

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF PARENTAL SOCIOECONOMIC STATUS ON ACADEMIC
PERFORMANCES OF STUDENTS STUDYING BIOLOGY**



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PERFORMANCE OF STUDENTS OFFERING BIOLOGY

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DECLARATION

Student's Declaration

I, **Selorm Kudjoe Agbotse** hereby declare that this dissertation, except quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree in this University or elsewhere.

Signature:

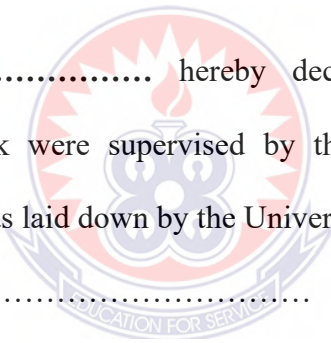
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Supervisor's Declaration

I, hereby declare that the preparation and presentation of this work were supervised by the guidelines for supervision of dissertation/project work as laid down by the University of Education, Winneba.

Signature:

Date:



DEDICATION

This study is wholeheartedly dedicated to my beloved mother, who has been my source of inspiration and gave me strength when I thought of giving up, she continually provides her moral, spiritual, emotional, and financial support. To my wife and children for their support and encouragement. To my sister, friends, and classmates who shared their words of advice and encouragement to finish this study. And lastly, I dedicate this work to the Almighty God, thank you for the guidance, strength, power of the mind, protection, and skills and for giving me a healthy life. All of these, I offer to you.



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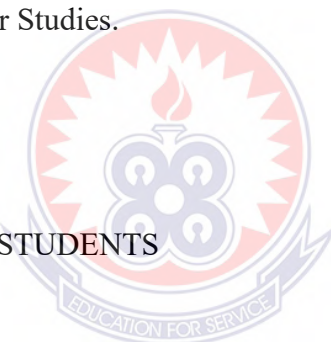
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ABSTRACT

This study aimed to investigate the impact of parental socioeconomic factors on the academic performance of students at Akosombo International School in Ghana's South East Region. Specifically, it sought to determine how parental educational level, occupation, and income influence students' performance in biology. The research design employed was a descriptive survey, and a purposive sampling method was used to select 80 students and their parents as participants. Questionnaires and interviews were the main research instruments used, with questionnaires administered to students and interviews conducted with parents. The collected data were analysed using content analysis, frequency tables, and percentages. The findings indicated that parents' educational qualifications, academic achievements, attitude towards education, monitoring of student's progress, and establishment of rules and regulations positively influenced students' academic achievement. Additionally, parental income and financial status, as well as their provision of a conducive learning environment at home and motivational incentives, played a role in students' academic success. Moreover, the occupational status of parents, especially those in higher-level and prestigious professions, and their level of education significantly contributed to students' academic performance. On the other hand, students whose parents were in formal employment and could support their education showed better academic outcomes, while those with parents in informal employment faced challenges.



CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter contains the background to the study, the statement of the problem, the purpose of the study, the research objectives, research questions, the significance of the study, limitations of the study, delimitations of the study and organization of the study.

1.1 Background to the study

Akachukwu et al. (2018), asserted that education is a process by which the mind of a human being develops through learning at home, streets, and in religious institutions like churches and mosques, schools, colleges or universities. Education is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in society. It is the best legacy a nation can give to its citizens, especially the youth (Akachukwu et al., 2018). Every nation hoping to have a bright future needs to focus on education because it is the only way to much development. Yusuf and Al-Banawi (2013), noted that education must be considered a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there is a strong and positive correlation between economic activity and education in explaining economic growth. Asiru (2014), stated that education is a catalyst for the development of individuals, society and the nation as a whole. Dagbo (2014), also opined that education is an important tool for social growth, development and interaction of all elements in society for its economic, social and political well-being. Olayanju (2014), posited that education plays a critical role in human capacity building and skills acquisition.

This means education is considered a first step for every human activity and development of a nation at large. As a result, educators and researchers have long been interested in investigating variables contributing effectively to the quality of performance of learners (Farooq et al., 2011). Hosts of inside and outside factors, like individual and household characteristics, socioeconomic situation, school-related factors and government policies, would have an impact on the academic performance of students (Dayioglu & Türüt -Asik, 2004; Farooq et al., 2011). Socioeconomic status is a term which comprises two variables: the social and the economic variables (Idris & Rufus, 2021). Social status is acquired by the position one occupies in society whilst economic status is associated with the wealth of a person (Idris & Rufus, 2021). Socioeconomic status has always been measured by the same parameters by experts from varied fields including sociologists, educationists and psychologists (Idris & Rufus, 2021). Parson et al. (2001), define socio-economic status as an expression which is used to differentiate between people's relative status in the community regarding family income, political power, educational background and occupational status.

Also, Saifi and Mehmood (2011), submit that socioeconomic status is a combined measure of an individual or family's income and social position relative to others based on income, education and occupation. Ghana, like any other "third world country" is suffering from an economic crisis which largely affects the socio-economic status of its populace. The academic performance of students is negatively correlated with the socioeconomic status of parents (Eamon, 2005). Ahmad and Khan (2012), underlined that parental socioeconomic status (SES) has a deeper impact on children's academic achievements. Most research outputs identified parents' educational level and occupational status as principal determinant factors in students' academic performance (Saifi & Mehmood, 2011; Al-Mataalka, 2014). Jeynes (2002), showed that there is a

positive correlation between the SES of a family and the academic achievements of a student. Al-Matalka (2014), found students with at least 10% lesser scoring than others with better SES on the National Assessment of Educational Programs. The findings of Danquah et al. (2014), revealed that socioeconomic background, parental involvement and teachers' attitude are very important factors in determining students' achievement in core subjects such as the English language. However, the influence of parental socioeconomic status on students' academic performance in biology is limited in the existing literature. It is against this background that the study is being conducted.

1.2 Statement of the problem

Biology education is to prepare students to acquire: adequate laboratory and field skills, meaningful and relevant knowledge, the ability to apply scientific knowledge to everyday life and functional scientific attitudes (Ebere & Appolonia, 2017). Despite the importance of Biology, students' achievement in the subject from the West African Secondary School Certificate Examination (WASSCE) has been poor (Glasson, 2009). This is no different from the performance of students at Akosombo International School. Biology teachers of the school have employed varied teaching methods to help remediate poor academic performance of students in Biology. Despite all these, student performance has not significantly improved. Therefore, it is important to establish other factors that influence academic performance in the division outside those that are perceived. Such factors may emanate from parental factors from which students come as they received inadequate attention from researchers. According to Schneider and Coleman (2000), parents' income level has a strong positive effect on the student's grades, and students from lower-income families are less likely to succeed academically. He also revealed that parents with low educational levels may have less expertise or information about how to interact

with their children's education. This could result in poor student achievement. Therefore, the study sought to determine the influence of parental socioeconomic status on the academic performance of students offering biology at Akosombo International School.

1.3 Purpose of the study

The purpose of the study was to determine the influence of parental socioeconomic status on students' academic performances in biology at Akosombo International School.

1.4 Objectives of the Study

The objectives of the study were to determine

1. The extent to which parental educational level influences the academic performance of students in Biology
2. The Influence of parents' occupation on students' academic performance in Biology
3. The influence of parental income level on the academic performance of students in Biology

1.5 Research Questions

The following research questions guided the study

1. To what extent does parental educational level influence the academic performance of students in Biology?
2. What is the influence of parents' occupation on students' academic performance in Biology?
3. What is the influence of parental income level on the academic performance of students in Biology?

1.6 Significance of the study

The study may be significant to parents, teachers and educational researchers because the information collected by the researcher will contribute to their general understanding of the influence of parental socio-economic status on students' academic performance. The Ministry of Education and policymakers in Ghana may also use the findings in this study to address the problem of poor academic performance. This study will also contribute to the body of knowledge in general by providing direction to future researchers who may wish to further their investigation on similar topics. Through this study, religious organizations and nongovernmental organizations will understand the influence of parents' socio-economic status on students' educational success and thus obtain appropriate knowledge on how best to contribute/participate in the education sector.

1.7 Limitations of the study

The researcher encountered several problems which include the following: the researcher faced the problem of clarifying questions to some of the students who found it difficult to understand the questionnaire. This consumed much of the researcher's time and resources. Some parents were not willing to disclose their income level. Some parents also felt there would never be any improvement in the academic performance of the students even if they respond to the questionnaire and therefore, they were unwilling to do so.

1.8 Delimitations of the study

The study is delimited to Akosombo International School. The study is also delimited to the use of questionnaires and interviews only. Several factors affect students' academic performance but the study was delimited to the influence of parental

socioeconomic factors on students' academic performance among Biology students of Akosombo International School.

1.9 Organization of the Study

The study report was divided into five chapters. The first chapter served as the introduction to the study. Chapter two was devoted to the review of literature that related to the socio-economic factors that influenced the academic performance of students. Chapter three focused on the method used to gather data in the study. It consisted of the area of study, descriptions of the instrument, validity and reliability of the instrument, and administration of the instrument as the research design. Chapter Four presented and discussed the findings. Finally, chapter five, which was the final chapter, consisted of a summary, conclusions, recommendations, and suggested areas for further study.

1.10 Definition of Significant Terms

Socioeconomic status (SES) refers to the social and economic position of an individual or a group about others in society and encompasses various indicators such as income, education, occupation, and wealth (Adler & Rehkopf, 2008). SES is a multidimensional concept that provides insights into an individual's access to resources, opportunities, and overall well-being and these factors intersect and interact, creating different levels of advantage or disadvantage for individuals and communities (Marmot & Wilkinson, 2006).

Occupation: Occupation refers to the type of work an individual engages in and the level of skill and responsibility it entails and occupations vary in terms of income potential, job security, and social status (Marmot & Wilkinson, 2006). Occupational

status is closely linked to income and educational attainment and contributes significantly to socioeconomic stratification (Marmot & Wilkinson, 2006).

Level of education: The term "level of education" refers to the stage or degree of formal education attained by an individual, typically categorized into different levels based on the educational system or framework of a particular country (UNESCO, 2011).

Academic Performance - Academic performance typically refers to how well a student performs in their academic studies, such as their grades, test scores, and overall academic achievement (Kuncel et al., 2004).

