

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF PARENTS' EDUCATIONAL BACKGROUND ON STUDENTS'
ACADEMIC PERFORMANCE IN BASIC SCHOOLS IN THE TOASE CIRCUIT
OF THE ATWIMA NWABIAGYA MUNICIPALITY**



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, BRIGHT OTI AKENTENG, declare that this dissertation, with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:.....

DATE:.....



SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

SIGNATURE.....

DATE.....

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DEDICATION

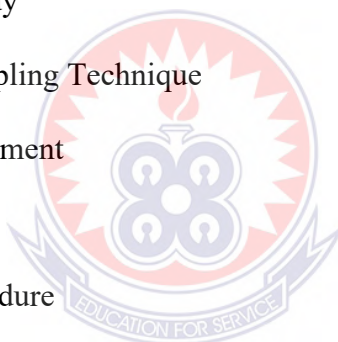
To my lovely wife Estella Amankwah, my son Emery Nana Gyamfi Akenteng and my daughters; Adwoa Tiwaa Adepa Akenteng and Ama Benewah Sika Akenteng.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study	6
1.5 Research Questions	6
1.6 Significance of the Study	7
1.7 Delimitation of the Study	7
1.8 Limitation of the Study	7
1.9 Definition of Terms	8
1.10 Organization of the Study	8
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Concept of Education and people's perception about education	10
2.2 Theoretical Framework	12
2.3 Parents' Level of Education and Students' Academic Performance	14

2.4 Parents' Occupation and Student's Academic Performance	20
2.5 Parental Involvement in Education and Students' Academic Performance	20
2.6 Family Structure and Children's Academic Achievement	24
2.7 Socioeconomic Status of the Family and children attainment in school	30
2.8 Conceptual Framework	36
2.10 Chapter Summary	40
CHAPTER THREE: METHODOLOGY	42
3.0 Introduction	42
3.1 Profile of the study area	42
3.2 Research Design	44
3.4 Population of the Study	44
3.4 Sample Size and Sampling Technique	45
3.5 Data Collection Instrument	46
3.6 Pilot Testing	47
3.7 Data Collection Procedure	48
3.8 Data Analysis and Plan	49
3.9 Ethical Consideration	49
CHAPTER FOUR: RESULT AND DISCUSSIONS	50
4.0 Introduction	50
4.1 Demographic Characteristics of Respondents	50
CHAPTER FIVE: SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS	68
5.0 Introduction	68
5.1 Summary	68
5.2 Conclusions	70



5.3 Recommendations	71
5.4 Suggestions for Further Study	72
REFERENCES	73
APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS	83



LIST OF TABLES

TABLE	PAGE
3.1: Sample of Parentss	46
4.1 Demographic Characteristics of Respondents	50
4.2 Ages of Respondents	50
4.3 Highest Educational Qualification	51
4.4 Occupation of respondents	51
4.5 Parents with SSSCE/WASCE certificate and below Involvement in Children’s Education before Class Test (N=52)	52
4.6 Parents with Diploma certificate and above Involvement in children’s Education Regarding Class (N=38)	55
4.7 Parents with SSSCE/WASCE certificate and below involvement in their children’s education regarding end of term examination (N=52)	58
4.8 Parents with Diploma certificates and above Involvement in their Children’s Education regarding end of term examination (N=38)	61
4.9 Challenges Parents Face in their Children’s Education (N=90)	64

ABSTRACT

The purpose of the study was to investigate the influence parents' educational background on students' academic performance in public Junior High Schools in the Toase Circuit of the Atwima Nwabiagya Municipality. The objectives of the study were to find out how parents level of education affect class test, determine how parents level of education affect end of term examination and to discover the challenges parents face in the education of their children in Junior High School in the Toase Circuit of the Atwima Nwabiagya Municipality. The descriptive survey design was used for the study. The target population of the study was all the parents of Junior High School students. The accessible population was 112 literate parents. Purposive sampling was used to select 90 parents for the study. The study found that the performance of children of the majority of parents with SSSCE certificate were not high due to the fact that they were not monitored regularly in class test but was high with parents with diploma certificate and above. Also performance of students of parents with diploma certificate and above was high due to regular monitoring in their end of term examination but not high with parents with SSSCE certificate. Some of the challenges parents face in the education of their children was, difficulty in controlling children watching television and inadequate funds to cater for children's education. It is recommended based on the findings and conclusions that the Municipal Directorate of Education and heads of educational institution should educate parents to provide their children with the needed teaching and learning resources in order for them to perform better in school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is globally given an attention by many nations, stakeholders and donors and parents. Education is a basic right and need which is significant in the accomplishment of the second goal of the Millennium Development Goals. Battle and Machel (2002) indicated that in this era of globalization and technological revolution, education is considered as the first step in every human endeavour. Education also plays a fundamental role in the development of human capital and is linked with an individual wellbeing and opportunities for better living. Educational attainment is deeply influenced by family educational background in modern society (Boateng, Asare, Manu, Sefah, & Adomako, 2020).

To a varying degree academic achievement has played an important role in this attainment process (Gordon, 2019) because students from higher educational background show better academic performance than students from low educational background. Family educational backgrounds have been of great important in shaping the performance of children in schools worldwide (Kofie, Ato-davies, Opong, & Boakye, 2020). This is because; academic performance is usually as a result of motivation that children get from the people they interact with in their initial stages of life. Years of schooling completed, and educational achievement of students, varied widely by family educational backgrounds (Kofie, et. al., 2020). Kofie et al. further stated that students who came from families with higher educational background had higher average test scores and were more likely to have never been held back a grade as compared to students from families with higher educational background. However they highlighted that it was not clear to reflect the causal influence of family

educational backgrounds on the child's educational achievement which creates a gap that this study sought to fill by finding out the influence of family educational backgrounds on the students' education.

Caviglia-Harris (2006) in a study concluded that in Canada, children who came from higher income and higher educational background households receive support from their parents and therefore perform better than those who came from homes low income and educational background with less support. The relationship between parental educational background and students' academic performance has received a great deal of attention in the economic literature in African Countries. Caviglia-Harris further observed that in Ghana and South Africa, students' performance in school was strongly associated with their parents' educational attainments. The strong correlation between parental educational background and student's scholarly achievements is one of the major findings in the literature on the determinants of children's attainments.

A study conducted by Campo (2011) revealed that parents of moderate to high educational background held beliefs and expectations that were closer than those of low-educational background families to the actual performance of their children. Hussain (2006) noted that secondary school students in public schools often come from economically poor and low educational background parental homes, an assertion which is not far from the reality as witnessed in this part of the country. The contribution of the parents to the performance or attainment of their children in school cannot be left out. Most children spend about 16 hours with their parents at home and only spend about 8 hours in school with teachers. It tells us that parents' contribution in educating their children is key, likewise the family and the community from which these children come.

Peters (2015) noticed that the foundational background of any child should be properly laid down, else the particular child's performance will be uncertain. Yaaba (2013) asserted that students whose parents encourage and provide their educational needs always perform excellently at the basic level. It was discovered that many parents do not realize the importance of keeping their children at school beyond certain level. They preferred to have their children working with them in their trade. Also, those that are interested in keeping their children at school, never bothered to give a follow-up visit or keep an eye on them (Yaaba, 2013).

The relationship between family educational background and the educational attainment of students has received only limited attention both on theoretical and empirical grounds. One of the few works in the theoretical literature that takes into account family background, is a paper by Eze (2002) who compared a standard grading system to a competitive grading system in terms of the level of student effort each family was able to motivate, and showed that the family system's relative advantage depended crucially on the nature of the family background. Eze (2002) further showed that when leisure is a normal good and students are given monetary rewards by their parents unrelated to their academic performance they become less diligent. Eze (2002) however focused on the motivation that families provide to students in terms of monetary rewards.

These studies nonetheless, much is yet to be discovered about parental educational background and its influence of students' academic achievement in developing countries in Africa, especially in countries like Ghana and specifically in the Ashanti Region. Most of the research mentioned above is carried out in developed countries such as the Canada, United States, United Kingdom and some parts of Ghana, excluding the study area, and as perceived by Dimmock and Walker (2002), it

lacks contextual specificity and relevance as most of its findings are based mostly on Eurocentric or Anglo-American theories, values and beliefs.. Dimmock and Walker contended that although cross-fertilization of ideas and approaches is generally beneficial, there are dangers in failing to recognize that, theory, practice and imported expertise may not readily apply across national and cultural boundaries. There is therefore the need for further empirical study from a Ghanaian situation, specifically in basic schools in the Ashanti Region.

1.2 Statement of the Problem

Poor academic performance of students has been of great concern to educationists, and guidance and counselors in particular (Kyoshaba, 2009). Despite all guidance programmes and counseling strategies mounted in schools to improve the students' academic performances, poor performances are still recorded yearly in Ghanaian basic schools and it has become necessary to find out the cause of such poor performance. Evidence from an interview at basic schools in the Atwima Nwabiagya Municipality showed that some students were motivated by their parents through the provision of educational materials like text books and exercise books, others were not, as some students' come from parents with higher educational background while others come from parents with higher educational background.

Addae-Mensah (1973) pointed out that the children from higher socio-economic background have more educational opportunities and attainments than those from the lower socio-economic background (Addae-Mensah, 1973). Students who have the strong socio-economic status or background find themselves in a supportive educational family environment. The parents placed great importance on the academic success of the children.

This background creates a need to find out if there exist a relationship between parents' educational background and students' academic performance in the Atwima Nwabiagya Municipality. Further, Kofie, Ato-davies, Opong and Boakye (2020) in their study revealed that parental socio-economic status had a causal effect on children's educational outcomes.

Unsubstantiated reports from parents of some students indicate that there is perceived low academic performance of some students of basic schools in the Toase Circuit due to seeming unsupportive parents at home which enable students to do whatever they like after school. Also, currently, few studies specifically address the relationship between parental educational attainment and student academic performance as most of the studies focused generally on socio-economic status of parents and students' performance (Desforges & Abouchar, 2003; Kofie, Ato-davies, Opong & Boakye, 2020; Addae-Mensah, 1973). Also, it appears in the Toase circuit where the researcher has been teaching for more than six years, no research has been conducted on the influence of parental level of education on students' academic achievement. This has been the motivation for the researcher to investigate the influence parents' educational background on students' academic performance in public Junior High Schools in the Toase Circuit of the Atwima Nwabiagya Municipality.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of parents' educational background on students' academic performance in public Junior High Schools in the Toase Circuit of the Atwima Nwabiagya Municipality.

1.4 Objectives of the Study

Specifically, the study sought to:

1. find out how parents' level of education affects class test of Junior High School Students in the Toase Circuit of the Atwima Nwabiagya Municipality.
2. determine how parents' level of education affects end of term examination of Junior High School Students in the Toase Circuit of the Atwima Nwabiagya Municipality.
3. Discover the challenges parents face in the education of their children in Junior High School in the Toase Circuit of the Atwima Nwabiagya Municipality.

1.5 Research Questions

The following research questions guided the study:

1. How do parents' level of education affects class test of Junior High School Students in the Toase Circuit of the Atwima Nwabiagya Municipality?
2. How do parents' level of education affects end of term examination of Junior High School Students in the Toase Circuit of the Atwima Nwabiagya Municipality?
3. What challenges do parents face in the education of their children in Junior High School in the in the Toase Circuit of the Atwima Nwabiagya Municipality?

1.6 Significance of the Study

The study will be significant in the following perspectives:

The outcome of the study will enable parents to appreciate their impact on the academic performance of their children. Also, the findings of the study will help to motivate parents to provide their children with the needed resources to enable them perform well in school.

