Introduction

This chapter presents the analysis of data and discussion of findings emanating from data collected from the study field. The study sought to assess the influence of household conditions on academic performance of students of Senior High Schools in Mfantseman Municipality. In line with the research questions stated in the introductory chapter, this chapter elicited data that seeks to answer the following questions:

1. What are the relationship between the socio-economic status of parents and academic performance of Senior High School Students in the Mfantseman Municipality?
2. What are the effects parental involvement on academic performance?
3. What is the relationship between parental socio-economic status and parental involvement in the education of children in the Mfantseman Municipality?

The chapter starts with the presentation of some of the demographic variables that were used in the study. These variables include the class, gender, age of the students, the educational level and occupational status of the parents. The chapter also presents how the various variables under investigation were measured and how the various hypotheses proposed were tested.

## 4.2 Descriptive Statistics of Respondent

The following data presents statistics on respondents that were involved in the survey.

Data were gathered from one hundred and four (104) respondents that were involved in the survey.

Table 4.1 focused on the schools of student respondents involved in the study, their frequencies, percentages as well as cumulative percentages.

**Table 4.1: Schools of respondents**

Schools	Frequency	Percent
Mfantsiman Girls SHS	48	46
Mankessim Senior High	32	31
Methodist High Saltpond	24	23
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field Survey, 2020

From Table 4.1 out of the 104 students who were students respondents, 48 of them representing 46% were in Mfantsiman Girls SHS. This huge percentage was as a result of the category of students who were available at the time of the survey. Thirty-two representing 31% were from Mankessim SHTS whilst 24 representing 23% came from Methodist High SHS Saltpond.

Table 4.2 highlighted the gender of students respondents in frequency and percentages

**Table 4.2: Gender of students respondents**

Gender	Frequency	Percent
Female	62	60
Male	42	40
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field Survey, 2020



With regard to Table 4.2, 62 respondents representing 60% were females whereas 42 representing 40% were males. This is as a result of the number of respondents chosen from the single sex school within the Municipality. One of the schools sampled is a segregated (girls) female school.

**Table 4.3: Age of students respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
13 - 15 years	4	4
16 - 18 years	82	79
19 - 21 years	18	17
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field survey, 2020

The respondents were mostly teenagers, with 82 (79 %) of them were within the ages of 16 to 18 years. Whereas 18 (17 %) were under the ages of 19 to 21 years. The remaining 4(4%) were within the age range of 13 to 15 years. This is a clear indication that these are young students who would easily be influenced positively or negatively by a parent or guardians involvement in their education. Table 4.4 focused on the categories of people students respondents stay with.

**Table 4.4: Respondents views on who they stay with**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Parents	72	69	69	69
	Father only	4	4	4	73
	Mother only	16	15	15	89
	Grandparents	5	5	5	93
	Brothers	1	1	1	94
	Sisters	2	2	2	96
	Aunty	1	1	1	97
	Uncle	2	2	2	99
	Guardian	1	1	1	100
	<b>Total</b>	<b>104</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2020

In connection with categories of people respondents stay with, 72 (69%) respondents lived with parents, 4 (4%) respondents lived with father only, 16 (15%) respondents lived with their mother only, 5 (5%) respondents lived with their grandparents only, 1(1%) respondents lived with the brother, 2 (2%) respondents lived with their sisters, 1(1%) respondents lived with the aunty, 2(2%) respondents lived with their uncles and 1(1%) respondents lived with the Guardian.

Again, the table revealed that 92(88%) of the respondent lived with their biological parents whilst 12(12%) lived with people other than their biological parents.

Table 4.5 represents the educational background of parents of the respondent

**Table 4.5: Students views on their parents level of Education**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Father's highest level of education?</b>		
<b>Tertiary</b>		
Post-graduate	9	9
First degree	15	14
Diploma	14	13
<b>Pre-tertiary</b>		
Secondary	40	39
Middle school/ JSS/ JHS/	18	17
Primary	5	5
<b>No formal education</b>	3	3
<b>Total</b>	<b>104</b>	<b>100</b>
<b>Mother's highest level of education?</b>		
<b>Tertiary</b>		
Post-graduate	2	2
First degree	7	7
Diploma	12	12
<b>Pre-tertiary</b>		
Secondary	34	32
Middle school/ JSS/ JHS/	34	32
Primary	8	8
<b>No formal education</b>	7	7
<b>Total</b>	<b>104</b>	<b>100</b>

Source: Field Survey, 2020

In relation to Table 4.5, the education level of the father's, 38(36%) had tertiary education, 63(61%) also had pre-tertiary education and 3(3%) had no formal education. The education level of the mother's, 21(20%) had tertiary education, 76(73%) also had pre-tertiary education and 7(7%) had no formal education. A closer look at the figures for the fathers and mothers reveal that the fathers have higher education than the mothers and also a large portion of the mothers have education up

to secondary school and below. This scenario points to the skewness of educational attainment between males and females. It seems males aspire to achieve more and higher educational laurels than their female counterparts.

Data was gathered on residential status of the students and Table 4.6 present the data.

**Table 4.6: Residential status of students respondents**

<b>Type of house</b>	<b>Frequency</b>	<b>Percent</b>
Flat apartment	19	18
Bungalow	8	8
Detached house	21	20
Semi-detached house	7	7
Compound house	35	34
Single room	7	6.7
Others (Specify)	7	6.7
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field Survey 2020

With regards to their residential status in Table 4.6, 19(18%) of respondents lived in flat apartment, 8(8%) lived in Bungalow, 21(20%) also lived detached house, 7(7%) lived in the semi-detached house, similarly another 35(34%) of them lived in compound house, whereas 7(6.7%) of them lived in Single room and the rest were living in other housing types.

The occupational status of fathers is represented in Table 4.7.

**Table 4.7: Students views on the occupational status of parents**

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
<b>Formal (skilled)</b>		
Public sector workers	33	32
Private sector workers	10	9.7
<b>Informal (unskilled)</b>		
Trading	14	13
Self-employed	27	26
Farming	10	9.7
Business	6	6
<b>Unemployed</b>	<b>4</b>	<b>4</b>
<b>Total</b>	<b>104</b>	<b>100</b>

Source: Field Survey 2020

The occupational status of the parents shows that 43(41.7%) of the parents were formal sector workers (skilled), 57(58.7%) were informal sector workers whilst 4(4%) were unemployed.

**Table 4.8: Student monthly allowance**

<b>Is the money you receive monthly for your upkeep enough?</b>	<b>Frequency</b>	<b>Percent</b>
No	40	38.5
Yes	64	61.5
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field Survey 2020

**Table 4.9: Supporting family income**

<b>Do you work to support family income?</b>	<b>Frequency</b>	<b>Percent</b>
No	60	57.7
Yes	44	42.3
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field Survey 2020

### 4.3 Discussion of Research Questions

This section of the study provides results gathered on each of the research questions that were stated for the study. It provides the results gathered and discusses it in relation to the other empirical studies as well as the theories that guided the study.

### 4.4 Socio-Economic Status of Parent and Academic Performance

**Research question 1:** What are the relationship between the socio-economic status of parents and academic performance of Senior High School Students in the Mfantseman Municipality.