Education: According to UNESCO (2015), education is a multifaceted process that involves the acquisition and development of knowledge, skills, values, and attitudes through systematic instruction, study, or experience. It encompasses various formal and informal activities designed to promote intellectual, social, emotional, and physical growth in individuals

Income refers to the money or financial gains received by individuals or entities from various sources, such as employment, investments, business activities, or government transfers (Investopedia, 2021).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter is composed of the theoretical review conceptual framework and reviews some of the works of different authors. In conducting this review, the following study variables were of utmost importance; parents' education, income and occupation. In this section, the researcher sought to know what other researchers have done about parental socio-economic factors affecting students' academic performance. This chapter will review the following headings

1. Theoretical framework
2. Conceptual framework
3. Concept of academic performance
4. Measurement of academic performance
5. Concept of socio-economic factors
6. Components of socioeconomic factors
7. Parent education and students' academic performance
8. Parents' occupation and students' academic performance
9. Parents' income level and academic performance
10. Review of Empirical studies on the influence of Parental Socioeconomic
11. Status on the Academic performance of students in secondary schools

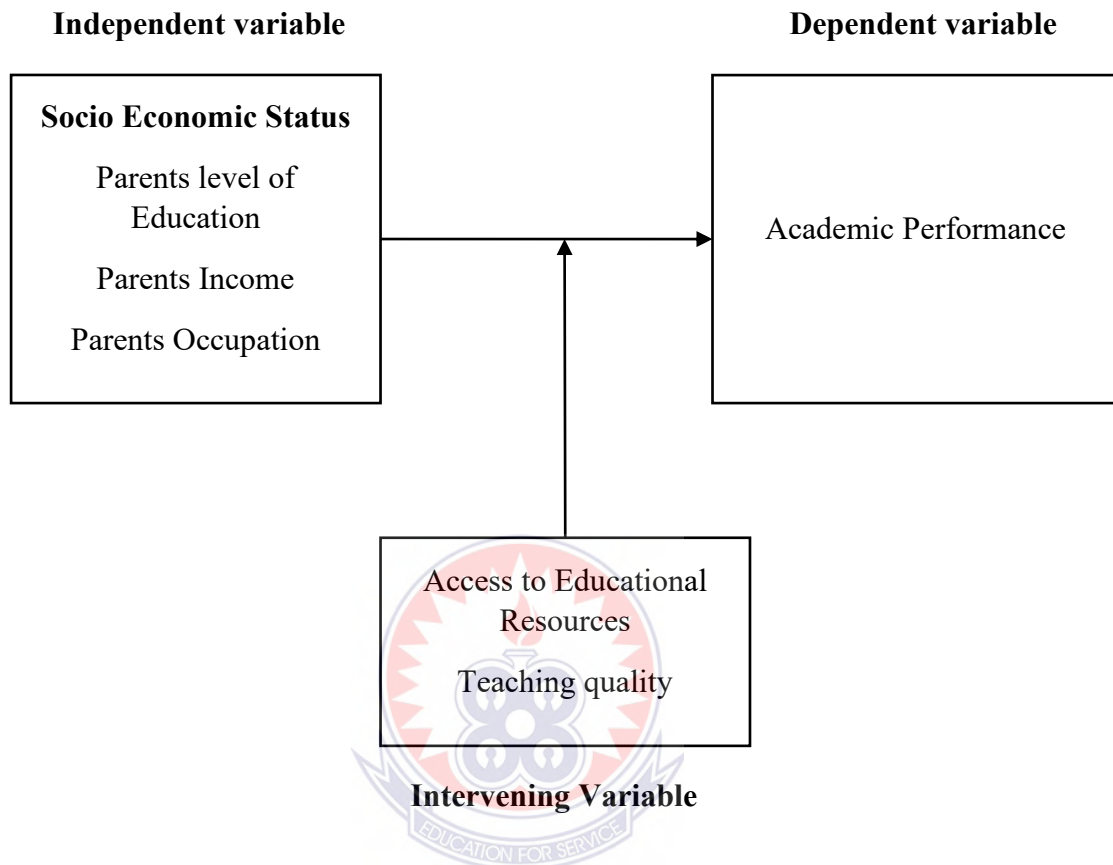
2.1 Theoretical Framework

The idea behind a theory is to clarify issues and to have guiding principles as well as direction for the explanation and interpretation of social phenomena (Oтите & Oгionwo, 2006). This study was based on the Social Conflict Theory. Conflict theory states that society or an organization function so that each participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution. Marmot and Wilkinson (2006) proclaimed that the history of all existing societies is a history of class struggle. For example, there is a struggle between those in power or the rulers and the ruled, rich and poor, educated and uneducated and those who are economically powerful and the poor. The haves and the have-nots are seen as being in a constant state of tension. In other words, there is an 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. Conflict theory manifests itself in Ghana in other counties where there are inadequate school facilities, shortage of teachers, poor infrastructure development like schools and roads and poor communication networks among others concerning other more developed counties like Nairobi County et al (Tana River County Integrated Development Plan [TRCIDP], 2013).

This could be one of the reasons why the county exhibits poor academic performance concerning other more developed counties in the country. There may be also conflict between the teachers' employer (TSC) and teachers in this rural hardship area in which teachers constantly seek to be transferred to more developed counties with favourable climatic conditions against the wish of their employer (Cobbold, 2006). There is

Constant tension and conflict may also affect students' academic performances in the region.

2.2 Conceptual Framework (researchers' construct)



This conceptual framework presents independent variables such as parents' level of education, parents' occupation and parents' income. The interaction of these variables determines the outcome of students' academic performance as shown above. Together, the intervening variables help explain the relationship between the independent variables (parents' characteristics) and the dependent variable (academic performance). Access to educational resources and teaching quality act as mediators, influencing how parents' educational level, income level, and occupation impact a student's academic performance.

2.3 Concept of Academic Performance

Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Hijazi & Naqvi, 2006). A student's academic performance is an objective score of attainment after a specified instructional program. Academic performance is seen as the knowledge attained or skills shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers. It is the institutional evaluation of the classroom work based on the grades awarded. Academic performance according to Akinboye (2004), is of two categories that are positive (good) and negative (poor) performance.

Academic performance as a variable in students' learning has been an area of concern in present-day research. Ogunduku and Adeyemo (2010), defined academic performance as the exhibition of knowledge acquired or skills developed by students in the school subjects. It is the degree of performance in the subject as exhibited by a student. Academic performance is the exhibition of knowledge attained or skills developed by students in the school subject usually designed by test scores or by marks assigned by teachers which can be low or high. Academic performance means how well one does in school. Poor grades are considered bad academic performance.

According to Cambridge University Report (2003), Academic performance is usually described in terms of examination scores. Academic performance refers to what skills the student has learned and is usually measured through an assessment like

achievement tests, performance assessments and portfolio assessments (Santrock, 2006). The assessment provides information on the anecdotal report of the student's academic performance over a given period. Academic performance which is measured by the examination results is one of the main objectives of the school. Academic performance involves three concepts; the ability to study, retain and recall facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself concerning facts and thirdly, being able to communicate (Coulson, 2008). According to Pruet (2010), is the level of performance attained via the combination of inputs from students' motivation and conduct. Adediwura and Tayo (2007), asserted that academic performance is generally referred to how well a pupil is accomplishing his or her tasks and studies, but there are quite several factors that determine the level and quality of pupils' academic performance. This no doubt supports the view of Nicholas (2004), that the most current information on improving academic performance shows that there are three conditional influences linked to levels of academic performance among school pupils. These influences according to the information include:

- High-quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning and home environment)
- High-quality child-care environments (stimulating activity and nurturing as reflected in high-quality parenting)
- High-quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

The academic performance Index (2010), revealed that academic performance is how students deal with their studies and the responsibilities given to them by their teachers.

Louis (2012), indicated that academic performance is the ability of students to obtain high grades and standardized test scores in school subjects, especially subjects that are part of the core academic curriculum. Lavin (2001), gives an objective definition of the term academic performance as traditionally used, the term academic performance refers to some method of stating or expressing a student's academic rank. Generally, this is a grade for a particular subject area or an average for all subjects expressed on a 0-to-100 or another quantitative scale. Ijaiya (2014), noted that academic standard refers to what students should be able to know and be able to do. It should provide explicit expectations for students at each grade level along with an explicit description of the content knowledge and academic skills that are required. Also, Oloyede (2006), noted that academic performance is the actual performance of students in academic subjects and basic knowledge. Bello (2006) stated that examination is the most viable instrument to measure students' academic performance. Oloyede (2006), opined that the outcome of the examination results will determine who gets promoted to the next class or otherwise.

Abdul (2002), defined academic performance as the student's level of attainment in the grade point average of subjects offered in his/her year examination. Adefila (2004), had written answers to graded questions or exercises in one of the most popular, reliable and convenient methods of assessing students' progress and achievement. He further asserted that questions and exercises reflect the content of the lesson and help considerably towards objective assessment of the student's academic output. Oke (2003), stated that students' academic performance is germane to their performance in academic endeavours. He asserts that students' academic performance is the measure of how well they have mastered the learning tasks presented to them the way they handle controversial issues and pass relevant judgment and the level at which they

pass an examination. In the same vein, Oloyede (2006), asserted that students' academic performance is the main focus of overall educational performance. Academic performance is referred to as educational outcome. It is a yardstick used to determine how far a student has mastered a subject of study within a given period. Academic performance is a viable tool that can be used to determine and predict the standard of any educational system in Nigeria in terms of its efficiency and effectiveness. It portrays the quality of education offered in Ghana.

2.4 Measurement of academic performance

Determining academic performance serves as a source of motivation for students' learning. Students are encouraged to learn more seriously when they know that their learning will be evaluated and when they realize that their efforts and performances are being recognized. Bennett (2010), asserted that evaluation or determination of academic performance is concerned more fundamentally with deciding on the value or execution worthwhile of a learning process as well as the effectiveness with which it is been implemented. He maintains that usually two basic areas are evaluated. First is the academic performance of the students concerning the philosophy and objectives of the education he/she is receiving. The second is how well the curriculum goals are been realized for the level of education. According to Lehman (2007), evaluation is the systematic process of determining the extent to which instructional objectives are achieved by students. Consequently, examination results and the teacher's judgment are used to categorize or classify students. Irreversibly decisions are made regarding the students' worth and their future in the educational system. By this system of categorizing students, some are made to feel that they are deficient, performing low academically, while others feel that they are able, good and desirable academically.

This labelling of individuals may likely have some unfavourable influence on a person's self-concept.

This is basically what teachers do when they set tests or give assignments. This is the main job of examination bodies like the WAEC etc. Yusuf (2012), described evaluation as the collection and use of information as a basis for rational decision-making on the subject topics which need to be improved or modified. It is a quality control exercise to ensure that resources are used maximally. The process will indeed yield information regarding the worthiness, appropriateness, and validity of something for which a reliable measurement or assessment has been made.