The outcome of the study will add to the existing knowledge on the influence of parental level of education on students' achievement. The findings of the study will also serve as a reference document for researchers who may conduct a study on the influence of parents' educational attainment on students' performance.

1.7 Delimitation of the Study

This study was delimited to the influence of parents' educational background on students' academic performance at basic schools in Atwima Nwabiagya Municipality. The study was also delimited to parents' with educational level of attainment from SSSCE/WASCE up to the Bachelor's Degree and Master's Degree. The researcher used only questionnaire as the data collection instrument for the study. The respondents were literate parents of Junior High School three students only. The results may therefore be generalized with caution.

1.8 Limitation of the Study

Due to time and financial constraints, the study was limited to investigating the influence of parent's educational background on students' academic performance in public Junior High Schools in the Toase Circuit of the Atwima Nwabiagya Municipality. According to Gay and Airasian (2003) in self-reporting data collection

procedures, respondents provide information as they consider appropriate to the given items. Thus, the parents in this study might not report accurately if they had acted in ways which were socially undesirable. These limitations notwithstanding, the researcher was able to gather the needed data for the study.

1.9 Definition of Terms

1. **Family:** This refers to the unit comprising husband, wife and children.
2. **Family size:** The number of people in the family.
3. **Family Structure:** This may be seen as a Single-Parent family or Two-Parent family.
4. **Occupational Status:** Person's trade, vocation or principal means of earning living.
5. **Socio-Economic Status:** This refers to position of recognition which one finds him in the society. Such a position may not be hereditary but acquired through personal efforts like education, wealth, occupation and social class.
6. **Academic Performance:** This refers to the students' achievement, scores within the class and his position relative to all those who were subjected to the same test.

1.10 Organization of the Study

The study was organized into five chapters. Chapter one was concerned with general introduction of the study. These included the background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, definition of terms and organization of the study.

Chapter two reviewed literature related to the study. Chapter three followed with the methodology. This entailed the research design, Population, sample and sampling technique, data collection instrument, validity and reliability, data collection procedure, data analysis and ethical consideration. Chapter four presents the analysis from the study. The Chapter five presents a summary of the results, discussion and conclusion of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, relevant literature on the impact of parents' educational background on students' academic performance was reviewed. The review includes, concepts of education and the perceptions people have about education, parents' level of education, parents' level of income, parents' occupation and parental involvement in education, students' academic performance, theoretical framework and conceptual framework among others.

2.1 Concept of Education and people's perception about education

The word education has been subjected to abuse because of its numerous meanings from the perspective of the less informed and the specialist and it has been a subject to many interpretations. According to Amissah, Asemanyi, and Ziggah (2009), education has been interpreted as either a type of activity, a discipline, a process, a part of culture or as an institution. Due to these several interpretations, it is explained in different ways by different people and prospects. In the case of the United Nation Education Scientific and Cultural Organisation (UNESCO, 2012) in the International Clarification of Education of 1975, education is perceived as comparing organized and sustained communication designed to bring about learning.

According to Yaaba (2013), the sociologist sees education to be the influence exercised by the adult generation on those that are not yet ready for social life. To his point of view education is the means by which society prepares within the children, the essential conditions of its very existence. Education in this direction equips practitioners and beneficiaries with requisite knowledge and expertise to solve

problems that are social in character and nature. Education therefore begins in the family and from the cradle to the grave though agents like the home, peer-group, mass media, religious groups and the schools as well influence what is learnt and how knowledge acquired is used. It is quite undoubtedly true as said by one of the respondents that problems emanating from the incomplete socialization of female education affect other social institutions like marriage, family and peer group activities.

From the view point of the Developmentalist, a contribution is made by Afful-Broni (2005) that education is a process of equipping the members of the society with necessary information, ideas and experience that offer the promises of helping them to function as good and productive citizens.

In similar perspective, Peters (2015) sees education as a universal practice which society engages in at all stages of development. Along side with innovations, education provides for creativity. Education is dynamic and deals with adaptable development of individuals and societies as well. It is the backbone of every economy and development therefore should be given the necessary attention. Education is seen to be a complete process which includes socialization, school education and post school education. This makes education a social process through which a society transmits its culture and the same time the individual comes to understand what takes place around him (Peters, 2015).

The dynamics of education should therefore seek to utilize a mechanism for preparing every individual to adapt to the synthesis of culture. Since education is a social institution and a social process, it has a number of social functions to the society including maintenance and integration of the structure of society. Education whether simple or complex, formal or informal or from the perspective of the literate

or illiterate ultimately has the same objective everywhere; transmits to learners, the patterns, behaviours, values beliefs, ideals knowledge, skills and attitudes that will enable them to function effectively and efficiently in the community. Education of the individual has been the interest of many stakeholders these days and this has raised a lot of concerns. It includes areas of gender equity and access to education and its connection to the alleviation of poverty (Peters, 2015).

The need for education has become key to development of the society and the individual in this 21st century and this is why many parents in the Northern Ghana has the notion that, when one properly educates the child, it is more beneficial than handing over millions of properties to the uneducated child. Many parents would prefer to dispose-off all their property just to pay for the fees of the child to get better education. The contribution of a parent indicates that he finds it time wasting to see the child grow huge in body and naive in education and that he and his family will prepare to labour to get money for the education of the children. Though education from its view should be more patronized in the northern region, performance of the kids at the basic level where they have direct contact with their parents indicates the parents with less education who hardly can read a sentence or construct a phrase gives a very serious attention as compared to the parents with more enlightenment (Peters, 2015).

2.2 Theoretical Framework

The study was based on the social conflict theory. Social conflict theory states that society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution (Cobbold, 2006). History of all

existing societies is a history of class struggle (Karl Marx as cited in Cobbold, 2006). For example there is struggle between those in power or the rulers and the ruled, rich and poor, educated and uneducated, those who are economically powerful and the poor. The haves and the have-nots are seen as being in constant state of tension (Cobbold, 2006).

In other words there is endless struggle between those without privileges who wish to acquire them and those with privileges who wish to get more or prevent others from taking what is available. The conflict theorists see education as a tool used by the ruling classes and the wealthy to perpetuate social inequality by controlling both access to education and the type or value of education (Cobbold, 2006).

Conflict theory displays itself in the Toase circuit in relation to other circuits as there are inadequate school facilities, poor infrastructure development like schools and roads, inadequate computer labs, poor parental care among others in relation to other more developed circuits like the Nkawie circuit. This could be one of the reasons why the circuit records poor academic performance in relation to other more developed circuits in the municipality. There may also be conflict between the metropolitan directorate of education and teachers in the deprived study area in which teachers constantly seek to be transferred to more developed counties with favorable climatic conditions against the wish of their employer (Cobbold, 2006). This constant tension/conflict may also affect students' academic performance in the study area.

2.3 Parents' Level of Education and Students' Academic Performance

The family is the primary social environment that influences the behaviour of children and adolescents. Desforges and Abouchaar (2003) in his study stated that what happens at home has been identified as a very significant factor for promoting pupil/student achievement. Several researchers elsewhere have reiterated the relevance of parental involvement in the development of children at an early age. Such studies have equated parent involvement with several outcomes including educational achievement and cognitive development (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2004). The presence of parental guidance, rules and high educational targets are relevant towards steering a child toward such positive outcomes.

In Ghana, the few studies conducted so far have mentioned the lack of interest of parents in the education of their children. Ankomah, Koomson, Bosu and Oduro (2005) in their study in Ashanti Region found that most parents were apathetic to the schooling of their children. Parents lacked interest in education and as such did not bother to get involved in the learning activities of their children. Ankomah et al. reiterates that the standard of education in Ghana has assumed a downward trend in recent times. The study reports that in Ghana, not much parental involvement is encountered at the school level as many parents do not attend Parent-Teacher meetings as less educated parents are not willing to be involved in their children's education.

Epstein, Sanders, Simon, Salinas, Jansorn, and Voorhis (2002) conceptualized parental involvement to include six types of involvement, including: parenting, communication, volunteering, learning at home, decision making, collaborating with the community. The researcher explained that parenting refers to

parents' actions and activities that ensure children's learning and cognitive development, from good nutrition to health. Communicating covers all academically relevant information regarding children's academic development from home to school. Volunteering comprises parental attendance to school programmes and events ranging from classroom activities to school governance. Learning at home specifically involves school work, thus, helping with homework, encouraging hard-work in school and emotionally supporting the child in his/her academic challenges. Decision-making refers parents' advocacy for their children's interest and how they influence the school environment. Community looks at how parents and community apply community resources to support children's learning. The study however failed to determine the parental level of education and how it can influence the performance of their children.

Generally traditional research has revealed that more highly educated parents have greater success in providing their children with cognitive and language skills that contribute to success in school (Gratz, Nation, Scholes & Kurth-Schai, 2006). Parents' level of education is important to schooling as parents want their children to maintain the status quo (Gratz et al, 2006). It is also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their child will earn good grades behave well in school and further their education. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education (Gratz et al, 2006). However, parents' over expectations might also cause stress to their children which translates to poor educational attainments.

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

Khan, Iqbal and Tasneem (2015) indicated that the role played by family is an essential in both formal and informal education and further shared that socio-economic status of parent is the best predictor of student academic achievement with parental education being the crucial aspect of socio-economic status. This point out that parents' educational attainment influences their children's academic achievement.

It is a consistent finding across numerous countries that individuals with higher levels of schooling have children who also attain higher levels of schooling. There are two main sources of this intergenerational correlation and distinguishing between them is of considerable importance (Gratz et al, 2006). The first explanation of the intergenerational link is a selection story – characteristics that lead parents to select into higher levels of education may also impact their abilities in child-raising or be related to other genetic and environmental factors shared with their children that will lead the children to also achieve higher levels of education. The second explanation is a causal story – as a result of attaining more education, the parents with high levels of schooling provide a better childhood experience and home environment and consequently their children do better in school (Gratz et al, 2006).

Eccles (2005) indicated that, educational attainment of parents determine their understanding about parenthood and child care. Students with highly educated

parents have optimistic attitude towards learning and can integrate extra learning strategies compared to children of parents with lower level of education. Parents with higher levels of education are also more likely to believe strongly in their abilities to help their children to learn. Therefore, a positive correlation exists between parental behaviors and children's school performance.

According to Thompson, Alexander and Entwisle (1994) the relationship between parent's education and their children's academic success is on the notion that the parents gain knowledge of parenting and this influence their interaction at home. Parents with more education also have higher expectations for their children's education which, in turn, predict greater educational attainment for their children. There exist a contradiction between parent's education and academic success of the children since parents with lower levels of education become concerned so that their children have upward mobility and accomplish goals which they could not.

To Kainuwa and Yusuf (2013) there exist a difference between children of educated parents and students with parents having completed only senior high school or not. They further stated that children whose parents have university degrees, perform considerably well and get the highest score in examination. This was supported by Musgrave (2000) who indicated that a child who comes from an educated home would follow the steps of his or her family and subsequently, work actively in his or her studies. Educated parents provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. These parents are likely to have wider vocabulary by which the children can benefit and develop language fluency.

Eccles (2005) adds that educated parents adopt methods which will help children to gain exposure to various educational opportunities. For example, highly

educated parents in the US enroll their children in music lessons, science and computer programs, and educationally relevant summer camps. They are also more likely to enroll their children in the best private schools and to get tutoring help if their children start to have difficulty in school.

