

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

SOCIO-ECONOMIC STATUS OF PARENTS AND ACADEMIC
PERFORMANCE OF PUPILS IN SOME SELECTED BASIC SCHOOLS IN
ODOBEN TOWNSHIP.



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2022

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A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF SOCIAL STUDIES
EDUCATION, FACULTY OF SOCIAL SCIENCES, IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION (SOCIAL STUDIES EDUCATION) IN THE UNIVERSITY OF
EDUCATION, WINNEBA.

DECEMBER, 2022



DECLARATION

Student's Declaration

I, Samuel Quaye, hereby declare that, this dissertation with the quotations and references contained in published works which have all been identified and dully 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 the project work were done in accordance with the guidelines for supervision and laid down by the University of Education, Winneba.

Name: Dr. Alfred Kuranchie

Signature:.....

Date:.....

DEDICATION

This work is dedicated to my beloved parents Mr. and Mrs. Quaye who have helped and contributed in making me what I today. May the good Lord bless them.



ACKNOWLEDGEMENTS

This work has been made possible due to assistance from others. First and foremost, I owe much gratitude to almighty God for giving me the strength and knowledge to be where I am today. I say may his be praised truly.

Secondly, I will like to acknowledge Mr. and Mrs. Quaye for their financial support and words of encouragement. Without them, I would not be able to reach to this pedestal. I say God richly bless them. I also wish to register my sincere gratitude to my supervisor, Dr. Alfred Kuranchie, for his immense guidance and counselling as well as his precious time spent in reading and correcting the scripts to become a success. Without him, this could not have come to a reality.



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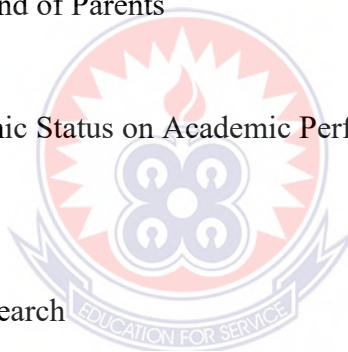
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ABSTRACT

This study aimed at examining the influence of socio-economic status of parents on the academic performance of pupils in selected schools in the Odoben township in the Asikuma-Odeben-Brakwa District. The objectives of the study were to find out the socioeconomic background of parents of the pupils, analyse the performance of pupils in junior high schools in Odoben township and determine the relationship between the socio-economic status of parents and the academic performance of pupils. The Social Constructivism theory was used to guide the study. The study aligned itself to the positivist philosophical paradigm hence the quantitative research approach was used with descriptive survey as the research design. A sample of 200 respondents from five (5) basic schools within the Odoben township were used for the study. Stratified and simple random sampling techniques were used to select the school and respondents. The data was gathered directly from the respondents using a structure questionnaire. Data was analyzed quantitatively using frequencies, percentages, mean and standard deviations to examine the influence of socio-economic status of parents on pupils' academic performance. The study found that the socio-economic status of parents of the pupils is low. It was also realized that majority of the students performed below average. The statistical analysis of results also pointed to the fact that there is no significant relationship between the socio-economic status of parents and the academic performance of pupils. The study recommended that parents should be encouraged to get involved in their children's education irrespective of

their socio-economic status. The Ghana Education Service should also see the need to intensify public education and sensitization as well as create the awareness amongst parent on how their involvement is so crucial to in improving the quality of their children's education through encouragement, provision of educational materials and participation.



CHAPTER ONE

BACKGROUND TO THE STUDY

INTRODUCTION

Education has been the conduit through which children acquire the needed skills, knowledge and competence to contribute to the well-being of society. According to Muhammed and Muhammed (2010), cultural heritage and society values are transmitted from one generation to another through education. Education provides people with knowledge, skills, expertise, values and attitudes. It helps peoples to be useful members of the society. It also helps them to develop an appreciation of their cultural heritage and live more satisfying lives.

With sophisticated measurement techniques, psychologists have sought to explain academic performance in terms of individual differences, physical attributes, cognitive ability, type of family one belongs to. Thus, academic performance is influenced by many factors: for instance, the level of aspiration of the individual, the norms of the society, his\her intelligence and his socio-economic performance. The type of home a child belongs plays a major role in determining the child's level of aspiration and academic performance. The most common way to get quality education is to attend school. Successive governments have made serious efforts in providing quality education for the children of this country. It is in light of this that, the 1992 constitution makes it mandatory for all children of school go age to have access to Free Compulsory Universal Basic Education (FCUBE). It needs the collaborative effort of both parents and government to provide and support children in their quest for education. However, it is factual that, the first agency

and agents that is responsible for nurturing children and ensuring their overall development is the home and the family respectively as they form the bedrock. This is because the child spends much time with the family group.

It is therefore essential that parents' attitudes towards children should as much be positive. Much of the attempts to give a befitting and better upbringing especially education to children hitches of the socio-economic status of their parents or the family they belong to. Saifie and Mehmood (2011) defined "Socio-economic status (SES) is a combined measure of an individual's or family's economic and social position relative to others, based on income, education, and occupation" Saifie and Mehmood (2011) opine that, socio-economic status of a family brings comfort, positive attitude, and a healthy environment which leads to high academic achievements at the parts of students.

Bakar et al. (2011) opined that "parents with high educational qualifications perform well than those from parents with lower educational qualifications". In families, the relationship that exists should be backed by love, unity and the readiness to support in the upbringing and nurturing of the children. Families with poor or low socio-economic status are less likely to ensure better responsibility towards the education of their children. Unfortunately, the Odoben township in Asikuma-Odoben-Brakwa District is one which inhabit many people who could be considered as people with low or poor socio-economic status owing to the economic activities, they engage in. Children may not usually get the love, unity and the needed help from their parents due to low socioeconomic status of their parents and this affect the child academically.

The occupation of the inhabitants of Odoben township are subsistence farming, petty trading and small-scale bakery. Very few people are into Government work such as teaching, banking and nursing. The town is blessed with one senior high school, a health center, two rural banks, five junior high schools and about seven primary schools.

Despite the presence of the above institutions of learning, many of the children drop out of school and resort to selling on the streets of Odoben. Others are compelled to help their parents in their trading and farming. The researcher's observation of this prevailing situation in education and the future repercussions have compelled the him to launch an investigation into the situation to determine how the socio-economic status of parents influence the academic performance of children in the Odoben township.

Statement of the Problem

Education is the basic mechanism for enhancing a quality and productive population of a nation, and education during childhood presents the foundation for the formation of human labor-force quality, (Lil& Qiu, 2018). Education is therefore an all-round demanding phenomenon which cannot be left at the door step of only the family, hence, the need for a formalized system which could allow for a well-organized way of grooming children. It drives economic, political and social development and all other forms of social and administrative architecture of a nation. The future of a nation largely depends on the level of education of the people. The government of Ghana recognizes and accepts the important role education plays in the social, cultural and economic spheres for raising the skills, producing technological and managerial level of the labour force. The Republic of Ghana's guidelines for the five- year development plan (1975-1980) stresses this globally, though

government at the time shirked its responsibilities to the educational sector quite a substantial amount of its budgeting allocation.

In Ghana, government recognizes basic education as the fundamental pillar of the country, and it is therefore committed to ensuring that all younger generations have access to quality education, regardless of the geographical region, gender, religion or ethnicity. There has been a number of educational policies since 1991 up to date, constantly reviewing the structure and content of general education with the view to make it employment- oriented. Thus, the fulfillment of the Free Compulsory Universal Basic Education (FCUBE) and the Capitation Grant implementation. It is also intended to inculcate into the youth the high idea of nationalism and service to their community. It is however said that, these educational policies could not achieve the said objective due to many factors among which is the socio-economic status of parents. There is therefore the need for behavior modification towards education in the parts of parents. It is in this note that I would like to examine and interpret the relationship between socio-economic status of parents and classroom performance of children in the district.

There is the problem of parental financial status influencing the performance of pupil in the Asikuma-Odoben-Brakwa District. The enrolment and retention aligned with the academic performance of children in the schools in the Odoben township is a major concern to many. While some were of the view that students' teacher pupils could not be attributed to parental socio-economic status, some think otherwise. Available research indicated that many studies have been conducted to launch a qualitative enquiry into the study, with no much being done about quantitative study. Evidence can be cited to the work of Pant (2020). This

study therefore draws a quantitative analysis of the influence of socio-economic status of parents of the academic performance of their children.

Purpose of the Study

The study aimed at investigating the relationship between socio-economic status and academic performance and the effects it can have on children's education.

Research Objectives

The objective of the study was to:

- i. find out the socio-economic background of parents of the pupils in Odoben township in Asikuma-Odoben-Brakwa District.
- ii. analyze the academic performance of pupils in Odoben township.
- iii. determine the relationship between the socio-economic status of parents and the academic performance of pupils.

Research Questions

The following questions were posed for answers:

- i. What is the socio-economic background of parents of the pupils in Odoben township in Asikuma-Odoben-Brakwa District?
- ii. What is the academic performance of the pupils in Odoben township in Asikuma-Odoben-Brakwa District?
- iii. What is the relationship between socio-economic status of parents and pupils' academic performance?

Significance of the study

This study would guide policy makers and other stakeholders on how to design policies that allow pupils of all backgrounds to fairly perform in their academic pursuit.

The study would also guide teachers to identify learning problems of their pupils to build upon their academic performance. It will also help to know how to bridge the socioeconomic gap and the kind of support to be given to needy but brilliant with loan, scholarship and bursaries.

Delimitations

The study is to determine the influence of socio-economic status of parents on the academic performance of pupils. However, the study was limited to just five basic schools in the Odoben township in Asikuma-Odoben-Brakwa District. The sample of the study was also limited to only selected pupils.

Operational Definition of Main Concepts

Academic Performance: this refers to the measurement of student's achievement across various academic subjects. This includes their academic score in exercises and end of term examination, performance in projects and other tasks given by the teacher.

Socio-economic Status: is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others.

Parent: in this work parent will mean not only the biological parents of pupils but also anyone who is playing the parenting role in the child's life, it also includes guardians.

Organization of Chapters

This research was put into five chapters. The first chapter is the introductory section of the study and it encompasses the Background to the study, Statement of the problem, Purpose of the study, Research objectives, Research questions, Significance of the study, Delimitation of the study and Operational definition of Terms. The chapter two consists of the literature review which actually elaborates on what other writers have written about the same research in terms of theories, philosophies and concepts about Socioeconomic status of parents and academic performance. The third chapter consists of the methodology of the research. It gives details on the research design. It again covers the population, its sample size and sampling techniques, as well as the methods and the instruments adopted in collecting, organization of the data collected and analyzing the data generated. The chapter four offers the results of the collected data and explains the findings therein. It describes the data presentation and how they were analyzed in relation to the problem. The chapter five consists of the summary of findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Literature was reviewed under two (2) sections. The first section discussed the theoretical framework, explaining the theory that guided the study. The study was guided by the Social Constructivism theory, the theory explains how the socio-economic background of parents affects the academic performance of pupils. The second section reviewed empirical literature which is related to the study. The empirical review covered include; socio-economic status, academic performance and the relationship between socioeconomic status and academic performance.

Theoretical Framework

The study employed the Social Constructivism theory which was propounded by Vyogotsky (1978). According to the Social Constructivism theory, social world develops out of the individual's interaction with their culture and society. This theory also opines that people's learning outcomes and their way of thinking are shaped by their social and cultural environment in which they find themselves.

