

UNIVERSITY OF EDUCATION, WINNEBA

THE EFFECT OF SOCIO-ECONOMIC BACKGROUND OF PARENTS ON THE
ACADEMIC PERFORMANCE OF STUDENTS. A CASE OF FOUR SELECTED
SENIOR HIGH SCHOOLS IN THE KUMASI METROPOLIS



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Studies, University of Education, Winneba, in partial fulfilment of the requirements
for the award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, LETICIA OTCHERE-LARBI, declare that this project report, with 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 work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

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DEDICATION

To my husband, Mr. Samuel Agyei-Mensah and my children Nana Yaw Kwakye, Aseda Agyei-Mensah, Adom Agyei-Mensah, Akyede Agyei-mensah and Oye-Dashen Otchere-Larbi.



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ABSTRACT

The study was conducted to determine the effects of parents' socio-economic status on students' academic performance in four selected public Senior High Schools in Kumasi Metropolis. Descriptive survey design using mixed method approach was employed for the study. The target population for this study consisted of all students, parents and teachers of the four selected public Senior High Schools in Kumasi Metropolis. Simple random technique specifically the lottery method was used to select the four Senior High Schools that participated in the study. In all a sample size of 402 consisting of 340 students, 54 teachers and 8 parents participated in the study. Questionnaire and interview guide were the tools used to collect data for the study. The findings of the study revealed that parents' income level had an influence on students' academic performance in school. Again, the study revealed that parents' educational level also have an influence on students' academic performance. Finally, the study revealed that Parents who work in the formal sector are able to provide the required educational materials for their children and these children tend to perform better than their counterparts whose parents work in the informal sector. This implies that there is a relation between parents' occupation and students' academic performance. It is thus recommended that Government of Ghana through the Ministry of Education should increase bursary allocation to students from poor families to retain them in school and enhance their academic performance.

CHAPTER ONE

INTRODUCTION

This chapter describes the Background to the study, followed by Statement of the Problem. The Purposes of the study, Research questions, Significance of the study have also been explained. Again, Delimitation, Limitation, and Organization of the study have been discussed.

1.1 Background to the Study

In the current era of globalization and technological revolution, education is considered as a crucial step for every human activity (Farooq, 2011) and it is considered as the lifeline for efficient and stable working of human society. Education helps to develop individual personality by making one become knowledgeable, competent, capable and skillful (Memon, 2010). It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Farooq, 2011). Consequently, Posse and Melgosa (2002) have identified three environments that must come into play in the effective development of the educational process which include; the family, the school and the community. In the view of Epstein (1997) children learn and grow through three overlapping spheres of influence: family, school and community. He continued that these three spheres must form partnerships to best meet the needs of the child. Further, Gouda (2013), also defined six types of involvement based on the relationships between the family, school and community. These include: parenting, communicating with the school in relation to the child,

volunteering as resource person providing labor to the school and supporting children educational programs such as drama, music and educational trips, Parents assisting children in learning at home for example in doing homework as well as decision making and collaborating with school in areas as provision of resources.

Osonwa (2013) also postulated that students' academic performance is predicted by a chain of socio-economic factors resident in parents and some other persons. To McMillan and Westor (2002) these socio-economic status comprises three major dimensions: education, occupation and income. They further continued that socio-economic status plays an important role in the academic achievements of students. Thus, students with high level of socio-economic status perform better than the middle-class students while the middle-class students perform better than the students with low level of socio-economic status. Kiskup (2005) shared a similar view when they retorted that the role parents play in the upbringing of the child cannot be overemphasized and as such its socio-economic status is of vital importance. Students have shown that parental influence manifests itself in parental values and experience, education, vocation/profession of parents, religion and socio-economic background of parents.

To Qakes and Rasi (2003), it is a fact that in families where the parents are privileged educationally, socially and economically, they promote a higher level of achievement in their offspring. Szewczyk, Bost and Wainwright (2005), and Thompson and Fleming (2003) have variously indicated that the socio-economic background of parents may contribute directly and indirectly to the educational performance of students. This impact may result from the inability of the parents to provide additional educational resources to augment the limited resources available in public schools. It may also result from the

inability of the disadvantaged parents, who are engrossed with earning a living, to eke out time and assist their children in other affective ways that may support learning and cognitive development.

A study conducted by Adamu and Dikko (2017) on the effect of socio-economic background of parents on the performance of students revealed that parental background may have significant influence on students' academic achievement. Again, a study conducted by Jeynes (2002), also found out that the socio-economic status of a child is usually determined by parental occupation status, income level and the environment in which the child is brought up and these factors have a strong effect on students' academic performance.

Generally, however, it is commonly observed that children from high socio-economic backgrounds tend to do better academically than their peers from low socio-economic backgrounds. Whether the same influence may be true in the case of social status, which is often closely associated with socio economic status, is not very clear. The study therefore seeks to determine the influence of parents' socio-economic status on students' academic performance in public Senior High Schools in Kumasi.

1.2 Statement of the Problem

Low parental socioeconomic status is known to have a negative effect on academic performance of students. This has been attributed to the fact that parents' financial challenges distract their wards from concentrating on their studies hence scoring lower grades in school. (Ababa, 2012). In the view of Crosnoe et al. (2005) socio-economic factors such as education and income are key factors that are predictive of

students' academic achievement. This is because family socioeconomic status background affects a child's perception of life that in turn could affect a child's academic performance. Ewijk and Slegers (2011) have noted that parents with high socioeconomic background greatly participate in the learning of their children while low socioeconomic families are least likely to be involved in the education of their children. This is because most of the times low socioeconomic families are engaged in strenuous manual work in order to be able to provide food and shelter for their families (Ratcliff & Hunt, 2009).

A study by Karshen (2005) in India on the effect of parental level of education on academic performance of students revealed that students whose parents attained higher level of education scored higher marks on standardized tests than those whose parents attained a lower level of education. Among the reasons noted was that educated parents encouraged and communicated with their children on school related work while uneducated parents entirely depended on the school. Further, a study conducted by Adamu and Dikko (2017) on the effect of socio-economic background of parents on the performance of students revealed that parental background may have significant influence on students' academic achievement. The studies indicated above have shown that there is a strong link between parental socio-economic income and their wards academic performance, but it appears that a study of such nature has not been conducted at the Kumasi Metropolis, a reason that informed the researcher to embark on this study. Hence this study seeks to find out the effect of socio-economic background of parents on the academic performance of students in four selected public Senior High School in Kumasi Metropolis.

1.3 The Purpose of the Study

The purpose of this study is to determine the effects of socio-economic background of parents on students' academic performance in Public Senior High Schools in Kumasi.

1.4 Objective of the Study

1. To determine the influence of parents' income on students' academic performance in Public Senior High Schools in the Kumasi Metropolis
2. To examine the extent to which parents' level of education influences students' academic performance in Public Senior High Schools in Kumasi Metropolis
3. To establish the level to which parents' occupation influences students' academic performance in Public Senior High Schools in Kumasi Metropolis

1.5 Research Questions

The following research questions guided the study

1. To what extent does parents' income level influence students' academic performance in Public Senior Schools in the Kumasi Metropolis?
2. How does parents' level of education influence students' academic performance in Public Senior Schools the Kumasi Metropolis?
3. How does parents' occupation influence students' academic performance in Public Senior Schools the Kumasi Metropolis?

1.6 Significance of the Study

It is hoped that the findings of this study would make various educational stakeholders like head teachers, school management committee, parents and teachers associations to understand the effects of parents' socio-economic status on students' academic performance and therefore put in place appropriate measures to counter the problem.

The outcome of the study would also inform educational planners and policy makers to come out with the relevant educational policies that will be used to improve student academic performance irrespective of their parents' socio-economic status.

It is also hoped that the findings of this study would help parents with negative attitude towards education to change their negative attitude and begin to assist their wards to do assignment while at home in order to improve their academic performance.

Lastly, the study will also serve as a reference tool for future researchers who want to conduct a study in this area.

1.7 Delimitations of the Study

The study was delimited to only socio-economic background of parents and its effects on students' academic performance in only four selected Senior High Schools in the Kumasi Metropolis. As a result, the findings may not be generalized to all Senior High Schools in the other Districts and Metropolis in Ghana.

1.8 Limitations of the Study

The sample used for the study was not large enough to permit meaningful generalization of the effect of socio-economic background of parents on the academic performance of student to other districts and nationwide Ghana.

1.9 Organization of the Study

The study has been organized into five main chapters. The first chapter deals with the background introduction to the study. It also covered the statement of the problem, the purpose of the study as well as research questions. It also explained the significance of the study, the delimitations of the study and limitations of the study. Chapter two of the study deals with the review of theoretical and empirical literature related to the study. Chapter three describes the research design adopted for the study. It also examines the population of the study, the sample and sampling procedures, research materials, research procedures as well as data analysis procedures. Chapter four, presents the results of the study and discusses the findings of the study. Finally, Chapter five, summarizes the findings of the study, draws conclusions from the findings, makes recommendations and gives suggestions for further research.