Azhar, Nadeem, Naz, Perveen and Sameen (2014) indicated that parents' educational qualification is linked with language competence, which has a significant influence in the manner in which parents communicate with their children. This explains the point that parental education poses a key influence on children's academic achievement. As mother shares more close bond with her children than the father, so mother's education is more important. On the other hand education is necessary for fathers as well as they are bread winner of the family and Socio economic status (SES) rest on their shoulders. Azhar et al. (2014) carried out research and came up with the results that SES indicators as well as parent's education, correlate significantly with students' academic achievements.

In the words of Kainuwa and Yusuf (2013) in a study of Socioeconomic Determinants of Primary School Dropout, found that there was a reduction of primary school drop out for children in rural and urban areas with highly educated parents. Educated parents are more concerned and effective in helping their children with academic related works. They are in the position to monitor their children's academic progress. Due to insufficient knowledge, parents with low educational background fail to monitor their children's performance and hence this can demotivate children to study and might drop out of school. Kainuwa and Yusuf (2013) who conclude that educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school.

Kainuwa and Yusuf (2013) further stated that parents with higher educational background would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the needed teaching and learning materials needed for the child's education.

Gratz et al (2006) opined that because of the involvement with the children, educated parents strongly affects their children's academic success and less educated parents has unmanaged stress in their lives. This stress meddle the opportunity to get involved with their children. The author explains that as the parents get higher in the educational ladder they are more equipped to handle stress as they get to experience in schools and colleges. But this is not the case with low educated parents as they got to earn and this add more to the existing problem thereby reducing the involvement with their children.

Children of highly educated parents do really well in school as compared to parents with lower levels of education as stated by Davis-Kean et al. (2005) as highly educated parents are more likely to explicitly define higher levels of education as desirable, encourage their children to do well in school, and have higher expectations for their children's academic achievement. Highly educated parents possess teaching styles that promote children's development, engage their children in higher quality verbal interaction, provide cognitively stimulating learning environment and literacy activities in the home, and are more comfortable and involved with their children's education, teachers, and educational institutions. Nonetheless, they are associated with higher levels of warmth in parent-child interactions, and lower levels of hostility in parent-child.

2.4 Parents' Occupation and Student's Academic Performance

Eze (2002) posited that parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parents' occupation and efforts that children are socialized to become productive citizens in education and in general life (Eze, 2002).

Gratz et al (2006) stated that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore they are often left with less time to spend with their family members and getting more involved in their children's educational activities. On the other hand it's also important to note that not all parents in inferior occupation work for long hours.

WaqasRafiq, Fatima, Sohail, Saleem, and Ali Khan (2013), conducted a study on the "Impact of parents' profession on their Children's learning English" in Pakistan. The results showed that for learning English parents' profession has positive correlation on it that varies with respect to their professions. Further, Mohammed found out that children whose parents have more advanced or better profession live in places where English language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions. The study only was delimited to the learning of English but this study was focused on the general academic performance of Junior secondary school students.

2.5 Parental Involvement in Education and Students' Academic Performance

Usually parental involvement in education takes many forms including the provision of secure and stable environment, intellectual stimulations, parent to child

discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment, contact with school to share information, participation in school events and school work and governance (Desforges & Abouchaar, 2003). Epstein et al. (2002) established that parental involvement in education, that is, checking homework, attending school meetings and events, discussing school activities at home has a very powerful influence on students' academic performance. While parental involvement positively affects student's academic achievement, low socio-economic parents are least likely to be involved in their children's education (Gratz et al, 2006). Low socio-economic parents are often working most of the time to take care of their families and they have no or limited time to participate in their children's education. However, the researcher is aware that the low socio-economic parents are also willing and just as eager to help their children succeed in their education as their counterparts in high socio-economic status but they are limited by their low level of education, income and occupation.

Rahman (2001) reported a parental involvement in education project as part of a wide learning and educational achievement in nursery, primary, special school and in high school. Evaluation over the years indicated considerable enthusiasm for working together on the part of the parents and even the teachers. Teachers felt that parents' attitude had become very positive and had also raised their expectations. However, there was no evidence reported which related the initiative to impact on pupils achievement.

WaqasRafiq et al. (2013) carried out a research aimed to explore the effect of parental involvement in education on their children's academic achievement in Allama Iqban Town, Pakistan. It was found that parental involvement has

significance effect in better academic performance of their children. Khajehpour and Ghazvini (2011) stated that parental involvement is a significant variable that positively influences children's education. An inclusive view of involvement is presented by Epstein et al's. (2002) model. Epstein et al. (2002) shares that children get to learn and develop through three overlapping spheres of influence: family, school, and community. It is very essential for these three spheres to form associations so that the children get the best of it. He defined six types of involvement based on the relationships between the family, school, and community: parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with the community. And he stressed that all of these six types of involvement need to be integrated to have successful partnerships. As cited by other researchers that parents got huge role and now school and community got to be active in raising the children in a better way.

Mutoddi (2014) indicated that the academic performance of students depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. This is acknowledged by Kreider, Kennedy and Weiss (2007) that when parents read to their children at home, children can grasp letters of the alphabet quicker than the children of parents who do not read to them. The usage of difficult sentences by the parents in their everyday conversations has a positive impact on children as they get to score high in literacy-related tasks in kindergarten. Shapiro (2009) states that regardless of the parents' education level, when parents are more involved with their children, their academic performance get higher. This helps them to get higher in schools and in life. Some studies show that when the parents who have lower levels of education are more involved, the effect is greater and more positive than when parents who have higher levels of education are involved.

Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects (Shapiro, 2009). The positive attributes of early age positive parental involvement include building of stronger personalities as children replicate what they see.

Khajehpour and Ghazvini (2011) state that when parents really get involved and monitor homework, encourage participation in extracurricular activities, and help children develop plans for their future; children are more likely to respond and do well in school. Henderson and Berla's (1994) study stated that as per a review of 66 studies about the relationship between the parental involvement and the children's education at school and in the community, the results include high scores, better attendance, more positive attitudes and behavior in school and greater enrollment in secondary education. This evidence according to them confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child's education (Henderson & Berla, 1994).

Khajehpour and Ghazvini (2011) again states that family involvement improves aspect of children's education such as daily attendance, student achievement, behavior and motivation. Rahman (2001) shares that numerous studies have been conducted to confirm the assumption that students do better when their parents are involved in their education. Rahman (2001) stated that the research concluded that parent/child interaction lays a firm foundation for academic achievement. The stronger the relationships, especially as they relate to educational issues, the higher the academic achievement.

Gratz et al. (2006) shared that parents have a huge role on their children's education since they are their children's first teachers. Children's brains are like sponges and absorb in everything surrounding them in the early years of development. So what they see, hear and feel will have a great impact on them till the rest of their lives. Parents got to be extra cautious while raising a young child. Research illustrates that parents with educational background find it easy preparing their children for school compared to parents lacking this background (Gratz et al, 2006).

Gratz et al. (2006) posited that the home atmosphere have effect on the academic performance of students. Educated parents can create conducive environment children to learn and do well in school. Educated parents can communicate better with their children and enquire about the teaching methods in school thereby improving the academic performance of the children. Wamala, Saint, Kizito and Jjemba (2013) asserts that the active participation of the parents improves discipline in schools and promotes student academic achievement. The findings reveal that children of educated parents have a higher level of life satisfaction and fewer problems and are relatively more confident, self-reliant, and free from anxieties and other psychological problems.

2.6 Family Structure and Children's Academic Achievement

Analyses of the relations between families and academic achievement also need to consider children's family structures. The absence of one parent in the students' life, because of divorce, separation, abandonment can affect student's achievement levels (Pong, Dronkers and Hampden-Thompson, 2003). Nzewunwah (1995) said that there is a significant difference between students from single parent families and those from two-parent families in terms of attitude to examination

malpractices, attitude to studies and academic performance. This finding could be explained by the fact that life in a single-parent family can be traumatic and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love and disciplinary problems, which may hinder their academic performance. On the other hand, children raised in two-parent family structure are often stable emotionally and they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work.

Furthermore, siblings' variables are related to the quality and quantity of parent-child interaction in families. Behrman and Taubman (1986) found that differences in children with many siblings and those with fewer siblings may be a result of the amount of monetary and temporal resources available to each child decreasing with each successive child. The greater the numbers of children in a family, the more those children have to share family resources. As a result, children have lower scores on those academic outcomes affected by the diluted family influences.

It is well noted that supportive parents are an important predictor of academic achievement among students, but there are other types of conceptual family dynamics that impede the academic success of the student. As recent research has shown, non-involvement by the parent is a risk factor for adverse outcomes among both children and adolescents in learning (Cowan, Cowan, and Schulz, 1996). Recent studies have indicated that the quality of the interactions between parent and student is vital to the student's success. Studies of family relationships of bright, high-achievement versus low achieving high school students show that the high achievers more than low achievers describe their parents as sharing, understanding, approving, trusting, affectionate, and encouraging with respect to achievement. In a study in USA,

matched pairs of white students revealed some interesting facts about successful graduates who had different family lives and dropouts. The majority of the dropouts saw their family members as failing to accept each other and failing to accept and understand them. Meanwhile, the majority of the graduates saw their family members as accepting and understanding each member as a complete person. The dropouts received less encouragement from their families in their educational and career plans than the graduates (Rice, 1978).

A number of studies have found out that the quality of interaction in the student's family of orientation has the greatest impact on a child's school behaviour and attainment. In all cases, dropouts ranked significantly lower than their peers. Out of 84% of the dropouts in Rice research, 18% reported "very little" or "little" intra-family understanding and acceptance. 81% of the dropouts had "very infrequent" or "infrequent" communication within the home, while only 20% of the graduates fell into these categories. Another important variable in small group interaction is the degree of consensus among members concerning behaviours expectation of learners. The degree of intra-family consensus is significantly related to the academic success of children in school. Children who were well-adjusted in school came from families with high consensus (Myerhoff & Larson, 1965).

There are strong correlations between family size and achievement motivation, Hetherington (1992). From his research, Students from larger families consistently displayed lower achievement motivation than children from smaller families. Evidence suggests that since large families are typically of lower-income status, they have low expectations for educational success. These studies have revealed that larger families produce lower achievement motivation in their children and that adversely affect attainment. Family structure also plays a vital role in the achievement of

students, Hetherington (1992). He realized from his research that broken homes are strongly related to students dropping out of school. Students whose parents have divorced or separated are twice as likely to drop out of school before SHS as compared to their peers from two-parent households.

Examining the effects of family structure or socioeconomic status on students' academic achievement is often indicative of the mechanisms and factors that might affect academic performance especially at the basic level. Using the social address paradigm, researchers argued and found ambiguous differences in academic achievements among students from different family structures and socioeconomic levels (Featherstone, 1992). When other factors like family characteristics and children's achievement are included in observations, achievement-related family processes are reduced. The British Psychological Society (1986) reported that material circumstances and social position are not important compared to what may be referred to as family climate.

Family climate includes parents' aspirations and attitudes and the family's support and encouragement for a child's school. The weakness of the social address paradigm convinced Dornbrusch and Wood (1989) to argue for a shift from the examination of social address to the study of family process. The argument is that if focus is put on family status such as family structure, parental educational level, ethnicity, and socioeconomic status, other factors will be overlooked. Factors that may be overlooked are the acquired intellectual advantages that fall within lines by class, ethnicity and household structure.