It was argued by Boa (2014) that the ability of people to learn begins from their sociocultural environment. The social and cultural environment basically speaks to the

sociocultural background and the economic activities of people and how it influences their ways of learning. Aligning theory with the study, the social, cultural and economic background i.e socioeconomic background goes a long way to influence the academic performance of students. The educational level of parents and their economic standing and social cohesion imparts of the performance of their children when it comes to the pursuit of their education. Machebe (2012) concurred that, the socio-economic status of parents has the potency of influencing the academic performance of their children in school.

Empirical Review

Empirical literature was reviewed under the following sub-themes;

- i. Socio-Economic status
- ii. Academic Performance
- iii. Relationship between Socio-economic Status and Academic Performance

Socio-Economic Status

Saifi and Mehmood (2011) stated that socio-economic status is a combined measure of an individual or family's income and social position relative to others based on income, education and occupation. Socio-economic status (SES) refers to social and economic measure of a person's work and expertise as well as the family's economic and social standing in relation to others factors such as their income, level education and form of occupation (National Center for Education Statistics, 2008). The American Psychological Association (2006) also agreed that that the social standing or class of an individual or group determines their socio-economic status. Socio-economic status is the social standing of an individual in society with respect to his or her level of education, income, type of occupation and general quality of life (Yelkperci, 2016).

Socio-economic status is a term which comprises two variables: the social and the economic variables. Social status is acquired by the position one occupies in a society whilst the economic status is associated with the wealth of a person (Yelkperci, 2016). The determinants of socio-economic status include the examination of inequalities in the acquisition of resources and the other attending factors such as privilege, power and control (American Psychological Association, 2006). Ainley, Graetz, Long & Batten (1995) concur that socio-economic status is a person's overall social position to which attainments in both the social and economic domain contribute.

Indicators of Socio-Economic Status

Navarro-Carrillo, Alonso-Ferres, Moya and Valor-Segura (2020) opine that the idea of socio-economic status is a multi-dimensional construct which encompasses objective characteristics such as income and education as well as subjective characteristics such as sense of belongingness, and psychological make-up of the individual. The objective indicators are measured by one's means of access to three distinct elements such as income, education and occupation (Manstead, 2018; Baker, 2014). The income speaks to the wages and salaries which are received by an individual. The income of an individual determines and decides what an individual can acquire in a society, this helps to position one in the social ladder. To give credence to this opinion, Lucas and Schimmack (2009) and Kraus and Stephens (2012) shared that the income of a person determines whether he or she will be able to access desired services, goods as well as maximum comfort as desired.

Families or communities with low level of income are only concerned about how to meet or satisfy their basic human needs. They work just to earn what can sustain them; living

from hand to mouth. Low-income earners do not accrue wealth and do not have plans of transferring their wealth to any generation since they earn meager wage or salary from what they do. On the contrary, families with high income are able to accrue or accumulate wealth and luxury which can be bequeathed to their generation (Boushey & Weller, 2005).

The educational level of an individual is also an indicator of one's socio-economic status. Education forms the major pivot around which socio-economic status revolves. A study conducted by (American Psychological Association, n.d) revealed that people with higher degrees, professional and doctoral degrees earn more or relatively high income, salaries and wages than those with low level of education. There is also an established connection between education and socio-economic. People with higher level of education have more influence, social prestige, honour and more income than others who are less education (American Psychological Association, n.d)

Higher educational level has been linked to beneficial economic outcomes such as, for instance, diminished financial hardship (American Psychological Association, 2007). Lareau (2011) posits that the students from families with low level of education are likely not to put high learning abilities and social relations just as their counterparts from families with middle and high education. The attainment of formal education is normally completed in young adulthood and is predetermined strongly by parental characteristics thus the socio-economic status of parents. (Beebe et al, 2014)

The recognition attached to the occupation of members of one's family also is an indicator of one's socio-economic status as positions an individual on the social ladder. Occupations such as physician, surgeon, biomedical engineer, lawyers, lecturer and professor, etc. are

considered as occupations that befit the rank of higher socio-economic status. On the contrary, workers such as housekeepers, dishwashers, artisans and petty traders are considered as people with low socio-economic status are unable to make much income from what they occupation. (American Psychological Association, n.d: Scott & Leonhardt, 2005)

The subjective characteristics that also determine socio-economic status include; sense of belongingness, and psychological make-up of the individual. Navarro-Carrillo, AlonsoFerre, Moya and Valor-Segura (2020) posit that the socioeconomic status can also be determined by an individual's psychological well-being Ruini and Cesetti (2019) define psychological well-being as the optimal human functioning and the eagerness to reach meaningful vital objectives. People of higher levels of psychological well-being have been related to positive family experiences and optimal biological functioning (Ryff, 2014)

Categories of Socio-Economic Status

Socio-economic status can be categorized into three (3) groups, comprising; high socioeconomic status, mid-level socio-economic status and the low-level socio-economic status. Credence was given to the fact that, the socioeconomic categorization is made in three (3) levels thus; lower, middle and upper. The low-level socioeconomic status is also known as the working class. The low-level socioeconomic status represents persons with low income. These are individuals who are below the poverty line. Their wages or salaries are not sufficient to cater for their living expenses. Our Economy, (n.d) posits that low level class is a group of individuals who only work to survive. They do not have and they do not have any to bequeath to their younger generation.

Our Economy, (n.d) opines that middle class encompasses the individuals with high status in society. They have secured job and are people with some form of savings. The occupation of such people includes; doctors and lawyers etc. DB (n.d) affirms that the middle level forms the biggest socioeconomic group. The middle-class people earn enough to cater for their expenses and also some form of retirement fund, and savings.

The upper-class category of the socioeconomic ladder is seen to be the less populated class on the ladder. The upper is made up of people with a lot of income. They have much wealth and have the means to establishing much businesses and organizations. They have corporate jobs and also live a luxurious life. They are mostly Chief executive officers of organizations. Our Economy, (n.d) describes the upper class as the wealthiest in the society and people of most influence in the societies where they find themselves.

Academic Performance

Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). Academic performance remains the major indicator of learning in a formally established educational system. Academic performance is therefore the benchmark which is used to ascertain the state of students' academic pursuit. Cary, Roseth, David and Roger (2008) assert that; academic achievement as: Performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks. (p. 29)

Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. The academic performance is used to measure the effectiveness of the teaching and learning process. In agreement, Narad and Abdullah (2016) state that academic performance helps to know whether educational goals set by both students and teachers have been achieved over the stipulated period of time.

Kobaland and Musek (2001) opine that: there are two broad groups of definitions of academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledges, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself. (p. 9). Pupils' academic performance indicators are significantly identified by many scholars due to their impact on academic, social, psychological, economic, and environmental cohesion (Vermunt, 2005; Azhar et al., 2014). Some major factors that influence the academic performance of pupils include; environmental, economic, social, and psychological (You, 2018).

Factors that Influence Academic Performance

A number of factors influence the academic performance of students. According to Abadio (2018), some of the factors that influence the academic performance of students include; the student factors, teacher factors, parent factors and school factors. Umar et al. (2010) mention that, students' achievement and their academic performance are largely dependent on some factors, which include personal, teacher, and institution factors.

Parents Factor in Education

Blake (1989, p.32) has outlined three (3) resources for parents or families that affect that academic performance of pupils. These resources include:

- i. Types of homes, necessities of life, special objects like books, pictures, music and so on.
- ii. Personal attention, intervention and teaching
- iii. Specific chances to engage the outside world or a to get to do things

Success in one's education hitches on parents' socio-economic background. Engin-Demir (2009) emphasized that, there is an explicit link between parents' socio-economic status and the academic performance of their children. Socio economic status of parents/families has an influence on their children's academic achievements (Nguyen 2006; Jerrim & Micklewright, 2009; Muruwei, 2011). It is evidenced that parents are the first teachers to children as they play crucial roles in their nurturing and education.

McNeal (2014) revealed that parent involvement directly affects the behaviour and students' attitudes but indirectly influence their academic performance. The education level of parents, to a large extent, imparts on the education of children also. Parents with high level of education are better able to nurture their children's education to also become higher academic achievers. Likewise, children in families of high level income or salary of parents are better placed to provide the educational materials and well as other costs that come to bear in giving their children better education. This is confirmed by Muruwei

(2011). Michieka, (2011) also states that parents who are well educated and are professionals with good salaries are able to provide their children with good learning environment to enable them to excel in their education.

The major media of instruction which is used in schools has always been the English language. Magnuson, (2007) assert that parents contribute in shaping their children's academic successes in diverse ways which may come in a form of shaping and orienting their attitude, and behaviors towards education and school at large. In a study conducted in India by Rayachaudhuri et al. (2010), it was indicated that parents owe a huge responsibility towards the academic fortunes of their children. They are to provide the educational essentials for their ward's education ranging from those that require financial resources such as payment of school fees, buying of textbook and other physical educational needs to other educational commitments in the form of affection and attention as well as monitoring the child's academic progress.

eQOURSE (2022) mentioned that parental background is also a major factor that influence the academic performance of students or learners. Some viable points stated include the following;

- i. Educational status - Under many conditions and scenarios, it was observed that educated parents can support their students in academics more than those with lesser qualifications. They can guide their children towards their careers and are open about their interests.

- ii. Parental income - One of the driving forces to influence the education of the students is the family income. To improve the performance, they need access to multiple resources, and that might not be financially feasible for every parent.

Although this factor reduces RTE students, they need other resources during school education.

- iii. Household size - In a nuclear family, the peaceful atmosphere at home is suitable for the studies of the students while in joint families with large households, many factors can disturb the students.

Parents who are highly educated always interact with their children through this medium and it helps in improving their academic performance as compared to their counterpart whose parents are not highly educated. The parental factors are also concerned about the socio-economic status of parents; thus, the financial background of parents, their educational background, and their occupation or profession shapes the academic performance of their children. Sean (2013) asserts that pupils from families with high income are better positioned to put up best academic performance than their colleagues from struggling families with low income. Sean added that the income of parent has a great influence as parents of higher income status are able to take their children to the best schools and at their tender ages at a time where parents of low income standing a struggling to enroll their children in various school.

Family or parents of pupils is one significant contributor in the academic success of pupils. Anastasi and Urbina (1987) opine that, pupils from families with meager resources are more likely to have academic resources needed for effective learning and therefore families

with limited resources need to have few children that their resources can fully cater for their academic needs. Thus, once the pupils are more than the available resources, there is a natural decrease in their academic performance since there is not sufficient resource to push them through pursuing their education. Alani and Hawas (2021) mentioned that;

The role of a family unit is to provide, educate, and protect the children. Thus, all of these acts or functions are carried out within the home, which forms an integral part of education. The environment of the home has major impacts on the child/student, especially during the teenage years.

Juma (2011) opines that, poor families are always unable to provide the educational needs of their children; this makes it extremely difficult for them to excel in their academic pursuit. These children are not equipped with the requisite educational resources that they need to succeed in their education. Lumuli (2009) reiterated that, financial resources are very pertinent to the academic well-being of pupils, thus, money is needed to purchase all educational materials for effective learning that will yield a high academic performance. Selina (2021) mentioned that school fees form an integral part of pupils' education. Pupils of families who cannot pay their school are highly likely to poorly performance in their academics, not paying school fees has its own consequences as pupils are always driven away from classroom making them to lose out from instructional hours where they have to stay in class and learn. The effect it that they are unable to touch up with lesson that their teachers taught in their absent. The attending effect therefore results in poor academic performance amongst these students.