1.10 Definition of Key Concepts

Academic performance: is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion

Broken Homes: family that no longer lives together because the parents have divorced

Cross Tabulation: is a method to quantitatively analyze the relationship between multiple variables. Also known as contingency tables or cross tabs, cross tabulation groups variables to understand the correlation between different variables

Descriptive statistics: are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire or a sample of a population. Descriptive statistics are broken down into measures of central tendency and measures of variability (spread) of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Parental Occupation: is defined as the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, report their main job.

Socioeconomic status: is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

Social stratification : is a kind of social differentiation whereby members of society are grouped into socioeconomic strata, based upon their occupation and income, wealth and social status, or derived power (social and political)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature related to the study. Major issues discussed include: The concept of socio-economic status, academic performance concept, occupation of parents, parental background, types of family, the wealth of family, broken homes, parents' income and students' academic performance, parents' level of education and students' academic performance, parents' occupation and student's academic performance, and parental involvement in education and students' academic performance.

2.1 The Concept of Socio-Economic Status

The concept of socio-economic status based on socio-economic factors represents one of the major systems of stratification. Social stratification arising out of the recognition in all societies people are ranked or evaluated at a number of levels of social class is common to most societies ancient or modern. In fact, almost every community has within it, groups which think of themselves being somewhat alike. The member of these groups may exhibit similarities in choice of food, housing, dressing, language, occupation, income values, social behaviour and even colour or race. Farooq (2011) emphasized that the social class of parent is a dominant factor in academic performance. The academic abilities and the socio-economic background of youth impose considerable constraints upon the performance of students and on the type of vocation they can make. The able boy from a middle-class family has a wider range of possibilities open to him

than a boy from a poor socio-economic class. To Okoh (1980), students have shown that children from low income homes come to school with a two-fold handicap. Their innate intelligence is under developed in certain aspects that are important for success in present day educational systems and their personality is structured that they are not likely to do well in school.

According to Rothesetein (2004), the social class of parents are fundamental to the individual's educational and vocational decisions. The social membership is influenced by occupational membership. Other factors identified which exert considerable influence on the individual include sex, family age, race, culture school and economy. Azhar Nadeem, Naz Perveen and Sameen (2015) testify to the fact that much of the child's educational development starts at home, before he actually starts the formal education. To him, the middle-class homes are always able to provide the necessary prerequisites for success. For example, they can provide good environment, motivation, and necessary financial help and also highlight some facts on the influence of socio-economic status of either the parents, home or environment on the occupational preference of youths.

According to Crosnoe et al. (2005) social economic factors such as education and income are key factors that are predictive of students' academic achievement. Although, the school could be responsible for the experiences that make up an individual's life during school periods, parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he or she could be (Ajila & Olutola, 2007). The relationship between family socio-economic status and the academic performance of students is well explained in sociological studies. Ewijk and

Slegers (2011) noted that high socioeconomic parents greatly participate in the learning of their children while low socioeconomic families are least likely to be involved in the education of their children (Turney and Kao, 2009). This is because most of the times low socioeconomic families are engaged in strenuous manual work in order to be able to provide food and shelter for their families (Ratcliff & Hunt, 2009). Carlson et al (2008) noted that health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.

While there is a controversy on how best to measure socio-economic status, most studies have used variable such as income level, occupational, and the level of education attained. Goodman and Gregg (2010) noted that even simple differences in parenting styles and rules, such as having regular bedtimes or family mealtimes, were linked to poverty, with poorer children often facing less regularities in their lives. In this way, low parental socioeconomic status is linked to parenting strategies, such as hostile and non-supportive, which in turn affect children's academic performance. This implies that parents of different socioeconomic classes often have different styles of parenting, different ways of disciplining their children and different ways of reacting to their children. A study by Kashahu et al (2014) revealed that 30% of authoritative parents were not employed, 18% were on part time and 52% were on full time employment. The study also revealed that 48% of authoritarian parents were not employed, 27% were on part time job while 25% were on full time jobs. The findings of this study explain why authoritarian parents tend to be harsh towards their children. Their harshness is associated with insufficient income as most of them are not employed compared to authoritative parents.

2.1.1 Academic Performance Concept

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic performance is often characterized by performance in tests, in course work and performance in examinations of undergraduate students. According to Busari (2000) academic performance is also a broad name for academic achievement and it is generally regarded as the display of knowledge attained or skills developed in the school subject. Iregbu (1992) stated that academic performance is the level of performance in school subject as exhibited by an individual. Alkhutaba (2013) posit that in the school setting, academic performance is referred to as the exhibition of knowledge attained or skills developed in school subject.

2.1.2 Occupation of Parents

The occupation of parents involves the type of work or job done by the parents of these students. This goes a long way to affect the performance of those students. There are parents whose works do not give time for their children and as such, the students are affected negatively (Duke, 2000; Sewell, William Robert, & Hauser 1975). Most students or children are influenced by the occupation of their parents or stimulated by what they find their parents doing. Parental or family set-standard may greatly affect performance of their children either positively or negatively even in the occupational choice of their children, later in their lives and so motivate them to be achievement oriented. Thus, a family where some particular careers are of great priority, tend to orient its children towards achieving that goal.

In some families because the family head is a lawyer the children will want to be lawyers or even doctors, nurses or teachers or accountants because their parents are one or have set such standard for them. The economic and occupational level of home affects the vocational goals of the youth by influencing their aspirations to be similar to those held by their parents and by Halsey, Health and Ridge (1980) discouraging aspirations to levels much above or below the parental occupation. The child's biological endowments in terms of personality traits are transmitted to him in the form of genetic inheritance. If both parents possess high intellectual capabilities and transmit the traits for indigence to the child, that child is very likely to be highly intelligent and benefit from education which will likely enhance his opportunity for occupations on the hand, a child of very low intellectual parents who inherited this trait may turn out to be an imbecile who may later find it difficult to be properly educated and be gainfully employed.

2.1.3 Parental background

Parental socio-economic status and intelligence have either facilitating or inhibitory effect on the child, depending on the traits inherited and environment in which he is brought up. The self and work roles begin early in the life and home in conjunction with its related social system have great influence on them. The family comprising of parents, siblings, relatives, friends and neighbors, providing the initial social encounter through socialization process, also provides the models with which the child can identify. Usually the child may consciously or unconsciously learn from the parents by role playing or imitation. Parental background which talk about whether parents of children are of high socio-economic status, middle or low socio-economic status goes a long way

to play in the performance of students in technical Colleges. (Azhar, Nadeem, Naz, Perveen & Sameen 2015).

A family could be classified as either of high or low socio-economic status. To Owalabi (1988) parents who are professional senior civil servants, graduates and non-graduate teachers, clerks, traders and businessmen and women of appreciable income parents who have post primary and higher education are referred to as being of high socio-economic status while parent who are craftsmen artisans, farmers and parents who have no schooling or have elementary education are referred to as being of low socio-economic status.

2.1.4 Types of Family

Under types of family, we are looking at whether, the children or child is born into a polygamous home, monogamous family and so on. The type of family which the students are born into can affect them either positively or negatively. A child born by polygamous parents will find it very difficult to meet up with the financial demands of his school. Since there are a lot of children and wives to take care and as such the financial responsibility on the family will be very high such children will be affected negatively except the family is buoyant. (Femi Ogushola & Adewale, 2014).

Also, even in a monogamous home, if the number of children in the family is large there will be a great financial responsibility on the parents. The child may be affected negatively but if the numbers of children are reduced the parents will be able to meet their needs easily considering the family income. Also, in families where the breadwinner of the house is late (either the men or women), there will be high financial

responsibility especially on our women if it was the man who died. So, the children will be affected negatively and it will hinder their academic performance in the school (Anderso & Sullivan, 1998).

2.1.5 The wealth of family

The wealth of the family is of paramount importance. If the family is wealthy, children's needs whether academic or otherwise will be met easily without much stress but where the family is poor, the academic need of the children will not be met easily, and this goes a long way to affect the child's performance negatively. There are situations where the parents of students may not have money to pay their children's school fees and children are sent out of school for non-payment of school fee and other necessary fees, in such cases, the children or students may not be allowed to take their examination. The wealth of the family talks about the family income whether it is high or low (Ramsey & Ramsey 1994; Memon, Joubish & Khurram 2015)

2.1.6 Broken Homes

A child from broken home is never happy or a child from a home where there is quarreling and fighting is never happy because of the environment that he or she is coming from. Also, a child whose mother left the house because of the frequent fighting and quarrelling at home or immoral behaviours of their father, will never be happy in school and will not concentrate in his studies, his mind will easily go back to the occurrence at home or a child that is under care of his mother and not being accepted by

his stepfather because he is not that man's child will never be happy in the class and invariably, will not do well in his studies.

Furthermore, a child living with the father, where the mother is no longer at home may receive ill-treatment from the father's wife or wives especially if she is the wicked and bad type. Such a child will never be happy in class and if a child is not happy, there is every tendency that that child or student's performance will be affected negatively except for a determined child who wants to excel through work, undermining the situation at home.