However, various assessment or measurement tools and techniques may be used in evaluating or determining the teaching-learning process as well as the outcomes associated with it. Yusuf (2012), has identified the following instruments to be used in evaluating the teaching-learning process which are tests, observation projects, questionnaires, interviews, checklists and sociometric techniques or sociometry.

Alabi (2011), asserted that test is an important aspect of the educational process. It is the stage at which the students' knowledge, skill, ability and competencies are assessed, and judgment is made about such performance. The outcomes of such judgment are used in diagnosing as well as placement of students. Kobowu and Alao (2010), defined a test as the assessment of a person's performance when confronted with a series of questions, problems, or tasks set for him/her to ascertain the amount of knowledge that he has acquired, the extent to which he/she can utilize it, or the quality and effectiveness of the skills he has developed. Scott (2003), stated that measuring academic performance can occur at multiple levels and serves multiple purposes. For example, classroom -teachers often conduct formative and summative

tests to evaluate students' mastery of course content and provide grades for students and parents. States tests are designed primarily to measure progress at the school and school levels.

Megan (2013), suggested that standardised observational assessment can guide teachers and administrators in promoting effective teaching and learning, enhancing students' social and academic development as well as assessing their level of academic outcomes centre for american progress (CAP) advanced that students' performance can be measured through administering achievement tests, analyzing stated testing results, using informal surveys to measure academic achievement and looking at grade reports.

Accurately measuring academic performance is an important part of planning for a child's education. However, no one source of information should be used to assess academic performance. A student may demonstrate knowledge of one instrument and not of another. Using good strategies to assess academic performance from multiple sources will ensure good information and the best possible educational planning. The academic performance of students can also be measured in the following ways:

- a. Administer a standardized achievement test. A standardized test has to be given by someone who meets the qualifications required in the testing manual. Usually, that is a person who has coursework in administering that type of assessment. Standardized achievement tests compare the students being tested with the average student of the same age in a sample of students across the country. The advantage of these types of standardized tests is that they are well-researched and usually have pretty good validity and reliability. The

disadvantage is that they do not tell where that child is at given what they have been taught in their classroom in their school district

- b. Analyze test results. Each country chooses its standardized test to measure achievement and each defines its level of proficiency on that test. However, a student could have guessed well on the test or they could have had a bad day on the day of the test. This is one good way of telling what a student has learned but it should be considered along with other sources of information (Megan, 2013)
- c. Use informal surveys to measure academic performance. Teacher surveys based on what has been taught in the classroom can be a good indicator of academic achievement. These are sometimes included in textbooks or they can easily be made up. They are a good tool to use to see what has been learned, what has been retained over time, and what has not been mastered and needs to be re-taught.
- d. Look at grade reports. Grades are one tool to use to measure academic performance. They are a great indicator of academic success and short-term learning. However, grades do not necessarily measure long-term learning or mastery. For example, some students may do well on tests because they can memorize information and relate it at test time. However, it may be questionable if it was learning if they forget it right after the test and cannot demonstrate that knowledge at a later time. Grades are partially based on short-term knowledge that comes from weekly tests and homework, and only part of the grades is more long-term knowledge (Megan, 2013)

In educational institutions, success is measured by academic performance or how well a student meets standards set out by the local or central government and the institution

itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators, and government education departments alike (Udoh & Ajala, 2005). Academic performance is what you have shown you can do in a certain subject. Ability is what you can do in an ideal circumstance. You can think of it as being internal and hidden until you show what you can do with your performance. Academic achievement or (academic) performance is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals. The tracking of academic performance fulfils several purposes. Areas of achievement and failure in a student's academic career need to be evaluated to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious minimizing complaints by holding teachers and schools accountable for the components of every grade. According to Von-Stumm et al. (2011), academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessments or the cumulative grade point average (CGPA) of students.

Popoola (2010), defined academic performance as an expression used to present a student's scholastic standing and which is a function of various factors such as the method of teaching, teachers' qualifications, child's home background, school environment, attitude, and interest among others.

Academic Performance is described as the quality and quantity of a student's work (Akanni, & Feyisetan, 2011) defined academic performance as what encompasses the

student's ability and achievement. According to him, he expresses the outcome of learning that has been acquired by the learner which may be in the form of poor academic performance or good academic performance. He further expresses the delivery of the skills and knowledge that has been learnt in the school setting and this can be known through the testing of the school pupils, by giving them some questions to respond to either in writing or oral form, from which the academic performance can be ascertained or determined. Academic performance is an objective score of attainment after a specific instructional program (Yara, 2009).

2.5 The Concept of Socioeconomic Status

Socioeconomic factors are the elements that determine the economic activity of societies. Socioeconomic factors are the sectors of an individual's activities and understanding that shape him/her as an economically active person. Socioeconomic status is a term which comprises two variables: the social and the economic variables. Social status is acquired by the position one occupies in society whilst economic status is associated with the wealth of a person. Socioeconomic status has always been measured by the same parameters by experts from varied fields including sociologists, educationists and psychologists. Parson et al. (2001), define socio-economic status as an expression which is used to differentiate between people's relative status in the community regarding family income, political power, educational background and occupational status.

Also, Saifi and Mehmood (2011), submit that socioeconomic status is a combined measure of an individual or family's income and social position relative to others based on income, education and occupation. It is a definite background variable that represents a feature of the social structure in society (Oakes & Rossi, 2003). Socio-

economic status is typically delineated into three categories, thus high socioeconomic status, middle socioeconomic status and low socioeconomic status describe the three areas family or an individual may fall. Thus, the concept of “class” or “status” implies some people are either superior or inferior in some respect. One can be found at the top, middle or bottom. Socioeconomic status, therefore, means that the social and economic standing of a person depends on these key variables, thus wealth, education, occupation and influence. Indeed, this index of social position utilizes occupation, education and residence to locate people within the status hierarchy (Oloyede, 2016). The impact of socioeconomic status on school performance is known in the literature as the socioeconomic gradient. The gap tends to widen gradually between students with high social status and students with lower social status. This gap tends to widen starting with early school problems for lower social status students continue to cause problems that usually lead to dropping out of school (Alexander et al, 2001; Pearson et al., 2000).

2.6 Components of Socio-economic Factors

Education is among the main factors of socio-economics. Through education, individuals gain skills, knowledge and motivation, the three elements necessary for professional realization. This is why education is a socioeconomic factor. It shapes individuals as potential professionals and increases their economic awareness. Furthermore, through education, economic development occurs. Then also, most times, educated individuals from a social group are seen to be actively involved in economic decision-making processes in their society (Smith et al.,2009). Moreover, one’s career and earning capacity is a set of elements that influence one’s socioeconomic status. A person belongs to a certain social class which is determined by his income and occupation. For example, lawyers and judges are in the top social

class because their earning capacity is ranked above the income of, for instance, a mechanic. These factors are significant for the formation of different social layers and are narrowly related to education. There are many avenues for teachers, parents, and administration to venture down as they are trying to evade the roadblocks to student achievement. These avenues can be looked at as possible explanations for a lack of student achievement on the end-of-semester examination. A quote mentioned in an article from Rouse and Barrow (2006), states how Martin Luther King, Jr. in 1967 felt concerning the socioeconomic status of students and its effects on their education. Luther was quoted as saying that ‘the job of the school is to teach so well that one’s family background is no longer an issue’. To magnify the effects of socioeconomic status, Claro et al. (2016), “The family characteristic that is the most powerful predictor of school performance is socioeconomic status (SES); the higher the SES of the student’s family, the higher his academic achievement.” Many studies support that general statement about socioeconomic status.

More recent studies such as those of Farmer (2006) show that independent variables that schools cannot control, including low income, are good for predicting achievement scores. In contrast, some studies do not find significant relationships between socioeconomic status and student achievement. Claro et al. (2016), state that then “knowledge of a student’s SES provides only modest assistance in accurately predicting his or her performance on standardized tests”. In the same vein, Nye and Hedges (2002), find that socioeconomic status is more of a predictor at the early stages of education, and much less of a predictor as the students’ progress into the later stages of education, where other variables become more of a factor in student achievement scores than being economically disadvantaged. According to Hedges (2002), the Department of Education in the United determines the quality of schools based on

scores obtained from Semester Examinations. Sutton and Soderstrom (2001), make a statement that shows a strong belief in this process by stating that educators, and especially legislators and the public, should consider examination results when comparing student achievement among school districts, and rank them accordingly. These researchers feel that comparing schools and school districts in this way will favour schools that serve advantaged students, and adversely affect schools with a large population of economically disadvantaged students.

2.7 Socioeconomic Factors and Academic Performance of Students

The literature studies emphasized that socioeconomic factor has a strong impact on a student's academic performance. The socioeconomic condition explores the mechanisms of a student's academic performance which are possible means for the identification of the socio-economic and cultural factors (Nesbitt et al., 2013). However, differences in the availability of facilities and investment level in education of a household can eventually lead to inequalities in students' academic achievements (Buchmann, 2002). Hitherto some empirical studies have found that the academic performance of students with lower socio-economic status is slower than that of students with higher socio-economic status. As a result, a student's low socio-economic status is associated with poor cognitive and academic development and language problems (Morgan et. al., 2009). The academic performance of students can be negatively affected by a combination of factors, including parents' illiteracy, limited professional opportunities, low income, compromised health conditions, and lack of access to education (Aikens & Barbarin, 2008). Islam and Khan (2017), study found no significant differences between male and female students in their academic achievements. This study on socioeconomic factors and the academic achievement of higher secondary school students indicates that there are significant differences in their

academic achievement within a group with varying socioeconomic and demographic factors. The study by Rather and Sharma (2015), emphasised the strong relationship between the socio-economic status of high school students and their academic performance. The study found that male students performed better than female students.

Furthermore, their study reveals that there are no significant differences between urban and rural students in their academic performance. The relationship between the socio-economic status and educational performance is moderated by the standards of Kumaravel Udayakumar 5614 the schools. The existence of educational inequalities in high-income countries, with high socio-economic factors, poses a serious challenge to developing countries in expanding school access for their children (Kim et al., 2019). The previous academic achievement, academic experience and work status of the students more strongly influenced their academic performance than their socioeconomic status (Hernandez, 2020). The student's high socioeconomic status was one of the most significant educational achievements compared to students' low socioeconomic status (Bhat et al., 2016). Socioeconomic status was a positive sign of students' academic performance in language and mathematics subjects. There is a positive relationship between socioeconomic factors and the student's achievement in language and mathematical subjects of the students (Zhang et., al, 2020).