Dornbrusch and Wood (1989) note that family processes are far more important than family status. They suggest that more research should be done to identify specific family processes that produce differences in educational

achievement. If these processes are identified, the results may suggest alternative ways of relating to students that will foster academic achievement. Because family status has been a litmus test for student success in previous literature, Dornbrusch and Wood (1989) suggest setting aside family status and identifying elements of family processes. Dornbrusch and Wood (1989) have examined the dynamic relationships between environmental factors and student, academic achievement. Halsey (1975) reveals that in much of the family research the concept of social status is minimal because parental attitudes are conceived as separate factors rather than an integral part of work and children's environment condition. Kohn, Scotch and Glick (1979) point out that American parents' values and child rearing practices can be seen in terms of the realities parents face. Family processes are conducive to educational experiences that are usually not independent of the effects of family status.

Researchers such as Gooding (2001) purported that neither family status nor process factors should be excluded from future research models. The interactive effects of family status and family processes on the student should be incorporated to involve both sets of variables in any study. Instead of studying a social address paradigm or a family process paradigm separately, both need to be integrated to study the effects of family factors on student academic achievement, Lam (1997). Steinberg, Mounts, Lamborn, and Dornbusch (1991) used socioeconomic status, family structure, and ethnicity to partition 10,000 high school students into 16 subgroups. The authors found authoritative parenting to be linked with better academic achievement among children across all subgroups. Milne et al. (1986) used parental expectations, other processes, and SES as mediators to explain the effects of family structure on children's academic achievement that decreased significantly when these mediators were taken into consideration.

From a researcher by name Zimiles and Lee (1991), a study of Students from both single-parent and step families lagged behind students from intact families but were unrecognizable from each other. This trend continued after SES was taken into account. Group differences were found in educational persistence and dropout behaviour in. What was most interesting was that students from single parent and step-family households were three times as likely to leave High School before graduation as those from intact families. Other striking findings were that adolescents who lived in single parent homes were likely to dropout when they had an unlike-gender custodial parent.

A similar pattern of interaction was found among step families, but the pattern was reversed. Students who lived with their same gender custodial parent were more prone to drop out. With the understanding of the effects of family structure on students, we need to understand the processes or mechanisms responsible in different environments for the academic performance of students While reviewing data from the High School and beyond study, Milne, Myers, Rosenthal and Ginsburg (1986) found that students who lived with single parents or step parents during adolescence received less encouragement and less assistance with school work than students who lived with both natural parents. They also found that parental involvement had positive effects on students' school achievement.

Blum, Boyle, and Offord (1988) found that children of single-parent families were more at-risk for student psychiatric disorders and poor school performance. Amato and Keith (1991) also studied family and academic success. They conducted a meta-analysis on 92 studies about parental divorce and the well-being of children. The researchers found that students of divorced families scored lower than students in intact families across a variety of outcomes. Their findings from the meta-analysis

revealed that family conflict strongly influences the relation between family structure and the wellbeing of students. A study by Dornbusch et al. (1985) found that adolescents in single-parent families were more likely to make decisions without direct parental input and were more likely to exhibit deviant behaviour than were students from intact families. This behavior crosses over into the academic setting.

2.7 Socioeconomic Status of the Family and children attainment in school

Parents' socioeconomic status is an international educational indicator. It is a very important factor in students' adjustment to and performance in school. In the literature of education policy research and social science research in general indicators of socioeconomic status typically represent any or all of three constructs: education attainment, occupation status, and income or wealth (Buchmann, 2002). The income can be measured indirectly through home possessions items. Students from lower income, lower educated families are less likely to succeed academically in high school (Chubb & Moe, 1990; Honan, 1996; Noble et al., 1992; Noble, et al., 1999; Noble and McNabb, 1989). Some of the researches also show that families with high socioeconomic status have more success in preparing their children for schools. They are able to provide their children with books, stationeries, tuitions and others.

Johnson (1996) opined that the relationship between family income and student's performance is not simple and direct. Low income of parent is a major impediment to academic success and development on the part of the students. This is because poverty or low income of parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their educational requirements and this leads to poor performance of their children.

An investigation conducted by Agus and Makhbul (2002) indicated that students from families of higher income levels perform better in their academic performance as compared to those who come from families of lower income brackets. Checchi (2000) also concluded family income provides an incentive for better student performance; richer parents internalize this affect by investing more resources in the education of their children. Once the investment is undertaken, the student fulfill parents' expectations by perform better in their studies. Based on the research done by him, he demonstrated that children from richer families perform better than those from poorer families. On the other hand, Hijazi and Naqvi (2006) found that there is negative relationship between student performance and student family income. Research done by Beblo and Lauer (2004) also found that parents' income and their labour market status have a weak impact on children's education.

With these conflicting findings the question to be answered is 'Do family income is an issue to students' achievement in academic?' To explore the correlation between family income and students' academic performance the purpose of this study is to test the hypothesis that family financial status is associated with the academic performance of a medical student in the Malaysia. Poverty is an indicator of why students perform poorly in school. Others are race, ethnicity, and single-family composition. Race and ethnicity often indicate that Black and Hispanic students frequently score lower on tests than whites and are more likely to drop out of school. Family composition makes a difference, too. Many children who come from single-parent homes live in poverty. Students affected by these factors tend to score lower on tests than children living in two parent homes, Natriello (2002).

Other indicators that affect children's expected performance in class according to Natriello are the mother's educational level and language background of the family.

When a mother's educational level is high, she will provide her students with more educational resources than will less educated mothers. According to him Language background can be a strong indicator, particularly for refugees from other countries whose primary language is not English. Researchers such as McLoyd (1990) believed that family structure and poverty should be considered as a distal influence and a not primary effect on low academic achievement. McLoyd argued that the negative effects of poverty should be viewed as a weak variable and is dominated by the support and assistance students received from parents. It is believed that this fosters parental nurturing and stability, which guides the student to function well emotionally and academically.

Bronfenbrenner (1979) constructed a conceptual framework model that is beneficial in examining the relative contribution of proximal and distal variables to the academic achievement of Hispanic and Latino students. When viewing Bronfenbrenner's model, it is important to understand the student's behavior by learning how the student perceives the activities, roles, and interpersonal relationships that exist in his or her environment. To support the argument of what affects distal and proximal variables, analyses were done that compared the interfamilial processes of African American, Hispanic, and White families with adolescents. According to the framework model, the processes of maternal intelligence, maternal education, maternal employment, and poverty would apply to all three groups equally. Differences in interfamilial processes are due to like culture, socialization and interaction within the home environment.

A research conducted by Bradley and Caldwell (1984) and Bradley et al. (1977) both concluded that specific environmental processes are more accurate variables of quality of the home environment than one socioeconomic status or family

structure. The variance related to environmental processes was so significant that SES and family structure had very little influence on their findings. The findings indicated that in the United States SES is confounded with race and that there are significant differences in child-rearing practices among various ethnic groups.

As a vehicle of socialization, family heavily influences the educational attainment of children, along with other forms of support. Vygotsky (1978) emphasized the parent-child relationship in the socialization of cognitive development. She suggested that learning should take place for children when tutoring occurs in the "zone of proximal development." These zones are found in stages where the student is not yet able to perform tasks autonomously with success, but is able to perform units of the task with direct support and guidance from the adult. This zone of proximal development occurs when parents support students' learning through interventions that provide information for that task at different levels and abilities.

According to Sewell and Mauser (1975) and Rollins and Thomas (1979), parents playing certain roles affect their children's academic goals and achievement. Parents promote higher academic success and educational goals by serving as role models of achievement and concretely defining specific objectives for the student; Sewell (1975). Hess and Holloway (1984) found five unique processes regarding family and school achievement based on the findings of the study of preschool, elementary, and middle-school children: (1) verbal interaction between mothers and children; (2) parents' expectation for achievement; (3) positive affective relationships between parents and children; (4) parental beliefs and attribution about the student; and (5) discipline and control strategies.

Interestingly, among these five processes, discipline and control strategies appeared to have a primary influence on school achievement, Hess and Holloway

(1984). A study by Watson found that parents' physical and mental contributions made a great significance to their children's school performance. The factors that contribute greatly to this finding are the amount of support given to a child by the parents and the child's performance in early school years (Watson, Brown and Swick 1983). This study also revealed the kind of interaction that must take place for some degree of success to happen. Stevenson and Baker (1987) also noted that students' school performance was enhanced by parental involvement in their schooling. Based on the significant results of the study, parental involvement in school activities influenced students' academic achievement and encouraged success explicitly and implicitly. In essence, students whose parents are more involved in their education earn higher grades in school.

Other studies also contribute to the literature about how parental involvement influences a child's academic success. Evidence from research has supported how higher levels of student achievement are associated with greater parental encouragement Seginer, (1983). Sewell and Mauser (1980) state that parental support and encouragement is the primary mediator between social class and student performance. This study also suggests that for adolescents, high achievement during the adolescent years is associated with higher identification with parents. As students become acclimated from elementary school to high school, their readiness to work hard becomes an important indicator of academic achievement Eccles and Midgley (1989). Research has shown that parental influence is one of the factors that strongly affect students' achievement, and that the degree of readiness is influenced by parental involvement.

This research will not be complete without considering a suggestion made by Naylor (1986) who argues that there are two lines of research dealing with family

influences on achievement in early adolescence. The first line of research deals with parent-child relationships. The second line of research emphasizes the influence of parental achievement related attitudes and beliefs on their student's attitudes and beliefs. According to Naylor, the topic of family influence on occupational and educational attainment has been of great interest to career educators and researchers.

Based on

Otto and Call (1985), researchers in such diverse fields as child development, sociology, demography, and career development have recognized that parental influence on employment and education drives the majority of decisions by students. Splete and Freeman-George (1985) show seven factors that influence the decisions of students educationally and vocationally: (1) geographic; (2) genetic inheritance; (3) family backgrounds; (4) socioeconomic status; (5) family composition; (6) parenting style; and (7) and parent work-related attitudes. The first four factors have an impact on the student's physical and mental abilities. The last three have a monumental effect on a student's personality type, interpersonal style, work ethic, and the pursuit of non-traditional careers.

Parents play an important role in the educational process of their children. Because students spend more time at home than school, parents know their children intimately and interact with them on a one-on-one basis. Therefore, there are times when "teachable moments" happen that some teachers wished they had the insight to create. Children whose parents are involved in their student's formal education have better grades, test scores and, long-term academic achievement than children with disinterested mothers and fathers (Henderson, 1988).

Numerous studies have noted that parents' participation in education is very closely related to student achievement. Henderson (1988) reported that a Stanford

University study revealed that when parents serve as tutors for their children, their children's IQs increase significantly. And so this has become necessary to consider in my quest to determine whether there has been existence of clear differences between children of less-informed parents and those with well-informed parents as performance is compared in Northern Ghana. From the review above, we have seen some of the roles that parents played or plays that directly affect the performance of their children in school. Others argued that those parents with high education tend to be an aid to their performance while others also argued that it is not just the parents but the environment the child finds himself or herself.