2.2 Parents' Income and Students' Academic Performance

Zhang (2012) examined students and their families' income in China. The study measured students reading skills, verbal interaction and phonological awareness in relation to their families' level of income. The results showed that low income children exhibited lower levels of cognitive-linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high and middle-income families. It also showed that children from high income families were more proficient in reading skills than in low income families although the research only examined early childhood pupils but this research focused on students in secondary schools.

A study in the United States of America showed how students from families with high income are having best performance than those from low income families. Sean (2013) posited that the impact of the parents' income can be shown in the early timing of the students' learning and maintained that parents of higher income take their children to

school earlier than their lower income counterparts. Parents can afford to take their children through preschool learning and this has greater impact in their later educational outcomes since it provides the children with the required cognitive and social development. This is unlike their low-income counterparts who do not afford preschool learning for their children and prefer having their children commence learning from class one (grade one) onwards.

On the variable of parents' income, Kling (2007) noted that the impact of home environment could be measured by looking at the presence of books, newspapers and other learning materials at home. In order to have all these things in the household, parents need to have enough financial resources. Therefore, households with huge incomes would be able to purchase books, computer, and other learning materials that could enhance children's learning. The availability of all these learning resources enhances the academic performance of their children. Lippman et al. (2008) observed that majority of parents who had higher income had higher expectations for their children to finish college.

Kling (2007) asserted that the impact of home environment could be measured by looking at the presence of books, newspapers and other learning materials at home. To have all these additional materials in the home, parents need to have stable income to be able to purchase books, computers, and other learning materials for their children. Therefore, families with huge incomes are able to purchase books, computer, and other learning materials that enhance children's learning. In view of this, children from higher income families would benefit more since their parents could meet their children's requirement that in turn enhances their academic performance. On the other hand,

students from lower income families would be disadvantaged because their parents could not afford the cost of additional learning. Low income parents are often overwhelmed by diminished self-esteem, depression, and a sense of powerlessness and inability to cope with feelings that may be passed to their children in the form of insufficient nurturing, negativity, and a general failure to focus on children's needs.

2.3 Parents' Level of Education and Students' Academic Performance

Parents' level of education is important to schooling as parents want their children to maintain the status quo (Mallan, 2009). Parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. Parents expect that their children will earn good grades, behave well in school and attend college. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also help them to build their own confidence and self-concept which is important in their education (Mallan, 2009). However, parents' over expectations might also cause stress to their children which translates to poor educational attainments.

Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

According to the study conducted by Kunje (2009) there is a significant relationship between parental level of education and the student's education aspirations. Ogoye (2007) showed that illiterate parents were unable to assist their students in doing

homework. To Eccles (2005), children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries- all activities educated parents are more apt to do- they are engaging the child in a number of direct learning experiences that will help him or her to achieve the best in education.

A study by Rana (2015) on the relationship between the parents' level of education and academic performance of their children in South Punjab town, Pakistan showed that there was a significant positive relationship between parents' level of education and students' academic performance. Another study by Jamila (2009), on the effect of parental level of education on students' academic performance in Norway indicated that there was a positive correlation between parental level of education and their children's academic achievement.

Zehri and Abdelbaki (2013) submit that parents' educational background influences the academic achievement of students. This is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This point of view was supported by Saila and Chamundeswari (2013) that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies.

According to Li-Grining (2007) the problem starts with the parents' lack of education that could in turn affect their understanding of the needs of children. In view of this, children from highly educated parents usually perform better at school than those from less educated families because educated parents' children usually enjoy a lot of

support such as a decent and good environment for academic work, parental support and guidance, enough academic materials and decent feeding. For example, a study by Davis-Kean (2005) noted that the education of the parents was an important predictor of academic achievement of students.

According to Egalite (2016) better-educated parents are more likely to consider the quality of the local schools when selecting a neighborhood in which to live in. Once their children enter a school, educated parents are also more likely to pay attention to the quality of their children's teachers and may attempt to ensure that their children are adequately served. By participating in parent-teacher conferences and volunteering at school, they may encourage staff to attend to their children's individual needs. In addition, Egalite (2016) noted that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents are also more likely to enhance their children's development of human capital by drawing using their advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary.

A study by Karshen (2005) on the effect of parental level of education on academic performance of students also revealed that students whose parents attained higher level of education scored higher marks on standardized tests than those whose parents attained a lower level of education. Among the reasons noted was that educated parents encouraged and communicated with their children on school related work while uneducated parents entirely depended on the school. The other reason noted was that educated parents usually have more positive attitudes towards their children's schooling

and usually hold high expectations for their children's success since they could fulfil their children's educational needs.

2.4 Parents' Occupation and Student's Academic Performance

Parents are the primary persons in raising children in any society. That is why the family is regarded as the primary agent of socialization (Adekey, 2002). It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life (Adekey, 2002). According to Marnot, (2004) Occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical and biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The job consider as high status in classification provides more challenging works, ability and greater control over working conditions. While those considered less valued in classification paid significantly less and more laborious, very hazardous and provided less autonomy.

A study conducted by Mudassir and Abubakar (2015) on "The impact of Parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia." showed that students from parents with formal occupation perform better than those from parents with informal education. Memo, et al. (2010) in their research on the impact of socioeconomic status on students' educational achievement at secondary schools districts of Malir, Karachi, in Indian. They found that there was significance relationship between parents' occupation and students' academic performance in matriculation

examination. Students whose fathers have better occupation performed well in matriculation examination than those students whose fathers have a less prestigious occupation.

Another study by Saifullahi, (2011) pointed out that parents' occupation significantly influences students' achievement. He used the data from three different colleges in Gujarat district. The result indicated that children of government employees secured more marks (60.02%) than the private job holders, because of the certainty and reliability of the government jobs. Parents with government jobs are more secured, and their family are at peace relatively compared to those who work in the private organization.

To Gratz (2006), parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore, they are often left with less time to spend with their family members and getting more involved in their children's educational activities. A study by Muhammed (2012) on the "Impact of parents' profession on their Children's learning English in Pakistan." revealed that for learning English, parents' profession has positive correlation on it that varies with respect to their professions. To Muhammed (2012), children whose parents have more advanced or better profession live in places where English language is spoken frequently and therefore, they are more conversant with the language than those whose parents have inferior professions.

2.5 Parental Involvement in Education and Students' Academic Performance

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Rockwell, Andre and Hawley (2008) opined that parental involvement is the practice of any activity that empowers parents and family to participate in the educational process at home, at school

and/or in any other program settings. Generally parental involvement in education takes many forms including the provision of secure and stable environment, intellectual stimulations, parent to child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment, contact with school to share information, participation in school events and school work and governance (Desforges & Abouchaar, 2003).

The term „parental involvement“ is usually equated with parents“ involvement in school and their support of their children“s education (Waterman, 2008). A study by Epstein (1992) established that parental involvement in education - checking homework, attending school meetings and events, discussing school activities at home - has a very powerful influence on students“ academic performance. Various types of measures can be applied when looking at the term parental involvement such as parents“ educational aspirations for their children, helping with homework, encouraging good study habits, parents“ participation in school activities, teaching appropriate behavior for academic success, and communication between home and school (Dumont et al, 2012; Lee et al, 2007). Due to all these various forms, parental involvement should be treated as a multidimensional concept because the relationship between parental participation and children“s education and development cannot be fully understood by only examining one type of contribution (Dumont et al, 2012; Galindo & Sheldon, 2012).

Hoover-Dempsey and Sandler (1995) states that parental involvement influences educational outcome through three mechanisms: modelling of school related behaviours and attitudes, reinforcing specific aspects of school learning, and instruction. Epstein (2001) suggests six categories of involvement: parenting, communicating, volunteering,

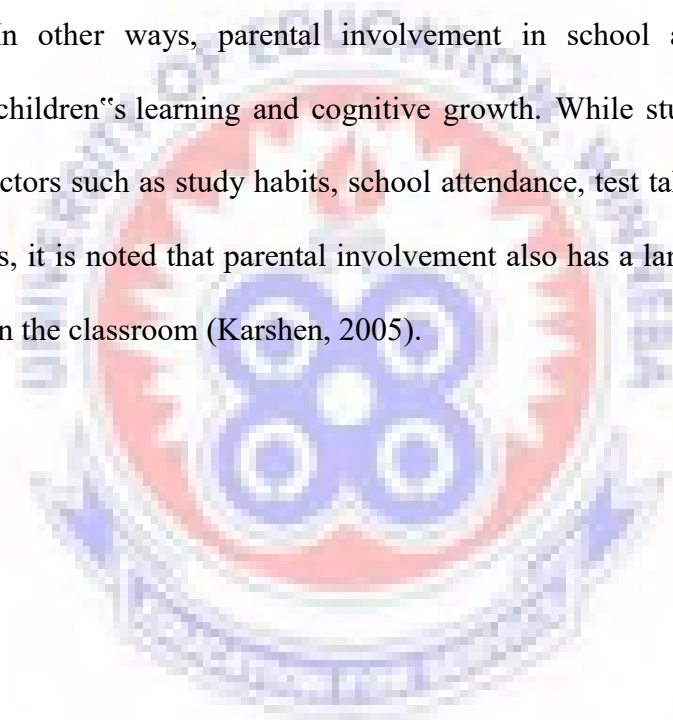
learning at home, decision making, and collaborating within the community. Grolnick and Sowiaczek (1994) describe three categories of involvement: behaviour, cognitive-intellectual, and personal.