This research question sought to find out whether there is relationship between the socio-economic status of parents and students academic performance. From the study Socio-economic status was measured using education of parents, occupation of parents, Residential status/house type, and money received monthly from parents and the availability of some items at home. This was to establish the socio-economic background of the students. To achieve these, different questions were designed to reveal the socio-economic background of the students. In all, the higher the score the more likely it was that the person is from high socio-economic family and the lower the score the more likely the person is from a low socio-economic status family. The minimum score was 0 and the maximum was 8. This was therefore categorized into Low (0-3), medium (4-5) and high (6-8).

This was complemented with an 8-item on a 4-point likert scale ranging from strongly disagree, disagree, agree to strongly agree. The items on the scale include: “We have enough money for everything that we need”, “My parents are often worried whether they can pay their bills or not”, “We often run out of money”, “When I need materials for school, we sometimes don’t have enough money to buy them”, “I cannot do certain activities with my friends due to lack of money ie. Extra-classes, buying of stationaries and others”, “I often do not have money for my educational needs because my family has to restrict its expenses”. The likert scale was rated as 1= Strongly Disagree, 2= Disagree, 3=Agree, and 4= Strongly Agree. The overall mean for the responses for the entire items was 20.74 and the standard deviation was 6.81. With the minimum being 9, the maximum being 36 and the mean 20.7. This was used to classify them into Low and High Socio-economic Status. Those ranging from 9 to 21 are considered to be respondents from low socio-economic background and those ranging from 22 to 36 are classified as respondents from high socio-economic background (Régner, Huguet & Monteil, 2007). The result is presented in Table 4.10a.

**Table 4.10a: Socio-economic status**

Mean	20.74038
Standard Deviation	6.810892
Minimum	9
Maximum	36
Low SES	58
High SES	46

Source: Field Survey 2020

Alternatively, the mean for the responses was 2.3 and the minimum rating was 1 and the maximum rating being 4. In all, the higher the score the more likely it was that the person is from family with high socio-economic status and the lower the score the

more likely the person is from a low socio-economic status family. This was used to classify them into Low and High Socio-economic background. Those ranging from 1 to 2 are considered to be respondents from low socio-economic background whilst those ranging from 3 to 4 are considered as respondents from high socio-economic background. The result is presented in the Table 4.10b;

**Table 4.10b: Socio-economic status**

Mean	2.304487179
Median	2
Mode	1
Low SES	58
High SES	46
Standard Deviation	1.194560378

**Source: Field Survey 2020**

Taken all together the findings emphasize the link between socio-economic status and academic performance. The higher the socio-economic status of parents the higher the performance of students. The lower the socio-economic status of parents the lower the academic performance of students. The findings also revealed some exceptions where some students from low socio-economic background perform academically better than those from high socio-economic background due to high intelligent quotients. This can be inferred from Becker's Household production theory which directly links household resources and investments to the educational attainment of children. Again, the theory further confirms that an educated mother is likely to have more bargaining power within the household and her preferences for educated children will play a larger role in the decision to send her children to school.



#### **4.5 Student Academic Performance and Parental Involvement**

**Research question 2:** What are the effects of parental involvement on academic performance.

This research question sought to examine the effects on parental involvement on academic performance of students. This was developed to measure the extent of parental involvement in the child's educational process. Parental involvement was measured using eight (8) standardized items on a 4-point Likert scale. The responses ranged from 1= Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. The items on the scale are: "My parents ask me about what I learnt in school every day", "My parents always look through my exercise books and encourage me to do well", "My parents visit me at school", "My parents attend my school's PTA meetings", "My parents discuss my school progress with my teachers", "My parents assist me in my homework", "My parents usually look at my terminal reports". I received little attention from parents or guardians towards my studies. My parents never discuss school progress with me, not satisfied with school achievement and had no extra-classes in school. The results of the responses from the respondents on each item were analyzed in percentages.

The minimum score on the ratings was 9 and the maximum was 32. However, the higher the score the higher the involvement. From the current data, parental involvement was examined on two levels. The minimum was 9, the maximum 32 and mean was 22.9. Hence scores ranging from 9 to 23 were considered as low levels of parental school involvement and scores ranging from 24 to 32 were considered as high levels of parental school involvement (Parent & School Survey, PASS, 2009).

**Table 4.11: Parental involvement**

<b>Mean</b>	22.94231
Standard Deviation	4.812659
Minimum	9
Maximum	32
Low SES	58
High SES	46

Source: Field Survey 2020

The alpha coefficients for the mothers' scale is 0.72 (N=104). The fathers scale has an alpha coefficient of 0.75 (N=104). The female guardians' scale has an alpha coefficient of 0.72 (N=32). The alpha coefficient for the male guardians' scale is 0.74 (N=36). This means there are students with biological parents who are also staying with guardians who may experience either low or high level of parental school involvement.

The minimum score expected was 9 and the maximum was 32. However, the higher the score, the higher the involvement. From the current data, parental school involvements were examined on two levels using median split. The minimum was 8, maximum 32 and median 22. Hence scores ranging from 8 to 22 were considered as low levels of parental school involvement and scores ranging from 23 to 32 were considered as high levels of parental school involvement. The result is presented in Table 4.13.

The study shows the strongest positive relation between parental involvement and academic performance of students. The more parents get involved in the education of their children, the better the academic performance of their children and the less

parents get involved in the education of their children poorer the academic performance of such children. This is in support of Bronfenbrenner Ecological Systems Theory which state that children's educational success have focused on the home, although families cannot compensate for poor schools and the experiences of families alone will not be able to provide a thorough explication for children's educational success and drawbacks. Families and schools are major contexts for the development of children. The effects of these two institutions become connected as children grow and develop in their families and then proceed through the formal educational system

#### **4.6 Academic Performance**

Academic performance was measured using a five-item on a four-point likert scale ranging from "Strongly Disagree", "Disagree", " Agree", and "Strongly Agree". The items on the scale include: "I am satisfied with my school achievements", "I understand most the thing we learnt at school", "When it comes to examination I am usually successful", "I am fairly good at solving tests at school", "In order to obtain good result at school, I have to work harder than others in my class" "I cannot afford buying my educational needs. The result is presented in the Table 4.11a, 4.11b and 4.11c.

**Table 4.11a: Academic performance**

Your Academic Performance	Total	SD %	D %	A %	SA %	Total %
I am satisfied with my school achievements.	104	27%	27%	30%	16%	100%
I understand most of the things we learnt at school.	104	14%	28%	37%	21%	100%
When it comes to examination I am usually successful.	104	11%	23%	39%	27%	100%
I am fairly good at solving tests at school.	104	7%	18%	45%	30%	100%
In order to obtain good result at school, I have to work harder than others in my class.	104	5%	5%	19%	71%	100%

NB:, SD= strongly disagree, D= disagree, A= agree and SA= strongly agree

**Table 4.11b: Academic performance**

Mean	14.375
Std. Deviation	3.226671
Minimum	5
Maximum	20

This was complimented (or compared) with another measurement using scores from four (4) core subjects that is English Language, Mathematics, Integrated Science and Social Studies. The scores in students previous semester examination in the four subjects were added and divided by 4 to obtain a 100 percent score. Academic performance of students was then categorized into A1 (80-100%)- Excellent; B2 (75-79%)- Very good; B3 (70-74%)-Good; C4-C6 (55-69%)-Credit; D7 (50-54%)- Pass; E8(45-49%) Weak pass; F9 (0-44%)-Fail.