2.8 Educational Factors and Academic Performance of Students

Earlier studies have found that school characteristics, such as effective teaching, good infrastructure, talented faculty educational medium, and use of teaching aids enhance students' learning outcomes that result in higher academic attainments and social equity (Udayakumar & Rajendran, 2016), There is a strong correlation between school

characteristics and students' achievement (Çobanoğlu & Badavan, 2017). Lack of educational facilities has affected the educational performance and the learning outcomes among the students of higher secondary schools (Udayakumar & Rajendran, 2016), which contributes to the low socio-economic status of the students. Earlier studies on this subject have found that socioeconomic factor plays an important role in higher secondary students' academic performance. The socio-economic background of private-school students significantly impacted their academic performance in language, maths, and science subjects (Suna et al., 2020). Some of the studies examined gender-wise academic performance in mathematics subjects. However, the boy students accomplished better than the girl-students in Mathematics subject (Udayakumar et al., 2022). Thus, it is evidenced that the factors such as the socio-economic conditions, school characteristics and personal abilities of students have a strong impact on their academic performance at different stages of education. In line with the earlier studies, the present study has attempted to analyse the relationship between the socio-economic factor of the Higher Secondary School Students and their academic performance in Salem District of Tamil Nadu.

2.9 Parental Level of Education and Students' Educational Performance

In most parts of the world, the process of educational attainment involves coordinating decisions on many dimensions e.g., curriculum placement, curriculum choice, participation in extracurricular activities and post-secondary school choice. Successful passage through or navigation of this complicated system is partly dependent on parental assistance (Furstenberg, 2010). Ineffective or inadequate parental assistance may lead a child to feel overwhelmed and consequently withdraw from school. Research on status attainment has shown that the high educational aspirations of parents are associated with high aspirations in children and that this association

accounts for a significant part of the association's father's and son's educational attainment (Wells et al., 2011). Students with families where parents have less education tend systematically perform worse than students whose parents have more education (Kainuwa et al., 2013). Nannyonjo (2007), makes some analysis to prove that students whose parents had some level of education tend to perform better academically. He compared the performance of students whose parents did not finish primary school and those who finished senior four or senior six or university and found that the latter performed considerably better. The highest increase in the test scores was for students whose fathers had a university degree. When this is compared to earlier research by Hanushek (2005), it was found that a mother's education has a significant effect on students' test scores. Fathers' education had a stronger influence than mothers. Those results possibly reflect the ability of parents to support the student's school work and likely interactions of literate parents with their children in school-related or literacy nurturing activities as well as their ability to support their children with homework or help with difficult homework questions.

Similarly, Okumu et al. (2008), in a study of socioeconomic determinants of second-cycle schools found that high academic attainment of a mother and father significantly reduces the chances of second-cycle school dropout for students in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spend with their children than their uneducated counterparts. Also, educated mothers are more effective in helping their children in academic progress. While for fathers it's attributed to the fact that educated fathers are also interested in their children thus they would be willing to spend time more helping their children with academic problems. Educated fathers are as well aware of the social networks necessary for their children

to engage in relatively human capital-intensive activities yielding high returns to education.

Also, an evaluation made by Bekman (2011), on the mother-child programme in Turkey review showed a greater impact, when literacy courses introduced parents to the ways of helping their children in school and the school curriculum. Reder (2008), investigated the outcomes and impacts associated with adult literacy education in America and reported that the participants have a positive influence on involvement in their children's education. Besides learners perceived that their personal goals are achieved through participation in adult literacy education. Egbo (2000), reported on Nigerian women's account of their daily routine, which brought out the contrast in the routines of children of literate and illiterate women in Nigeria. Carr-Hill et al. (2001), who evaluated adult literacy in Uganda reported that literacy class graduates were nearly twice as likely to discuss schoolwork and check the homework of their children. Burchfield et al. (2002), studied the effect of integrated literacy and basic education programmes on the participation of women in social and economic development in Bolivia. The study compared women participants and non-participants in an integrated literacy and basic education programme in Bolivia. The study noted that though both literate and non-literate parents believed strongly in education for their children, literate parents were more likely to be able to support children in practical ways, such as meeting teachers and discussing progress with children.

They were more likely to help their children with homework, to visit their child's school and to read to them, although reading to children is not a common educational practice. The study concluded that in both the experimental and the control group more educated women had greater involvement with their children's

educational activities than less educated women. Friedrich and Jellema (2003), studied literacy, gender and social impact and empowerment in Uganda. The study pointed out husbands' comments that their wives are now educating their children with more diligence are likely to refer wife being stricter, including physical punishment, rather than teaching children how to read and write. Studies have evaluated the impact of family literacy programmes on parents supporting children's education in South Africa (Desmond, 2004) and revealed greater impacts when literacy courses are introduced to parents for helping their children in school and the school curriculum. Saifi and Mehmood (2011), indicated that "Low maternal education and minority-language status is most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status. More educated mothers, it is argued, are more likely than fathers with the same level of education to make higher inputs of time and goods into the production function of their children's cognitive achievement, both in terms of quantity and quality of inputs. The more educated the mother, the more efficient her use of time spent with the child. Education may increase women's bargaining power within the household, giving them more control over family income, again increasing home investments in the child. And the impact of each parent may differ for sons and daughters, it is argued, due to differences in aspirations and expectations, for example, a well-educated mother acting as a role model for her daughters (Akanle, 2007). More recent literature such as Carneiro et al. (2007), shows that a mother's education increases the child's

performances in both math and reading at ages 7–8 years, but these effects are not seen at ages 12–14 years. They also find that maternal education also reduces the incidence of behavioural problems and reduces grade repetition, but they find no effect on obesity. More educated mothers are more likely to invest in their children through books, providing musical instruments, special tutoring, or the availability of computers.

Even though they work more, more educated mothers do not spend less time with their children, breastfeeding, reading, or taking them on outings. In a rather simple but illustrative manner, the linkage between parental education and household resources, on the one hand, and children's education, on the other, Thomas et al. (2003), point out that parents' concern for the economic capabilities and success of their children prompts them to invest resources in the children's education, health, motivation and other credentials. These expenditures influence the human capital and earnings of children later in life. School attendance is one measure of investment in human capital (Thomas et al., 2003). Parental education is a decisive factor in the educational attainment of their children. Beller (2008), points out that there is a strong intergenerational correlation in education. The quantity and quality of time devoted by parents to their children are positively related to the parents' education status. Parents' attributes also influence family income, which in turn affects the quality and quantity of goods that bear directly on home investment (Sackey, 2007). The amount of family income or household resources allocated to children and the timing of their distribution ultimately affect the schooling attainments of children Sackey (2007) and Engin-Demir (2009), argued that sizable research has consistently shown that students' academic achievement has been influenced by the background of family characteristics such as the socioeconomic status of parents' level of education,

occupation and income. From these factors, parental level of education and income has been the most significant source of disparities in female students' performance. As indicated on the Third International Mathematics and Science Study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students. Schiller et al. (2002), also argued that regardless of national context, well-educated parents appeared better able to provide their children with the academic and social support important for educational success when compared to parents with less educated. In other words, poverty, low level of parental education, and parental and neighbourhood negative attitude towards schooling in general, children from disadvantaged backgrounds have significantly poor academic achievement (Engin-Demir, 2009). whereas children with high levels of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2006). Higher family income is associated with higher student achievement (Morrissey et al., 2014). The writers argued that several studies have demonstrated an increased number of children in the family lead to less favourable child outcome, it is reasonable to suppose through the mechanism of resource dilution (Oberg, 2017). Children from larger families have been found to have fewer resources for their education.

Engin-Demir (2009), asserted that in developed nations, cross-national research shows a stronger relationship between a child's social background (parents' education, family structure) and academic achievement compared to developing nations According to Sukon and Jawahir (2005), school-related factors are more significant than out – of – school factors in explaining achievement variance in developing countries. What had

been seen is that parents of low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance.

Merryness and Rupia (2012), suggested that the parents' abilities to form accurate beliefs and expectations regarding their children's performance are essential in structuring the home and educational environment so that they can excel in post-schooling endeavours. Kocakaya and Gönen (2013), using a sample of low-income minority families, also found that mothers with higher education had higher expectations for their children's academic achievement and that these expectations were related to their children's subsequent achievement in math and reading. Davis-Kean (2005), found that these more positive beliefs and expectations predicted higher amounts of achievement-related behaviours by mothers in the home as well as more positive perceptions of achievement by the children. Research on parenting also has shown that parent education is related to a warm, social climate in the home. Davis-Kean (2005), found that both mothers' education and family income were important predictors of the physical environment and learning experiences in the home but that mothers' education alone was predictive of parental warmth.

Likewise, Xia (2022), found that the association of family income and parents' education with children's academic achievement was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus, these authors posited that education might be linked to specific achievement behaviours in the home (e.g., reading, playing). Corwin and Bradley (2002) also found that maternal education had the most consistent direct influence on children's cognitive and behavioural outcomes with some indirect influence through

a cognitively stimulating home environment. Corwin and Bradley (2002), however, examined only two, quite broad aspects of family mediators: learning stimulation and parental responsibility. Mediation might have emerged if other parents' behaviours and attitudes were examined. Parents' education level directly correlates to the importance and influence of education in the lives of their wards. Educated parents can assess a male or female's academic strengths and weaknesses to help that child improve overall academic performance. The educated parent also sets expectations of academic performance that propel students forward in their achievement levels. However, even if educated, parents that struggled academically and do not think of formalized education may have negative attitudes toward education that can still hinder the individual academically.

2.10 Parental Occupation and Students' academic performance

Parents are the primary persons in raising children in any society which is why the family is regarded as the primary agent of socialization (Adekey, 2002). It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life (Adekey, 2002). Mudassir and Abubakar (2015), conducted a study on "The impact of Parents' occupation on the academic performance of secondary school students in Kuala Terengganu, Malaysia." The result showed that students from parents with formal occupations perform well than those from parents with informal education. However, the researchers did not give any details on how the time that parents spent in their occupations (whether formal or informal) affects students' academic performance. This gap was filled by the study. Gratz (2006), opined that parent 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 get more involved in their children's educational activities.

However, it's also important to note that not all parents in inferior occupation work for long hours. Muhammed (2012), conducted a study on the "Impact of parents' profession on their Children's learning English in Pakistan." The results revealed that for learning English parents' profession has a positive correlation on it that varies concerning their professions. In this study, Mohammed found out that children whose parents have more advanced or better professions live in places where the English language is spoken frequently and therefore, they are more conversant with the language than those whose parents have inferior professions. The study only focused on learning English but this research was focused on the general academic performance of secondary school students.