Most commonly, parental involvement is categorised in home-based and school-based involvement (e.g., Hoover-Dempsey and Sandler, 1997; Galindo and Sheldon, 2012; Deslandes and Bertrad, 2005; Green and Walker, 2007; Pomerantz et al., 2007; Anderson and Minke, 2007; Dauber and Epstein, 1989; Shumow and Miller, 2001). School-based involvement includes practices taking place at school; for example, attending school events and conference, and volunteering. Home-based involvement is related to practices taking place outside of school such as learning activities at home, reviewing the child's work, monitoring their progress, helping them with homework, and discussions about school events (Hoover-Dempsey & Sandler, 1997; Pomerantz et al., 2007).

While parental involvement positively affects student's academic achievement, low socio-economic parents are least likely to be involved in their children's education (Gratz, 2006). Low socio-economic parents are often working most of the time to take care of their families and they have no or limited time to participate in their children's education (Ratcliff & Hunt, 2009).

A study by Hafiz and Waqas (2013) to explore the effect of parental involvement in education on their children's academic achievement in Allama Iqbal Town, Pakistan, found that parental involvement has significant effect in better academic performance of their children. Cotton and Wiklund (2005) asserted that the more intensively parents are involved in their children's learning, the more their children achieve academically. When

parents monitor their children's homework, encourage them to participate in extracurricular activities and actively participate in parents-teacher associations, children are more likely to respond by performing well in school. Similarly, Roche et al (2005) noted that parent's level of involvement in the education of their children positively or negatively affect the academic performance of their children. This means that parental involvement in school is strongly associated with academic performance, an outcome which includes grades, classroom behaviour, students' aspirations, and school completion. In other ways, parental involvement in school activities has positive influence on children's learning and cognitive growth. While students' success largely depends on factors such as study habits, school attendance, test taking abilities and more other variables, it is noted that parental involvement also has a large impact on students' achievement in the classroom (Karshen, 2005).



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on overall methodology that was used in the study. It includes, the population, the sample and sampling technique, the data collection instrument, data collection procedure, piloting, validity and reliability of the instruments, data analysis procedure and ethical considerations.

3.1 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). This is essentially the what, when, why and by what means of the research. The researcher employed a descriptive survey design using mixed method approach for the study. Gay and Airasian (2003) indicated that descriptive survey is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing. The descriptive survey design was considered suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Ary, Jacobs & Razevieh, 1990). A descriptive research presents a picture of the specific details of a situation and collects data, and answer research questions concerning the status of the subject of study to draw meaningful conclusions. Descriptive survey design has the advantage of providing the researcher with more information from a large number of respondents.

3.2 Population

Population is the group of individuals that the researcher generalizes his findings to (Kusi, 2012). Kumekpor (2002) also defined population as the total number of all units of the phenomenon to be investigated that exists in the area of investigation. The target population for this study includes students, parents and class teachers of the four selected public senior High schools in Kumasi Metropolis, namely Anglican Senior High, KNUST Senior High, Kumasi High, and St. Louis Senior High School

3.3 Sample and Sampling Technique

Sampling, according to Krejcie and Morgan (1970), is the process of selecting a portion that represents the entire study population. In the view of Agyedu, Donkor and Obeng (2010) a sample is a subset of the population and consist of the individuals, objects or even that form part of the population. However, Cohen, Manion, and Morrison (2007) insist that there is no clear-cut answer as to the correct sample size. They argue that a suitable sample size could only be dependent on the purpose and nature of the population under scrutiny. In this study the researcher employed simple random technique, specifically the lottery method to select the four Senior High School that participated in the study. By doing so the researcher folded all the fifteen Senior High School in the Kumasi Metropolis into a container and randomly selected the first four schools that took part in the study. In each of the selected schools form three teachers and students were purposively selected to partake in the study. This was because the form three students were the only students who were paying school fees at the time of the study and form three teachers were also used because they were involved directly in

monitoring the form three students attendance, conducting assessment and performing evaluation exercises. Further, the researcher used 30% to sample 54 form three teachers from all the four participating schools, and 10% to select 340 form three students from all the four participating school. This percentages were used because in the view of Mugenda and Mugenda, (2008) a sample size between 10% to 30% of the target population is statistically significant for social sciences studies. Table 3.1 provides a breakdown of the sample used for the study. Table 3.1 provides the breakdown of the sample size used for the study.

Table 3.1 Target population (N) and the selected sample size (n)

NAME OF SCHOOL	FORM THREE TEACHERS (N1)	SELECTED TEACHERS (n1)	FORM THREE STUDENTS (N2)	SELECTED STUDENTS (n2)
Anglican Senior High	52	15	1000	100
KNUST Senior High	40	12	840	78
Kumasi High	42	12	750	74
St. Louis Senior High	48	14	810	84
TOTAL	182	54	3400	340

Source: Authors own construct, 2018

Again, purposive sampling method was used to select 8 parents two from each school who were interviewed during a PTA general meeting held in the various schools.

3.4 Research Instruments

Questionnaire and Interview schedule were the main research instruments used for the study. The items on the questionnaire was made up of both closed and opened ended questions and were also divided into sections. The questionnaire was in two folds

one for teachers and one for students. Each of them was divided into five sections. The first section was on the demographic characteristics of respondent, the second section consisted of items on parent's income and students' academic performance. The third section tackled issues on parents' level of education and its influence on students' academic performance whilst the fourth section comprised of items on parent's occupation and students' academic performance. An interview protocol was given to parents to respond to, it was made up of five areas which includes: parents demographic information, parents level of income, parents level of education, and parent's occupation

3.5 Validity and Reliability of the Instrument

Efforts were made in this study to ensure credibility in terms of validity and reliability which are important at every stage of research work.

3.5.1 Validity

Validity is the degree to which a research instrument measures what it is supposed to measure. (Mugenda and Mugenda. (2008). For content and face validity of the instrument, to be ensured, the draft questionnaire was given to the supervisor and some experts (lecturers) in research to read through and offer suggestion for possible modifications and corrections. Consequently, items that were ambiguous were modified for easy understanding.

3.5.2 Reliability

Reliability of an instrument is the degree to which a research instrument yields consistency in its results after repeated trials. To obtain the reliability of the instrument, the questionnaire was pilot-tested on 10 teachers and 20 selected through simple random sampling at Asanteman Senior High school. The pilot-testing helped the researcher to make necessary changes to items which were inappropriate, and also ascertain the level of ambiguity of the questions and the necessary corrections made. After the pilot testing the instrument yielded reliability coefficient of 0.8 using the Cronbach's alpha reliability coefficient which indicated that the questionnaire was highly reliable hence appropriate to be used for the study.

3.6 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from the Kumasi Metro Director of Education to conduct the study. The researcher was given the permission to conduct the study. The researcher then visited the schools involved to brief the sample population about the study after which the questionnaire was administered. The questionnaires were administered to the teachers at the teachers' common room while the student's questionnaires were given to them during break time but before that the researcher had given instructions to both teachers and students on how to fill and complete the questionnaire. The respondents filled the questionnaire the same day and collected by the researcher for analysis. All the 340-questionnaire given to students were returned to the researcher but the researcher

received 50 questionnaires from the teachers instead of the 54-questionnaire distributed which indicated a response rate of 92%. The interview of parents was conducted during general PTA meetings in various schools

3.7 Data Analysis

According to Dixon and Bouma (1984), data analysis involved reducing accumulated data to a manageable amount, developing summaries, looking for patterns and applying accumulated data to a manageable amount. Statistical Package for Social Scientist (SPSS), specifically descriptive statistics such frequency distribution percentages and graphs were used to analyze the quantitative data. Furthermore, the qualitative data was also analyzed based on the themes that emerged from the study.

3.8 Ethical Considerations

Ethical clearance was obtained from the Ghana Education service. Permissions were sought from administrators and the heads of institutions and Heads of departments of the selected schools used for the study before actual data collection. The consent of all the participants was sought before the administration of the questionnaire and personal interviews. The participants were made to understand that being part of the study is entirely voluntary. Their decision not to avail themselves for interview or unwillingness to answer any question or termination of the interview was duly acknowledged and taken into consideration by the principal investigator. To obtain consent of the respondents, a detailed explanation on the purpose and objectives of the study was explained, after which respondents were required to complete the written questionnaire.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives and research questions. The results from the field and the relevant sources were organized into tables, charts and graphs in order to bring out a more logical and meaningful image from the data gathered by the researcher. Data was then analyzed and interpreted which helped the researcher relate the research objectives with the assumptions and the reality on the ground as well. Discussion related to the data was provided in this chapter as well.