Mukherjee (1995) mentioned that pupils from low socio-economic status families:

- i. Have lower levels of literacy, numeracy and comprehension
- ii. Have lower retention rates (pupils from low SES families are more likely to shorten their education early due to financial constraints)
- iii. Have lower education participation rates (pupils from low SES families are less likely to attend university)
- iv. Exhibit higher levels of problematic school behaviour (for instance truancy)
- v. Are less likely to study specialized Mathematics and Science subjects
- vi. Are more likely to have difficulty with their studies and display negative attitudes to school
- vii. Have less successful school-to-labour market transactions

Fuchs and Woessmann (2004) in their study indicated that that the educational level of parents as well as their occupation has a major role to place with regards to the academic performance of their children. This explains that parents who are able to attain high education are able to make impactful contributions in the education of their children than parents who attained low level education. The same applies to the world of work, thus the nature of the occupation of parents matter a lot in shaping the academic performance of pupils.

Akanle (2007) in a study unveiled that parents with insufficient income are unable to fully support their wards education. Once these parents do not earn enough from the work they do, they are unable to be the educational needs of their children, they are unable to pay their children's school fees, buy textbooks and other educational materials. In the long run, these children performance very poorly with their academics as compared to children from parents or families who earn enough from the work they do. Asikhia

(2010) opine that, children born to large sized families lack the need affection and the attention they need. Parents of large sized families are unable to devote their time to pay

attention to the education of their children. They are unable to monitor their education progress, see to their homework and assignment and also stay committed to making sure these children excel in their academic pursuit. Comparatively, children born into small sized families are well taken care of and given the needed care, affection and attention. Parents are able to monitor the education of such children and also give them the needed support required to see them succeed in their academic pursuit.

School Factor in Academic Performance

The school that a student is enrolled into also determines the academic performance of the student. The school culture or environment, teaching and assessment practices and the mode of professionalism, teacher-student interactions, student confidence and motivation, school curriculum organization and resources and teacher quality and teaching experience also influence the academic achievement of students. (Ainley, 2003; Forsyth & Furlong, 2003; NSWDT, 2005; Kwarteng, 2004). Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement he found no statistical evidence of significant association between family income level and academic performance of the student

Studies have widely affirmed that school environment places a crucial role in the determination of the academic performance of pupil. This indicates that a congenial school environment makes it possible for pupils to put up excellent academic performance. Contrary, school environment that are not conducive only breed poor academic

performance as their end product (Chimombe, 2011). The provision of requisite teaching and learning resources such as textbooks, computer laboratory, science laboratory, libraries, befitting classroom blocks, etc, create a congenial school environment where students leverage on these facilities to put up a sterling academic performance. It is also important to note that the when these facilities are missing within the school setting, the academic performance of the pupils takes a downward trend. (Lumuli, 2009)

Odeh, Oguche, and Dondo (2015) reveal that the school climate has an important role to play in the academic performance of students. Also, the availability of enough school facilities and infrastructure, the availability of teaching and learning materials, the usage of proper and precise teaching method and techniques and even the class size can also help to improve the academic performance of students (Abadioo, 2018). It was also identified that the school environment is also a major contribution to the academic performance of students. When students are uncomfortable environment thus a school environment that is not friendly to them, there is a high possibility that the uncomfortable to have a huge toll on their academic performance. Rachh (2022) posit that, —If a child is bullied by his peers, does not have a particular liking towards his teachers, or has difficulty in making friends, it may affect the focus he must have during classes.‖ Rachh (2022) also added that unfavorable conditions in schools also propel students (learners) to absent themselves from school the consequential effect is that, they miss important lessons and this translates into poor academic performance on the side of the learners.

Hajizadeh and Ahmadzadeh (2014) opine that classroom is the desire venue for academic work, effective classroom and a prolong stay in the classroom help to reach the ultimate goal of the classroom work which is putting up an excellent academic performance.

There are also certain aspects of school climate or environment that could emanate from the school, teachers and amongst students. Johanson (2021) states that, —a classroom is the primary learning environment of a student. It may be hard for a student to navigate other environments if they are struggling within the classroom space. A classroom environment influences your academic performance and productivity through three things: attendance, study time and concentration. Teachers are also one of principal contributors in the school environment. When teachers who are expected to create a congenial environment for student to freely learn are being hostile and unfriendly, students feel intimidated and are unable to ask questions and also concentrate fully when the teacher teaches. Johanson (2021) further stated that, —a teacher who creates an environment wherein children would feel free to learn or ask questions or comfortable with seeking help may be more likely to achieve better academic performance. A classroom wherein a teacher regulates a feeling of fear may leave students feeling scared to ask questions or confront academic problems. Teachers may need to find some balance with regard to maintaining good discipline while creating an inclusive classroom environment that would promote academic productivity.

According to Nickols (2016) teachers are significant part of chain of agents that are pivotal to the academic well-being of children. Teachers are better placed along the chain to have a direct educational interaction with pupils which is always done during the instructional period. Teachers are most equipped in terms of specific content knowledge on the various topic that they teach the pupils. A teacher having full mastery and command over what to teach inures to the academic benefit of the students. On the contrary, when a teacher is ill prepared and has poor communication and lesson delivery skills, students suffer and find it

herculean to comprehend the lesson content being taught. This goes to the detriment of the learners as in reflect in poor academic performance (Nickols, 2016).

According to Yang (2004) teacher absenteeism or lateness to class is a major distracter to pupils' academic growth, this indicates that when teacher absent themselves from duty during instructional periods, they are largely unable to catch up with the required curriculum area to cover within a particular term of year. This makes it difficult for student to learn all that is required of them at a particular stage of their academic ladder and same applies to teachers who arrive late to class during instructional period. Rasul and Bukhsh (2011) point to the need for teachers to show encouragement and motivation to the students. Thus, students need motivation, not only tangible but also intangible it is required of teachers to groom them, guide them, and have faith in them, especially appreciating them from time to time even if they give unsatisfactory answers.

Telling students, they are do better becomes a spark that triggers their eagerness to strive harder and succeed regardless, it also gives them the confidence to keep trying until they get it right, unlike making demeaning and derogatory comments on students who are not too good with their academic work. It is therefore expedient that teachers motivate students so they excel in their academic pursuit. Obeta (2014) states that it is okay to have a befitting classroom physical space for effective learning but it is not enough as there are other factors that has to be taken very important. Some of these all-importance factors include but not limited to ground rules of the class, or the sound quality within the classroom and other classroom management skills require of the teachers are also very crucial in the effort to ensure effective academic work among the students.

Alos et al. (2015) opine that having qualified teachers in the school setting in a presuccess for students in their academic endeavor. Dewett (2007) reiterated that well trained teachers are always abreast with new methods and techniques of teaching as well as teaching-learning resources or materials that are prerequisite to effective teaching and learning. Such teachers are also up to speed with current dynamics needed for effective instructional delivery.

Teacher to student ratio is also considered as one of the school factors that affect the academic performance of students. When there is a situation where students are more in number than teachers, there is generally poor academic performance of the part of the students. The teachers are unable to identify problems or learning challenges that are peculiar to learners and helping them to overcome such challenges. In schools where teacher to student ratio is woefully at the detriment of the students, more students are not able to grasp lessons taught during instructional hour as student learn at difference paces and need difference form of attention to succeed. Rachh (2022) states that —If teachers are burdened with immense side responsibilities and an abnormal number of students to teach, it may affect the teaching style and the quality of education imparted to the students.‖ The imbalance ratio between students and teachers compromises the quality of education, resulting in poor academic performance of students.

eQourse (2022) reveals that teachers' effectiveness is essential in determining the academic performance of the pupil. It mentioned the following as some indicators for teacher effectiveness;

- i. Knowledge - Teachers are the pillars of education, imparting immense knowledge to the students. Teachers must have expertise in their respective subjects to bring out the best results. The students rely on the teachers for conceptual knowledge. This knowledge should be simply based on the textbooks but real-life scenarios as well.
- ii. Communication - The more clear, transparent, and easy the communication is between the teachers and the learners, the more the learners are comfortable getting their doubts resolved. The assessments must be followed by the appropriate feedback, and this is possible only with effective communication.
- iii. Presentation - The teachers must use multiple resources while teaching like presentations, charts, notes, journals. This gives the students a thorough and better insight into the topics and thus improves their academic performance.
- iv. Emotional stability - If the teachers are emotionally stable, calm, and friendly, the students are comfortable with them. They get inspired by the teacher and give better results.

The available of enough resources within the school environment is also very significant in contributing to the academic success of students. This implies having the best teachers is not enough; the teachers need the necessary facilities and resources to help students in succeeding in their academic endeavours. Johanson (2021) opines that in schools that struggle to provide facilities such as the libraries, computer, textbooks and many other resources that could be beneficial to the students' success, such schools only become the producers of failed students as these students were not exposed to enough resources and facilities that will facilitate and inure to their academic progress and success. A library

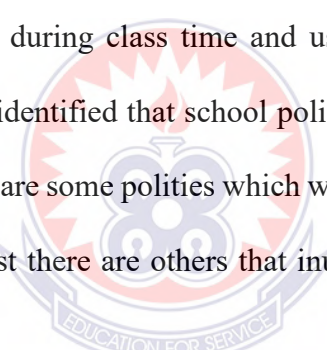
forms significant component of the school setting that contribute to instruction and knowledge acquisition as such forms one of the key provisions of the educational system. Then also the earth's pool of books facilitates the role of the educational process (Hansen, 2012).

Rachh (2022) affirms that —schools with a shortage of teaching equipment, seating area, cramped classrooms, and outdated technology also affect the child's will to learn and basic understanding of the subjects, and thus the academic performance. Juma (2011) mentioned that, the quality of human resource especially teachers in the schools are part of the important contributors to the academic performance of the learners. Academic success is guaranteed when the pupils are taught by qualified and experienced teachers who have in-depth knowledge in the subject that they teach. Once quality of teachers is compromised, the quality of the academic outcome is also compromised as the teachers are largely unfit to teach the subjects they teach and do not also bring any professional experience to bear. Simply, there is high potency of higher academic outcome when the teachers and other human resources within school setting require the requisite professional training and the needed experience.

Lumuli (2009) opined that, the sufficiency of teachers in school is also a contributing factor to the academic performance of pupils in schools, thus the teacher-pupil ratio is a thing to look at when considering factors accounting for pupils' academic performance. When the teacher-pupil ratio is relatively disproportional, there is the possibility that pupils will perform abysmally in their academics. Thus, the number of students has totally outnumbered the required number of teachers to match the said pupils' population. The effect is that, the teacher is unable to pay attention to the peculiar needs of the pupils as

well as employ the right teaching methods and techniques that will inure to the benefit of all pupils; hence pupils are unable to excel in their academics.

Engin-Demir (2009) also stated that in the school setting, students are guaranteed higher academic performance if their given as lot of assignment, projects and enough classroom activities. This is because engaging students in a lot of academic activities makes them to better understand concept that are being taught and they are able to make good grades and also excel in their academic pursuits. Butler (1987, quoted in Etsey, 2005) opine that; —homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students (p. 3). It was also identified that school policies also contribute to the academic performance of pupil. There are some polities which when implemented pose for academic menace to the learners whilst there are others that inure to their academic growth (Alani and Hawas 2021).

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a sunburst at the top, a book, and a lamp. Below the shield is a banner with the motto "EDUCATION FOR SERVICE". The entire emblem is surrounded by a decorative border.