Checchi and Salvi (2010), found that in Ghana some negative correlation emerged between the probability of enrolment and low-income jobs. In Mauritania, they found that there is also a positive association with household heads working as public employees, which is typically associated with less volatile higher earnings. For Uganda, the coefficients of both father and mother education exhibited a nicely increasing trend, suggesting an increased pressure on educating the offspring, especially when the main source of income comes from 'transfer', which helps to raise school attendance. However, one-third of Ugandans classified as unemployed were taking up unpaid family jobs. Okumu et al. (2008), found that a large percentage of economically active persons are economically unproductive, thereby vindicating the household's dependence burden and that educated workers accept only high-quality jobs and possibly experience long spells of unemployment and or migration. This

squeezes out the households' resources, resulting in students in the family dropping out of school. Demie (2001), in his contribution, presented findings from the British Educational Research Association's Annual Conference that examined pupil-placement decisions in English and Maths in 44 secondary and 124 primary schools. Their analysis included information on pupils' prior attainment, gender, ethnicity and home neighbourhood and found that working-class students are more likely to be placed in lower sets than middle-class students who have the test results, and that, students from middle-class backgrounds are more likely to be assigned to higher sets, irrespective of their prior attainment. The schools said that prior attainment and perceived ability were the main criteria on which decisions on socioeconomic factors of students were based.

However, over half the pupils with low prior attainment in English ended up in middle or high sets. It was seen that teacher judgement and students' behaviour influenced setting decisions but social class was more important. This phenomenon is present in Uganda where students who wish to transfer from rural to urban schools are often placed in lower classes due to perceived low attainment in their previous schools (Okumu et al., 2008). To approximate the extent to which individuals are affected by periods of instability, Kasente (2003), calculated the number of years of the respondent's primary schooling age (7-14 years) that overlap with the period 1971-1979. They expected that the higher the exposure to Amin's era, the lower the education level. A similar pattern was found by other studies as well in Burundi, the Democratic Republic of Congo, Nicaragua and Turkey where there was a greater negative change in school enrolment for boys than for girls. So, parents are typically less motivated to send their children to school during periods of disorder because of unstable occupations. To conclude this review, there is a huge complexity of reasons

why students from low- socioeconomic status are less likely to excel in education. These range from family and community expectations due to possible returns of education for the family, financial hardship, ambivalent attitudes to education, and poor attendance patterns due to the need for child labour. Likewise, there are also many reasons why students from high socioeconomic status excel in education. These include the ability of literate parents to support students with home and school work, monitoring and supervision of students' school work and access to information and social networks necessary for their children's success in life.

2.11 Parental Income and Students' Educational Performance

According to Kakuru (2003), and Kasente (2003), universal primary education decisions that are taken tend to deny some children of school-going age from getting access to primary education. At the higher level of education, most girl children who get access tend to come from middle and above gentle families. The students themselves hardly make decisions but rather it is their parents, guardians and relatives. For children who are not enrolled in school, there are explanations for what drives the decision taken by their parents and guardians. For example, some studies found investment in children to be related to household income.

Bjorkman (2005), depicted the correlation between district incomes in students' enrolment as follows: For low levels of income very few female students attended education and there is a large gap between male and female student's enrolment. The differential treatment of a student's education was explained by the returns to education, and the share of the student's income transferred to his or her parents. On the other hand, the differential treatment of male versus female students is related to the fact that parents value child labour whereas females bear the bulk of the additional

work required at home. Income shocks do not only affect investment in students' education but also students' performance. When families are constrained by fewer resources and there are differences in females' and male's access to resources, students learning is consequently affected. According to Bjorkman (2005), a negative income shock has two effects on the female student's performance: marginal females will be withdrawn from school more than males and the resources (food) provided will fall more for females than for males. As such only brighter females reach grade seven. On the other hand, females are provided with fewer resources within the household or have to spend more time on domestic work as compared to males and this effect causes females to perform worse on the test as compared to males. According to Alissa and Gregg (2010), students' test scores are lower when poverty persists across the generations, and highest when material advantage is long-lasting. On the other hand, while good social skills also appeared to be linked across generations, these do not make a significant direct contribution to the current gap in cognitive test scores between rich and poor students.

Alissa and Gregg found that the gap in attainment between students from the poorest and richest backgrounds grew particularly fast during basic school years. By age 11 years, only around three-quarters of children from the poorest families reached the expected level of stage two compared with 7% of children from the richest families. Thus, students from poor homes who performed well in key stage tests at age seven were more likely to perform better at age eleven. On the other hand, children from poor homes who performed badly at age seven were less likely to improve their performance subsequently since the low-income status would have adverse effects on them. Similarly, Akanle (2007), identified parental income in his work to be a cogent factor upon which the academic success of secondary school students lies. He found

parental income not to be sufficient to sustain the academic and personal social life of the student in sub-rural school areas. This to a large extent affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in the academic performance of the students.

Therefore, when a student is deprived of the essential needs the student may be found to perform poorly in school work. Johnston et al. (2005), found that in urban areas, most poor families can hardly afford the cost of water, resulting in students from poor families being sent on long treks in search of water, often having to stand in long queues and consequently being late or absent from school. Therefore, students' welfare at school is a determinant of child retention. The literature on achievement has consistently shown that parent education is important in predicting children's achievement (Schlee et al., 2015) The mechanisms for understanding this influence, however, have not been well studied. In general, family process models (Linver et al., 2002; Yeung et al., 2002) have examined how parenting behaviours, such as the structure of the home environment, influence children's achievement outcomes. Others have focused on specific behaviours such as harsh parenting, nurturing, and warmth (Conger et al., 2002; Mistry et al., 2002).

There has been less work on how factors like parental beliefs such as achievement expectations or efficacy might function as links between socioeconomic status (SES) and achievement outcomes (for an exception, (Davis-Kean, 2005). The studies that do exist generally examine young children in low-income or at-risk populations and focus on income-related variables as the moderator variables and family stress as a mediator to achievement outcomes (Conger et al., 2002; Mistry et al., 2002). Thus, researchers

have very little understanding of how parent education may influence the beliefs and behaviours of parents of school-age children (the age at which decisions about course selection and supplemental education such as tutoring might be beneficial to later college attendance. Research, particularly, that of Rich (2000), on the relationship between parental income and educational outcomes, can broadly be divided into research on general educational attainment and borrowing constraint for college enrolment. Studies on educational attainment usually find that an increase in parental income modestly increases the educational attainment of children. Most of these effects occur before high school. There is no strong evidence that the income effects are greater for children from low-income families compared to children from high-income families, or that income effects vary by age of child. Socioeconomic status may therefore also be linked to family structure.

As sole-parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower educational performance (Rich, 2000). Other factors in sole-parent families that are likely to adversely affect the educational outcomes of children compared to those from two-parent families are said to include: reduced contact between the child and non-custodial parent; the custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline; the lack of an appropriate role model, especially for males; increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work; and the nature of parent-child relationships in sole parent families may cause emotional and behavioural problems for the child (Rich, 2000). The influence of family structure is only weakly associated with educational attainment, however, once controlling for other variables.

It is more detrimental when children in sole-parent families also experience a range of other risk factors such as low income (Considine & Zappala ,2002)

Acemoglu and Pischke (2001), find that family income, rather than other factors related to family background, explains 27 percentage points of the 36-percentage point difference in the enrolment rates of children in a four-year college. These effects are different between rich and poor families. Mashburn and Pianta (2006), described the relationship of family socioeconomic status to children's readiness for school. Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when necessities are lacking, parents must place top priority on housing, food, clothing, and health care.

Even in families with above-average incomes, parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care—both before their children's school and during the early school years. Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status.

One other research study suggests that “students from low-income families attain less education than children from more advantaged families’ (Rouse & Barrow, 2006). These researchers state that this may be a result of expectations placed on students from low socioeconomic status. From one viewpoint, parents of a higher socioeconomic status expect their children to advance further in their educational career and these higher expectations result in a significant effect on student achievement and their perceptions of academic success (Benner & Mistry, 2007). In

the year 1999, approximately 19% of all-American children under the age of 18 were members of families with incomes below the poverty line (Buckner et al., 2001). Students within that low socioeconomic status may deal with environmental stressors within their neighbourhood such as feelings of insecurity about their safety, housing status, and violence within their community. Henrich (2004), found that students who were within safe environments and did not witness violence were twice as likely to meet standards set by the state on achievement tests. Contrasting studies state that the type of neighbourhood that students live in does not greatly impact academic achievement, but urges that the relationships found cannot be ignored (Thompson, 2002). When parents are a part of subordinate social groups, they are less able to provide supplemental resources to aid in the learning that begins in the classroom (Van-Laar & Sidanius, 2001). Resources include goods and services that would enhance academic success; goods including educational videos, games, and toys; services including tutoring and other academic support. This research also found that limited wealth exposes limited “quality and variety of enriching experiences to which lower status children are exposed”. On the other end of the educational process, economically disadvantaged parents are less able to provide for further education after high school, so students may not be working to their fullest potential that would be required to enter into higher education (Rouse & Barrow, 2006) SES is not the only key to children’s low academic achievement. Each child’s self-awareness and the child’s parents' or guardian’s positive attitude towards their child’s education would be the key to the child’s success. “A high-achieving disadvantaged student identifies with his or her ethnic group while at the same time aspiring to middle-class values” (McDonald & Ho, 2002, p.68). Although parents' or guardians’ support has a tremendous effect on their children’s school achievement, low-income parents

participate less in schools than higher-income parents despite the benefits of parent involvement (Van-Velsor & Orozco, 2007).

Van-Velsor and Orozco (2007), also found that parental involvement in schools is associated with their children's improvement in a variety of areas including (a) academic performance, (b) attitudes and behaviour, (c) attendance, (d) school adjustment and engagement, and (e) graduation rates. According to Rath et al. (2008), "Home and school are the major ecological settings for youth and thus provide a context to understand factors that may relate to positive academic outcomes" (p. 82). The authors found that parental academic monitoring in a low-income, African American population appears to be associated with pro-social friends and behaviour and perceived parental engagement and support. Not only low-income, African American children, but also any other children need high parental support to increase their success. Bariroh (2018), also stated that parental involvement in education has a positive influence on children's academic achievement. After his literature review of 18 articles, Matuszek (2004), found that parents' involvement in their children's school work can be effective in improving the academic achievement of children from low socioeconomic status. A family's financial status influences several factors that can help or hinder a child in gaining an education. Wealthy families have the financial resources to send a son or daughter to high-quality schools, hire tutors and obtain supplemental education sources. Students from low-income families may not be able to attend school because no school is available. Where a school is available, the teachers may have insufficient education or training. Financial stress on the parents can cause a child to leave school early to work. Worries about financial lack at home can negatively affect low-income students' ability to learn.