**Table 4.11c: Continuous Assessment Scores**

<b>Grade</b>	<b>Frequency</b>	<b>Marks</b>	<b>Percent</b>
A1	63	80-100	61
B2 - B3	18	70-79	17
C4-C6	13	55-69	12
D7- E8	7	45-54	7
F9	3	0-44	3
<b>Total</b>	<b>104</b>		<b>100</b>

<b>Statistics on exam scores</b>	<b>Eng Score</b>	<b>Math_Score</b>	<b>Sci_Score</b>	<b>Soc_Score</b>
Mean	65.01	62.72	71.00	75.93
Median	65.00	65.00	69.00	78.00
Mode	56	50	70	70
Std. Deviation	14.438	16.636	46.712	14.315

Source: Field Survey 2020

**Table 4.12: Students views on their satisfaction with their academic performance of previous examination**

<b>1st term exams</b>	<b>Frequency</b>	<b>Percent</b>
No	3	3
Yes	101	97
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: Field Survey 2020

Statistics on students responds indicating Yes or No on the level of satisfaction in the academic performance of previous examination. 3 (3%) of respondents gave “No” responds whilst 101 (97%) also gave “Yes” responds. This indicates that majority of respondents were satisfied with their previous academic performance with few respondents being dissatisfied.

#### **4.7 Parental Socio-Economic Status and Parental Involvement**

**Research question 3:** What is the relationship between parental socio-economic status and parental involvement in the education of children in the Mfantseman Municipality. The research question seeks to determine the relationship between

parental socio-economic status and parental involvement in the education of children. From the findings, this study revealed a positive relationship between parental socio-economic status and academic performance of students. The higher the socio-economic status of parents, the higher the academic performance of students. Again, the lower the socio-economic status of parents, the lower the academic performance of students. However, there were some exception were some students from low socio-economic background perform academically better than those from high socio-economic background due to high intelligent quotients (natural endowment). This is confirmed by Bronfenbrenner's Ecological System Theory which stipulates that human development demands going beyond the direct observation of behaviours on the part of one or two persons at the same place; it demands the examination of multiple systems of interaction not restricted to only a setting and must take into account aspects of the environment beyond the immediate environment containing the subject. This was achieved through the conduct of a paired-t-test.

**Table 4.13: Paired t test**

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
SES	104	20.74038	.667863	6.810892	19.41584	22.06493
PI_1	104	22.94231	.4719201	4.812659	22.00637	23.87825
diff	104	-2.201923	.7969063	8.126882	-3.782399	-.6214473

Source: Field data (2020)

Mean (diff) = mean (SES - PI\_1) t = -2.7631  
 Ho: mean (diff) = 0 degrees of freedom = 103  
 Ha: mean (diff) < 0 Ha: mean (diff) != 0 Ha: mean(diff) > 0  
 Pr(T < t) = 0.0034 Pr (|T| > |t|) = **0.0068** Pr (T > t) = 0.9966

A Paired t-test was conducted to test the significance of Socio-economic status of parents as a predictor of parents' level of involvement in children's education. The results for the test are shown in the table above (df=103, t = -2.7631, p=

0.0068(0.01). Therefore, the null hypothesis was rejected since the p-value is less than 0.05. Hence the study concluded that socio-economic status of parents significantly affects parents' involvement in children's education.

**Table 4.15: Educational items owned by student at home**

Items Owned by students	Responses			
	Yes	%	No	%
Television	91	87.5	13	12.5
Computer	40	38	64	62
Calculator	84	81	20	19
Study board	73	70	31	30
Textbooks	92	88	12	12
Electricity	96	92	8	8
Quiet place to study	68	65	36	35
Desk	65	62	39	38
Room	52	50	52	50

Source: Field Survey 2020

**Table 4.16: Summary socio-economic status, parental involvement, academic performance**

Variable	Obs	Mean	Std. Dev.	Min	Max
Socio-Economic Status	104	20.74038	6.810892	9	36
Parental Involvement	104	22.94231	4.812659	8	32
Academic Performance	104	14.375	3.226671	5	20

Source: Field Survey 2020

The summary of socio-economic status, parental involvement, and academic performance indicate in Table 4.16.

## 4.8 Testing Hypothesis

### Hypothesis One:

$H_0$ : Students from high socio-economic status families do not perform better academically than those from the medium and low socio-economic status families.

$H_a$ : There is no significant positive relationship between the Socio-economic Status of parents and students academic performance,  $r(103)=0.17$ ,  $p>0.05$  with a coefficient of  $-0.217$  significant at 0.05 level (2-tailed). This indicates that students with high financial status of parents do not necessarily have high academic performance or are not necessary satisfy with their academic performance.

**Table 4.17: Paired t test**

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
SES	104	20.74038	.667863	6.810892	19.41584	22.06493
ACC	104	14.375	.3164012	3.226671	13.74749	15.00251
diff	104	6.365385	.7532674	7.681851	4.871456	7.859313
Mean (diff) = mean(SES - ACC)				t = 8.4504		

$H_0$ : mean(diff) = 0                      degrees of freedom = 103

$H_a$ : mean(diff) < 0                       $H_a$ : mean(diff)  $\neq$  0                       $H_a$ : mean(diff) > 0

Pr (T < t) = 1.0000                      Pr (|T| > |t|) = **0.0000**                      Pr (T > t) = 0.0000

In order to find out whether there was a difference between parental involvement, Socio-economic status and academic performance, pair sample t-test was employed to achieve that end. T-test was used due to its ability of comparing the means of variables at different time periods.



Initially, a paired t-test was conducted to test whether there was a significant difference in parental involvement and Socio-economic status (SES) of parents. The results for the test are shown in the Table 4.17 (df=103,  $t = 8.4504$ ,  $p=0.000$ ). Therefore, the null hypothesis was rejected since the p-value is less than 0.05. There is a significant difference in parental involvement and socio-economic status of parents. Hence we conclude that parent's socio-economic status significantly affects parental involvement and students' academic performance.



**Table 4.18: Regression statistics**

<i>Regression Statistics</i>								
Multiple R	0.174888841							
R Square	0.030586107							
Adjusted R Square	0.021082049							
Standard Error	3.192477715							
Observations	104							
<b>ANOVA</b>								
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	32.79977627	32.79978	3.218215578	0.075785818			
Residual	102	1039.575224	10.19191					
Total	103	1072.375						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	16.09342116	1.007759639	15.9695	1.6556E-29	14.09453475	18.092308	14.094535	18.092308
SES	-0.082853871	0.046185456	-1.793939	0.075785818	-0.174462502	0.0087548	-0.1744625	0.0087548

The result was still further confirmed with regression and ANOVA (i.e. correlation). From the Table 4.18 we can conclude that, there is no significant positive relationship between the Socio-economic Status of parents and students academic performance,  $r(103)=0.17$ ,  $p>0.05$

**Hypothesis two:**

1.  $H_0$ : There is no significant relationship between parental involvement and students' academic performance.