Al-Muslimawi and Hamid (2019) in exploring the internal factors that influence students' academic performance state that; The physical aspects of a classroom are made up of temperature, size, timetable, and acoustics of a classroom. If these factors are unsatisfactory, then they could hinder students from proper learning. For instance, if a classroom is too warm or too cold students will face difficulty to concentrate. As for size, merging two classes into one, may have a very strong negative impact, in addition to the background noises of the classroom and its surrounding environment that may also have a bad influence on students' mood. p6

Ntukidem and Jaja, (2011) state that the presents of enough technological tools and gadgets are necessary to help facilitate the academic growth of learners. They opined that; Technological facilities are tools, equipment, and gadgets used for systematic application of knowledge to heighten classroom learning and teaching, they include:

Computers, Interactive Videos, Power Point Projectors, Software Package, Network Hardware, Cellular Phone, Satellite System, Internet and other communication devices used in transmitting, receiving, and retrieving information.

Students' Factor that affects Academic Performance

The students' factors also come to play in the attempt to measure the academic performance of students (Maric & Sakac, 2014). Students' factors that affect their academic performance could be classified into Internal and social factors. It was revealed that two factors come to play when it comes to the students' role in academic performance. The internal factors that influence students' academic performance included interest in content of a subject, internal satisfaction, and aspiration. The social factors also include social prestige and material reward. MeenuDev (2016) further stated that students' level of interest in a subject influences their academic performance.

Awang, Ahmad, Bakar, Ghani and Yunus (2013) found that there is statistical significance relationship between students' attitudes towards their learning and academic performance.

Afzal, Ali, Khan and Hamid (2010) asserted that students' personal motivation plays a vital role towards their academic performance. The disposition of students towards subjects of study also determines their academic performance. Langat (2015) opines that students who had positive attitudes towards mathematics did not affect their mathematics score. Intrinsic

and extrinsic motivation had a positive statistical significance relationship with academic performance. They outlined that students' motivational characteristics such as self-exploration, altruism, and career focused and manages social pressure have a positive impact on their academic performance (Haider, Quereshi, Pirzada & Shahzadi, 2015).

Brew, Nketiah and Koranteng (2021) identified truancy as a major student factor that has the possibility of influencing pupils' academic performance. Baskerville (2020) defines truancy as the act of being absent from school at a particular period of time without notice and permission. It was revealed that absenteeism amongst pupils makes it difficult for them to grasp concepts being taught in class resulting in poor academic performance amongst them (Brew, Nketiah & Koranteng, 2021). Mchelu (2015) opines that truancy amongst pupils is also gradual but has huge negative impact on the academic fortunes of pupils as their grades and academic scores gradually drop as a reflection of their absence from academic interactions which largely take place in the classroom. Mallett (2016) reiterated that, truancy poses a menace to the academic success of pupils as they are unable to keep up to date with missed classes and lessons been taught leading to a decline in their academic performance.

Biological Factors

The biological factors that influence academic performance include the students' gender and age. Gender plays an important role in the academic performance of students. Ghazvini and Khajehpour (2011) contend that there is a difference between the cognitive levels of boys and girls. Their study is also indicated that female students do not well perform in some subjects. In a study conducted by Omwirhiren and Anderson (2016), it was realized

that there exist difference between the academic performance of males and females in Chemistry and that boys performed better than girls. On other stance, female students are seen to be doing well in other subjects that their male counterparts, especially in the study of Home Economics.

A study by Nnamani and Oyibe (2016) found that female students have an academic supremacy over their male colleagues. However, it is imperative to note that variations exist regardless, the success of both genders in their academic work differs from subject to subject. This was noticed in the work of Eshetu, (2014) which revealed that, females perform better than males in Social studies. With respect to Mathematics, engineering and Aptitude, boys perform better than the girls. It is to be pointed out that girls perform fairly well in the study of English than boys. However, Goni, Yagana, Ali and Bularafa (2015) held a contrary view stating that there exist no statistical differences but concluded that boys perform better than girls.

Away from the gender, the age of the student or learner also have a connection between his or her academic performance. The age of a student could be a determinant of his or her learning abilities. Ali et al. (2013) found that age has a significant impact on academic performance. In the views of Abubakar and Oguguo (2011), age, to a very large extent, has an impact on the academic performance, they mentioned Mathematics and Science to back their claims. Amro, Munday and Kupczynski (2015) concurred that in an online and face-to-face algebra class, age was found to be a determinant of students' ability to understand the concept and also have an improved academic performance. Ezenwafor and Obi (2015) also revealed in their study conducted on Vocational and Technical Education that age is a major factor that influences the academic performance of students. Holding a divergent

view, Amuda, Bulus and Joseph (2016) and Voyled (2011) revealed from their study that age has no significant impact on academic performance.

Relationship between Socio-Economic Status and Academic Performance

Roman (2014) indicated that pupils' academic performance is often determined by the natural environment where they live and the immediate natural environment of the pupils is their homes. There exists a clear linkage between academic performance and socioeconomic status of parents of students. Aikens and Barbarin (2008) agreed to the above assertion, adding that, the school systems in low-SES communities that are derived and do not have facilities that are suitable for effective teaching and learning and learning to take place. This situation therefore has an adverse effect on the learning outcomes and the academic pursuit of students. Also, family socio-economic status has been a factor impacting the academic fortunes of students. Orr (2003) opines that students from low socio-economic backgrounds or poor households are less likely to procure or acquire learning materials and experiences, including books, computers, stimulating toys, skillbuilding lessons, or tutors to create a positive literacy environment. Teaching and learning are effective when students are able to acquire the requisite teaching and learning materials. In addition, the education level of members of family determines one academic achievement. Students from low-SES backgrounds are less likely to have some form of career guidance and orientation of the kind of college to go and what programmes they can read to become productive in their communities and nation at large (Brown, Wohn, & Ellison, 2016). (Houle, 2014) revealed that, unlike students from highSES who part their fees and also having the required learning materials, their counterparts from low-SES backgrounds are depend on loans to finance their education. A survey conducted by U.S.

Census Bureau (2014), also indicated that, —individuals within the top family income quartile are 8 times more likely to obtain a bachelor's degree by age 24 as compared to individuals from the lowest family income quartile.

Sean (2013) asserts that pupils from families with high income are better positioned to put up best academic performance than their colleagues from struggling families with low income. Sean added that the income of parent has a great influence as parents of higher income status are able to take their children to the best schools and at their tender ages at a time where parents of low income standing a struggling to enroll their children in various school. Zhang (2012) in his study conducted in China reveal 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.¶

Mudassir and Abubakar (2015) also reveals that the occupation of parents also affects the academic performance of their children Mudassir and Abubakar opine that students of formally employed parents perform well than those parents who are informally employed. Muhammed (2012) also opines that there is a link between the profession of parents and the ability of their children to learn English, parents with advanced professions are unable to teach their children how to speak English than parents who do not have any advanced form of profession. Mayer, 2010, opine that children from well-to-do homes are the highest possibility of becoming successful people in life since their parents invest much into their welfare, little of this can be said about children who are from homes with poor economic standing.

Ahmad et al. (2013) stated that the education of parents is amongst the factors that influence of the academic performance of students. Highly educated parents are learned enough to assist in the academic work of their children by giving the, extra tuition at home as well also counsel the children in their academic pursuit. This is something that parents who have not acquired enough education are unable to give to their children.

Jensen, & Seltzer, (2000, p.25) found that —neighbourhood effects were important influence on pupils' educational plans. This explains that the educational plans of the pupils are shaped by the caliber of people who live in their neighbourhood and their socio-economic make-up. Thus, the income status of people living in the neighbourhood, their employment status, their educational background as well as their occupation are possibility factors that could influence the educational plans of the pupils and their academic performance largely. Pupils living in neighbourhood of people who have high socio-economic status are highly possible to achieve high academic performance than their colleagues who are from neighbourhood of people with low socioeconomic status.

Akben-Selcuk and Altiok-Yilmaz (2014), Also reveal the academic performance of people reflects the educational level of pupils, it could be deduced from this statement that, children whose parents attained high level of education has the propensity of putting up higher academic performance than those whose parents attained low level of education. It could also mean that children of literate parents will always score higher than their counterparts who are children of illiterate parents. Mothers play a very crucial role in the cognitive formation and the intelligence of their wards when it comes to parents. According to Boi (2020) pupils' performance in Mathematics and Reading are largely the reflection of their mothers.



CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the methodology that was adopted for the study. The researcher used positivist philosophical assumption to explain the phenomenon. The descriptive survey design was also employed as the research design for the study. It covers the population, samples and sampling procedures, research design, instrument and how it was used, data collection procedures and data analysis as well as ethical issues.

Philosophical Assumption

The philosophical paradigm refers to the framework which serves as a premise for which knowledge is filtered. (Lincoln, Lynham & Guba, 2011). Primarily, there are three types of paradigms, namely; the interpretive paradigm, the positivism paradigm and the pragmatic paradigm. The study aligns itself to the positivist philosophical underpinning.

The research's philosophical assumption is determined by the ontological and epistemological beliefs as well as the methodological position that the research assumes (Yadav, 2021). In this study, the realist ontological assumption, the objectivist epistemology and the qualitative methodology were assumed as it is believed that that social reality is independent and objectively real. The positivist philosophical assumption was adopted for the study. The positivist paradigm posits that, —in the purest form of positivism, the sole focus of the study is to examine the explanatory or causal relationships between variables in the study, as is done in the natural sciences (Park, Konge & Artino, 2021).

Research Approach

Research approach represents a systematic procedure which a study in giving an explanation to a phenomenon. Bhandari (2020) posits that the qualitative research approach is an approach which is earmarked for the collection and analysis of nonnumerical data in a form of text, video, or audio to help understand concepts, opinions, or experiences of issues under investigation. Creswell (2014) states that, the research approach provides the means of strategies and methods that the research adopts using thorough methods of data gathering and reasoning in the study of a phenomenon. The study employs the quantitative approach of research. The quantitative approach presents a statistical and numerical as well as mathematical description and interpretation of a phenomenon study. The quantitative method is anchored on the collection of numeric data and generalizing the findings of the study (Babbie & Earl, 2010). Bhandari (2020) states “Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.” Babbie and Earl (2010) state that the quantitative research is characterized by the following; The data is usually gathered using structured research instruments, the results are based on larger sample sizes that are representative of the population, the research study can usually be replicated or repeated, given its high reliability and researcher has a clearly defined research question to which objective answers are sought. Also, all aspects of the study are carefully designed before data is collected, data are in the form of numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms, Project can be used to generalize concepts more widely, predict future results, or investigate causal relationships,

Researcher uses tools, such as questionnaires or computer software, to collect numerical data.

The study therefore adopted the quantitative research approach to have an understanding of influence of socio-economic status of parents on pupils' academic performance on a broader perspective using a large sample size.

Research Design

Research design looks at the procedures used in conducting the research. It refers to a specific strategy a researcher relies on in collecting, analyzing and reporting research. (Kuranchie, 2021). The design defines the study type, data collection methods and statistical analysis plan. Kumar (2011) defined research design as —a plan and structure that investigates in order to answer questions in relation to research or problems validly, objectively, accurately and economically. Toledo-Pereyra (2012) research design presents an overall strategy that provides that connects conceptual research problems to the pertinent (and achievable) empirical research. Creswell (2009) also defines research design —as plan and process used to undertake a research which is based on decisions from wide assumptions to comprehensive approaches of gathering data and analysing in achieving research objectives and answering research questions. However, it has been argued by Cooper and Schindler (2008) that there is no single definition for research design but defines it —as the blueprint for obtaining study objectives and answering research questions. In as much as the study employed the quantitative approach to interpret the relationship between socio-economic background of parents and pupil's academic performance in three (3) schools in Agona Odoben Township. The study adopted the descriptive survey as the research design.