2.8 Conceptual Framework

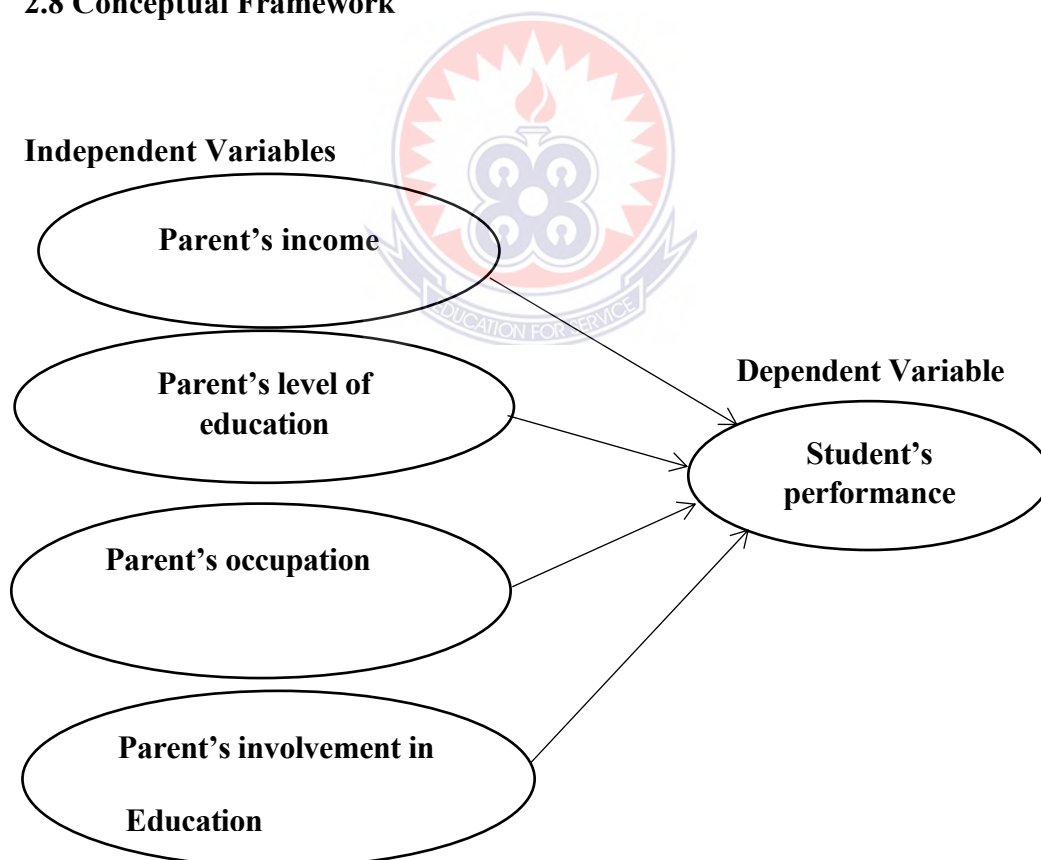


Figure 2.1: Conceptual Framework

This conceptual framework presents independent variables such as parent's level of education, parent's income level, parent's occupation, and parental

involvement in education. The interaction of these variables determines the outcome of students in academics as shown in Fig. 2.1.

The study examines parental level of education. Studies suggest that parental involvements in education are dependent on parental level of education. The level of parent's education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. This stems from the fact that parents higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education. In addition, parental level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are directly related to children's school achievement. For example, higher education, a enhance parents' facility at becoming involved in their children's education , and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success.

The evidence about the belief s of parents being involved in their children's education in general and their literacy in activities in particular is over whelming. Research shows that parental involvement in their children's learning positively affects the child's academic achievement in both basic and higher education (Desforges & Abouchaar, 2003). This leads to higher academic achievement, greater cognitive competence, greater cognitive competence, greater school enjoyment better school attendance and fewer behavioral problems at school. Similar impacts have also been identified with regards to literacy practices. For instance, early reading experiences with parents prepare children for the benefit of formal literacy instruction. Indeed parental involvement in their children's reading has been found to be the most

important determinant in language and emergent literacy (Desforges & Abouchaar, 2003).

Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years (Desforges & Abouchaar, 2003). Consequently, there are positive relations between parents' levels of education and parents' expectations for their children's success (Davis-Kean, Sexton & Magnuson, 2005), suggesting that more highly educated parents actively encourage their children to develop high expectations of their own is crucial to understand several components of the family structure when determining the likelihood of academic success of students. Social factors that involve race, ethnicity, English proficiency, family income, parental education, and family are significant when it comes to educational opportunity and access to it. Other contributors to college student success include preschool and primary-level education (Davis-Kean, Sexton & Magnuson, 2005).

In addition, incidents of early childhood academic and behavioral problems, or the level of student achievement, dropping out of school, or completing high school and going on to college are each associated with social background factors. Because these factors are interrelated they cannot be overlooked when attempting to determine the relationship between any of the factors and education. Research indicates that when elements such as family structure, size, and parents' educational level are controlled, the variation in student academic performance disappears (Jencks et al, 1972).

Based on current studies, children of well-educated parents perform, on average, perform better on academic assessment tests than children of high

school- educated parents. In 1994, 13- and 17-year-olds whose parents had at least one more years of college had higher math and science proficiency scores than those whose parents finish high school only (Jencks et al, 1972). In the same study, parents' educational attainment was positively related to reading and writing scores as well.

A discussion of parental educational attainment cannot take place without considering family income levels. Keeping these factors separate is difficult because both are used as proxies for socioeconomic indicators. However, the factors can also be studied independently of one another. For example, parents' educational attainment is independent of income because parents' level of education may influence the value that parents place on education, which could, in turn, influence their children's educational goals (Jencks et al, 1972).

According to Jencks et al (1972), since the 1970s the average educational level of parents has been increasing. This is an indication that there is a change in the family's ability to support and encourage education for their children. For example, recent statistics show the percentage of fathers with less than a high school education decreased from 43% in 1970 to 19% in 1990. During the same 20-year period, the percentage of students' fathers with a bachelor's degree or higher increased from 13% to 23%. The percentage of mothers with less than a high school diploma decreased from 38% to 17% between 1970 and 1990, while the percentage with a bachelor's degree or higher doubled. This increase had an impact on student academic achievement

Jencks et al. (1972) also found that on family characteristics and test scores parents' education was the family characteristic most closely related to student achievement. Jencks et al (1972) have pointed out the relationship of parents

education level to their children academic achievements. A mother's education has a more influence than father, so mother's education is more important. Students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in school work activities. Dave and Dave (1971) found that high achievers belong to homes with parents with higher education level. The failed students belong to those who have lower parents education level. Williams (1980) found that more educated parents create environment that facilitate learning. They involve themselves in children's school activities and school environment. Okagaki and French (1978) studied that parents education is a distal indicator indirectly correlated with children education achievements. Good and Brophy (1997) say that educated parents show interest in their children's academic performances they meet and co-operate with educational administrators to ensure children seriousness in their studies.

2.10 Chapter Summary

There are many works in the literature which deal with the effects of parents educational attainment on students' academic achievement. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because parents educational attainment and context of a child affect his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he or she is. Researchers have shown that students and family characteristics affect levels of parental involvement. Different factors of family

background are capable of influencing the academic performance of the students. The factors are such as parental occupation status, parents' educational attainment, family structure and home language. Coleman (1966) concluded in his report "schools don't matter", and stated that students' achievement is more strongly associated to their families' social class than a function of the schools they attend.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the research methods employed in collecting data for the study. The chapter covers the research design, population, sample and sampling technique, data collection instrument, validity and reliability, data collection procedure, data analysis and ethical consideration.

3.1 Profile of the study area

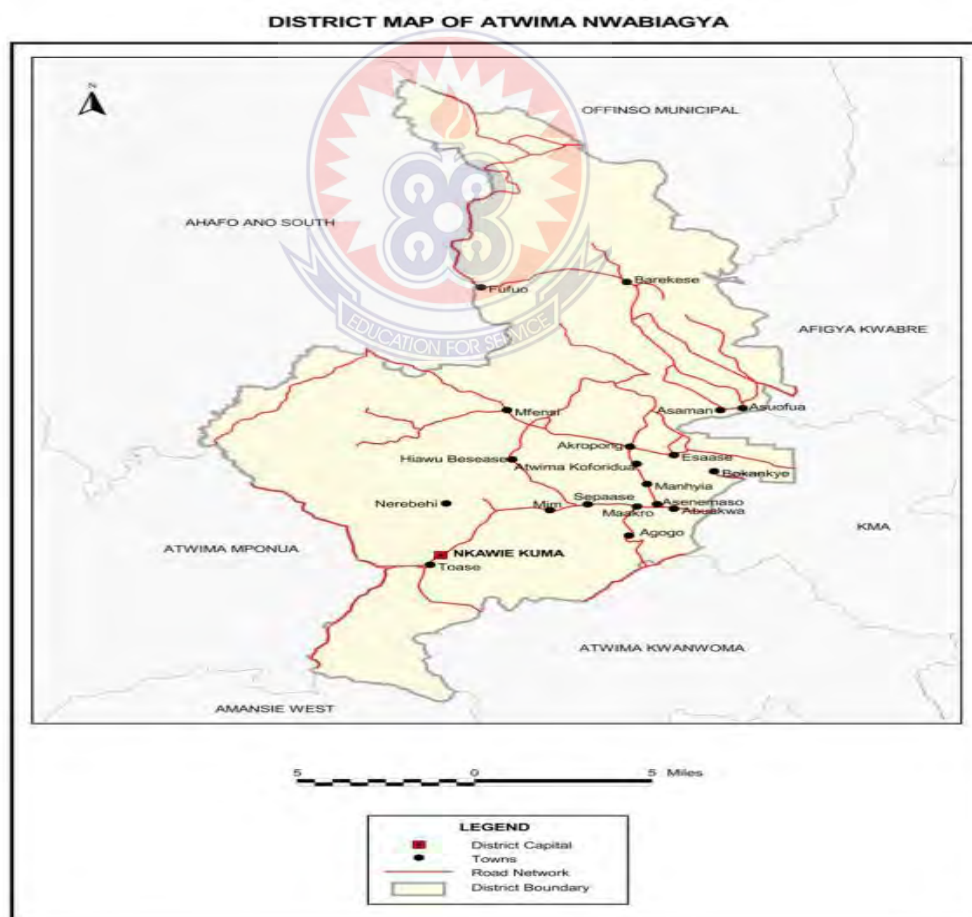
Atwima Nwabiagya District was carved out of the former Atwima District in 2004 by the Legislative Instrument 1738. The population of the district as recorded in the 2010 Census is 149,025. The population of the district represents 3.1 percent of the total population of the Ashanti Region (4,780,250) and also the third most populated in the region (GSS, 2010).

The Atwima Nwabiagya District lies approximately on latitude 6° 32'N and 6° 75'N and between longitude 1° 45' and 2° 00' West. It is one of the 30 political and administrative districts in Ashanti Region. It is situated in the western part of the region and shares common boundaries with Ahafo Ano South and Atwima Mponua Districts to the West, Offinso Municipal to the North, Amansie–West and Atwima Kwanwoma Districts to the South, and Kumasi Metropolis and Afigya Kwabre Districts to the East. It covers an estimated area of 294.84 sq. km. The district capital is Nkawie (GSS, 2010).

The District Assembly is the highest decision-making body at the local level. The municipality has two constituencies namely; Atwima Nwabiagya South and Atwima Nwabiagya north. The District Assembly has 8 Sub-Committees that report

to an Executive Committee and to the General Assembly where major decisions are made. There are fifty five (55) assembly members, 38 of them are elected, and are responsible for the 38 electoral areas while another 17 are appointed by the Central Government (GSS, 2010).

There are 181 kindergarten/nursery schools, one hundred and eighty-three (183) primary schools, one hundred and twenty three (123) Junior High Schools, and five (5) Senior High Schools in the district. There are also four (4) Vocational schools and one (1) Theological University in the district. These schools comprised of public and private educational institutions that provide human resources development opportunities for children and the youth in the district (GSS, 2010).



Source: Ghana Statistical Service, GIS

3.2 Research Design

According to Trochim (2006), research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, effectively addressing the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data.

The researcher used descriptive survey design for the study. Descriptive survey research design helps provide answers to the questions of who, what, when, where, and how associated with a particular research problem. The descriptive research method helped to obtain information concerning the current status of the phenomena and to describe "what existed" with respect to variables or conditions on the influence of parental educational attainment on students' academic performance in basic schools in the Atwima Nwabiagya Municipality (Fraenkel & Wallen, 2006).