$H_a$ : There is a significant positive relationship between parental involvement and students academic performance,  $r(103)=0.21$ ,  $p<0.05$ ( $p=0.01$ ).

**Table 4.19: Paired t test**

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
PI	104	22.94231	.4719201	4.812659	22.00637	23.87825
ACC	104	4.375	.3164012	3.226671	13.74749	15.00251
diff	104	8.567308	.4912917	5.010212	7.592947	9.541669

]mean(diff) = mean(PI\_1 - ACC)  $t = 17.4383$

$H_0$ : mean(diff) = 0 degrees of freedom = 103

$H_a$ : mean(diff) < 0  $H_a$ : mean(diff) != 0  $H_a$ : mean(diff) > 0

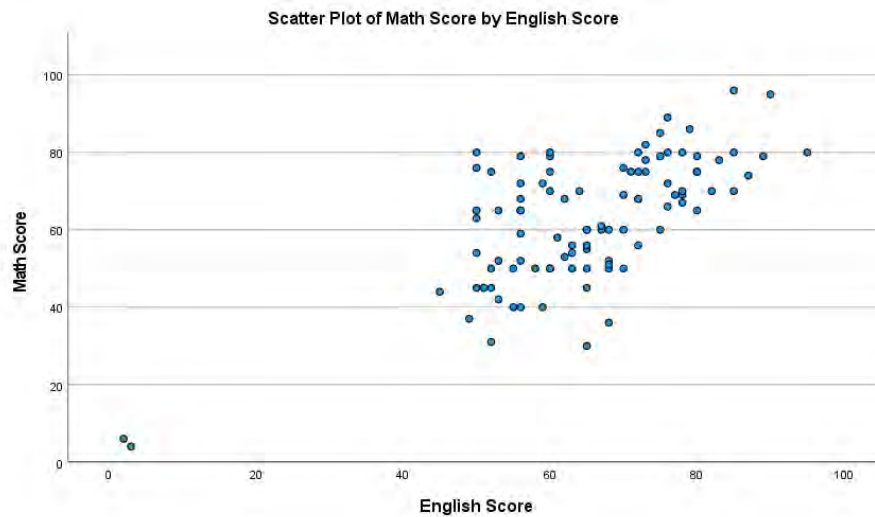
Pr(T < t) = 1.0000 Pr(|T| > |t|) = **0.0000** Pr(T > t) = 0.0000

A paired t-test was conducted to test the significance of parental involvement as a student's academic performance predictor. The results for the test are shown in the table 4.19 (df=103,  $t = 17.4383$ ,  $p=0.00$ ). Therefore, the null hypothesis was rejected since the p-value is less than 0.05. Hence we conclude that parental involvement significantly affects student's academic performance.

Pearson correlation was conducted to ascertain the relationship between students' performance in English, Mathematics, Integrated Science and Social Studies. The Pearson correlation analysis was based on the assessment by the students as regards their parents' involvement in their educational endeavours. The results of the Pearson correlation analysis presented on a scatter plot/diagram are explained in figure 4.2 and 4.3.

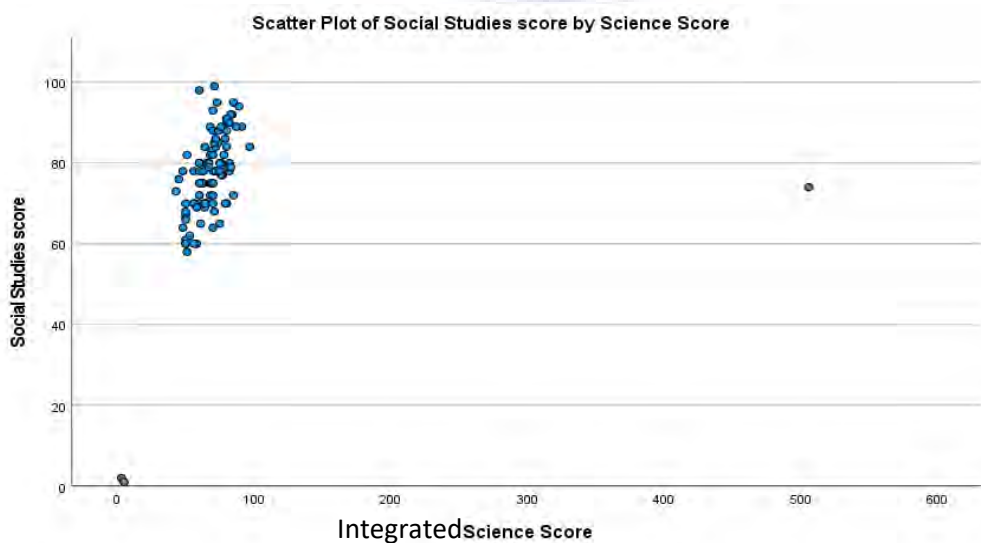
### Correlation of Examination Score

The direction of the Pearson correlation is positive indicating a relatively strong relationship with a coefficient of .699 significant at 0.01 levels (two-tailed). This indicates that as student's English score increases so does their Mathematics score in the first term exams.



**Figure 4.1: Scatter plot of Mathematics score by English score**

However, the correlation between sciences and social studies is positive but exhibit a relatively weak strength with a coefficient of .227 significant at 0.05(two-tailed).



**Figure 4.2: Scatter plot of Social Studies score by Integrated Science**

**Table 4.20: Regression statistics**

<b>Regression Statistics</b>								
Multiple R	0.2108506							
R Square	0.044458							
Adjusted R Square	0.0350899							
Standard Error	3.1695539							
Observations	104							
<b>ANOVA</b>								
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	47.675635	47.675635	4.745699039	0.031674801			
Residual	102	1024.6994	10.046072					
<b>Total</b>	<b>103</b>	<b>1072.375</b>						
	<b>Coefficients</b>	<b>Standard Error</b>	<b>t Stat</b>	<b>P-value</b>	<b>Lower 95%</b>	<b>Upper 95%</b>	<b>Lower 95.0%</b>	<b>Upper 95.0%</b>
Intercept	11.131741	1.520879	7.319281	5.89622E-11	8.115084756	14.148397	8.1150848	14.148397
PI_1	0.1413659	0.0648925	2.1784625	0.031674801	0.012651916	0.2700798	0.0126519	0.2700798

Source: Field Survey 2020

This was still further confirmed with regression and ANOVA (i.e. correlation). From the Table 4.20, it was concluded that there is a significant positive relationship between the parental involvement and students' academic performance,  $r(103)=0.21$ ,  $p<0.05(p=0.01)$ .

**Hypothesis three:**

H<sub>0</sub>: Parents of high socio-economic status would not be more involved in the education of their children than those from medium and low socio-economic status.

H<sub>a</sub>: The socio-economic status of parents significantly affects parents' involvement in the education of children.