With the descriptive survey research design, the design examines two or more variables which are core to the problem under investigation. The researcher preferred the use of this research design to investigate the relationship between the Socio-Economic Status of parents and students' academic performance. The descriptive survey is also earmarked to collective that from a heterogeneous population.

Population

Seidu (2006) posits that population is any collection of a specified group of human beings or no human entities such as objects, educational institutions, time, units and geographical areas. It encompasses the session which the researcher deems appropriate to have rich information that can give answers to the problem that the research seeks to achieve. It is the large group of several cases from which a researcher draws a sample and to which results from the sample are generalized (Neuman, 2014). Explorable (2009) opines, —research population is generally a large collection of individuals or object that is the main focus of a scientific enquiry. Bhandari (2021) posits that population is the entire group from whom a conclusion is been drawn. Ary et al (2010) state that, population is the well-defined group of people, events and objects which are of interest for a study.

The target population of the study was all the Junior High Schools students in the in Agona Odoben township. The accessible population refers to the population which is readily at the reach of the researcher. The accessible population for this study comprised five (5) junior high schools in Agona Odoben township. The schools comprise three (3) public junior high schools namely Odoben Presby Junior High, Odoben Catholic Junior High,

Odoben D.A Junior High and the two (2) private junior high schools include Odoben Saint Paul Academy and Odoben New Hope Junior High School.

Sample and Sampling Procedure

Sample refers to the specific group that research uses to collect data for a study. Sample is the proportion of the population from which the researcher generalizes the findings.

Sample could also mean the specific group of individuals that you will collect data from (McCombes, 2021). Bhandari (2021) opines that sampling connotes the process that a researcher passes to study part of a population which has the same attributes as the entire population. A sample size of 200 respondents was selected for the study with 40 respondents from each of the five (5) schools selected for the study.

As a quantitative study, the researcher used the probability sampling technique. The probability sampling involves the random selection of samples using a strong statistical inference about the entire group (McCombes, 2022). The researchers used the stratified sampling and simple random techniques to select three public schools and two private schools. Stratified sampling involves the division of population into subpopulation that differs in diverse and more important ways. (McCombes, 2022). Simple random sampling also refers to the technique that allows all members an equal chance to be selected for the study but employs or generate other mechanism to select the exact sample size for the study.

Sampling procedures in the words of Kish (1967) cited in Twumasi (2001) denote all the stages and processes involved in reaching the respondents. The sampling techniques involved issues like —how wide coverage is acceptable? What type of respondents would be able to give answers to research questions? Will the selected groups of respondents be

adequately representative of the community? What typical groups of respondents are available? Can we select a typical village or community? All these are relevant questions which come to mind when an investigator begins to select a sampling design

Numbers were assigned to the schools. These numbers were written on a piece of paper which rolled and placed in a box. Pupils were asked to pick one at a time until five schools were picked out of the 13 basic schools around. In each of the five (5) schools selected, students from high, middle and low socio-economic background were selected through simple random sampling technique.

For a reliable and relevant data to be collected, students from all the categories of the socio-economic home were selected. After selecting the student sample, I used the simple random sampling technique to select the actual students' participant for the study. Numbers were assigned to names of the students selected through purposive sampling. I wrote them on paper and folded them, they were then put in a box and randomly picked by friends. The Two hundred Students and Two Hundred randomly picked were useful for the study.

Source of Data

In academic research, the researcher is exposed to the use of two (2) sources of data, thus, the primary and secondary sources. —Data sources can include data that are already collected and data that will be collected during the study. (University of Virginia, n.d)

Primary data is the data that is gather from a primary source, thus, a first-hand data which is collected from interviews, questionnaire, observations, survey and other raw sources.

The secondary data is the kind of data which is collected from second hand sources. They are collected from already existing sources which were originally produced by other people

and not the researcher. The secondary data can be gathered from policy document, conference papers, newspapers, magazines, journals or articles etc. (Niroshika, 2020).

The researcher used both the primary and secondary sources of data for the study, primary data was collected from the questionnaires administered, secondary data was also collected from student, attendance register, and class exercise books.

Instrument

Instrument, according to Discover PhDs (2020), is a term which refers to any tool that is used by a researcher to collect or obtain data, measure data and analyze data that is relevant to the subject of research. I used questionnaire as the instrument for collecting data for this study. QuestionPro (n.d) states —Questionnaire refers to the research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. In agreement, World Health Organisation (WHO) (n.d) define questionnaire as simply —a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion. Questionnaire provides the basic means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis.

Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals (Mathers, Fox & Hunn, 2009). The close ended questionnaire was designed for students by the researcher to solicit responses that answer and respond to the research objectives and the problem which the study seeks to address. A close ended question, according to Mathers, Fox and Hunn (2009), refers to the type of questionnaire

where the possible answers are defined in advance and so the respondent is limited to one of the pre-coded responses given. World Health Organisation (WHO) (n.d) states that;

Respondents' answers are limited to a fixed set of responses. Most scales are closed ended.

Types of closed-ended questions include:

- i. Yes/No questions —The respondent answers the questions with a yes or a no.

Example: Have you ever visited a dentist?

- ii. Multiple choice — The respondent has several options from which to choose.

Example: How would you rate this product (i) Excellent (ii) Good (iii) Fair (iv)

Poor

- iii. Scaled questions — Responses are graded on a continuum (example: Rate the appearance of the product on a scale from 1 to 10, with 10 being the most preferred appearance). Examples of types of scales include the Likert scale and Semantic differential scale. Likert scale is a psychometric scale commonly involved in research that employs questionnaires to measure social attitudes. Example: Are you happy with your child's teeth arrangement? (1) Strongly Disagree (2) Disagree (3) Don't know (4) Agree (5) Strongly Agree. p274

The questionnaire which I designed covered the demographic data of the pupils, the socio-economic background of the parents of the pupils, the academic performance of the pupils and the relationship between parents' socio-economic status and pupils' academic performance.

Validity and Reliability

Validity represents the variability score and this is a judgment based on different facts and evidences. Reliability is consistency across time, products and researcher (Statwork,

2020). As a way of checking validity, the instrument was subjected to peer-review. Friends of the researcher who have in-depth research knowledge were made to proofread and make necessary corrections. The supervisor of this study also made inputs on how to design questions in the questionnaire to cover all the research questions that the study seeks to answer. Also, the researcher generated two (2) sources from which data was collected thus the researchers made use of primary data from the questionnaire and secondary through the academic records of the pupils. This was done to check the validity of the data that has been gathered. Checking for the reliability of the study, the researcher collected data to cover all the research questions and the data gathered is expected to be in line with the research objectives. The researcher also used inferential statistics and correlation to check the relationship amongst the variables of the study.

Data Collection Procedure

A questionnaire made up of structured and close-ended questions was designed and administered to the respondents as a means for data collection from the pupils. In collecting data for the study, the researcher wrote a request letter to the Department of Social Studies Education of the University of education, Winneba for an introductory letter which was duly given by the Department. The researcher then visited the District Director of Education with the introductory letter in order to obtain an executive permission to administer the questionnaire to the pupils. The researcher proceeded to the selected schools and administered the instrument to the pupils with the concern and guidance of the head teachers of the selected schools. The researcher randomly selected the students from these schools and gave them the questions to answer within the space of one hour. As required

of them, the student tick the boxes in front of each other the alternatives or options that they choose based on their opinion on the specific questions.

Data Analysis Procedure

Data analysis refers to the process of reducing a large chunk of data into small and comprehension unit. It involves giving meaning to data collected from respondents and interpreting it into interpreting is to the understanding of audience. (QuestionPro, n.d) As a quantitative data, the data collected was analyzed using the SPSS. The data was analyzed using descriptive statistics such frequencies and percentages, mean and standard deviation. Inferential statistics and correlation were used. The results are presented in tables.

Ethical Consideration

Ethical approval and administrative permission for the study were sorted before the conduct of the study. Researcher held the data from respondents as confidential. The identities of the respondents were also made anonymous. The researcher gave the respondents the chance to partake in the study at their convenience.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

Introduction

This chapter presents the findings obtained from socio-economic impact on students' academic performance of pupils in selected junior high schools in Odoben township. 200 questionnaires were distributed to the respondents and all of them were recovered after their responses. Analyses were done using the SPSS version 23. The findings are presented in both descriptive and inferential statistics. In addition, discussions are done based on the objectives of the study. Discussions are in comparison of previous studies.

Table 4.1: Demographic Data of Pupils

| Item | Options | Frequencies | Percentages |
|--------|--------------------|-------------|-------------|
| Gender | Male | 94 | 47.0 |
| | Female | 106 | 53.0 |
| | Total | 200 | 100.0 |
| Age | 10 to 12 years | 19 | 9.5 |
| | 13 to 15 years | 167 | 83.5 |
| | 16 to 19 years | 13 | 6.5 |
| | 20 years and above | 1 | 0.5 |
| | Total | 200 | 100.0 |
| Class | JHS 2 | 120 | 60.0 |
| | JHS 3 | 80 | 40.0 |
| | Total | 200 | 100.0 |

Source: Field Data, (2021)

The Table 4.1 displays the demographic characteristics of the respondents in terms of age, sex, class of pupils

Gender of respondents

Of the 200 pupils, 106 (53%) of the respondents were females and the remaining 94 (47%) were males. This result implies that, the female pupils are more than their male counterparts. Studies have shown that female pupils outnumber their male pupils at the lower level and reduce as they climb up the education levels.

Age of respondents

The result of the study revealed that of the 200 pupils, 19 pupils representing 9.5% were from the ages of 10 to 12. It was also observed that 167 representing 83.5% were from the ages of 13 to 15 years. 13 pupils representing 6.5% were from 16 to 19 years and 1 pupil representing 5% was 20 and above. The results revealed that, the majority of the pupils fell within the age range of 13 to 15. This means most of the students are within the normal school age in the Ghanaian context.

Class of respondents

Pertaining to the class of respondents, it was found that 120 (60%) were in JHS 2, followed by 80 (40%) of them that indicated that they were in JHS3. This result means, the majority of the pupils were in JHS 2. The JHS1 students were exempted because they were only one term in the school at the time of collecting the data.

Table 4.2: Demographic Data of Pupils

| Item | Options | Frequencies | Percentages |
|-------------------|----------------|--------------------|--------------------|
| Father's Level of | No Formal | 2 | 1.0 |

| | | | |
|-----------------------------|---------------------|------------|--------------|
| Education | education | | |
| | Basic | 120 | 60.0 |
| | Secondary | 77 | 38.5 |
| | Tertiary | 1 | 0.5 |
| | Total | 200 | 100.0 |
| Mother's Level of Education | No Formal education | 5 | 2.5 |
| | Basic | 143 | 71.5 |
| | Secondary | 35 | 17.5 |
| | Tertiary | 17 | 8.5 |
| | Total | 200 | 100.0 |
| Father's Estimated Income | Low Income earner | 52 | 26.0 |
| Average Income earner | | 131 | 65.5 |
| | High Income earner | 17 | 8.5 |
| | Total | 200 | 100 |
| Mother's Estimated Income | Low Income earner | 80 | 45.7 |
| Average Income earner | | 131 | 49.1 |
| | High Income earner | 17 | 5.1 |
| Total | | 200 | 100 |

Source: Field Data, (2021)

Level of Fathers' Education

It was realized from Table 4.2 that, of the 200 pupils, 120 (60.0%) fathers had attained basic education, 77 (38.5%) had attained secondary level of education, 2 (1%) did not have

formal education, and only 1 (0.5%) of them had attained tertiary level of education. The results imply that the majority of the parents of the pupils had attained basic education.