4.1. Demographic Characteristics of Respondents

A total of 340 students and 50 teachers responded to the written questionnaire while 35 parents were interviewed. Out of the 340 students, 174 (51.2%) were males while 166 (48.8%) were females. There were 22 (6.5%) of the students who were aged below 16 years, 291(85.6%) were aged 16 to 18 years and 27 (7.9%) were aged above 18 years as indicated in table 4.1

Table 4.1 Demographic Characteristics of Students

		Frequency	Percent
Gender	Male	174	51.2
	Female	166	48.8
Age	Below 16 years	22	6.5
	16 - 18 years	291	85.6
	Above 18 years	27	7.9

Source: Field data, 2018

4.2 Demographic Characteristics of Teachers

Of the 50 teachers who responded to the written questionnaire, 35(70%) were males and 15 (30%) were females. There were 12 (24%) of them who were aged 21 to 30 years, 21 (42%) were aged 31 to 40 years, 14 (28%) were aged 41 to 50 years and 3 (6%) were aged 51 to 60 years. 11 (22%) out of the 50 teachers had Master's degree, 36 (72%) had Bachelor's degree while 3 (6%) had Diploma.

Table 4.2 Demographic Characteristics of Teachers

	Frequency	Percent
Gender		
Male	35	70.0
Female	15	30.0
Age		
21 - 30 years	12	24.0
31 - 40 years	21	42.0
41 - 50 years	14	28.0
51 - 60 years	3	6.0
Professional Qualification		
Masters	11	22.0
Bachelors	36	72.0
Diploma	3	6.0
Working Experience		
Less than 5 year	6	12.0
5 – 10	21	42.0
11 - 15 years	3	6.0
16 - 20 years	6	12.0
21 years and above	14	28.0
Type of School		
Boys day and boarding	12	24.0
Girls day and boarding	15	30.0
Mixed day and boarding	23	46.0

Source: Field data, 2018

The study revealed that, 6 (12%) of the teachers had worked for less than 5 years, 21 (42%) had worked for 5 to 10 years, 3(6%) had worked for 11 to 15 years, 6 (12%) had worked for 16 to 20 years and 14 (28%) had worked for 21 years or above. 12 (24%)

were from boys school, 15 (30%) from girls school and 23 (46%) were from mixed schools as shown in table 4.2

4.2. Research Question One: To what extent does parents' income level influence students' academic performance in Public Senior Schools in the Kumasi Metropolis?

To answer research question one the researcher went to the selected schools for the study to collect the student's academic performance for their previous end of term examination (2017/2018 academic year) as well as the approximate monthly income of their parents. A cross tabulation was conducted on students in grades in the previous end of term examination and their corresponding monthly income of parents. The results are indicated in table 4.3.

Table 4.3 Approximate monthly income of parents * Mean grade in the previous end of term examination Cross tabulation

		Mean grade in the previous end of term examination								
		A1	B2	B3	C4	C6	C6	D7	Total	
Approximate monthly income of parents in Ghana Cedis. (¢)	500 – 1000	Count	15	43	9	7	16	16	18	124
		% within	12.1	34.7	7.3	5.6	12.9	12.9	14.5	100.0
	1100 – 2000	Count	39	16	23	7	7	9	0	101
		% within	38.6	15.8	22.8	6.9	6.9	8.9	0.0	100.0
	2100 – 3000	Count	12	18	7	7	0	0	0	44
		% within	27.2	41	16	16	0.0	0.0	0.0	100.0
	Over 3000	Count	20	21	23	7	0	0	0	71
		% within	28	30	32.4	10	0.0	0.0	0.0	100.0
Total	Count	86	98	62	28	23	25	18	340	
	% within	25.2	29	18.2	8.2	6.8	7.3	5.3	100.0	

Source: Field data, 2018

From table 4.3 it is indicated that an increase in income of the parents results in improvement in students' academic performances. This was evident through the results that indicated that most students who got A1, B2 and B3's were in income between GH¢1100-GH¢3000 and over GH¢3000. This can be attributed to the reason that more income can allow parents to buy students' resources that help in their performance. These results support the findings of Zhang (2012), and Sean (2013) which stated that students from high income families perform better than those from low income families.

Again, the researcher went further to ascertain students' responses on whether parents income can affect their children's performance. The responses of the students were in agreement with the data retrieved from the cross-tabulation results in table 4.3. The results indicated that majority of the students 110 representing (32.4%) strongly agree to the fact parents income affects the academic level of their children, 68 students representing (20%) also agreed to that whilst 52 students representing (15.3%) were undecided about the statement .51 students representing (15%) disagreed to the point that parents income can affect the performance of their children whiles 59 (17.4%) strongly disagreed as indicated in figure 4.1.

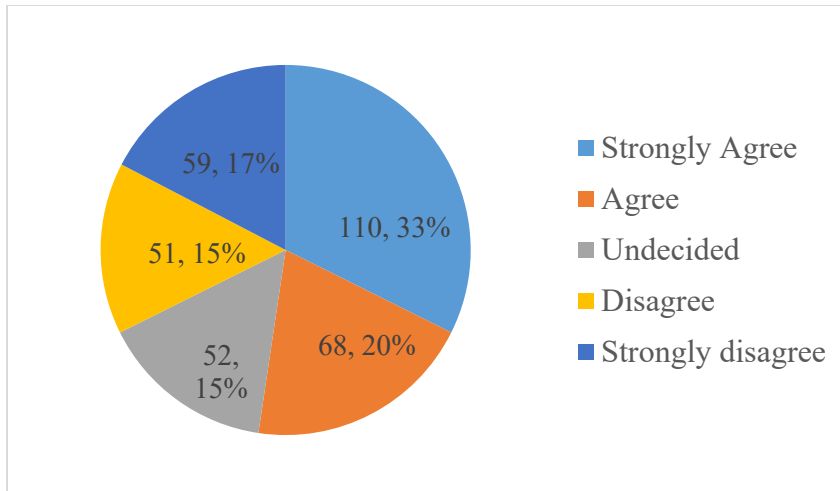


Figure 4.1 High income parents are more involved in their children’s education

Source: Field Data, 2018

Further, the teachers also responded in a similar way by indicating that parents’ income level affect their children’s academic performance. As 30 teachers representing (60%) strongly agreed, 17 teachers representing (34%) agreed while only 3 teachers representing (6%) were undecided as indicated in table 4.4

Table 4.4 High income parents are more involved in their children education

	Frequency	Percent
Strongly Agree	30	60
Agree	17	34
Undecided	3	6.0
Total	50	100.0

Source: Field data, 2018

Furthermore, the parents who were interviewed also agreed on the fact that the amount of income that they have can affect how well their children will perform in school. Specifically, one of them indicated that:

If parents are wealthy, they will do everything within their best to make sure their wards can perform well in school. They buy all books and other learning resources as well as paying for extra classes for their children. I for instance the education of my children is of paramount concern to me so I make sure all their needs are provided

Another interviewed parent also responded that

If you don't have money, looking after your children becomes a Problem, I for instance, the job I was doing before I got a new one was not all that good so I was finding it difficult to take care of my children, my daughter told me she wanted to do extra classes for maths but because I don't have money, I didn't let her to do and it after her in her performance so I needed to look for extra job so that I can get enough money and pay for her extra classes fee so me I can say that if you have money your child will perform well in school

Another parent also responded in a similar way by indicating that:

Me what I can say is that rich parents create more conducive

environment at home as compared to poor parents; the reason why I am saying this is that if there is money you can even look for someone to come home and teach your children when they are on vacation and as we all know this will go a long way to help the students' performance but if there is no money how can you do this so me money is good and if you have money it even makes your children learn well

Another parent also responded that:

oooh I think that if you have money you can cater for your children well not in school but all other aspects of life. But if you don't have money and your children tell you they need something that will help them to learn well you will not even mind them, so I see that if you have money as a parent your child will also learn well.

The responses from the teachers, students and parents all point to the fact that parents' income levels can affect their children's academic performance in school as rich parents are able to provide all the necessary teaching and learning materials for their children and again to support in diverse ways to make sure they put up their best in school. These findings are in consonance with statement made by Sean (2013) that the impact of the parents' income can be shown in the early timing of the students' learning and maintained that parents of higher income take their children to school earlier, are able to provide for their educational needs than their lower income counterparts. He continued that rich or wealthy parents can afford to take their children through preschool learning

and this has greater impact in their later educational outcomes since it provides the children with the required educational provisions and needs.

Research Question Two: How does parents' level of education influence students' academic performance in Public Senior Schools the Kumasi Metropolis?