**Table 4.21: Paired t test**

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
SES	104	20.74038	.667863	6.810892	19.41584	22.06493
PI_1	104	22.94231	.4719201	4.812659	22.00637	23.87825
diff	104	-2.201923	.7969063	8.126882	-3.782399	-.6214473
mean(diff) = mean(SES - PI_1)				t = -2.7631		
Ho: mean(diff) = 0		degrees of freedom = 103				
Ha: mean(diff) < 0		Ha: mean(diff) != 0		Ha: mean(diff) > 0		
Pr(T < t) = 0.0034		Pr( T  >  t ) = <b>0.0068</b>		Pr(T > t) = 0.9966		

A Paired t-test was conducted to test the significance of Socio-economic status of parents as a predictor of parents' level of involvement in children's education. The results for the test are shown in the Table 4.21 (df=103, t = -2.7631, p== 0.0068(0.01). Therefore, the null hypothesis was rejected since the p-value is less than 0.05. Hence, it was concluded that socio-economic status of parents significantly affects parents' involvement in children's education.

**Table 4.22: Correlation between financial status of parents and academic performance**

Correlation between Financial status of parents and academic performance		Financial status of parents	Academic performance
Financial status of parents	Pearson Correlation	1	-.217*
	Sig. (2-tailed)		.027
	N	104	104
Academic performance of students	Pearson Correlation	-.217*	1
	Sig. (2-tailed)	.027	
	N	104	104

\*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field survey, 2020

There is a negative relationship between financial status of parents and the academic performance of students. This is because the Pearson correlation exhibits a weak negative relationship with a coefficient of -0.217 significant at 0.05 level (2-tailed). This indicates that students with high financial status parents do not necessarily have high academic performance or are satisfied with their academic performance.

**Table 4.23: Regression statistics**

<b>Regression Statistics</b>								
Multiple R	0.458827328							
R Square	0.210522517							
Adjusted R Square	0.202782542							
Standard Error	2.880999139							
Observations	104							
<b>ANOVA</b>								
	<b>df</b>	<b>SS</b>	<b>MS</b>	<b>F</b>	<b>Significance F</b>			
Regression	1	225.759	225.759	27.1993783	9.65566E-07			
Residual	102	846.616	8.30016					
<b>Total</b>	<b>103</b>	<b>1072.38</b>						
	<b>Coefficients</b>	<b>Standard Error</b>	<b>t Stat</b>	<b>P-value</b>	<b>Lower 95%</b>	<b>Upper 95%</b>	<b>Lower 95.0%</b>	<b>Upper 95.0%</b>
Intercept	7.601541601	1.32914	5.71916	1.07443E-07	4.965206466	10.2379	4.96521	10.2379
PI_2	0.17397868	0.03336	5.2153	9.65566E-07	0.107810727	0.24015	0.10781	0.24015

Source: Field Survey 2020



#### **4.8 Discussion**

#### **4.9 Socio-economic Status of Parents and Academic Performance**

The socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of options that provide their young children with high quality child-care, books, other educational materials and encourage their children in various learning activities at home. They also have easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo & Yilma, 2010).

The first objective of the study was to assess the relationship between the socio-economic status of parents and academic performance of Senior High School Students in the Mfantseman Municipality.

The results indicated that a number of household conditions which are socio-economic status affect the academic performance of students. Out of the 104 respondents 58 (56%) of them come from low socio-economic family background where there is low parental income, education with little or no occupation and the remaining 46 (44%) coming from high socio-economic family background.

However, a cross tabulation analysis showed a negative relationship between financial status of parents and the academic performance of students. This is because the Pearson correlation exhibits a weak negative relationship with a coefficient of -0.217 significant at 0.05 level (2-tailed). This indicates that students with high financial status of parents do not necessarily have high academic performance or are satisfy with their academic performance.

This backs the study conducted by Francis (2007) who opines that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the Francis (2007), a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired in order to support the family. The implication of the argument is that poor families are likely to give their children poor academic background because of lack of financial support. Similarly, Suleman, Aslam, Shakir, Akhtar, Hussain and Akhtar, (2012), found that those children whose socio-economic status was strong showed better academic performance and those with poor socio-economic status showed poor and unsatisfactory academic performance.

The research also indicated that the fathers of the respondents have higher education background than the mothers and also a large portion of the mothers have education up to secondary school level or below. This scenario points to the skewness of educational attainment between males and females. It looks like males aspire to achieve more and higher educational laurels than their female counterparts. With regards to the parents level of education, for the purposes of this research, as indicated in Table 4.5 from no formal education to education at the secondary level was considered as pre-tertiary education. Whilst education from the Diploma level to the post graduate level was considered as tertiary education. In view of that 76(72%) percent of the mothers have low education as against 21(21%) of them with high education. The finding in the high education and high academic performance indicate that, socio-economic background with specific reference to parents' education has

shown to have a positive influence on the academic performance of students (Jeynes, 2003; McMillan & Western, 2000; Nyarko, 2011). Similarly, with regards to the parents occupation. Due to the low level of respondent's parents educational attainment, only 32(33%) were engaged in public sector works whilst the rest engaging in private and other sources of livelihoods. There was a reflection of the connection between their level of education and the kind of work they engaged in. One of the basic determinants of household socio-economic status is the educational level of parents. In relation to Table 4.5, the education level of the father's revealed 38(36%) had tertiary education, 64(62%) also had pre-tertiary education and 3(3%) had no formal education. The education level of the mother's indicated 21(20%) had tertiary education, 76(72%) also had pre-tertiary education and 7(7%) had no formal education. A closer look at the figures for the fathers and mothers reveal that the fathers have higher education than the mothers and also a large portion of the mothers have education up to secondary school and below. This scenario points to the skewness of educational attainment between males and females. It seems like males aspire to achieve more and higher educational laurels than their female counterparts.

The occupational status of the parents showed that 43(41.7%) of the parents were formal sector workers (skilled), 57(58.7%) were informal sector workers while 4(4%) were unemployed.

Parents are potential role models for their children. Taiwo (1993) submits that parents' educational background influence the academic achievement of students. This, according to him, is because the parents would be in a good position to be the second teachers to the child; and even guide and counsel the child to perform well in education and provide the necessary materials needed by the child. This was supported by Musgrave (2000) who said a child that comes from an educated home

would like to follow the steps of his family and by this, work actively in his or her studies. Musgrave further indicated that parents who have more than a minimum level of education are expected to have favoured attitude to the child's education and to encourage and help him or her with school work. On the issue of respondents housing type or residential status, 35(34%) of them lived in compound house and 21(20%) of them live in detached houses and 19(18%) of them live in flat apartment. This explains the socio-economic background of the respondents. On the issue whether the money's received were enough, 64(62%) of them said it's enough for them. This generally explained that the respondents were financially sound and were able to provide their needs. It was also confirmed by 60 (58%) of the respondents that they do not support family income by selling or any other means.

The result of the hypothesis indicated that there is a parallel relationship between parental involvement and the socio-economic status of parents. It can therefore be concluded that parent's socio-economic status significantly affects their involvement in their children's education, i.e. there was a significant relationship. This concurs with the findings of Hill et al. (2004) who suggested that the socio-economic status of parents not only influences the development of children at home but it also develops a competition among the students belonging to persons of different social and economic strata. The children whose parents had low socio-economic status felt depressed as against students from higher socio-economic status (Eze, 2002). Laosa (2005) also states that the differences among the students exist due to the family backgrounds such as nutrition and health status, environment at home, income of parents, their educational level and experiences as well as means of recreation in the family are the main factors that affect the educational and social achievement of students. In the same vein, other researchers had posited that parental SES could affect school

children in terms of their flexibility to adjustment to different school schedules (Guerin *et al.*, 2001). Machebe's (2012) research concluded that parental socio-economic status could influence academic performance of their children at school. Machebe (2012) has made the conclusion that the socio-economic status of parents influences the academic performance of students to a certain degree in the schools. Likewise, Escarce (2003) who maintains that most underachievers come from the lower- socio-economic levels of the home-environment and that the psychosocial encouragement contributes very little towards improving the intellect.