Level of Mothers' Education

It was revealed from the study that 143 (71.5%) mothers had attained basic education, 35 (17.5%) had attained secondary level of education, 5 (2.5%) had no formal education, and only 17 (8.5%) of them had attained tertiary level of education. The results also indicate that the majority of the mothers of the pupils attained basic education.

Fathers' Estimated Income

The results demonstrate that 131 (65.5%) mothers are average income earners, 52 (26%) are low income earners and 17 (8.5%) are high income earners. The income groups imply that the majority of the fathers of the pupils were average income earners.

Mothers' Estimated Income

The result revealed that 80 (45.7%) mothers are low income earners, 8 (49.1%) are average income earners and 9 (5.1%) are high income earners. The analysis shows that the majority of the mothers of the pupils are average income earners.

Table 4.3: Demographic Data of Pupils

| Item | Options | Frequencies | Percentages |
|----------------------------|---------------------|--------------------|--------------------|
| Father's Employment Status | Informal Employment | 87 | 43.5 |
| | Formal Employment | 101 | 50.5 |
| | Unemployed | 12 | 6.0 |

| | | | |
|----------------------------|---------------------|--------------|------------|
| | Total | 200 | 100 |
| Mother's Employment Status | Informal Employment | 137 | 68.5 |
| | Formal Employment | 41 | 20.5 |
| | Unemployed | 22 | 11.0 |
| | Total | 200 | 100 |
| Those pupils Stay with | Both Parents | 90 | 45.0 |
| | Mother only | 74 | 37.0 |
| | Father only | 17 | 8.5 |
| | Other | 19 | 9.5 |
| | Total | 200 | 100 |
| Type of House | Rented House | 37 | 18.5 |
| | Family House | 73 | 36.5 |
| | Parent's own | 83 | 41.5 |
| | State own | 7 | 3.5 |
| | | Total | 200 |

Source: Field Data, (2021)

Fathers' Employment Status

From the table, more than half of the respondents 101 (50.5%), were formally employed, 87 (43.5%) were informally employed with 12 (6.0%) which connote that they were unemployed. The results indicate that the majority of the fathers are formally employed.

Mothers' Employment Status

The table also shows that, more than half of the respondents, 137 (68.5%), were informally employed whilst, 41 (20.5%) were formally employed with a total of 22 (11.0%) which connote that they were unemployed. The results indicate that the majority of the mothers are working in the informal employment

Persons that the Pupils Stay With

Of the 200 pupils, 90 (45%) of the pupils were living with both parents, a total number of 74 (37%) were living with only their mothers, 17 (8.5%) were living with their fathers, and only 19 (9.5%) of them were living with other people, who are not their biological parents. The results revealed that, the majority of the pupils were living with both parents.

Type of House

The result also revealed that 37 (18.5%) of the pupils were living in a rented house, 73 (36.5%) were living in a family house, 83 (41.5%) were living in parents' own house, and only 7 (3.5%) of them were living in state accommodations. This implies that the majority of the pupils were living in a family house.

Pupils' Views on Influence of Socio-economic Status of Parents on Wards' Education

Education

Table: 4.4 Educational Status of Parents on Pupils' Education

| Items | Options | Frequencies | Percentage | Standard |
|--------------|----------------|--------------------|-------------------|-----------------------|
| | | | s | Mean Deviation |

| | | | |
|---|--------------------|-----|----------|
| Parents who attain higher education are more likely to be much concerned about wards' education than those with poor educational background. | Strongly Agreed | 108 | 54.0 |
| | Agreed | 28 | 14.0 |
| | Undecided | 24 | 12.0 |
| | Disagreed | 22 | 11.0 |
| | Strongly Disagreed | 18 | 9.0 |
| | | | 2.071.38 |
| Parents who attain higher education are more likely to be much involved in their wards' education than those with poor educational background | Strongly Agreed | 89 | 44.5 |
| | Agreed | 53 | 26.5 |
| | Undecided | 18 | 9.0 |
| | Disagreed | 34 | 17.0 |
| | Strongly Disagreed | 6 | 3.0 |
| | | | 2.071.22 |



| | | | | |
|--|--------------------|-----|------|----------|
| Parents who acquire higher education are able to help their wards at home compared to those with poor educational background | Strongly Agreed | 101 | 50.5 | |
| | Agreed | 52 | 26.0 | |
| | Undecided | 19 | 9.5 | |
| | Disagreed | 20 | 10.0 | |
| | Strongly Disagreed | 8 | 4.0 | 1.961.30 |
| Parents who are highly educated are able to provide the necessary educational materials to their wards than those with little or no formal education | Strongly Agreed | 85 | 42.5 | |
| | Agreed | 45 | 22.5 | |
| | Undecided | 21 | 10.5 | |
| | Disagreed | 30 | 15.0 | 2.27 |
| | Strongly Disagreed | 19 | 9.5 | 1.39 |



| | | | | |
|--|--------------------|-----|------|------|
| Parents with good educational background are able to interact with their wards in English language which is the major language use for instructional delivery in schools | Strongly Agreed | 120 | 60.0 | |
| | Agreed | 50 | 25.0 | |
| | Undecided | 4 | 2.0 | |
| | Disagreed | 11 | 5.5 | 1.76 |
| | Strongly Disagreed | 15 | 7.5 | 1.21 |

Source: Field Data, (2021)

In response to whether parents who attained higher education are much concerned about their children's education than parents with poor academic background, a mean of 2.07 and standard deviation of 1.38 reflected the result that 108 (54%) of the pupil strongly agreed to the assertion, 28 (14%) agreed, 24 (12%) were undecided, 22 (11%) disagreed with 18 (9%) of pupils strongly disagreeing to the assertion.

With the question of whether parents who attained higher education are likely to be much involved in their children's education than parents with poor academic background, a mean of 2.07 and standard deviation of 1.22 reflected the result that 89 (44.5%) of the pupil strongly agreed to the assertion, 53 (26.5%) agreed, 18(9%) were undecided, 34 (17%) disagreed with 6 (3%) of pupils strongly disagreeing to the assertion.

Answering the question of whether parents who acquire higher education are able to help their wards at home with their academic work compared to parents with poor academic background, a mean of 1.96 and standard deviation of 1.30reflected the result that 101

(50.5%) of the pupil strongly agreed to the assertion, 52 (26.0%) agreed, 19(9.5%) were undecided, 20 (10%) disagreed with 8 (4%) of pupils strongly disagreeing to the assertion.

As to whether parents who are highly educated are able to provide the necessary educational materials to their wards than those with little or no formal education, a mean of 2.27 and standard deviation of 1.39 reflected the result that 85 (42.5%) of the pupil strongly agreed to the assertion, 45 (22.5%) agreed, 21(10.5%) were undecided, 30 (15%) disagreed with 19 (9.5%) of pupils strongly disagreeing to the assertion.

In the bid to respond to the question of whether parents with good educational background are able to interact with their wards in English language which is the major language used for instructional delivery in schools, a mean of 1.76 and standard deviation of 1.21 reflected the result that 120 (60%) of the pupil strongly agreed to the assertion, 50 (25%) agreed, 4(2.0%) were undecided, 11 (5.5%) disagreed with 15 (7.5%) of pupils strongly disagreeing to the assertion.

From the above findings generated from the opinions of the respondents, it could be largely realised that most of the respondents agree to relevance of parents' level of education on their wards academic performance. Thus, children of highly educated parents have the propensity of doing well in their academic than children of poorly educated parents. This position of the study agrees with the finding of Michieka, (2011) who mentioned that parents who are well educated and are professionals with good salaries are able to provide their children with good learning environment to enable them to excel in their education. eQOURSE (2022) also indicated that, under many conditions and scenarios, it was observed that educated parents can support their students in academics more than those

with lesser qualifications. They can guide their children towards their careers and are open about their interests.

The mean of determination of 2.0 in accordance with the four (4) measurement scales

Table 4.5 Educational Status of Parents and Pupils' Education

| Item | Mean | Standard Deviation |
|--|--------------|---------------------------|
| Parents who attain higher education are more likely to be much concerned about wards' education than those with poor educational background. | 2.07 | 1.38 |
| Parents who attain higher education are more likely to be much involved in their wards' education than those with poor educational background | 2.07 | 1.22 |
| Parents who acquire higher education are able to help their wards at home compared to those with poor educational background | 1.96 | 1.30 |
| Parents who are highly educated are able to provide the necessary educational materials to their wards than those with little or no formal education | 2.27 | 1.39 |
| Parents with good educational background are able to interact with their wards in English language which is the major language use for instructional delivery in schools | 1.76 | 1.21 |
| Total | 10.13 | 6.5 |

Source: Field Data, (2021)

From the above table, a mean of 2.07 and a standard deviation of 1.38 believe that parents who attain higher education are more likely to be much concerned about wards' education than those with poor educational background. Also, 2.07 mean and a standard deviation of

1.22 indicated that parents who attain higher education are more likely to be much involved in their wards' education than those with poor educational background. It could also be noticed from the table that, mean of 1.96 and standard deviation of 1.30 reveal that, parents who acquire higher education are able to help their wards at home compared to those with poor educational background, mean of 2.27 and standard deviation of 1.39 stated that, parents who are highly educated are able to provide the necessary educational materials to their wards than those with little or no formal education and a mean of 1.76 and a standard deviation of 1.21 stated that Parents with good educational background are able to interact with their wards in English language which is the major language use for instructional delivery in schools

Values that are less than 2.0 means that the pupils do not believe that the variable has any influence on their academic performance. However, values that are far more than 2.0 indicate that the pupils believe that the variable has a significant influence on their academic performance. Also, values that are around 2.0 indicate that the pupils believe that the variable has a significant influence on their academic performance.

Table: 4.6 Income Status of Parents and Pupils' Education

| Items Deviation | Options | Frequencies | Percentages | Mean | Standard |
|----------------------------|----------------|--------------------|--------------------|-------------|-----------------|
|----------------------------|----------------|--------------------|--------------------|-------------|-----------------|

| | | | | | |
|---|-----------------|----|------|------|------|
| Parents with higher income status are able to provide the educational materials which their wards need for academic excellence and compared to parents with lower incomes | Strongly Agreed | 93 | 46.5 | | |
| | Agreed | 70 | 35.0 | | |
| | Undecided | 6 | 3.0 | 1.94 | 1.19 |
| | Disagreed | 19 | 9.5 | | |
| Disagreed Pupils who come from high income families have higher self-esteem than those who come from poor families | Strongly | 12 | 6.0 | | |
| | Strongly Agreed | 82 | 41.0 | | |
| | Agreed | 74 | 37.0 | | |
| | Undecided | 13 | 6.5 | 2.02 | 1.17 |
| Disagreed Parents with high income status are more involved in their children's education than low income parents | Disagreed | 20 | 10.0 | | |
| | Strongly | 11 | 5.5 | | |
| | Strongly Agreed | 68 | 34.0 | | |
| | Agreed | 83 | 41.5 | | |
| Disagreed Parents with high income status attend PTA meetings of their wards' schools than those with low income parents | Undecided | 7 | 3.5 | | |
| | Disagreed | 25 | 12.5 | 2.20 | 1.27 |
| | Strongly | 17 | 8.5 | | |
| Parents with high income status attend PTA meetings of their wards' schools than those with low income parents | Strongly Agreed | 48 | 24.0 | | |
| | Agreed | 49 | 24.5 | | |
| | Undecided | 23 | 11.5 | | |

| | | | | | |
|--|--------------------|----|------|------|------|
| | | | | 2.89 | 1.49 |
| | Disagreed | 38 | 19.0 | | |
| | Strongly | 42 | 21.0 | | |
| Disagreed | | | | | |
| Parents with high income status give more time to their wards to study at home than those with low income parents. | Strongly Agreed | 84 | 42.0 | | |
| | Agreed | 70 | 35.0 | | |
| | Undecided | 19 | 9.5 | | |
| | Disagreed | 16 | 8.0 | 2.00 | 1.16 |
| | Strongly Disagreed | 11 | 5.5 | | |

Source: Field Data, (2021)

The question of whether parents with higher income status are able to provide the educational materials which their wards need for academic excellence as compared to parents with lower incomes, a mean of 1.94 and standard deviation of 1.19 reflected the result that 93 (46.5%) of the pupil strongly agreed to the assertion, 70 (35.0%) agreed, 6(3%) were undecided, 19 (9.5%) disagreed with 12 (6%) of pupils strongly disagreeing to the assertion.