To answer research question two a cross tabulation was conducted on parent's level of education and its influence on their children academic performance in the previous end of term examination (2017/2018 academic year). The findings are presented in table 4.5

Table 4.5 Educational level of parent * Mean grade in the previous end of term examination Cross tabulation

			Mean grade in the previous end of term examination							
			A1	B2	B3	C4	C6	C6	D7	Total
educational level of parent	Uneducated	Count	0	0	0	0	7	9	0	16
		% within	0.0	0.0	0.0	0.0	43.8	56.3	0.0	100.0
	Primary Level	Count	8	16	9	14	9	0	9	65
		% within	12.3	24.6	13.8	21.5	13.8	0.0	13.8	100.0
	secondary level	Count	22	57	25	7	0	7	9	127
		% within	17.3	44.9	19.7	5.5	0.0	5.5	7.1	100.0
	College/ University	Count	31	32	37	16	7	9	0	132
		% within	23.5	24.2	28.0	12.1	5.3	6.8	0.0	100.0
	Total	Count	61	105	71	37	23	25	18	340
		% within	17.9	30.9	20.9	10.9	6.8	7.4	5.3	100.0

Source: Field data, 2018

From table 4.5 it is indicated that higher educational level of parents results in improvement of students' academic performances. This was shown through the academic performance of students from the previous end of term examination. As seen from table 4.2 most students who got A1, B2 and B3's were students whose parents had secondary and college or university education. This clearly depicts the fact that parents' level of education can affect their children's academic performance.

The views of students were also solicited on whether parents' level of education affects students or their children's performance in school. The responses given by students also reinforced the fact that parents' level of education can affect the academic performance of their children. This is seen as majority of the students 145 (42.6%) strongly agree to the fact that parents' academic level can affect students' performance, 125 of the students representing also (37%) agree that parents' academic level can have an influence on students' performance. whereas 12 students representing (3.5%) and 20 students representing (5.9%) strongly disagree to this statement. That notwithstanding 38 of the students representing (11.1%) were undecided as to whether parents' academic level can affect students' performance as indicated in table 4.6 below.

Table 4.6 Students and teacher’s response on the effect of parent’s educational level and students’ performance.

	Students		Teachers	
	Frequency	Percent (%)	Frequency	Percent
Strongly Agree	145	42.6	21	42.0
Agree	125	37	20	40.0
Undecided	38	11.1	3	6.0
Disagree	20	5.9	6	12.0
strongly disagree	12	3.5	0	0.0
Total	340	100.0	50	100.0

Source: Field data, 2018

Further the teachers also responded that the level of parent’s education affects their children academic performance as majority of the teachers 21 representing (42%) agree that parents education level can affects children academic performance, 20 of the teachers (40%) also agree to that statement. But only 6 teachers representing (12%) disagree to the fact that parents educational level affects their children academic performance. However, 3 teachers representing (6%) were indecisive as to if parents’ educational level can affect students’ academic performance. The parents who were interviewed also responded in a same manner by indicating that parents’ level of education can affect or influence students’ academic performance.

One parent specifically said that:

Hmmm, I will say it can be possible because if you are not educated hardly will you recognize the importance of education and make \ the effort to train your child or children to a higher level of education as for me I know the importance of education and schooling so I'm doing my possible best to see to it that my children are given the necessary things that will make them perform well

Another parent also stated that:

Me, I am a parent and my child is in this school but I have not stayed in the classroom before and that doesn't mean I cannot train my children to go to school, I didn't have the opportunity to go to school but I'm making sure my children are well educated

Another interviewed parent also stated that:

My brother is not educated and as a result he doesn't see the reason why he should spend all his resources in the name of education, when his children request something from him which is related to education, he feels reluctant to provide unless we come in to talk to him. I don' t have a problem because I am educated and I understand perfectly the essence of education so I try as much as possible to make sure that I do everything within my abilities for my children to perform well in school

and I have seen that my efforts are yielding results because my children are really performing

Another parent also indicated that

Hmmmm, this one ok I think it is true because parents who are educated understand the essence of education and they will go any length to see that their children are following their footsteps

Furthermore, the researcher continued to find out the response from students and teachers if highly educated parents are more involved in their children education. The study revealed that, 103 (30.2%) of the students strongly agreed, 110 (32.3%) of the students also agreed, 45 (13.2%) of the students were also undecided or not sure. Again, 52 (15.3%) of the students disagreed while 30 (8.9%) strongly disagreed as indicated in table 4.7. Further, the responses from the teachers were similar to the students that highly educated parents are more involved in their children as majority of them, 26 (52%) strongly agreed that highly educated parents are more involved in their children education, 21 (42%) also agreed while 3 (6%) of the teachers disagreed as indicated in table 4.7.

Table 4.7 Highly educated parents are more involved in their children education

	Students		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Agree	103	30.2	26	52
Agree	110	32.3	21	42
Undecided	45	13.2	0	0
Disagree	52	15.3	3	6
strongly disagree	30	8.9	0	0.0
Total	340	100.0	50	100.0

Again, teachers and students were asked to give their response on whether parents with high level of education are able to set conducive learning environment at home. The results indicated that 139 (40.9%) of the students strongly agreed, to the statement, 111 (32.6%) also agreed, 7 (2.1%) were undecided, whilst 16 (4.7%) disagreed. However, 67 (19.7%) strongly disagreed as indicated in table 4.8. The responses from the teachers revealed that 4.4. 32 (64%) of the teachers strongly agreed and 18 (36%) also agreed that parents with high level of education are able to set conducive learning environment at home as indicated table 4.8.

Table 4.8: Parents with high level of education are able to set conducive learning environment at home

	Students		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Agree	139	40	32	64
Agree	111	32.6	18	36
Undecided	7	2.1	0	0.0
Disagree	16	4.7	0	0.0
Strongly disagree	67	19.7	0	0.0
Total	340	100.0	50	100.0

It can thus be concluded that most of the respondent (students, teachers and parents) all attest to the fact that parents' educational level can affect students' academic performance. These results thus support the findings of Zehri and Abdelbaki (2013) who submitted that parents' educational background influences the academic achievement of students. This is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This point of view was also supported by Saila and Chamundeswari (2013) that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her academic work

Research Question Three: How does parents' occupation influence students' academic performance in Public Senior Schools the Kumasi Metropolis?

To answer research question three a cross tabulation on parent's occupation and their children academic performance in the previous end of term examination (2017/2018 academic year) was conducted. The results are indicated table 4.9.

Table 4.9 Major Economic Activity of Parent* Mean grade in the previous end of term examination Cross tabulation

			Mean grade in the previous end of term examination							
			A1	B2	B3	C4	C6	C6	D7	Total
Major Economic Activity of Parent	Formal Employment	Count	31	50	44	7	7	9	0	148
		% within	20.9	33.8	29.7	4.7	4.7	6.1	0.0	100.0
	Trader	Count	30	55	27	0	9	16	9	146
		% within	20.5	37.7	18.5	0.0	6.2	11.0	6.2	100.0
	Farmer	Count	0	0	0	14	7	0	9	30
		% within	0.0	0.0	0.0	46.7	23.3	0.0	30.0	100.0
	Not Employed	Count	0	0	0	7	0	0	0	7
		% within	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0
	Total	Count	61	105	71	28	23	25	18	331
		% within	18.4	31.7	21.5	8.5	6.9	7.6	5.4	100.0

Source: Field data, 2018

From table 4.9 it is indicated that the major economic activity of parents had an impact on the improvement in students' academic performances. This was evident through the results that indicated that most students who got A1, B2 and

B3's were students whose parents had formal employment. This result agrees with Gratz (2006) and Mohammed (2012) in the literature review who stated that parent's occupation influences students' academic performance.

The students were also asked about their views on whether the occupation of parents can affect students' academic performance. Based on their response it was realized that 58 students representing (17.1%) strongly agreed to that assertion, further, 53 students (15.6%) also agree to the fact that parent's occupation affects students' academic performance. Moreover, 53 (15.6%) of the students were not sure as to whether parents occupation can affect their children performance in school. However, 55 (15.2%) of students disagree to the statement, while majority of the student 121 (35.6%) strongly disagree that the occupation of parents affects students' academic performance as indicated in table 4.9.

Consequently, the responses from the teachers were also solicited on whether parent's occupation affects their children academic performance. Their responses indicated that majority of the teachers, thus 18 (38%) strongly agreed that the nature of parent's occupation affects students their children performance in school, while 9 teachers (18%) also agreed to that. But 14 teachers (28%) were not sure on the issue that parent's occupation can affects their children academic performance. However, 6 (12%) and 3 (6%) of the teachers strongly disagreed and disagreed respectfully that the nature of parents occupation can affects their children academic performance as seen in table 4.9

Table 4.10 Students and teacher's response on parent's occupation and children academic performance

	Students		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Agree	58	17.1	18	36.0
Agree	53	15.6	9	18.0
Undecided	53	15.6	14	28.0
Disagree	55	16.2	6	12.0
Strongly disagree	121	35.6	3	6.0
Total	340	100.0	50	100.0

Source: Field data, 2018

Again, parents were also interviewed on their view on whether the nature of occupation that they do in any way affects their children academic performance in school. Their responses were in agreement of that of the students. They responded that the job they do not necessary determine their children academic work in school. One parent working in the formal sector specifically said that:

In fact, I don't think that the work parents do can affect their children's performance because I for instance I'm working in one of the government sectors but it doesn't guarantee that my child will perform well in school. As you know some of the children are biologically intelligent or dull so that is it

Another parent who was interviewed shared her opinion as:

I think, it is not always the case, because some children from

rich parents are not good in school but sometimes children from, excuse me to say, homes without even good employment do well in school. Me, I think it depends on the child. If the child is determined to do well he/she can despite his her or parent's nature of work

Another parent also indicated that:

Hmmm me am a common trader selling vegetables at the market but I can tell you my children are very good and I'm proud of them. They do not look at the situation at home but once I advise them, they take and they are doing so well, which makes me a happy mother.