On the other hand, this finding differs from what was obtained by other researchers. Eze (2002), Craig (2003), Hill et al (2004) and Rothstein (2004), had asserted that status of parents does not only affect the academic performance of students but also make it impossible for children from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment. They had also posited further that illiterate and semi-illiterate parent with feeling of inadequacy may not be able to help their children out of different academic problems. Thus, the academic performance of such children is greatly hindered. There are two possible explanations that could be proffered to account for the variation from the previous findings.

Firstly, there is very marginal different in the socio-economic of the various parents. Secondly, it could be that the parents that were with low socio-economic background might be sufficiently enlightened about the needed success of their children education. In such a case, they assist and encourage their children to be adequately involved in their academic activities and hence provide them with basic needs that might enhance their performance. In the same community both categories know each other and

educating the children becomes competitive to close gap of disparity among the children in the same community.

#### **4.10 Parental Involvement and Students Academic Performance**

Findings from a paired t-test conducted in this study to test the significance of parental involvement as a student's academic performance predictor as shown in the table 4.19 (df=103,  $t = 17.4383$ ,  $p=0.00$ ) indicated that the null hypothesis was rejected since the p-value is less than 0.05. Hence it is concluded that parental involvement significantly affects student's academic performance.

Parental involvement is the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development. It typically concerns the amount of effort put into child-oriented education as well as other activities (Nyarko, 2011). In the educational domain for example, parental involvement has primarily focused on specific activities such as participating in school events; helping with homework and the number of contacts between families and schools. It has been conceptualized that parental involvement in education is the dedication of resources by parents to children within the educational domain (Epstein, 2001).

The level of parental involvement has significant effects on children's academic performance. House Production Theory suggests that time and money is two major factors that affect children's educational attainment. Children whose mothers work more during their children's early stages of life have less educational attainment compared to children whose mothers spend more time at home with them (Ermisch & Francesoni, 2001). With regards to parental school involvement, the results of the paired-t-test showed that parental involvement significantly affects student's academic performance. This corroborates the works of Guolaug (2010), whose

research findings suggest that parent attitudes, together with their behaviour and activities with regard to their children's education have an effect on academic achievement (Guolaug, 2010). Parental involvement is a degree to which a parent is committed to his or her role as a parent and to foster of optimal child development. It typically concerns the amount of effort put into child-oriented education as well as other activities (Nyarko, 2011). However, a more comprehensive view of parental involvement envisaged in the current study goes beyond just parent activities in school settings but in subject-oriented participations with specific reference to students' academic performance. This comprehensive view of parental involvement is grounded in the understanding that success of students in academics at the senior high school level is influenced by multiple contexts such as the home, the school, and the community in a dynamic and bidirectional manner. Several researchers have recognised the important role of a strong positive bond between homes and schools in the development and education of children (Sanders & Sheldon, 2009; Richardson, 2009; Sheldon, 2009). Research has also shown that successful students have strong academic support from their parents (Sheldon, 2009). Similarly, research on effective schools where students are learning and achieving has consistently shown that these schools, despite often working in low social and economic neighbourhoods, have strong and positive school-home relationships (Sanders et al., 2009). For example, a study found that parental involvement (home involvement, school involvement, parent-teacher communication) was predictive of children's school engagement and socio-emotional adjustment (Chowa, Masa & Tucker, 2013).

A person's education is closely linked with his or her life chances, income and general well-being. Therefore, the success of students in any academic task has become a major concern to educators, parents, researchers and society. Literature

indicates that there is lack of specific or universal definition of academic performance. This is because academic performance is a multidimensional construct composed of the skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom (Hijazi, & Naqvi, 2006). To other researchers, academic performance is determined by examination grades at the end of a particular term, semester or programme (Tinto, 1993). Higher scores indicate better academic performance. It is a satisfactory and superior level of performance of students as they progress through and complete their school experience. The implication of this definition is underscored by studies which repeatedly demonstrate that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Rowan-Kenyo *et al.*, 2007). Measuring academic performance can occur at multiple levels and serves multiple purposes. For instance, it has been indicated that classroom teachers often conduct formative and summative tests to evaluate student mastery of course content and provide grades for students and parents (Elliot, 2007).

Various researchers in education have used different rating scales to measure academic performance. The argument is that academic performance of students can occur at multiple levels and serves multiple purposes. In this study, however, the students' academic performance was measured by the scores on Mathematics, English Language, Integrated Science and Social Studies scores from previous examination. This provided credence to what was reported by Elliot (2007) that classroom teachers often conduct formative and summative tests to evaluate mastery of course content and provide grades for students and parents. Further, Pearson correlation analysis on English Language and Mathematics revealed a relatively strong relationship with a coefficient of .699 significant at 0.01 levels (two-tailed). This indicates that as



student's English Language score increases so does their Mathematics score in the first semester examination. This agrees with the results from a study conducted by Cai (2003) which indicated that parental involvement is a statistically significant predictor of mathematical achievement and also promoted positive behaviours and emotional development in children. Friedel *et al.* (2010) have argued that parental involvement in its many and varied ways is a vital parameter for increasing children's academic achievement. Empirical studies have indicated that some specific factors that play an essential role in increasing children's Mathematics achievement are parental aspirations, parent child communication, home structure, and parents' involvement in school's activities. On the other hand, correlation between Integrated Sciences and Social Studies is positive but exhibit a relatively weak strength with a coefficient of .227 significant at 0.05(two-tailed).

This was further confirmed with regression and ANOVA (i.e. correlation). From the Table 4.22 the researcher conclude that, there is a significant positive relationship between the Parental Involvement and students' academic performance,  $r(103)=0.21$ ,  $p<0.05(p=0.01)$ .

Studies involving measures of parent involvement at school have generally revealed a relationship between parent involvement and academic achievement (Jimerson et al., 1999). Also, a study conducted by Etsey, Amedahe, and Edjah (2005) revealed that the inability of parents to provide the basic needs of students, attend Parent Teacher Association (PTA) meetings and limited interaction with children's teachers among others are some of the causes of low academic performance of some public schools in Ghana. According to Nyarko (2011) Ghanaian parents often help mostly on a limited basis towards ensuring completion of their children's homework. On the contrary

Chowa *et al.* (2012) showed that in Ghana, parents worry about the affairs of their children's school environment.

#### **4.11 Parents Socio-economic Status and Parental Involvement in the Education of Children**

In African traditional societies including Ghana, several studies indicated that the children's schooling has been found to have links with socio-economic factors. According to Barrera-Osorio *et al.* (2008), the most important of these factors include direct and opportunity cost of schooling, limited employment opportunities, parental and family investment behaviour, rural and urban residence and the level of parental education, all these affect the income level of the household. The findings in this study however indicated that socio-economic status of parents significantly affects parents' involvement in children's education. Hence, there is a significant relationship between socio-economic status and parental involvement in the education of their children. These findings concurs with findings by Fan and Williams (2010) who showed that parental academic aspirations for their children had greater effect on students' academic growth.