In gathering the opinion of pupils on whether pupils who come from high income families have higher self-esteem than those who come from poor families, a mean of 2.02 and standard deviation of 1.17 reflected the result that 82 (41%) of the pupil strongly agreed to the assertion, 74 (37.0%) agreed, 13(6.5%) were undecided, 20 (10%) disagreed with 11 (5.5%) of pupils strongly disagreeing to the assertion.

As to whether parents with high income status are more involved in their children's education than low income parents, a mean of 2.20 and standard deviation of 1.27 reflected the result that 68(34%) of the pupil strongly agreed to the assertion, 83 (41.5%) agreed, 7(3.5%) were undecided, 25 (12.5%) disagreed with 17 (8.5%) of pupils strongly disagreeing to the assertion.

Answering the question of whether parents with high income status attend PTA meetings of their wards' schools than those with low income parents, a mean of 2.89 and standard deviation of 1.49 reflected the result that 48 (24%) of the pupil strongly agreed to the assertion, 49 (24.5%) agreed, 23(11.5%) were undecided, 38 (19%) disagreed with 42 (21%) of pupils strongly disagreeing to the assertion.

In the bid to respond to the question of whether parents with high income status give more time to their wards to study at home than those with low income parents, a mean of 2.00 and standard deviation of 1.16 reflected the result that 84 (42%) of the pupil strongly agreed to the assertion, 70(35%) agreed, 19(9.5%) were undecided, 16 (8%) disagreed with 11 (5.5%) of pupils strongly disagreeing to the assertion.

It could also be evidenced from the presentation above that, majority of the pupils hold the opinion and the belief that the income status of parents also influences the academic performance of the children. Thus, parents with high income status are able to cater for the educational needs of their wards as compared to parents with low income status.

EQOURSE (2022) agrees with this position stating that, —one of the driving forces to influence the education of the students is the family income. To improve the performance, they need access to multiple resources, and that might not be financially feasible for every parent. Although this factor reduces RTE students, they need other resources during school

education. Sean (2013) also asserts that pupils from families with high income are better positioned to put up best academic performance than their colleagues from struggling families with low income. Sean added that the income of parent has a great influence as parents of higher income status are able to take their children to the best schools and at their tender ages at a time where parents of low income standing a struggling to enroll their children in various school.

Table: 4.7 Income Status of Parents and Pupils' Education

| Item | Mean | Standard Deviation |
|---|--------------|--------------------|
| Parents with higher income status are able to provide the educational materials which their wards need for academic excellence and compared to parents with lower incomes | 1.94 | 1.19 |
| Pupils who come from high income families have higher self-esteem than those who come from poor families | 2.02 | 1.17 |
| Parents with high income status are more involved in their children's education than low income parents | 2.20 | 1.27 |
| Parents with high income status attend PTA meetings of their wards' schools than those with low income parents | 2.89 | 1.49 |
| Parents with high income status give more time to their wards to study at home than those with low income parents. | 2.00 | 1.16 |
| Total | 11.05 | 6.28 |

Source: Field Data (2021)

From the table above, a mean of 1.94 and standard deviation of 1.19 reveal that parents with higher income status are able to provide the educational materials which their wards need for academic excellence and compared to parents with lower incomes. A mean of 2.02 and a standard deviation 1.17 stated that, pupils who come from high income families have higher self-esteem than those who come from poor families. Also, a mean of 2.20 and a standard deviation of 1.27 revealed that, parents with high income status are more involved in their children's education than low income parents. A mean of 2.89 and a standard deviation of 1.49 revealed that, parents with high income status attend PTA meetings of their wards' schools than those with low income parents and 2.00 mean and a standard deviation of 1.16 stated that, parents with high income status give more time to their wards to study at home than those with low income parents.

Values that are less than 2.0 means that the pupils do not believe that the variable has any influence on their academic performance. However, values that are far more than 2.0 indicate that the pupils believe that the variable has a significant influence on their academic performance. Also, values that are around 2.0 indicate that the pupils believe that the variable has a significant influence on their academic performance

| | | | | | |
|--|--------------------|----|------|------|------|
| Pupils whose parents are formal employment have good academic performance as compared to pupils whose parents are in informal employment | Strongly Agreed | 30 | 15.0 | 3.34 | 1.44 |
| | Agreed | 38 | 19.0 | | |
| | Undecided | 24 | 12.0 | | |
| | Disagreed | 50 | 25.0 | | |
| Parents who are in formal employment spend more time helping their wards at home those in the other sectors | Strongly Agreed | 27 | 13.5 | 3.30 | 1.37 |
| | Agreed | 42 | 21.0 | | |
| | Undecided | 20 | 10.0 | | |
| | Disagreed | 67 | 33.5 | | |
| | Strongly Disagreed | 44 | 22.0 | | |
| Parents who are in formal employment visit schools to check on their wards' performance and behaviour in school than those in the other sectors | Strongly Agreed | 62 | 31.0 | 2.38 | 1.27 |
| | Agreed | 60 | 30.0 | | |
| | Undecided | 33 | 16.5 | | |
| | Disagreed | 30 | 15.0 | | |
| | Strongly Disagreed | 15 | 7.5 | | |
| Parents who work in the informal sector find it difficult to meet the educational needs of their wards as compared to those in the formal sector | Strongly Agreed | 79 | 39.5 | 1.95 | 1.07 |
| | Agreed | 84 | 42.0 | | |
| | Undecided | 16 | 8.0 | | |
| | Disagreed | 11 | 5.5 | | |

| Table 4.8 Occupation of Parents and Pupils' Education | | | | | Items | Options |
|---|--------------------|--------------------|-----------------|------------------|--------------|----------------|
| Frequencies | Percentages | Mean | Standard | Deviation | | |
| | | Strongly Disagreed | 10 | 5.0 | | |
| Parents who work in the informal sector find it difficult to provide remedial teaching or classes for their wards as compared to those in the formal sector | | Strongly Agreed | 110 | 55.0 | | |
| | | Agreed | 60 | 30.0 | | |
| | | Undecided | 13 | 6.5 | | |
| | | Disagreed | 7 | 3.5 | 1.74 | 1.07 |
| | | Strongly Disagreed | 10 | 5.0 | | |

Source: Field Data (2021)

Answering the question of whether pupils whose parents are formal employment have good academic performance as compared to pupils whose parents are in informal employment, a mean of 3.34 and standard deviation of 1.44 reflected the result that 30 (15%) of the pupil strongly agreed to the assertion, 38 (19.0%) agreed, 24 (12%) were undecided, 50 (25%) disagreed with 58 (29%) of pupils strongly disagreeing to the assertion.

In the question of parents who are in formal employment spend more time helping their wards at home those in the other sectors, a mean of 3.30 and standard deviation of

1.37 reflected the result that 27 (13.5%) of the pupil strongly agreed to the assertion, 42 (21.0%) agreed, 20 (10%) were undecided, 67 (33.5%) disagreed with 44 (22%) of pupils strongly disagreeing to the assertion.

As to whether Parents who are in formal employment visit schools to check on their wards' performance and behaviour in school than those in the other sectors, a mean of 2.38 and

standard deviation of 1.27 reflected the result that 62 (31%) of the pupil strongly agreed to the assertion, 60 (30%) agreed, 33 (16.5%) were undecided, 30 (15%) disagreed with 15 (7.5%) of pupils strongly disagreeing to the assertion.

In the bid to respond to the question of whether Parents who work in the informal sector find it difficult to meet the educational needs of their wards as compared to those in the formal sector, a mean of 1.95 and standard deviation of 1.07 reflected the result that 79 (39.5%) of the pupil strongly agreed to the assertion, 84 (42%) agreed, 16 (8%) were undecided, 11 (5.5%) disagreed with 10 (5.0%) of pupils strongly disagreeing to the assertion.

Whether Parents who work in the informal sector find it difficult to provide remedial teaching or classes for their wards as compared to those in the formal sector, a mean of 1.74 and standard deviation of 1.07 reflected the result that 110 (55%) of the pupil strongly agreed to the assertion, 60 (30%) agreed, 13 (6.5%) were undecided, 7 (3.5%) disagreed with 10 (5.0%) of pupils strongly disagreeing to the assertion.

The responses also reveal that majority of the respondents hold the view that the occupation of parents is very pertinent in shaping the academics of their wards. Mostly parents with formal employment earn well and they are able to provide the educational needs for their wards comparative to parents with informal employment. Mudassir and Abubakar (2015) also reveals that the occupation of parents also affects the academic performance of their children. Mudassir and Abubakar opine that students of formally employed parents perform well than those parents who are informally employed in committing to their children education. Muhammed (2012) agreed that parents with advanced professions are unable to teach their children how to speak English than parents who do not have any advance form

of profession. Mayer, 2010, opine that children from well-to-do homes are the highest possibility of becoming successful people in life since their parents invest much into their welfare, little of this can be said about children who are from homes with poor economic standing.

Table: 4.9 Occupation of Parents and Pupils' Education

| Items | Mean | Standard |
|---|--------------|-------------|
| Pupils whose parents are formal employment have good academic performance as compared to pupils whose parents are in informal employment | 3.34 | 1.44 |
| Parents who are in formal employment spend more time helping their wards at home those in the other sectors | 3.30 | 1.37 |
| Parents who are in formal employment visit schools to check on their wards' performance and behaviour in school than those in the other sectors | 2.38 | 1.27 |
| Parents who work in the informal sector find it difficult to meet the educational needs of their wards as compared to those in the formal sector | 1.95 | 1.07 |
| Parents who work in the informal sector find it difficult to provide remedial teaching or classes for their wards as compared to those in the formal sector | 1.74 | 1.07 |
| Total | 12.71 | 6.22 |

Source: Field Data (2021)

From the table above, mean of 3.34 and a standard in 1.44 stated that, Pupils whose parents are formal employment have good academic performance as compared to pupils whose parents are in informal employment, mean of 3.30 and a standard deviation of 1.37 revealed that, Parents who are in formal employment spend more time helping their wards at home those in the other sectors.

Also, a mean of 2.38 and a standard deviation 1.27 stated that, Parents who are in formal employment visit schools to check on their wards' performance and behaviour in school than those in the other sectors, a mean of 1.95 and a standard deviation of 1.07 revealed that Parents who work in the informal sector find it difficult to meet the educational needs of their wards as compared to those in the formal sector and a mean of 1.74 with a standard deviation of 1.07 stated that, Parents who work in the informal sector find it difficult to provide remedial teaching or classes for their wards as compared to those in the formal sector.