2.12 Family Size and Students' Educational Performance

Oxford English Dictionary (2021), defined a family as any group of people that are related by blood or marriage especially a group of two grown-up people and their children. Usually, there are two major types of family: nuclear family and extended family. A nuclear family consists of only the husband and his wife together with their children while an Extended family consists of the husband, the wife, the children and other relations living together in a large family compound (Rouse & Barrows, 2006). The nuclear family type is mostly practised in Europe, America and some other parts of the world where a young man and his wife atone start to live separately from their parents and start giving birth to children. The extended family type is common in Africa where groups of blood-related people live together. Ambert (2001), posited that the nature of the family to which a child belongs has a lot of influence on the general life pattern of the child. There are many studies carried out to determine the effect of the nature of family on the academic work of the students and these studies have shown positive results which are being applied by classroom teachers and educational counsellors or psychologists to guide children's learning. For example, studies of Rouse and Barrows (2006), at the guidance and counselling department, of the University of Florin indicated that the smaller the family structure is, the more success recorded by the children as regards the academic pursuit. The reason for this is that more concentrations are given by parents to fewer children than the families where the children are many. The negative relationship between family size and educational achievements typically found in literature is however not necessarily proof of a negative effect on the number of children. The number of children is a choice variable of the parents and it might be that certain characteristics of parents, such as their

educational attainments, affect both the number of children as well as the educational attainments of those children.

Labour supply, Black et al. (2005) and Dalton and Glauber (2005) estimate the effect on the educational achievements of children. No study has however identified the effect of family size on years of education in the United States or for the Netherlands. Also, because the literature using instruments to identify the effect of family size is still relatively sparse, it is certainly important to apply this methodology to different data sets, from various countries. Like many studies, these papers found a negative correlation.

Some economists emphasize the constraints on available parental time and resources, which can cause a negative effect of birth order on educational outcomes (De-Haan , 2010). Later-born children have to share the available time and resources with their siblings for a larger part of their childhood than earlier-born children. Some empirical studies have indeed found a negative effect (Black et al, 2005). Although some other studies, particularly that of Black et al. (2005), have also investigated the effect of birth order, hardly any study has investigated what is behind the estimated birth order effects. To investigate if restrictions on parental time and resources are behind the birth order effects, an interaction term of birth order with parental education is included in the analysis.

Higher-educated parents have on average more resources and the restrictions will be less severe, which is expected to decrease the negative effect of birth order. Also, competition between siblings for scarce parental time is expected to be more severe if the age gap between children is smaller. Therefore, the effect of the time between births is investigated, taking into account the possible endogenousness of the space

between births, by using the presence of twins as an instrument. The results show that in both the Netherlands and the United States, the negative effect of birth order does not differ significantly between children with higher or lower-educated parents. Also, the average number of months between subsequent births has no significant effect on the educational attainment of a child. Nor does the average space between births affect the negative effect of birth order on educational attainment (Angrist et al., 2005).

There is extensive theoretical literature about the trade-off between child quality and quantity, dating back to the models of Black et al. (2005) The idea behind these theoretical models is that if parents have more children, investing a certain amount in per child quality, for example, their education, is more expensive, than if they have fewer children. If parents decide to have 'n' children, investing an amount of 'x' in child quality gives a total cost of investment in child quality of 'n. x'. When there is an (exogenous) increase in the number of children n, the total cost of investing a certain amount in per-child quality becomes higher and for a given budget constraint parents will lower the investment in per-child quality. This indicates that there is a negative relation between child quantity and child quality.

However, parents not only have an influence on child quality through the investment of resources but also through the transmission of their endowments. The endowment of a child depends on many separate factors; the endowment of his father, the endowment of his mother and the environment in which he is raised. If parents with lower endowments have a higher preference for child quantity than parents with higher endowments, and therefore also have more children, this can cause a negative correlation between child quantity and child quality, by way of the effect of parental endowments on child quality. Children of parents with low endowments will, in this

case, have on average more siblings and lower educational attainment, even though there may be no causal effect of the number of children on educational attainment

Studies conducted on the educational attainment of children and the size of the family indicated that children from large families attain less schooling on average than those children with few brothers and sisters. This negative effect of family size on educational attainment persists after the socioeconomic characteristics of the families are statistically controlled (Black, et al. 2005). These studies assumed that large families spread their resources: - economic, cultural and effectiveness more thinly than do families with fewer children. This suggests that parents who have many children invest less money, time, emotional and psychic energy, and attention in each child (Blake, 2022). Blake hypothesizes that the negative effect of family size on educational attainment in U. S. is weaker among Catholics than among Protestants because the Catholic community extend various kinds of support to its members such as family-based tuition in its parochial school & and parish network that distributes used clothing for children.

Community support reduces the negative effect of family size because the dilution of resources from the nuclear family is countered by resources from an external source (i.e., the community). Slaten et al. (2012), reported that among students attending Catholic schools, family size is only weakly related to school achievement. Blake (2022), also found that among U.S. Jews, the effect of family size on educational attainment is weak. She attributed this to the value Orthodox Judaism placed on large families and extended periods of schooling. The size of families has some effect on the academic performance of students. Students who come from larger families tend to have lower levels of achievement and lower levels of secondary graduation, on

average than children who come from smaller families. The argument is that parents of many children cannot afford to divide quality time with their children. Value-added quality time is hard to set aside to oversee the academic aspect of the children.

On the other hand, parents with two to three kids can afford the time to develop their children's academic capabilities because their time is only shared with a smaller number of children (Slates et al., 2012). From the full discussions and revelations from studies carried out on the family structure, parental practices, family size and children's academic or educational attainment and health, it is obvious that children who live with single parents or step-parents receive less parental encouragement and attention concerning educational activities than children who live with both biological parents. This also means that children from non-intact families report lower educational expectations on the part of their parents, less monitoring of schoolwork by mothers and fathers and less overall supervision of social activities than children from intact families (Slates et al., 2012). It was also discovered by Blake (2022), that children from large families attain less school on average than children with fewer brothers and sisters.

2.13 Family Status and Students' Educational Performance

Family background is key to a student's life and outside of school, is the most important influence on students learning and includes factors such as socioeconomic status, two-parent versus single-parent households, divorce, parenting practices and aspirations, maternal characteristics, family size, and neighbourhood (Egalite, 2016). The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. The socioeconomic status (SES) of a child is most commonly determined by combining parents' educational level,

occupational status and income level (Jeynes, 2002). Studies have repeatedly found that SES affects student outcomes (Jeynes, 2002; Eamon, 2005). Students who have a low SES earn lower test scores and are more likely to drop out of school (Eamon, 2005). Low SES students have been found to score about ten per cent lower on the National Assessment of Educational Programs than higher SES students. SES has also been shown to override other educational influences such as parental involvement (McNeal, 2001). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon, 2005; Jeynes, 2002).

The economic hardships that are caused by low SES led to disruptions in parenting, an increasing amount of family conflict, and an increased likelihood of depression in parents and single-parent households (Eamon, 2005). For these reasons, SES is closely tied to the home environment and one could argue that SES dictated the quality of home life for children. Previous research has shown that children from single-parent homes do not perform as well in school as children from two-parent households (Egalite, 2016). There are several different explanations for this achievement gap. Single-parent households have less income and there is a lack of support for the single-parent which increases stress and conflict (Egalite, 2016). Single parents often struggle with time-management issues due to balancing many different areas of life on their own. Some research has also shown that single parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than in two-parent households (Egalite, 2016).

Divorce has also been found to negatively affect academic achievement (Jeynes, 2002). Jeynes (2002), found that students whose parents had divorced were among

those who scored lowest on standardized tests. Possible explanations for this relationship are that divorce can cause a family's SES level to decrease and parental connections to be harmed. Research shows that supportive and attentive parenting practices positively affect academic achievement (Eamon, 2005). In addition, high parent aspirations have been associated with increasing students' interest in education (Majoribanks, 2005). The effect of parental involvement in their children's school on academic achievement is less clear (Domina, 2005). Parental involvement in school has been linked to both positive and negative influences on academic achievement (Domina, 2005; McNeal, 2001).

Explanations for this discrepancy are not conclusive. It is thought that the type of involvement may make a difference and that in some cases parents become involved after their child has already had academic difficulties (Domina, 2005; McNeal, 2001). Other recent research has found more conclusively that while parental involvement may not help academic scores, it does help prevent behavioural problems (Domina, 2005). Parental involvement in their child's education has been linked to increased levels of academic performance in the classroom (Angelides et al., 2006) According to Angelides et al. (2016), increased levels of parental expectations for high academic achievement led to increased student achievement, as well as an increase in the amount of time spent completing homework outside of the classroom. This demonstrates the belief that parent expectations are very powerful, as they encourage students to excel academically (Catsambis, 2001). Due to the repetition of research findings indicating that parental involvement has a positive effect on student performance, the world of education is being integrated with family life. Whereas education and school once existed as a separate entity from other parts of the community, there is now a major

push to intertwine all of the separate spheres of society into a solid, interdependent environment because of the obvious benefits for everyone involved (Bobetsky, 2003).

According to Fantuzzo et al. (2004), home-based family involvement in a child's education has been the strongest predictor of a child's motivation to learn and do well in school. In a continuation of Bronfenbrenner's work regarding the ecology of human development, Fantuzzo et al. (2004), introduced the concept of overlapping spheres theory to encourage a collaborative environment between each segment of a child's world. Epstein described three main spheres that have the potential to function together or separately, depending on the goals of society: school, family, and community. Fantuzzo et al. (2004), stated that when the three spheres come together and work towards a common goal, such as improving a child's education, a "family-like school" can be created. With this type of environment, children would receive similar messages from school, home and community regarding expectations and achievement, thus increasing their frequency and effectiveness.

Christenson (2004), also stated that applying the principles from ecological systems theory can improve a child's learning, as well as meet the demands of federal legislation such as No Child Left Behind (NCLB) when parents and teachers begin to consult with one another and build intervention practices for students. A family must grow together with the school and community to prepare proper citizens within a democratic society. The family structure must provide a base from which children can take root as well as wings. There is much to be addressed within the family structure and the task is continuing. Educators in their pursuit of successful test scores should not overlook the connection between school and home. Friedrich and Jellema (2003), assessed data from the new Child Well-Being Topical Module of the Survey of Income

and Program Participation (SIPP), collected in the fall of 1994. They tested the data within established conceptual frameworks using logistic regression correlated with children's current well-being status indicated by their current grade and age. Their findings identified the expected background correlates of the children's well-being, in addition to showing associations between child well-being and household stressors, family characteristics, and participation in enrichment activities. Children's successful progress in the school system is one important marker for their well-being. Falling behind or being retained in a grade may be a first indication of potential risk for an off-time transition to adulthood (Benner, 2011)

Falling behind while in school may also serve as a predictor of future negative academic achievement and social adjustment outcomes (Friedlander et al., 2007). Children must be nurtured and educated in areas of academics with high expectations. High educational standards must increase for the success of our democracy to continue. Specific parental activities within the school are successful. Mensah (2013), found the practice of parental involvement in the school environment, whether it is in activities such as field trips, cafeteria, sports, or other areas, promoted success.