The current research is quantitative survey approach and concentrated on collection and collation of data mainly by the administration of questionnaire. The study used a descriptive survey design because of the nature of the variables at hand to produce data required for quantitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time (White, 2005).

Data were collected using cross-sectional survey approach where the sampled population was studied at a specific period of time instead of over a long period of time (longitudinal approach).

3.4 Population of the Study

According to Creswell (2007), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. Population is

also the complete set of subjects that can be studied; people, objects, animals, plants, organizations from which a sample may be obtained.

The target population of the study was all the parents of Junior High School students in the Toase Circuit in the Atwima Nwabiagya Municipality. The accessible population was 112 literate parents of JHS 3 students in the nine junior high schools in the Toase Circuit comprising 48 parents with diploma and above certificates and 64 parents with SSSCE certificate and below. The schools were, Toase R/C JHS, Toase M/A JHS, Nkorang M/A JHS, Nkawie Panin Anglican JHS, Nkawie Panin M/A JHS, Gyankobaa M/A JHS, Seidi M/A JHS, Kobeng M/A JHS and Amanchia M/A JHS.

3.4 Sample Size and Sampling Technique

According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Population involves taking a representative selection of the population and using the data collected as research information to generalize to cover the entire population. In order to get an appropriate sample size for the study, an updated list of all the parents with SSSCE/WASSCE certificates, Diploma certificates, Bachelor's Degree and Master's Degree was obtained from the head teachers of each of the nine junior high schools.

Purposive sampling was used to select 90 parents comprising 38 parents with diploma and above certificates and 52 parents with SSSCE certificate and below. Krejcie and Morgan's (1970) table for the determination of sample size was used to select the sample size for the study. The table shows that for a population of about 112, the sample size should be about 90. Proportional sampling was used to select the

number of parents from each of the nine schools according to their population. Table 3.1 shows the sample from the parent population.

Table 3.1: Sample of Parents

Name of School	No. of Parents	No. Sampled
Toase R/C JHS	18	14
Toase M/A JHS	14	12
Nkorang M/A JHS	18	14
Nkawie Panin Anglican JHS	12	10
Nkawie Panin M/A JHS	11	9
Gyankobaa M/A JHS.	11	9
Seidi M/A JHS	8	6
Kobeng M/A JHS	10	8
Amanchia M/A JHS.	10	8
Total	112	90

3.5 Data Collection Instrument

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire as the data collection instrument. According to Kusi (2012), a structured or closed ended questionnaire is a data collection instrument which is often used in quantitative studies. White (2005) stated that questionnaires are instruments that are designed to collect data for decision making in research.

The close-ended questionnaire was meant to assist respondents to provide uniformity of response. Questionnaire also provides easier and accurate analysis of the data. A questionnaire is cost effective and less time consuming. The questionnaire

was in a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicated more perceived positive responses. Section 'A' solicits data on the demographic characteristics of respondents, Section B collects data on how parents educational level of attainment affect class test. Section C elicits data on how parents educational level attainment affect end of term examination while Section D solicits data on the challenges parents face in the education of their children in Junior High Schools. According to Bell (2008), likert scale allows response to be ranked and it is easy to construct. The questionnaire was administered to the respondents personally by the researcher at the staff common room during break time in each of the schools.

3.6 Pilot Testing of the Instrument

According to Bell (2008) the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate.

The questionnaire was piloted to determine its validity and reliability. To ascertain the reliability, 30 questionnaires were administered to 30 parents selected purposively from three junior high schools in the Nkawie circuit of the Atwima Nwabiagya Municipality. The purpose of the piloting was to enable the researcher to make the necessary modifications to items which might be inappropriate, determine the level of ambiguity of the questions for corrections (Bell, 2008). Ambiguous items were amended and inappropriate items were deleted.

Validity

Validity is the degree to which a test measures what it is supposed to measure. Face and content validity of the questionnaire were tested by the researcher. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinion of my supervisor, literature searches, and pre-testing of the questionnaire.

Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Bell, 2008). The questionnaire was administered on the same group of respondents twice in the pilot study with two weeks interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.78 which meant that the instrument used was highly reliable.

3.7 Data Collection Procedure

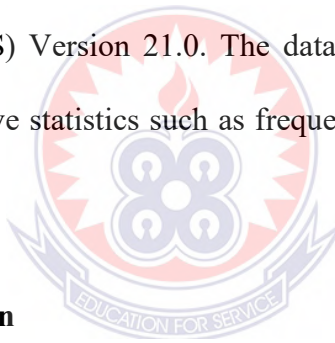
The researcher sought permission from the Atwima Nwabiagya Municipal Director of Education to conduct the study after the University of Education, Winneba had approved of the research topic. The researcher after having been given permissions by Municipal Director of Education, visited all the sampled population to brief them on the purpose of the study and also established rapport after which the

questionnaires were administered to the respondents. The respondents were given two weeks to fill the questionnaire after which they were collected.

3.8 Data Analysis and Plan

The data analysis involves reducing the raw data into a manageable size, developing summaries and applying statistical references. Consequently, the following steps were considered to analyze the data for the study. The data was edited to detect and correct possible errors and omissions that are likely to occur and to ensure consistency across respondents.

The data was then coded to enable the respondents to be grouped into limited number of categories. Data collected were then computered using Statistical Package for Social Science (SPSS) Version 21.0. The data were analysed descriptively and presented using descriptive statistics such as frequency and percentages based on the research questions.



3.9 Ethical Consideration

The researcher tried and observed all possible ethics as far as research and a study of this kind is concern. Ethical clearance was obtained from the researcher's department giving the researcher an ethical backing for the research. Issues of plagiarism were addressed by acknowledging all sources of information appropriately. Respondents' approval was also sought and their confidentiality and anonymity not compromised by not requiring their names on the questionnaire. The respondents were also assured that the findings of the study would be used only for academic purposes. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the utmost confidentiality that they deserved.

CHAPTER FOUR

RESULT AND DISCUSSIONS

4.0 Introduction

This chapter analyzed and discussed the data gathered from the respondents. The data collected were analyzed and presented in tables with frequencies and percentages to answer all the research questions.

4.1 Demographic Characteristics of Respondents

Table 4.1 shows the demographic characteristics of respondents of the study, which consisted of their gender, age, highest educational qualification and occupation. The gender of respondents was analysed first. The result is presented in Table 4.1.

Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	42	47
Female	48	53
Total	90	100

Source: Field Work, 2020

Table 4.1 depicts that 47% of the respondents were males while 53% of the respondents were females. The result means that majority of the respondents were males.

Age of respondents was analysed. Table 4.2 shows the results.

Table 4.2 Ages of Respondents

Variable	Frequency	Percentage
Age		
31-40	24	27
41-50	40	44
51-60	26	29
Total	90	100

Source: Field Work, 2020

On ages of respondents, 27% of the respondents were between the ages of 31-40 years, 44% of the respondents were between the ages of 41-50 years while 29% of the respondents were between the ages of 51-60 years. The result means that majority of the respondents were between the ages of 41-50 years.

Respondents' highest educational qualification was also analysed. The result is presented in Table 4.3.

Table 4.3 Highest Educational Qualification

Variable	Frequency	Percentage
Highest Educational Qualification		
SSSCE/WASSCE	52	58
Diploma/Bachelor's Degree	26	29
Master's Degree	12	13
Total	90	100

Source: Field Work, 2020

On, respondents highest educational qualification, 58% of the respondents were holders of the SSSCE/WASSCE and below certificate, 29% of the respondents were holders of the Diploma certificate/Bachelor's Degree while 13% of the respondents were holders of the Master's Degree. The result means that majority of the respondents were holders of the SSSCE/WASSCE and below certificates.

Respondents' occupation was also analysed. The result is presented in Table 4.4.

Table 4.4 Occupation of respondents

Variable	Frequency	Percentage
Occupation of Respondents		
Public Servant	20	22
Self-employed	36	40
Farmer	34	38
Total	90	100

Source: Field Work, 2020

On respondents' occupation, 22% of them were public servants, 40% were self-employed while 38% were farmers. The result means that majority of the respondents were self-employed.

Research Question 1: How do parents' level of education affect class test of students in Basic Schools in the Toase circuit of the Atwima Nwabiagya Municipality?

Parents with SSSCE/WASCE certificate and below were asked to agree or disagree on the following statements on how they are involved in their children's education with regard to their class test. The result is shown in Table 4.5.

Table 4.5: Parents' with SSSCE/WASCE certificate Involvement in Children's Education before Class Test (Parents' with SSSCE/WASCE certificate only- N=52)

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Child's performance is high due to regular monitoring	8(15)	10(19)	30(58)	4(8)
I contact teachers to check on my child's school attendance	4 (8)	20(38)	24(46)	4(8)
I reward my children for getting good grades in class test.	4(8)	6(11)	37(71)	5(10)
I always helped my child to do his/her homework	5(10)	13(25)	28(54)	6(11)
I arrange extra tuition classes for my child to improve performance in class test	6(11)	12(23)	30(58)	4(8)
I encourage my child to learn hard to get good grades in his/her class test	4(8)	6(11)	37(71)	5(10)

Source: Field Work, 2020

Table 4.5 indicates that 58% of the parents with SSSCE/WASCE certificate and below disagreed that their child's performance was high due to regular monitoring regarding class test, 4% of the respondents strongly disagreed, 19% of the respondents agreed while 15% of the respondents strongly disagreed. The result implies that majority of the respondents are not able to monitor their children to perform well towards their class tests.

Also, 46% of the parents with SSSCE/WASCE certificate and below disagreed that they contacted teachers to check on their children's school attendance, 8% of the respondents strongly disagreed, 38% of the respondents agreed while 8% of the respondents strongly disagreed. The result implies that majority of the respondents are not able to contact teachers to check on their children's school attendance towards their class test.

Again, 71% of the parents with SSSCE/WASCE certificate and below disagreed that they rewarded their children for getting good grades, 10% of the respondents strongly disagreed, 11% of the respondents agreed, 6% of the respondents agreed while 8% of the respondents strongly agreed. The result implies that majority of the respondents are not able to reward their children for getting good grades in their class test.

Again,, 54% of the parents with SSSCE/WASCE certificate and below disagreed that they always helped their children to do their homework so as to get good grades, 11% of the respondents strongly disagreed, 25% of the respondents agreed, while 10% of the respondents strongly agreed. The result implies that majority of the respondents are not able to help their children to do their homework so as to get good grades towards their class test.

Also, 58% of the parents with SSSCE/WASCE certificate and below disagreed that they arranged extra tuition classes for their children to improve performance in class test, 8% of the respondents also strongly disagreed, 23% of the respondents agreed, while 11% of the respondents strongly agreed. The result implies that majority of the respondents are not able to arrange extra tuition classes for their children to improve their performance towards their class test.

Lastly, 71% of the parents with SSSCE/WASCE certificate and below disagreed that they encouraged their children to learn hard to get good grades in their class test, 10% of the respondents strongly disagreed, 11% of the respondents agreed, while 8% of the respondents strongly agreed. The result implies that majority of the respondents are not able to encourage their children to learn hard to get good grades in their class test.

Parents Diploma certificate and above were also asked to agree or disagree on the following statements on how they are involved in their children's education with regards to their class test. The result is shown in Table 4.6.