Values that are less than 2.0 means that the pupils do not believe that the variable has any influence on their academic performance. However, values that are far more than 2.0 indicate that the pupils believe that the variable has a significant influence on their academic performance. Also, values that are around 2.0 indicate that the pupils believe that the variable has a significant influence on their academic performance

Academic Performance of Pupils

The tables below show a reflection of the academic of pupils from term 1 to term 3

Table 4.9.1: Academic Performance

| Academic Terms | Frequencies | Percentage |
|----------------|-------------|------------|
| Term 1 | | |
| Average | 63 | 31.5 |
| Below Average | 137 | 68.5 |
| Total | 200 | 100 |
| Term 2 | | |
| Average | 70 | 30.5 |
| Below Average | 130 | 65.0 |

| | | |
|---------------|-----|------|
| Total | 200 | 100 |
| Term 3 | | |
| Average | 96 | 48.0 |
| Below Average | 104 | 52.0 |
| Total | 200 | 100 |

Source: Field Data (2021)

Available data revealed that in the Term 1, 63 representing 31.5% of the total frequency of 200 put up an average academic performance whilst 137 pupils representing 68.5% performed below average. The results also revealed that in the Term 2, 70 pupils representing 35 % of the total frequency of 200 put up an average academic performance whilst 130 pupils representing 65% performed below average.

In the Term 3, 96 pupils representing 48% of the total frequency of 200 put up an average academic performance whilst 104 pupils representing 52% performed below average

Table 4.9.2: Relationship between Parents' Socio-economic Status and Pupils' Academic Performance

| | | Average Academic Performance | Socio-Economic Status |
|------------------------------|-------------------------------------|------------------------------|-----------------------|
| Spearman's rho | Average Academic Performance | Correlation Coefficient | 1.000 |
| | | Sig. (2-tailed) | .117 |
| | | N | 200 |
| Socio-Economic Status | | Correlation Coefficient | 1.000 |
| | | Sig. (2-tailed) | .100 |
| | | N | 199 |

Source: field Data (2021)

Spearman's rho analysis of the influence of socioeconomic status influence on academic performance of the students shows that average academic performance has no significant relationship with socioeconomic status as the significance is at the level of 0.01 (2tailed). It could be inferred from the table above that, socio-economic status of parents does not have any significant influence on the academic performance of pupils as there is not appreciable difference in academic performance of pupils whose parents' socioeconomic status is average, below average and above average.

The findings of the study therefore defeat the assertion of Sean (2013) who posits that, pupils from families with high income are better positioned to put up best academic performance than their colleagues from struggling families with low income. The study therefore establishes the fact that the income of parent does not have any great influence on the academic performance of pupils as the academic performance of pupils from good socio-economic background are no different from pupils from poor socio-economic background. The findings are also in sharp contrast with the position of Mudassir and Abubakar (2015) opine that students of formally employed parents perform well than those parents who are informally employed in terms of contributing to the academic performance of their children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The chapter focused on the presentation of summary, conclusion and recommendation to the study. The chapter highlighted on the steps that were followed to achieve the objectives designed for the study.

Summary

The study sought to examine the relationship between socio-economic status and academic performance and to also determine how the socio-economic status of parents influences the academic performance of the pupil in the Odoben township. The objectives that guided the study were to find out the socio-economic background of parents of the pupil in the Odoben township, to analyze academic performance of pupils of the basic schools in the Odoben township and to examine the perceptive influence of parents' socio-economic status of parents and the academic performance of pupils in the Odoben township.

The study adopted the positivist philosophical assumption, explaining how knowledge could be gain independent and detached from the knower. The study was also guided by the quantitative research approach and the descriptive survey research design. The population of the study focused on the pupils within the Odoben township. The study also sampled 200 respondents to gather data that provided answers to the research questions through the use of structured questionnaire that covers all the research objectives and research questions. The data for the study was analyzed using frequencies, percentages, means and standard deviations to present the findings of the study.

The major findings under the objectives are highlight in the study below;

Socio-Economic Background of Parents

The study found that the socio-economic status of parents of these pupils in low as majority of them have low level of parents' education, low income, informally employed, amongst others.

Academic Performance

The findings reveal that majority of the pupils performed below average in both first, second and third terms. This is a reflection that the pupils are academically weak in the selected schools used from the study.

Influence of Socio-Economic Status on Academic Performance

The study also disclosed socio-economic status of parents affects the academic performance of pupil marginally. Overall, the study found that the socio-economic status of parents has no significant influence on the academic performance of pupils.

Conclusion

The study found that the socio-economic status of parents of these pupils are low as majority of them have low level of parents' education, low income, informally employed, amongst others. The findings also uncovered the academic performance of study, these points to the fact that of most the students are not excelling in their academic pursuit as most of them performed below average as indicated by their academic scores. It could also be concluded from the findings that there has not be any significant relation between the socio-economic status of parents and their wards' academic performance, thus, the socio-economic status of parents, thus; parents level of education, employment status and income level does not in away influence the academic performance of

pupils. The study further suggests that, pupil's academic performance cannot necessarily be influenced by the socio-economic background the parents of such pupils.

Recommendations

Based on the findings of the study, the following recommendations were made;

It is recommended that parents should be encouraged to get involved in their children's education irrespective of their socio-economic status.

The Ministry of Education and the Ghana Education Service should also see the need to intensify public education and sensitization as well as create the aware amongst parent on how their involvement is so crucial to in improving the quality of their children's education through encouragement, provision of educational materials and participation.

Government through its agencies and private institutions should help in creating job opportunities for these parents so they can be able to meet some of the educational needs of their children.

It has also been revealed from the study that mothers' level of formal education is lower as compare to fathers, I recommend that, attempts should also be made to promote female education since mothers play a very crucial role in their children's education since the females are well educated, they intend to greatly and positively affect the academic performance of their children.

Suggestion for Further Research

I suggest that further study should be done to explore the influence of mothers in the academic achievement of their children to unravel the extent to which mothers contribute to academic performance of their children.

I also suggest that this student should be replication in other parts of the country to also examine the impact of socio-economic status of parents of pupils' academic performance since this study was only carried out amongst pupils in the Odoben township.

My study employed the quantitative research method; I suggest that other studies should employ either qualitative or mixed method to examine the impact of socio-economic status of parents of pupils' academic performance.



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APPENDICES

APPENDIX A

INFORMED CONSENT

Dear Respondent,

I am Samuel Quaye, a final year student of the University of Education, Winneba, reading Master of Education in Social Studies Education. This questionnaire was designed to elicit information on the influence of socioeconomic status on pupils' academic performance in the Odoben Township. The respondents in this study are pupils of junior high schools in the Odoben Township. The questionnaire is strictly for academic purposes and each participant in this session has the right to willingly participate or decline. I wish to assure you that your personal information and any sensitive information you will share in response to the questions will be held confidential.

Thank you

APPENDIX B

QUESTIONNAIRE (FOR PUPILS)

This questionnaire is to enable the research solicit opinions from a carefully selected respondents on the influence of socioeconomic status on the academic performance of pupils in selected junior high schools in Odoben township.

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENT

1. What is your sex? Male () Female ()
2. How old are you? 10-13 () 14-16 () 17-19 () 20 and Above ()
3. Which class are you? JHS 1 () JHS 2 () JHS 3 ()

SECTION B: SOCIO-ECONOMIC BACKGROUND OF PARENTS OF PUPILS

4. What is your parents' level of education?

Father No formal education ()
Basic level ()
Secondary level ()
Tertiary ()

Mother No formal education ()
Basic level ()
Secondary level ()
Tertiary ()

5. What is the estimated income status of your parents?

Father Low Income earner ()
Average Income earner ()

- Mother** High Income earner ()
Low Income earner ()
Average Income earner ()
High Income earner ()

6. What is the employment sector of your parents?

- Father** Informal employed ()
Formal employed ()
Unemployed ()
- Mother** Informal employed ()
Formal employed ()
Unemployed ()

7. Who do you stay with?

- Both parents ()
Mother only ()
Father only ()
Other ()



8. What type of house do you live with your parents

- Rented house ()
Family house ()
Parents' own ()
State own ()

SECTION C: PUPILS' VIEWS ON INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTS ON WARDS' EDUCATION

The table below provides statements which require some form of response on pupils' views on the influence of socio-economic status of parents on their wards' education. Tick one of the five assigned corresponding options to each of the items. The five (5) options for response are

Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD)

| S/N | STATEMENT | SA | A | U | D | SD |
|--|---|----|---|---|---|----|
| EDUCATIONAL STATUS OF PARENTS AND PUPILS' EDUCATION | | | | | | |
| 1. | Parents who attain higher education are more likely to be much concerned about wards' education than those with poor educational background | | | | | |
| 2. | Parents who attain higher education are more likely to be much involved in their wards' education than those with poor educational background | | | | | |
| 3. | Parents who acquire higher education are able to help their wards at home compared to those with poor educational background | | | | | |
| 4. | Parents who are highly educated are able to provide the necessary educational materials to their wards than those with little or no formal education | | | | | |
| 5. | Parents with good educational background are able to interact with their wards in English language which is the major language use for instructional delivery in schools | | | | | |
| INCOME STATUS OF PARENTS AND PUPILS' EDUCATION | | | | | | |
| 6, | Parents with higher income status are able to provide the educational materials which their wards need for academic excellence and compared to parents with lower incomes | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| 7 | Pupils who come from high income families have higher selfesteem than those who come from poor families | | | | | |
| 8 | Parents with high income status are more involved in their children's education than low income parents | | | | | |
| 9. | Parents with high income status attend PTA meetings of their wards' schools than those with low income parents | | | | | |
| 10. | Parents with high income status give more time to their wards to study at home than those with low income parents | | | | | |
| OCCUPATION OF PARENTS AND PUPILS' EDUCATION | | | | | | |
| 11. | Pupils whose parents are formal employment have good academic performance as compared to pupils whose parents are in informal employment | | | | | |
| 12. | Parents who are in formal employment spend more time helping their wards at home those in the other sectors | | | | | |
| 13. | Parents who are in formal employment visit schools to check on their wards' performance and behaviour in school than those in the other sectors | | | | | |
| 14. | Parents who work in the informal sector find it difficult to meet the educational needs of their wards as compared to those in the formal sector | | | | | |
| 15. | Parents who work in the informal sector find it difficult to provide remedial teaching or classes for their wards as compared to those in the formal sector | | | | | |

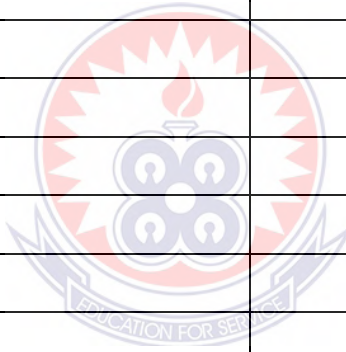
APPENDIX C**FORM MASTERS**

This template is to enable the researcher solicit data on the academic performance of pupils in the selected junior high schools in Odoben township. You are humbly required to provide an cumulative academic record on the selected pupils of your class.

ACADEMIC PERFORMANCE OF PUPILS OF THE BASIC SCHOOL

| S/N | NAME OF STUDENT | TERM 1 AVERAGE SCORE | TERM 2 AVERAGE SCORE | TERM 3 AVERAGE SCORE |
|------------|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
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Thank you