2.14 Review of Empirical studies on the influence of Parental Socioeconomic Status on Academic performance of students in secondary schools

Various studies are available in the literature across both developed and developing countries on the influence of parental socioeconomic status on the academic performance of their children in secondary schools. Some of these studies include Dauda (2009), who carried out an empirical investigation on the relationship between investment in education and economic growth in Nigeria, using annual time series data from 1977 to 2007. The study employs the Johansen co-integration technique and error

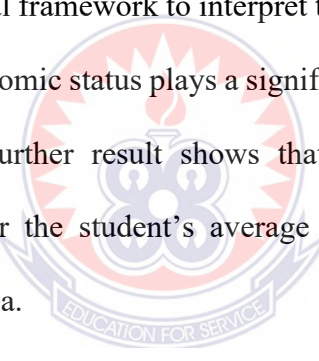
correction methodology. Empirical results indicate that there is, indeed a long-run relationship between investment in education and economic growth. All the variables used to include gross fixed capital formation and educational capital are statistically significant (except the labour force) in the Nigerian economy. The findings have a strong implication for educational policy in Nigeria. The study seems to suggest that a concerted effort should be made by policymakers to encourage an increase in educational investment to accelerate growth which would engender economic development.

Furthermore, Maghra et al. (2019), examine the effects of the socioeconomic status of parents on the academic performance of students in government secondary schools in Taraba State using a survey research design. The population of the study was 246,785 students. A stratified random sampling technique using the Taro Yamane formula was used to obtain a sample of students. Mean and standard deviation was used to answer the research questions while Chi-Square was used to test the hypotheses at a 5% level of significance. The results revealed that the father and mother's educational level influences the academic performance of students and family income also influences the academic performance of students. Likewise, Nurudeen and Usman (2010), carried out a disaggregated analysis of government expenditure and economic growth in Nigeria. Their analysis concluded that there was no significant relationship between expenditure on education and economic growth in Nigeria. Li and Qui (2018), examine how family background affects children's academic achievement at an early stage. Through analysis of data from the Chinese Family panel study in 2010, this paper proposes two pathways through which family influences children's academic performance. Firstly, parents compete for high-quality educational opportunities for

their children and better educational opportunities lead to better academic performance.

Secondly, parenting behaviour and educational support for their children could cultivate children's learning habits and affect academic performance. The study also finds urban students' academic performance is more heavily affected by their families' socioeconomic status compared with rural students. Similarly, Fekadu et al. (2019), analyze the impact of parents' socioeconomic status on academic achievement in the case of grade twelve students. From three governmental secondary schools, there were 482 total numbers of students in the 2017/2018 academic year included in the study. The results of the final fitted model show that family size, average monthly income, parents' occupation and educational level have statistically significant contributions to students' academic achievement at a 5% level of significance. It can be concluded that family size hurts the academic performance of students. Similarly, poor parents may have inadequate or limited resources that promote and support children's development and school readiness. According to Lawal and Wahab (2011), the achievement of rapid economic growth through boosting and rapid investment in education is a decision in the right direction as much as it would not affect the average cost of education or reduce the quality of education. Nigerian economy would benefit greatly from an increase in government expenditure that goes to the education sector even if it comes at the expense of a reduction in other aspects of investment. In addition, Ovansa (2017), investigates the effects of the socio-economic background of senior secondary school students on their academic performance in Adavi LGA of Kogi state. Survey and ex-post facto research design work were used to collect data on students' socio-economic background and their academic performance respectively. The population of the study comprises outgoing senior secondary school

students of the selected school and their parent's socio-economic status. A stratified random technique was used to select the secondary schools and the students for the study. A simple percentage was used to analyse the research hypothesis. The finding indicates that parents' socioeconomic status influenced the academic performance of the students. Moreover, Onyancha et al. (2015), investigate the influence of parents' socioeconomic status on students' academic performance in public secondary schools. The study utilized one hundred and fifty (150) respondents drawn from sixteen secondary schools in Keumbu Division. Respondents were selected using purposive as well as systematic sampling approaches within a descriptive survey design. The instrument yielded a coefficient of correlation of 0.7852. The researcher utilized the Social Learning Theoretical framework to interpret the results of the study. The study established that socio-economic status plays a significant role in influencing students' academic performance. Further result shows that the lower the parent's socio-economic status the lower the student's average grade and number of points in performance, and vice versa.



Likewise, Abdu-Raheem (2015), investigates parents' socioeconomic status on secondary school student's academic performance in Ekiti State. The population for the study comprised all Junior Secondary School students in Ekiti State. The sample consisted of 960 students from 20 secondary schools randomly selected for the study using a purposive sampling technique. The reliability coefficient of 0.69 and 0.71 was obtained. Four hypotheses were formulated and tested at a 5% level of significance. The data was analysed using regression analysis. The result shows the existence of a relationship between parents' socioeconomic status and the academic performance of secondary school students. Correspondently, Esther et al. (2018), examine the effect of parents' socioeconomic status on the academic achievement in the biology of public

senior secondary school students in Orlu LGA Imo state. The population of the study comprises senior secondary school students of the selected school. The sample consisted of 200 students from 10 secondary schools randomly selected for the study. The instruments used for the study were a self-designed questionnaire and an inventory to collect students' results. The data was analyzed using chi-square statistical tools. Results indicate that parents' socioeconomic status influenced the academic achievement in the biology of public senior secondary school students in Orlu LGA Imo state.

In another development, Onwukwe et al. (2017), investigate the influence of parents' socioeconomic status on the academic performance of students in secondary schools in Owerri Education Zone, Imo State, Nigeria. A population of 38,700 students in SS II in the sampled LGA was used and 387 students, representing 10%, were selected randomly. The data collected were analyzed using percentages, mean and standard deviation. Hypotheses were tested with ANCOVA. The result showed that students from low socio-economic backgrounds attend public schools more than those from high socio-economic backgrounds and they achieve less academically than those of high socio-economic backgrounds. Also, Pant (2020), examines the relationship between the parental socioeconomic status and academic achievement of students. The study focuses on the interrelated dimensions of parental income, educational status, and its effect on children's education. The study is conducted with a qualitative case study research design. Altogether 15 informants from parents, teachers, and students were selected by the purposive sampling method. In-depth interviews, focus group discussions, and observation techniques followed during data collection. Data is analysed using thematic narrative analysis. The study found that the majority of students of low socio-economic status have poor academic achievement. Parents of

low economic background have been found less interested in the education of their children. In a similar vein, Qasem (2018), examines the parental involvement impact on student's academic performance, and whether or not it is linked to the family's socioeconomic status. Quantitative study data were collected through a questionnaire and analyzed using IBM SPSS.

The findings of the study support the link between socioeconomic status and active involvement but not home parenting. The study also further proves the impact of active involvement on academic performance but presents an opportunity to control that impact through good home parental practices. To provide further support, Aliyu (2016), investigates the influence of family socioeconomic status on the academic achievement of Senior Secondary School students in Nassarawa Zonal Education Area of Kano State, Nigeria. Three hundred and eighty-two students were sampled from the total population of six thousand nine hundred and thirty-five drawn from ten schools. The Pearson Product Moment Correlation Coefficient was applied to test the hypothesis. The research findings show that there is a significant relationship between the family's socioeconomic status and academic achievement. More so, Osei-Owusu et al. (2018), examine the effects of parents' socioeconomic status on the academic performance of Yamfo Anglican Senior High School Students in the Tano North District of the Brong Ahafo Region of Ghana. A population of 213 students were selected from the second-year class using a simple random sampling technique. The study was a survey type and therefore a self-designed questionnaire was adopted to collect data. The data were therefore analysed via simple frequencies, tables and percentages.

Findings indicate that parents' educational level, parents' occupational level, parents' income level and parental care affect the academic performance of students of Yamfo Senior High School. Besides, Usman et al. (2016), examine the impact of parents' socioeconomic status on students' academic performance. The study samples were randomly selected from four (4) secondary schools in the Dala local government area of Kano State which consists of eighty (80) students was selected. Well instructed questionnaire was the major instrument used in collecting data for this research which is validated by the use of a pilot study. The correlations between the two responses and the result revealed a significance of 5% indicating the impact of parent's socio-economic status on students' academic performance within the sample period. Similarly, Dudaite (2016), examines the impact of the socioeconomic home environment of Lithuania's students on learning achievement. Lithuania is a country with limited economic resources; hence, it is important to analyse which specific aspects of the home environment have a stronger or weaker impact on student achievement. A quantitative approach was used for the research. Surveys and tests were used for data collection. Evidence shows a significant influence of socioeconomic status on the home environment.

Furthermore, Bhat et al. (2016), investigate the relationship between socioeconomic status and academic achievement of secondary school students belonging to different educational zones of the Ganderbal district of Jammu and Kashmir State. This descriptive-analytical study was done on students of secondary Schools in 2012-13 through random sampling. Findings indicate the presence of a significant difference in the academic achievement of the high socioeconomic status of students in comparison to the low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic

status. In addition, Asiegbu and Ezeugbor (2018), evaluate the relationship between the socio-economic status of parents and the academic performance of students in Onitsha North LGA of Anambra State. Using a correlational research design. From the population of 2,452, a sample of 100 respondents selected through simple random sampling is utilised. To estimate the results, Pearson product-moment correlational analysis is employed. The result shows the existence of a positive relationship between the socioeconomic status of parents and students' academic performance.

In another development, Abdu et al. (2020), examine the influence of parental socioeconomic status on students' academic performance in public secondary schools in Maiduguri. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parent representatives was used to execute the study. Quantitative data from the questionnaires were analyzed using descriptive and inferential statistics using SPSS. The findings of the study were that parents' income, level of education, occupation and parental involvement in education influence students' academic performance to a great extent. Likewise, Eshetu (2015), examined the effect of parental socio-economic status on the academic performance of students in regional examinations in Ethiopia. A survey conducted to collect data on regional examination results of 538 randomly selected students from thirteen junior secondary schools. Also, the collected data was analysed using descriptive statistics and inferential statistics including percentages, independent samples t-tests, Spearman's rho correlation and one-way ANOVA. Findings indicated that the socioeconomic status of parents (particularly the educational level and occupational status of parents) has a strong association with the academic performance of students. Students from educated and better-off families have scored higher results in their regional examination than their counterparts. Assenting to the argument, Mwariri et al. (2017), examine the

impact of social economic status on students' academic performance in public secondary schools in Kieni East Sub County, Nyeri County, Kenya. The study established that the number of family members in formal employment, coupled with employment and business/self-employment income, led to higher academic performance among students. The findings also revealed that in homes lacking academic support facilities; the academic performance of learners was poor, while homes with adequate facilities boosted the academic performance of the students.