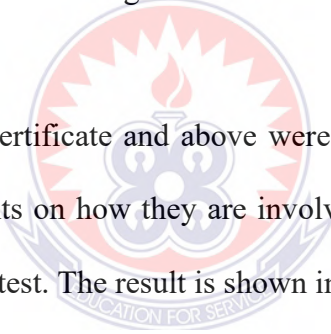


Table 4.6: Parents with Diploma certificate and above Involvement in children's Education Regarding Class (Parents with Diploma certificate and above only- N=38)

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
My child's performance is high due to regular monitoring	20(53)	14(37)	4(10)	-
I contact teachers to check on my child's school attendance	18(47)	14(37)	6(16)	-
I reward my children for getting good grades in class test.	18(47)	12(32)	8(21)	-
I always help my child to do his/her homework	22(58)	12(32)	4(10)	-
I arrange extra tuition classes for my child to improve performance in class test	16(42)	12(32)	6(16)	4(10)
I encourage my child to learn hard to get good grades in his/her class test	20(53)	14(37)	4(10)	-

Source: Field Work, 2020

Table 4.6 indicates that 53% of the parents with Diploma certificate and above strongly agreed that their children's performance were high due to regular monitoring, 37% of the respondents agreed while only 10% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above agreed that children's performance is high in class test due to regular monitoring.

Also, 47% of the parents with Diploma certificate and above strongly agreed that they contacted teachers to check on their children's school attendance towards class test, 37% of the respondents agreed while 16% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above contact teachers to check on their children's school attendance towards their class test.

Again, 47% of the parents with Diploma certificate and above strongly agreed that they rewarded their children for getting good grades in class test, 32% of the respondents agreed while 21% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above reward their children for getting good grades in their class test.

Also, 58% of the parents with Diploma certificate and above strongly agreed that they always helped their children to do their homework so as to get good grades in class test, 32% of the respondents agreed while 10% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above helps their children to do their homework in order to get good grades in their class test.

Again, 42% of the parents with Diploma certificate and above strongly agreed that they arranged extra tuition classes for their children to improve performance in class test, 32% of the respondents agreed, 16% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that majority of parents with Diploma certificate and above arranges extra tuition classes for their children towards their class test.

Lastly, 53% of the parents with Diploma certificate and above agreed that they encouraged their children to learn hard to get good grades in their class test, 37% of the respondents agreed while 10% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above encourages their children to learn hard to get good grades in their class test.

The entire results from Table 4.5 and 4.6 depicts that parental level of education is undeniably associated with children's achievement as they were able to help their children to improve upon in their class test as compared with parents

with SSSCE certificate and below where majority of them indicated that they were not able to help their children to improve upon their class test

The results are therefore, in consonance with Kainuwa and Yusuf's (2013) assertion that highly educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. Kainuwa and Yusuf (2013) again postulated that parents with higher educational background would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the needed teaching and learning materials needed for the child's education.

In support, Gratz et al (2006) stated that because of the involvement with the children, educated parents strongly affects their children's academic success and less educated parents has unmanaged stress in their lives. This stress meddle the opportunity to get involved with their children. Gratz et al expounds that as the parents get higher in the educational ladder they are more equipped to handle stress as they get experience in schools and colleges as compared to low educated parents who are always busy to get ends meet thereby reducing the involvement with their children in their education. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects (Shapiro, 2009).

Research Question 2: How do parents level of education influence end of term examination of students in Basic Schools in the Toase circuit of the Atwima Nwabiagya Municipality?

Parents with SSSCE/WASCE certificate and below were asked to agree or disagree on the following statements on how they are involved in their children's education with regards to their end of term examination. The result is shown in Table 4.7.

Table 4.7: Parents with SSSCE/WASCE certificate involvement in their children's education regarding end of term examination (N=52)

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
I contact teachers to check on my child's school attendance to improve my child's end of term exams	-	4(8)	34(65)	14(27)
I encourage my child to learn hard to get good grades in his/her end of term examination so as to attend good senior high school	-	6(11)	28(54)	18(35)
I arrange extra tuition classes for my children to learn more towards end of term exams	-	8(15)	30(58)	14(27)
I discuss with my child things learnt and read at school	-	6(11)	31(60)	15(29)
I ask about the jobs/ professions that interest my child.	4(8)	6(11)	26(50)	16(31)
I discuss and solve past questions with my child at home to improve my child's end of term exams.	-	4(8)	28(54)	20(38)
I provide a computer for my child for further studies at home	-	4(8)	34(65)	14(27)

Source: Field Work, 2020

Table 4.7 indicates that 65% of the parents with SSSCE/WASCE certificate and below disagreed that they contacted teachers to check their children's school

attendance to improve their end of term exams, 27% of the respondents strongly disagreed while 8% of the respondents agreed. The result implies that majority of the respondents are not able to contact teachers to check on their children's school attendance to improve their performance in their end of term examination.

Again, 54% of the parents with SSSCE/WASCE certificate and below disagreed that they encouraged their children to learn hard to get good grades so as to attend good senior high school, 35% of the respondents strongly disagreed while only 11% of the respondents agreed. The result implies that majority of the respondents are not able to encourage their children to learn hard to get good grades in their examination in order to attend good senior high schools.

Also, 58% of the parents with SSSCE/WASCE certificate and below disagreed that they arranged extra tuition classes to learn more towards end of term exams end of term examination, 27% of the respondents strongly disagreed while 15% of the respondents agreed. The result implies that majority of the respondents are not able to arrange extra tuition classes for their children to learn more towards their end of term examination.

Again, 60% of the parents with SSSCE/WASCE certificate and below disagreed that they discussed with their children things learnt and read at school, 29% of the respondents strongly disagreed while only 11% of the respondents agreed. The result implies that majority of the respondents are not able to discuss things their children learn and read at school towards end of term examination.

Also, 50% of the parents with SSSCE/WASCE certificate and below disagreed that they asked about the jobs/ professions that interest their children, 31% of the respondents strongly disagreed, 11% of the respondents agreed while 8% of the respondents strongly agreed. The result implies that majority of the respondents are

not able to ask about the jobs/ professions that interest their children in order to be informed to do well in their end of term examination.

Also, 54% of the parents with SSSCE/WASCE certificate and below disagreed that they discussed and solve past questions with their children at home to improve their end of term examination, 38% of the respondents strongly disagreed while only 8% of the respondents agreed. The result implies that majority of the respondents are not able to discuss and solve past questions with their children at home to enhance their end of term examination.

Lastly, 65% of the parents with SSSCE/WASCE certificate and below disagreed that they provided a computer for their children for further studies at home, 27% of the respondents strongly disagreed while only 8% of the respondents agreed. The result implies that majority of the respondents are not able to provide a computer for their children for further studies in the home towards their end of term examination. Parents with Diploma certificates and above were also asked to agree or disagree on the following statements on how they are involved in their children's education with regards to their end of term examination. The result is shown in Table 4.8.

Table 4.8: Parents with Diploma certificates and above Involvement in their Children's Education regarding end of term examination (N=38)

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
I contact teachers to check on my child's school attendance to improve my child's end of term exams	16(42)	12(32)	6(16)	4(10)
I encourage my child to learn hard to get good grades in his/her end of term examination so as to attend good senior high school	18(47)	14(37)	6(16)	-
I arrange extra tuition classes for my children to learn more towards end of term exams	18(47)	14(37)	6(16)	-
I discuss with my child things learnt and read at school	20(53)	14(37)	4(10)	-
I ask about the jobs/ professions that interest my child.	14(47)	16(42)	8(21)	-
I discuss and solve past questions with my child at home to improve my child's end of term examination.	22(58)	12(32)	4(10)	-
I provide a computer for my child for further studies at home	18(47)	14(47)	6(16)	-

Source: Field Work, 2020

Table 4.8 indicates that 42% of the parents with Diploma certificate and above strongly agreed that they contacted teachers to check on their children's school attendance to learn more to improve upon their end of term examination, 32% of the respondents agreed, 16% of the respondents disagreed while only 10% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above, contacts teachers to check on their children's school attendance to in order to learn hard to improve upon their end of term examination.

Again, 47% of the parents with Diploma certificate and above strongly agreed that they encouraged their children to learn hard to get good grades in their examination so as to attend good senior high school, 37% of the respondents agreed while 16% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above encourages their children to learn hard to get good grades in their examinations in order to get admissions to good senior high schools.

Also, 47% of the parents with Diploma certificate and above strongly agreed that they arranged extra tuition classes for their children to learn more towards end of term exams, 37% of the respondents agreed while 16% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above arranges extra tuition classes for their children in order to learn more towards their end of term examination.

Again, 53% of the parents with Diploma certificate and above strongly agreed that they discuss with their child things learnt and read at school, 37% of the respondents agreed while 10% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above discusses with their child things learnt and read at school in order continuously learn and reflect to improve their performance in end of term examination.

Also, 47% of the parents with Diploma certificate and above strongly agreed that they asked about the jobs/ professions that interest their children, 32% of the respondents agreed while 21% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above asks about the jobs/ professions that interest their children to inform them to learn hard towards their future career.

Again, 58% of the parents with Diploma certificate and above strongly agreed that they discussed and solved past questions with their children at home to improve their end of term examination, 32% of the respondents agreed while 10% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above discuss and solve past questions with their children at home to help them towards their end of term examination.

Lastly, 47% 18(47) 14(37) 6(16) of the parents with Diploma certificate and above agreed that they provided a computer for their child for further studies at home to enhance their end of term examination, 37% of the respondents agreed while 16% of the respondents disagreed. The result implies that majority of parents with Diploma certificate and above provide computer for their children for further studies at home to enhance their end of term examination.

The entire results from Table 4.7 and 4.8 depict that parental level of education is highly related to children's academic achievement as parents with Diploma certificate and above were more involved in their children's education to help improve their performance in their end of term examination as compared with parents with SSSCE certificate and below where majority of them indicated that they were not able to help their children's education at home to enhance their performance.

The results are therefore in conformity with Eccles (2005)'s assertion that, educational attainment of parents determines their understanding about parenthood and child care. Students with highly educated parents have optimistic attitudes towards learning and can integrate extra learning strategies as compared with children of parents with lower level of educational attainment.

In support, Desforges and Abouchaar (2003) posited that what happens at home has been identified as a very significant factor for promoting pupil/student

achievement. Mutoddi (2014) indicated that the academic performance of students depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. This is acknowledged by Kreider, Kennedy and Weiss (2007) that when parents read to their children at home, children can grasp letters of the alphabet quicker than the children of parents who do not read to them.

Research Question3: What challenges do parents face in the education of their children in Basic School of the Atwima Nwabiagya Municipality?

All the parents were asked to agree or disagree on the following statements on the challenges they faced in their children's education. The result is shown in Table 4.9.

Table 4.9: Challenges Parents Face in their Children's Education (All the Parents- N=90)

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Difficulty in controlling my child's watching of television	38(42)	36(40)	16(18)	-
Inadequate funds to cater for my child's education	46(51)	30(33)	14(16)	-
Involving child in petty trading due to low income	36(40)	34(38)	12(13)	8(9)
Lack of time to supervise my child's learning at home	38(42)	34(38)	18(20)	-
Lack of time to attend PTA meetings	36(40)	32(36)	22(24)	-
Lack of time to monitor my child's learning at home	38(42)	32(36)	16(18)	4(4)
Difficulty in helping my child to do homework	42(47)	36(40)	12(13)	-
Lack of time to check on my child's school attendance	36(40)	34(38)	12(13)	8(9)

Source: Field Work, 2020

Table 4.6 indicates that 42% of the respondents strongly agreed that difficulty in controlling their children's watching of television was one of the challenges parents' faced in educating their children, 40% of the respondents strongly agreed while 18% of the respondents disagreed. The result implies that difficulty in controlling their children's watching of television is one of the challenges parents face in educating their children.