It can thus be concluded while students and parents generally disagree that students' parent's occupation can affect their children's academic performance, the teachers generally agree that the nature of parent's occupation can affect students' academic performance.

Again, the researcher went on further to inquire if parents who engage in formal work have their children performing well in school. The responses from both the students and teachers are presented in table 4.9

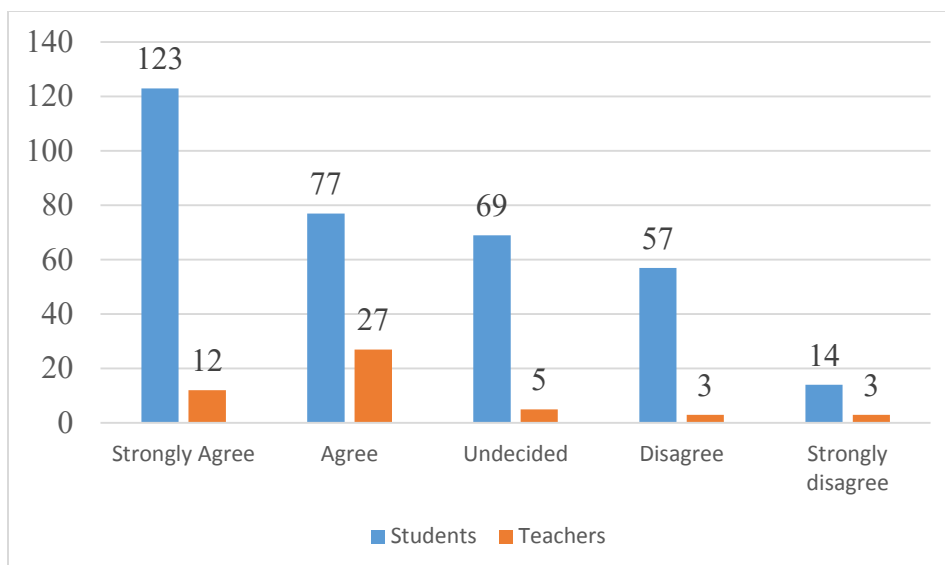


Fig. 4.2 Students and Teachers response on parents working in formal sector and its effects on their children academic performance

Source: Field data, 2018

Generally, both students and teachers agreed that parents who work in formal sector are able to provide the necessary educational needs for their children as indicated in figure 4.3. 123 (36.2%) of students and 12 (24%) of the teachers strongly agreed, 77 (22.6%) of students and 27 (54%) of the teachers agreed. 69 (20.3%) of students and 5 (10%) of the teachers were not sure. 57 (16.8%) of students and 3 (6%) of the teachers disagreed while 14 (4.1%) of students and 3 (6%) of the teachers strongly disagreed.

Further, when students and parents were asked if parents in the informal employment struggle to cater for their children's educational needs both students and teachers agreed to the acertion as indicated in figure 4.3, 126 (37.1%) of students and 3 (6%) of the teachers strongly agreed, 75 (22.1%) of students and 24 (48%) of the teachers agreed. 69 (20.3%) of students and 5 (10%) of the teachers were not decided. 57 (16.8%)

of students and 3 (6%) of the teachers disagreed while 14 (4.1%) of students and 3 (6%) of the teachers strongly disagreed.

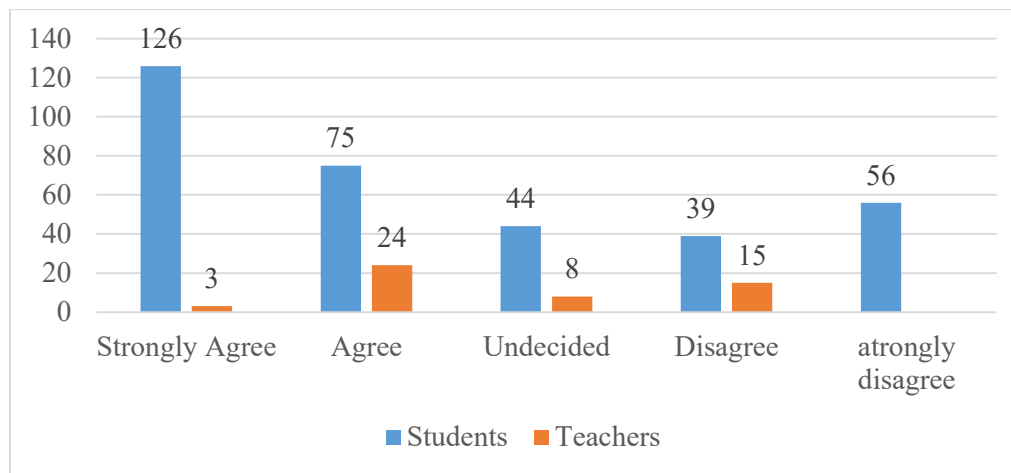


Figure 4.3 Parents in informal employment struggle to cater for their children's educational needs

Source: Field data, 2018

The conclusion that could be drawn from this is that there were different perception about whether the occupation of parents can affects students' academic performance. The students and parents generally disagreed to this issue whilst the teachers agreed that parent's occupation can affects students' performance academically in school. However, both students and teachers agreed that parents with formal employment are able to cater for their children educational needs than parents working at the informal sector. These findings are in agreement with that of a study conducted by

Saifullahi, (2011). His result indicated that children of government employees secured more marks (60.02%) than the private job holders, because of the certainty and reliability of the government jobs. Parents with government jobs are more secured, and their family are at peace relatively compared to those who work in the private organization. Further a study conducted by Mudassir and Abubakar (2015) on "The impact of Parents"

occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia are in consonance with the findings from this study. Their results showed that students from parents with formal occupation perform better than those from parents with informal education.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary of the findings, conclusions, recommendations and suggestions for further research following research objectives.

5.2 Summary of the Findings

The purpose of this study was to investigate the influence of parental socioeconomic status on students' academic performance in public secondary schools in Kumasi, Ghana. Data were collected using questionnaires and interview schedules. Teachers and students filled the questionnaires while parents were engaged in interview. The quantitative data was analyzed using descriptive and inferential statistics, while the qualitative data was analysed using themes that emerged from the study. The results of the study revealed that parents' income had an influence on students' academic performance. The findings on parent's income also found out that an increase in parents' income would result in an increase of students' performance. Again, the study revealed that parents' education level had an influence on student's academic performance. The findings from the study indicated that a change in parents' education would result in an improvement in student's performance. Finally, the study revealed that parent occupation had an impact on student's academic performance. The findings further revealed that parents who work in the formal sector are able to provide the educational needs of their

children and turn to perform better than those in the informal sector. This implies that there is relation between parents' occupation and students' academic performance.

5.3 Conclusions of the Study

The conclusions of this study were drawn based on the findings from the study. From the findings of this study the researcher concluded that parents' income had an influence on students' academic performance. This is because higher income parents are able to pay school fees in time, avail the necessary learning materials and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs.

Again, it can be concluded that parents' level of education had an influence on students' academic performance. This is because parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with assignments/homework as compared to their counterparts with lower educational level.

Lastly, it can be concluded that parents' occupation had an effect on students' academic performance. Thus, students whose parents are in good formal employment exhibit higher academic attainments than those whose parents practice trading or non-employed.

5.4 Recommendations of the Study

Following the findings from this study the following recommendations were made.

1. The findings of the study revealed that the income level of parents can affects their children performance in school. It is therefore recommended that the government should increase bursary allocation to the students from poor families to retain them in school and enhance their academic performance.
2. It was revealed in this study that most parents are uneducated and that their low level of education hinders their involvement in students' academic performance. In light of this fact it is recommended that schools should put in place appropriate systems to enhance parental involvement in education. .



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APPENDIX

QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to collect information on “Effect of Parental Socio economic status On Students” Academic Performance in Public Secondary Schools in Kumasi, Ghana”. The information given will be used for the purpose of this research only.

SECTION A: DEMOGRAPHIC INFORMATION

- Tick where appropriate.
- Do not write your name and that of your school on this questionnaire

1) What is your gender?

Male Female

2) How old are you?

Below 16 years 16-18years Above 18years

SECTION B: PARENTS’ INCOME AND STUDENTS’ ACADEMIC PERFORMANCE

3) What is the approximate monthly income of your parents?

GH500-1000 GH1100-2000 GH2100-3000 Over3100

4) What was your mean grade in the previous end of term two 2016 examination?