It has been found that the major reasons parents offer for not educating their children or for removing them from school in African societies are the fees for registration, examination, Parent Teacher Association (PTA) fees, the cost of books and uniforms, the provision of other daily monetary demands and the cost of transportation to and from the school on daily basis (Kainuwa & Yusuf, 2013). On the other hand, it was said that parents who are educated are more likely to be involved in their children's work than illiterate parents (Magwa & Mugari, 2017). This is in line with the assertions that levels of education achieved by parents determine if parents will be actively involved in children's work (Donoghue, 2014).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations of the study. The purpose of the study was to assess how household conditions influence academic performance of S.H.S. students and determine of the conditions that had the strongest effect on students' performance in the Mfantseman Municipality. The household conditions considered for the study was; socio-economic status of parents and involvement of parents in the academic activities of children. The study adopted the quantitative research approach and specifically used the descriptive survey design to describe household conditions and their influence on students' academic performance. Proportion of form three Students in three (3) selected SHS in the Mfantseman Municipality constituted the target population. A stratified (proportional) random sampling technique was used in selecting schools and participants for the study.

One set of questionnaire and end of first semester examination records were used to gather data from respondents. Data gathered were analysed using descriptive and inferential statistics by the help of the Microsoft Excel and Small Stata 12.0.

#### 5.2 Summary of Findings

The study showed a positive relationship between parental socio-economic status and academic performance of students. The higher the socio-economic status of parents the higher the performance of students. Again, the lower the socio-economic status of parent the lower the academic performance of students. However, there were some exceptions where some students from low socio-economic background perform

academically better than those from high socio-economic background due to high intelligent quotients (natural endowment) this addressed research question one “What is the relationship between the socio-economic status of parents and academic performance of Senior High School Students in the Mfantseman Municipality?” The first hypothesis was that students from high socio-economic status families do not perform better academically than those from medium and low socio-economic status families in the Mfantseman Municipality. There is a significant difference in parental involvement and socio-economic status of parents. Hence it can be concluded that parent’s socio-economic status significantly affects parental involvement and students’ academic performance. This is very much in line with studies by Nyarko, 2011; Sheldon, 2009; Eptien, 2005.

In relation to research question two “what are the effects of parental involvement on academic performance?” The study revealed the strongest positive relationship between parental involvement and academic performance of SHS students in the Mfantseman Municipality. The more parents get involved in the education of their children, the better the academic performance of their children and the less parents get involved in the education of their children, the poorer the academic performance of such children. This result validates the Bronfenbrenner’s systems theory. The second hypothesis was that there is no positive relationship between parental involvement and students’ academic performance.

In addition, research question three seeks to “what is the relationship between parental socio-economic status and parental involvement in the education of children in the Mfantseman Municipality?” the result of the study indicated that there is a parallel relationship between parental involvement and the socio-economic status of parents. It can therefore be concluded that parent’s socio-economic status significantly affects

their involvement in their children's education, i.e. there was a significant relationship. The third hypothesis was that parents of high socio-economic status would not be more involved in the education of their children than those from medium and low socio-economic status. The study revealed a positive relationship between the socio-economic status of parents and their involvement in the education of their children. It was established in the study that the higher the socio-economic status of parents the more they get involved in their children's education and the lower the socio-economic status of parent the less they get involved in the education of their children. This result is in corroboration with Gary Backer's household production theory which directly links household resources and investments to the educational attainment of children (Becker, 1993).

### **5.3 Conclusion**

It can be reasonably inferred from the study that household conditions such as parents' socio-economic status in terms of occupation, educational background, income level, and parents' involvement in child's education are important factors that determine the academic performance of students in selected schools in the Mfantseman Municipality. The educational and income statuses have a positive relationship with the academic performance of students. This is because parents themselves having been to school realised the importance of education. They stand a better position to support their children for better academic performance. This implies that low socio-economic status may result in poor academic performance of children. However, due to natural endowments in children such as high intelligence as well as the motivation to break the vicious cycle of poverty, some children though from low SES households perform better academically than those from high SES households. In the same vein, some students from high SES performed poorly academically. It can

therefore be concluded that socio-economic status alone does not account for high students' academic performance in all children but natural endowments in children also contribute to high students' performance.

Again, poverty in a particular household may serve as a motivation for some children to study hard to excel in school and to break the vicious cycle of poverty. Parental involvement has been shown to be an effective tool for increasing students' engagement and academic performance. The findings from the study has led to the conclusion that parents who ensure that their children study at home, provide their educational needs, discuss their progress with their teachers and attend PTA meetings regularly have children who perform better academically as compared to children whose parents do not see to it that their children study at home, provide the educational needs of their children, discuss their children's learning with teachers and attend PTA meeting regularly. Nevertheless, some children with less involved parents who depend on colleagues and others put up performances that were in parity with children with highly involved parents. In spite of the positive correlation that exist between parental involvement and academic performance of children as reported by the study, parental involvement alone is not a panacea to high academic performance in all SHS students in the Mfantseman Municipality. As evidenced by the significant positive relationship between parental socio-economic status and parental involvement in the education of their children.

Notwithstanding these conclusions, the study again revealed that some students though from low socio-economic background had parents who were more involved than those from high socio-economic status. Furthermore, the study revealed that the two independent variables; socio-economic status of parents and parents' involvement in children's education have all shown significant positive relationship with academic

performance of SHS students but parents' involvement made the strongest contribution to academic performance as compared to socio-economic status of parents in the Mfantsiman Municipality.

#### **5.4 Recommendations**

On the basis of the findings and conclusions drawn, the following recommendations were made.

- Considering the strong positive relationship between parental involvement and academic performance, it is recommended that government through the National Commission for Civic Education (NCCE) should educate parents, teachers and school managers on the relevance of parental involvement in the education of the child and the need for the school to create an atmosphere that would involve parents in the education of their wards.
- Parents should be encouraged to get themselves engaged in economic activities to improve their economic power and educate themselves to be able to meet the educational needs of the children which will result in high academic performance of students.
- Adult literacy should be enhanced by government to improve the level of education of parents in the Mfantsiman Municipality which will go a long way to improve participation of parents in children's education and hence improve their academic performance.
- NGOs, stakeholders and other well-to-do individuals must consider providing extra support for children from disadvantaged socio-economic backgrounds. For instance, supply of school uniforms and learning materials to needy children.

- The government should implement School Feeding Programme in all Senior High Schools in the District. As a result of the low socio-economic status of majority of parents as indicated by the study, some of the students do not eat well at home before going to school or not given enough pocket money to school. Some students do not eat at home before going to school. This has serious implication on their health and consequently their physical, mental and psychological development. The effective implementation of School Feeding Programme in all schools in the Municipality will help children to maintain a healthy physical and mental development and thereby increase their attention and performance in school.
- Train members of the communities to acquire employable skills. The government through the Municipal Assembly, NGO and individuals should create jobs and this will improve the socio-economic status of parents and will consequently enhance the academic performance of students in the study area since the improvement in income of parents to a large extent results in improved students' performance.
- Parents should be treated by the government as partners in progress in the educational process. It is worthy of recognition that parental involvement should not be restricted to programmes that are meant to target students who are struggling to find their feet in their academics, but instead must be extended throughout the entire educational environment due to the multiplier effects it has on students' outcomes.