Also, 51% of the respondents strongly agreed that inadequate funds to cater for their children's education was another challenge parents faced in their children's education, 33% of the respondents strongly agreed while 16% of the respondents disagreed. The result implies that inadequate funds to cater for children's education were another challenge parents face in their children's education.

Again, 40% of the respondents strongly agreed that involving children in petty trading due to low income was one of the challenges parents faced in their children's education, 38% of the respondents strongly agreed, 13% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that using children in petty trading is another challenge parents face in educating their children.

Further, 42% of the respondents strongly agreed that lack of time to supervise children's learning at home was one of the challenges parents faced in their children's education, 38% of the respondents strongly agreed while 20% of the respondents disagreed. The result implies that lack of time to supervise children's learning at home is another challenge parents face in educating their children.

Furthermore, 40% of the respondents strongly agreed that lack of time to attend PTA meetings was one of the challenges parents faced in their children's education, 36% of the respondents strongly agreed while 24% of the respondents disagreed. The result means that lack of time to attend PTA meetings is another challenge parents face in educating their children.

Again, 42% of the respondents strongly agreed that lack of time to monitor children's learning at home was a challenge parents faced in their children's education, 36% of the respondents strongly agreed, 18% of the respondents disagreed while 4% of the respondents strongly disagreed. The result implies that lack of time to monitor children's learning at home is another challenge parents face in educating their children.

Also, 47% of the respondents strongly agreed that difficulty in helping children to do homework was a challenge parents faced in their children's education, 40% of the respondents agreed while 13% of the respondents disagreed. The result implies that difficulty in helping children to do homework is another challenge parents face in educating their children.

Lastly, 40% of the respondents strongly agreed that lack of time to check on children's school attendance was a challenge parents faced in their children's education, 38% of the respondents strongly agreed, 13% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that lack of time to check on child's school attendance is another challenge parents face in educating their children.

All the results and analysis in Table 4.9 substantiates Desforges and Abouchaar (2003) who in their study stated that what happens at home has been identified as a very significant factor for promoting pupil/student achievement. The

presence of parental guidance, rules and high educational targets are relevant towards steering a child toward such positive outcomes and its absence or difficulty become a challenge.

In Ghana, few studies conducted so far have mentioned the lack of interest of parents in the education of their children. In a study conducted in Ashanti Region, Ankomah et al (2005) posited that most parents were apathetic to the schooling of their children. Parents lacked interest in education and as such did not bother to get involved in the learning activities of their children.

Khajehpour and Ghazvini (2011) also stated that when parents really get involved and monitor homework, encourage participation in extracurricular activities, and help children develop plans for their future; children are more likely to respond and do well in school. Baker and Stevenson (1986) postulated that less educated parents especially are not willing or able to become involved in their children's education and thereby pose a challenge in the education of children.

Ankomah et al further reports that in Ghana, not much parental involvement is encountered at the school level as many parents do not attend Parent-Teacher meetings as less educated parents are not willing to be involved in their children's education creating a challenge in that regard.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations and suggestions for further study.

5.1 Summary

The purpose of the study was to investigate the influence of parents' educational background on students' academic performance in public Junior High Schools in the Toase Circuit of the Atwima Nwabiagya Municipality.

The objectives of the study were to find out how parents level of education affect class test of Junior High School Students in the Toase Circuit of the Atwima Nwabiagya Municipality, determine how parents level of education affect end of term examination of Junior High School Students in the Toase Circuit of the Atwima Nwabiagya Municipality and to Discover the challenges parents face in the education of their children in Junior High School in the Toase Circuit of the Atwima Nwabiagya Municipality. The descriptive survey design was used for the study. The target population of the study was all the parents of Junior High School students in the Toase Circuit in the Atwima Nwabiagya Municipality. The accessible population was 112 literate parents of Junior High School 3 students in the nine junior high schools in the Toase Circuit comprising 48 parents with diploma and above certificates and 64 parents with SSSCE certificate and below. Purposive sampling was used to select 90 literate parents for the study. Questionnaire was used to collect data for the study. The data were analyzed descriptively and presented using tables, frequencies and percentages based on the research questions.

Main findings

The study found that the performance of children of the majority of parents with SSSCE certificate and were not high due to the fact that their children were not monitored regularly, parents were not able to contact teachers to check on their child's school attendance, were not able to reward their children for getting good grades in class test, were not able to help their children to do their homework, were not able to arrange extra tuition classes for their children to improve performance in class test and also were not able to encourage their child to learn hard to get good grades towards their children's class test.

The study also unearthed that performance of children of the majority of parents with diploma certificate and above were high due to regular monitoring and that the parents were able to contact teachers to check on their children's school attendance, were able to reward their children for getting good grades in class test, were able to help their children to do their homework, were able to arrange extra tuition classes for their children to improve performance in class test and also were able to encourage their child to learn hard to get good grades towards their children's class test.

The study again uncovered that majority of parents with SSSCE and below were unable to contact teachers to check on their children's school attendance to improve their children's end of term examination, were unable to encourage their children to learn hard to get good grades in their end of term examination so as to attend good senior high school, were unable to arrange extra tuition classes for their children to learn more towards end of term exams, were unable to discuss with their child things learnt and read at school, were unable to ask about the jobs/ professions that interest their children, were unable to discuss and solve past questions with my

child at home to improve their children's end of term exams and also were unable to provide a computer for their children for further studies at home to improve performance.

The study further revealed that almost all the parents with diploma certificate and above were able to contact teachers to check on their children's school attendance to improve their end of term exams, were able to encourage their children to learn hard to get good grades in their end of term examination so as to attend good senior high school, were able to arrange extra tuition classes for their children to learn more towards end of term exams, were able to discuss with their children things learnt and read at school, were able to be asked about the jobs/ professions that interest their children, were able to discuss and solve past questions with their children at home to improve upon their end of term exams and also able to provide computers for their children for further studies at home to enhance their performance.

The study finally revealed that, the challenges parents face in the education of their children were, difficulty in controlling their children watching television, inadequate funds to cater for children's education, involving children in petty trading due to low income, lack of time to supervise children's learning at home, lack of time to attend PTA meetings, lack of time to monitor children's learning at home, difficulty in helping children to do homework and lack of time to check on children's school attendance.

5.2 Conclusions

It is concluded based on the findings that parental level of education is a predictor of students' academic performance as parents with higher level of

education were able to be involved in their children's academic activities to attain the higher level of quality in academic success.

It is again concluded that there exist a difference between children of highly educated parents and children with parents having completed only senior high school or not. Children whose parents have university degrees, perform considerably well as they are able to help their children's education compared with children with parents having completed only senior high school.

It is lastly concluded that the challenges parents faced in the education of their children as revealed by the study, if addressed, would go a long way in helping student to perform better.

5.3 Recommendations

1. It is recommended based on the findings and conclusions that heads of educational institution should educate parents during Parent Teacher Association meetings on the need to take some time of their heavy business schedule to be involved in their children education at home and also follow up to the school to improve performance.
2. The Municipal Directorate of Education and heads of educational institution should educate parents to provide their children with the needed teaching and learning resources in order for them to perform better in school.
3. The Municipal Directorate of Education and heads of educational institution should educate parents particularly parents with lower level of education try and minimize the challenges associated with children's

education as revealed by the study to the barest minimum to enable children to achieve greater success in school.

5.4 Suggestions for Further Study

The study was conducted to investigate the influence parents' educational background on students' academic performance in public Junior High Schools in the Toase Circuit of the Atwima Nwabiagya Municipality. So, further study should be conducted to investigate the influence of parents' educational background on students' academic performance in private Junior High Schools of the Atwima Nwabiagya Municipality.

Further study should also be conducted in the other metro, municipals and districts of the Ashanti Region.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR RESPONDENTS

I am Bright Oti Akenteng, a Master of Arts (Educational Leadership) student undertaking a research on the INFLUENCE OF PARENTS' EDUCATIONAL BACKGROUND ON STUDENTS ACADEMIC PERFORMANCE in basic schools in the Toase Circuit of the Atwima Nwabiagya Municipality.

I would be very grateful if you could provide appropriate responses to the questions below. The information you provide will be used for solely academic work and will be treated with utmost confidentiality it deserves.

Please provide appropriate code in the box provided.

SECTION A

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick where appropriate

1. What is your gender?

Male ()

Female ()

2. How old are you?

(a) 31 – 40 years ()

(b) 41 –50 years ()

(c) 51 – 60 years ()

3. What is your highest Academic qualification?

(b) SSCE/WASSCE and below ()

(c) Diploma/Bachelor's Degree ()

(d) Master's Degree ()

4. What is your occupation?

(a) Public Servant ()

(c) Self-employed ()

(f) Farmer ()

SECTION B**How do parents level of educational affect class test of students in Basic Schools in the Toase circuit of the Atwima Nwabiagya Municipality?**

Please rate your opinion on the following statements on what parents' do to influence their child's performance in class test. Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 4=**Strongly Agree (SA)**, 3= **Agree(A)**, 2=**Disagree (D)**, 1=**Strongly Disagree (SD)**, as sincere as possibly.

	Statement	Parents with SSCE/WASSCE and below				Parents with Diploma Cert. and above			
		SA	A	D	SA	SA	A	D	SD
5	Child's performance is high due to regular monitoring								
6	I contact teachers to check on my child's school attendance								
7	I reward my children for getting good grades in class test.								
8	I always help my child to do his/her homework								
9	I arrange extra tuition classes for my child to improve performance in class test								
10	I encourage my child to learn hard to get good grades in his/her class test								

SECTION C**How do parents level of education influence end of term examination of students in Basic Schools in the Toase circuit of the Atwima Nwabiagya Municipality?**

Please rate your opinion on the following statements on what parents' do to influence their child's performance in end of term examinations. Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 4=**Strongly Agree (SA)**, 3= **Agree(A)**, 2=**Disagree (D)**, 1=**Strongly Disagree (SD)**, as sincere as possibly.

	Statement	Parents with SSCE/WASSCE and below			Parents with Diploma Cert. and above				
		SA	A	D	SA	SA	A	D	SD
12	I contact teachers to check on my child's school attendance to improve my child's end of term exams								
13	I encourage my child to learn hard to get good grades in his/her end of term examination so as to attend good senior high school								
14	I arrange extra tuition classes for my children to learn more towards end of term exams								
15	I discuss with my child things learnt and read at school								
16	I ask about the jobs/ professions that interest my child.								
17	I discuss and solve past questions with my child at home to improve my child's end of term exams.								
18	I provide a computer for my child for further studies at home								

SECTION D**What challenges do parents face in the education of their children in Basic School of the Atwima Nwabiagya Municipality?**

Please rate your opinion the following statements on challenges parents encounter in the education of their children. Please, respond to the statements by ticking [\surd] the number on the 4-point likert scale using the following keys: 4=**Strongly Agree (SA)**, 3= **Agree (A)**, 2=**Disagree (D)**, 1=**Strongly Disagree (SD)**, as sincere as possibly.

CHALLENGES PARENTS FACE IN THEIR CHILDREN'S EDUCATION

	Statement	SA	A	D	SD
19	Difficulty in controlling my child's watching of television				
20	Inadequate funds to cater for my child's education				
21	Lack of time to supervise my child's learning at home				
22	Lack of time to attend PTA meetings				
23	Lack of time to monitor my child's learning at home				
24	Difficulty in helping my child to do homework				
26	Lack of time to check on my child's school attendance				

THANK YOU FOR YOUR TIME