A1 B2 B3 C4 C5 C6 D7 E8 F9

5) How often have you been sent home for school fees?

Never Rarely Sometimes Often

6) The statements below relate to the influence of parents' income on students' academic performance. Supplied also are the five options corresponding to these statements

Strongly Agree (SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2 Strongly Disagree(SD)=1 Tick in the box the appropriate response .

Parents' income	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i) High income parents are more involved in their children's education than low income parents.					
(ii) Students who come from poor family background have lower self-esteem than those who come from well of families.					
iii). My parents struggle financially to cater for my educational needs					

7). In your opinion how does parents' income affect students' academic performance?

.....

SECTION C: PARENTS' LEVEL OF EDUCATION

8) What is the educational level of your parents?

Uneducated () Primary level () Secondary level ()
College/university ()

9) Do you think that your parents' level of education affects your attitude towards education? Yes () No ()

If yes how?(explain).....

10) The statements below relate to the influence of parents' level of education on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree (SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2 Strongly Disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' level of education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Highly educated parents are more involved in their children's education than lowly/ uneducated parents .					
(ii)Parents with higher level of education are able to set conducive learning environment at home than those with lower level of education/uneducated					
iii).Children whose parents are highly educated are more proficient in language than those whose parents have low level of education/uneducated					

11) In your opinion how does parents' level of education affect students' academic performance?

.....

SECTION D: PARENTS' OCCUPATION&STUDENTS' ACADEMIC PERFORMANCE

12) What is the major economic activity for your parents?

13) Employed () Trader () Farmer () Not employed ()

14) The statements below relate to the influence of parents' occupation on students' academic performance. Supplied also are the five options corresponding to these statements:

**Strongly Agree (SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2
Strongly Disagree(SD)=1**

Tick in the box the appropriate response expressing your mind.

Parents' Occupation	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment.					
ii).Parents' working hours have direct correlation with their involvement in their children's education.					
iii).Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

SECTION C: PARENTAL INVOLVEMENT IN EDUCATION

- 15) How do you rate parental involvement in your education?
Very Poor () Poor () Average () Good () Very Good ()
- 15). How often do your parents visit school to find out about your educational progress?
Never () Rarely () Sometimes () Often ()
- 16) How often do your parents assist you in doing homework/assignment at home?
Never () Rarely () Sometimes () Often ()
- 17) The statements below relate to the influence of parental involvement on students' academic performance. Supplied also are five options corresponding to these statements:

Strongly agree (SA)=5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2,Strongly Disagree(SD)=1

Please tick in the boxes the option that best suits your opinion on the statements given in the table below:

Parental involvement in education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
a)Parental monitoring of students' progress in education positively influences students' academic performance.					
b) Parents' attitude towards education positively correlates with their children's educational achievement.					
c) Parents who set rules and regulations for their children positively influence their academic achievement.					

18).What can your parents do to help you improve your academic performance?

.....

END

THANK YOU FOR YOUR COOPERATION

APPENDIX II

Questionnaire for Class Teachers

This questionnaire is intended to collect information on “Influence of parental socio economic

Status on students’ academic performance in public secondary schools in Kumasi, Ghana”. The information given will be used for the purpose of this research only.

SECTION A: DEMOGRAPHIC INFORMATION

- Do not write your name and that of the school on the questionnaire
- Tick where appropriate.

1) Gender

Male () Female ()

2) Age in years

Below 20 () 21-30 () 31-40 () 41-50 () 51-60 () Above 60 ()

3) What is your professional qualification?

Doctorate () Masters () Bachelor’s degree () Diploma () Certificate ()

4) Working experience in years

Less than 5 () 6-10 () 11-15 () 16- 20 () 21 and above ()

5) School type

Boys day and Boarding () Girls boarding () Mixed day and boarding ()

SECTION B: PARENTS’ INCOME AND STUDENTS’ ACADEMIC PERFORMANCE

6) What was the mean grade (overall performance) of your class in the last term examination? (Indicate please).....

7) The statements below relate to the influence of parents’ income on students’ academic performance. Supplied also are the five options corresponding to these statements:

**Strongly Agree(SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2
Strongly Disagree(SD)=1**

Tick in the box the appropriate response expressing your mind.

Parents' income	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i)High income parents are more involved in their children's education than low income parents.					
(ii) Students who come from poor family background have low living standards and lower self- esteem than those who come from well of families.					
iii).My students' parents struggle financially to cater for their children's educational needs.					

- 8) In your opinion how does parents' income affect students' academic performance?.....

SECTION C: PARENTS' LEVEL OF EDUCATION

- 9) What is the educational level of most of your parents?
 Uneducated () Primary level () secondary level ()
 College/university ()
- 10) Do you think that parents' level of education affects their children's attitude towards education?
 Yes () No ()
 If yes how?.....
- 11) The statements below relate to the influence of parents' level of education on students' academic performance. Supplied also are the five options corresponding to these statements:

**Strongly Agree(SA)=5 Agree(A)=4 Undecided(U)=3 Disagree(D)=2
Strongly Disagree(SD)=1**

Tick in the box the appropriate response expressing your mind.

Parents' level of education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Educated parents are more involved in their children's education than uneducated parents.					
(ii)Parents with higher level of education are able to set a more conducive learning environment at home than those with lower level of education/uneducated.					
iii).Children whose parents are highly educated are more proficient in English language than those whose parents have low level of education/uneducated					

- 12) In your opinion how does parents' level of education affect students' academic performance?.....

SECTION D: PARENTS' OCCUPATION&STUDENTS' ACADEMIC PERFORMANCE

- 13) What is the major economic activity of most of your students' parents?
Employed () Trader () Farmer () Not employed ()
- 14) The statements below relate to the influence of parents' occupation on students' academic performance. Supplied also are the five options corresponding to these statements:

Strongly Agree (SA) = 5 Agree (A)=4 Undecided(U)=3 Disagree(D)=2Strongly Disagree (SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' Occupation	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
(i).Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment					
ii).Parents' working hours have direct correlation with their involvement in their children's education.					
iii).Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

15) In your opinion how does parents' occupation affect students' academic performance?.....

SECTION C: PARENTAL INVOLVEMENT IN EDUCATION

16) How do you rate parent-teacher communications in your school? Very poor () Very poor () Poor () Fair () Good () Very Good ()

17) How do you rate parents' participation in general school meetings in your school?
Very poor () Poor () Fair () Good ()
Very Good ()

18) How do you rate parental monitoring of students' educational progress in your school?

Very poor () Poor () Fair () Good () Very Good ()

19) How do you rate engagement of parents in educational activities by your school?

Very poor () Poor () Fair () Good () Very Good ()

20) The statements below relate to the influence of parental involvement on students' academic performance. Supplied also are five options corresponding to these statements:

Strongly Agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, Strongly-Disagree(SD)=1

Please tick in the boxes the option that best suits your opinion on the statements given in the table below:

Parental involvement in education	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
a) Parental supervision of students' progress both at school and home positively influences students' academic performance.					
b) Parents' attitude towards education positively correlates with their children's educational achievement.					
c) Parents who set rules for their children positively influence their academic achievement.					

21) In your opinion how does parental involvement in students' education affect students' educational achievement?

.....

22) In your opinion, what can parents do to assist their children improve their academic

performance?.....

END

THANK YOU FOR YOUR COOPERATION

APPENDIX II

INTERVIEW QUESTIONS FOR PARENTS

Thank you for agreeing to be interviewed for research about “Influence of parental socioeconomic status on students’ academic performance”. I want to find out how your level of: income, education, occupation involvement in education affects children’s educational achievements. The information collected will be used by school administrators, teachers and other educational stakeholders to improve students’ education. The interview should only take about 15 minutes. You will not be directly quoted in any report of this study.

SECTION A: PARENTS’ DEMOGRAPHIC INFORMATION

1. Let’s start with some information that will help me describe the sample:
 - a) How old are you?
 - b) What is your marital status (nuclear family or polygamous family)?
 - c) How many children do you have?

SECTION B: PARENT’S LEVEL OF INCOME

- 2) How do you rate your income level per month?
- 3) Do you think that your income level affects your involvement in your children’s education? (If yes how?)

SECTION C: PARENT’S LEVEL OF EDUCATION

- 4) What is your level of education? (Primary, Secondary, College/University or Uneducated)
- 5) Do you think that your level of education affects your involvement in children’s education? (If yes how?)

SECTION D: PARENT’S OCCUPATION

- 6) What is your occupation?
- 7) Tell me what the approximate time you spend at work is.
- 8) Do you think that the amount of time you spend at work affects your involvement in the education of your children? (If yes how?)

SECTION E: PARENTAL INVOLVEMENT IN EDUCATION

- 9) Do you think that your children’s school(s) involves parents in education? (If yes how)
- 10) How do you rate your general participation in education both at home and at school?
- 11) Do you assist your children with assignments/homework at home? (Anything else?)

END.

THANK YOU FOR YOUR PARTICIPATION.