### **5.5 Limitations of the Study**

Due to limited time for the study, the academic performance of students was calculated based on one academic term work of the students. It would have been more reliable if the academic performance of students were studied for a considerable period of time. However, it can also be argued that the results of the two set of data on academic performance would not have been much different. In spite of this limitation, it could be argued that, the quantitative approach adopted in this research was appropriate. It helped in providing the right answers and sufficient data to answer the research questions in the study.

### **5.6 Suggestions for Future Studies**

1. This study was conducted in Public Senior High Schools. The researcher suggests that a similar study be conducted in private senior high schools.
2. The researcher again suggests that a similar study on the influence of school conditions on the academic performance of students be conducted in the Mfantseman Municipality.
3. The study should be replicated in different districts in Ghana in order to find out the importance of parents involvement in the education of their children to ameliorate the dwindling fortunes of the educational standard in Ghana in general.

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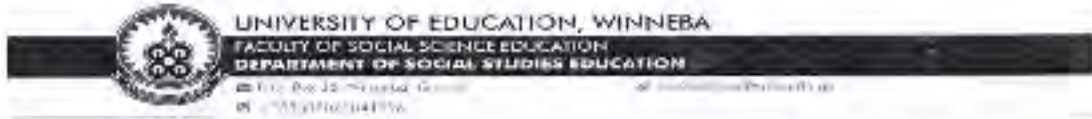
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## APPENDIX A

### INTRODUCTORY LETTER



4<sup>th</sup> February, 2020

***TO WHOM IT MAY CONCERN***

Dear Sir/Ms/dam,

**LETTER OF INTRODUCTION: MS. ISABELLA BRUCE**

I write to introduce Ms. Isabella Bruce to your outfit. She is an M.Phil. Social Studies Education student, with index number 8180140024, from the Department of Social Studies Education, University of Education, Winneba.

As part of the requirements for the award of the Master of Philosophy degree, she is undertaking a research on the topic: '*Influence of Household Conditions and Academic Performance of Senior High Students of Mfantseman Municipality*'.

I wish to assure you that any information provided would be treated confidential.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Margaret G. Nyala'.

Margaret G. Nyala (Mrs.)  
*For: Ag. Head of Department*

## APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF MATHEMATICS EDUCATION

### QUESTIONNAIRE FOR SHS 3 STUDENT

The purpose of this questionnaire is to assess the influence of household conditions on the academic performance of Senior High School Students in the Mfantseman Municipality. This will create awareness on the need for various stakeholders in the education to focus on such conditions in their bid to improve education. Your responses will be helpful in planning and design possible solutions for the problem. The information you provide in this questionnaire is only for academic purpose.

Please be honest and as objective as you can. Tick (✓) the appropriate response as applicable to you and fill in the blank spaces where answers are not supplied. Confidentiality in respect of whatever information you give is fully assured.

**Thanks for your cooperation.**

#### SECTION A: DEMOGRAPHIC INFORMATION

**Instruction: please tick [✓]**

1. **Sex:** Male [ ] Female [ ]
2. **Age:** 13 - 15 years [ ] 16 - 18 year [ ] 19 - 21 years [ ] above 21 years [ ]
3. **Name of school:** .....

## SECTION B: FAMILY AND HOME BACKGROUND

This section gathered information respondent view on who they stay with.

### 1. Who did you stay with?

- a. Parents [ ]
- b. Father only [ ]
- c. Mother only [ ]
- d. Grandparents [ ]
- e. Brothers [ ]
- f. Sisters [ ]
- g. Aunty [ ]
- h. Uncle [ ]
- i. Guardian [ ]

### 2. Which of the following type of houses do you and your parent/ guardian stay in?

- a. Flat apartment [ ]
- b. Bungalow [ ]
- c. Detached house [ ]
- d. Semi-detached house [ ]
- e. Compound house [ ]
- f. Single room [ ]
- g. Others (Specify) [ ]

### 3. Parents level of education.

- a. Tertiary** [ ]
  - Post-graduate [ ]
  - First degree [ ]
  - Diploma [ ]
- b. Pre-tertiary** [ ]
  - Secondary [ ]
  - Middle school JSS/ JHS/[ ]
  - Primary [ ]
- c. No formal education** [ ]

**4. Occupational background of parents**

- a. Formal (skilled)** [ ]  
 Public sector workers [ ]  
 Private sector workers [ ]
- b. Informal (unskilled)** [ ]  
 Trading [ ]  
 Self-employed [ ]  
 Farming [ ]  
 Business [ ]
- c. Unemployed** [ ]

**SECTION C: ECONOMIC BACKGROUND**

Statement	Yes	No
1. Have your parents been paying school fees and PTA dues on time?		
2. Do you have a part-time teacher?		
3. Are your parents able to enroll you in vacation classes?		
4. How much money do you receive daily/monthly from your parents?		
5. Is the money you receive daily/monthly enough?		
6. Have you ever been sent home for fees?		
<b>7. Do you support family income by selling or any other means?</b>		
<b>8. Which of the following are in your home?</b>		
Television		
Computer		
Calculator		
Study board		
Textbooks		
Electricity		
Quiet place to study		
Desk		
Room		
9. Do you think your parents' financial status affect your academic performance?		



NB:, 1 = strongly disagree(SD), 2= disagree(D), 3= agree(A) and 4= strongly agree (SA)

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>SA</b>	<b>A</b>
We have enough money for everything that we need				
My parents are often worried whether they can pay their bills or not				
We often run out of money				
When I need materials for school				
We sometimes don't have enough money to buy them				
I cannot do certain activities with my friends due to lack of money ie. Extra-classes, buying of stationaries and others				
I often do not have money for my educational needs because my family has to restrict its expenses				



**SECTION D: PARENTAL INVOLVEMENT**

<b>Statement</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
How often do you count on your parents to help you out if you have some kind of a problem?			
How often do your parents help you out when you have problems with your peers or friends?			
How often does your family do something fun together?			
How often do your parents try to know where you go at night			
In a typical week, how often do your parents prevent you from staying out deep into the night?			
How often do your parents really know what you do with your free time?			
How often do your parents tell you that their ideas are correct and that you should not question them?			
How often do your parents answer your arguments by saying something like “you will know better when you group up”?			
How often do your parents make you feel bad if you don’t do something right?			
My parents discuss my school progress with my teachers.			
My parents have arranged for private classes for me			

**SECTION E: ACADEMIC PERFORMANCE**

<b>Statement</b>	<b>Yes</b>	<b>No</b>
1. Did you take part in the end of first semester examination		

2. What score did you get in the following subjects in last semester examination?

.....

<b>Subject</b>	<b>Score</b>
English Language	
Mathematics	
Integrated Science	
Social Studies	

<b>Statement</b>	<b>True</b>	<b>Not True</b>
I am satisfied with my school achievements.		
I understand most of the things we learnt at school		
When it comes to examination I am usually successful.		
I am fairly good at solving tests at school.		
In order to obtain good result at school, I have to work harder than others in my class.		