Likewise, Al-Matalka (2014), focuses on the relationship between parents' socioeconomic status and parental involvement strategies in their child's education among Jordanian parents who have enrolled their children in governmental schools. The total sample of 150 Jordanian students who completed their (Tawjeehi) education at governmental schools is utilised. The results revealed that regardless of parental socioeconomic status they were found to be involved in their children's education. However, the educational level of the parents has a greater impact on parental involvement strategies than parental occupation and income. In summary, it can be deduced from the aforementioned literature that inconsistency arises among scholars on the relationship or influence of the socio-economic status of parents on the academic performance of their children among selected secondary schools. This abounds due to different techniques of analysis, study time frames and locations/regions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

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

3.1 Research Approach

The research approach is very important since it guides the researcher on what to do. Both quantitative and qualitative approaches were utilised in this research. According to Bhandari (2020), the quantitative research approach is defined as the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. The advantages of this approach according to Bhandari (2020) are that the study can be reproduced in other cultural settings, times or with different groups of participants. Results can be compared statistically. Also, data from large samples can be processed and analyzed using reliable and consistent procedures through quantitative data analysis and finally using formalized and established hypotheses testing procedures means that you have to carefully consider and report your research variables, predictions, data collection and testing methods before concluding.

3.2 Research Design

This study adopted a descriptive survey research design. According to Omotosho, and Nyarko-Sampson (2014), descriptive research is designed to obtain information

concerning the current status of phenomena. Husna (2017), described a descriptive survey as a process of collecting data to test hypotheses or to answer questions concerning the status of the subject of the study. Such a study reports the way things are. A descriptive survey focuses on determining the status of a defined population for certain variables. According to Mugenda and Mugenda (2003), descriptive survey design entails a systematic and empirical inquiry in which the researcher does not have direct control of independent variables as their manifestation has already occurred. The main rationale for using this design is that it allows in-depth study of the subject matter, and it is suitable to describe attitudes, views or opinions and behaviour patterns of people. A descriptive survey design also allows the researcher to study how the independent variable affects the dependent variable. The research design used for this study was the descriptive survey. According to Omotosho and Nyarko-Sampson (2014), descriptive research is designed to obtain information concerning the current status of phenomena. Husna. (2017), described a descriptive survey as a process of collecting data to test hypotheses or to answer questions concerning the status of the subject of the study. Such a study reports the way things were. A descriptive survey focuses on determining the status of a defined population concerning certain variables.

Considering the purpose of the study, this design helped to clarify and interpret aspects of socioeconomic factors that influenced the academic performance of students. The descriptive survey was the most obvious and appropriate design that could help in drawing meaningful conclusions for the study. Descriptive research was considered to be relatively appropriate for this study since it could help collect, analyse and interpret data. This design was chosen because it had the advantage of producing a good number of responses from a wide range of people. Finally, the descriptive survey design was

adopted to find out from students and parents the socioeconomic factors that affected the academic performance of biology students at Akosombo International School.

3.3 The population of the study

A research population is generally a large collection of individuals or objects that is the main focus of scientific query and it is for the benefit of the population that research is done (Clifford et al., 2007). The population of the study were all students and their parents of Akosombo International School. The target population for the study were all biology students and their parents but the accessible population were form two and three biology students and their parents.

3.4 Sample Size and Sampling Techniques

A sample is a group in a research study from which information is obtained (Hunt and Tyrrell, 2001). Johnson and Christiansen (2012), saw the sample as part of a fully defined population. According to Kwatsima (2017), the ideal sample is that which is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and is small enough to be selected economically in terms of the expense and complexity of data analysis. The study purposefully sampled SHS 2B (40 students) and 3B (40 students) classes and their respective parents making a total of 80 students in all and their respective parents. These students were selected because the researcher is familiar with students and these classes record low performances compared to the other biology classes.

3.5 Instrument for the study

A research instrument is a device used to collect data to answer the research questions. Data collection is an essential component of research work. According to O'Leary (2001), collecting credible data is a tough task and it is worth remembering that one

method of data collection is not inherently better than another. The data for this study was collected through the use of close-ended structured questionnaires and structured interviews as the main research instruments. Close-ended questionnaires were used to collect data from students on the influence of parental income, academic level and occupation on the academic performance of students in Biology. While structured interview schedules were used to collect data from parents on the influence of their educational level, income and occupation on students' academic performance.

3.6 Instrument Validity

This study used content validity which is the type of validity that shows the extent to which elements of research questions and objectives were represented in the study.

To ensure the validity of the data collected, six (6) science teachers, scrutinized the questionnaire items for their ambiguity and items' non-contribution to the questionnaire's purpose and suggestions were offered for improvement.

3.7 Reliability of Instrument

According to Zohrabi (2013), reliability deals with the consistency, dependability as well as replicability of the results obtained from research. In this study, a pilot study was conducted by testing the research instrument in another senior high school to estimate their reliabilities. The items of the questionnaire were then subjected to item analysis to identify those whose removal or modification would enhance the internal consistency of the instruments (Onwoioduokit, 2000). To ascertain the reliability of the instrument, Statistical Package for Social Sciences (SPSS) version 26.0 was used to determine the Cronbach Alpha coefficient value for the questionnaire, which was found to be 0.748. According to Leech, Barrett and Morgan (2005), a Cronbach alpha coefficient value of 0.70 and above indicates a reasonable internal consistency and an

alpha value between 0.60 and 0.69 indicate minimal adequate reliability. The questionnaire items were therefore reliable as the Cronbach alpha coefficient value was above 0.70.

To determine the reliability of the interview protocol, experts interviewed students of another school in the district using the interview guide. The Cohen's kappa coefficient value, depicting the inter-rater reliability of the interview protocol was determined using Statistical Package for Social Sciences. A Cohen's kappa coefficient value of 0.77 was obtained. According to Multon and Coleman (2018), interview data with an inter-rater reliability of 0.7 or 70% is considered reliable. This implies that the interview protocol was reliable.

3.8 Data Collection Procedure

Permission to conduct research in the school was sought from the headmaster of the school. The researcher distributed the questionnaires to the respondents personally. The students were given instructions by the researcher on how to fill out and complete the questionnaires. All items in the questionnaires were filled up before being collected by the researcher from the respondents on the same day for analysis.

The interview of parents was conducted via phone or during PTA meetings in the school. The researcher through the office of the headmaster obtain the contacts of parents who were accessible in school and plan on the date for the interview. The interview section span one month.

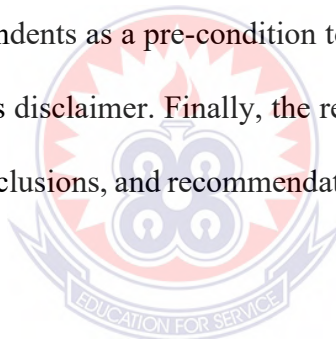
3.9 Data Analysis Techniques

The data collected in this study were coded and tested for completeness and then analyzed using Statistical Package for Social Science (SPSS) and presented them

using tables, frequency and percentages. Interviews were analysed using content analysis.

3.10 Ethical Considerations

The researcher sought parents' permission to involve students in the study. The parents' permission was sought through principals. The researcher established a good rapport with the respondents by being sincere and respectful. The researcher ensured that the purpose of the study and its potential benefits were clearly explained to all the participants and that the participation of the respondents was voluntary. Further, the participants were assured that the study was for purely academic purposes only. The research was conducted on the condition of anonymity as the study did not insist on the identities of the respondents as a pre-condition to taking part in the research. The questionnaires carried this disclaimer. Finally, the researcher remained objective and ensured that findings, conclusions, and recommendations were based only on the data.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Overview

This chapter focuses on the presentation and analysis of data obtained from the questionnaire and the structured interview schedule. It presents the demographic characteristics of respondents followed by the presentation of research questions and discussion.

4.1 Demographic Characteristics of Respondents

Table 1: Response of student's demographic Characteristics

		N	%
Gender	Male	63	79
	Female	17	21
Age	Below 16	15	19
	16 – 18	43	54
	18 and above	22	27
Form	Two	41	51
	Three	39	49

Source: Field Survey, 2022

From Table 1, it can be seen that as many as 80 students who participated in the survey, 63 of them representing 79% were males while 17(21%) were females.

Also, 15 students were below the age of 16 and that was 19%, a significant proportion of 43 students representing 54% were between the age of 16 to 18 while 22 of them showing 27% were above the age of 18. Again, 41 of them were second-year students and 39 of them were third-year students.

Table 2: Response of parent's demographic Characteristics

		N	%
Marital status	Married	72	90
	divorce	1	1
	Single mother	7	9
Age	Below 30	2	3
	30 – 40	62	78
	41 and above	16	19
Number of children	1	17	21
	More than 1	63	79

Source: Field Survey, 2022

From Table 2, of all the parents that participated in this research, 72 of them representing 90% were married, 7 representing 9% were single mothers and only 1 was a divorced mother. Also, 2 of them were under the age of 30, 62 were within the age range of 30 – 40 while 16 of them representing 19% were above the age of 41 years. Again, 17 of the parents reported that they have only a child while 63 of them representing 79% hinted that they have more than one child.

4.2 Presentation of Research Questions

Research Question One: *To what extent does parental educational level influence the academic performance of students in Biology?*

As indicated in Table 3, data collected with the structured interview from the parents on their educational level show that as many as 80 parents who assisted in the study, 47 of them representing 59% have less or up to primary school and they were classified as low in education. Again, 21 of the parents representing 26% indicated that they

only had secondary education and this is classified as middle-level of education. Further, 12 of the participants representing 15% reported that they have University/Tertiary education and this is classified as a high level of education.

Data collected from students on their last semester results in biology before this research was conducted was also tabulated in Table 1 and compared to parental educational level. It was indicated that those whose parents had a low level of education performed poorly in their end-of-semester exam as no student was able to have A1 to C4. The best grade was C5 to C6 with 24 students while as many as 18 students had D7 and 8 of them failed to have E8 to F9. This is bad.

Those whose parents have had middle education and, in this case, secondary education had 2 students having B2 and B3 respectively, 3 students having C4, 9 students having C5 to C6, 3 students having D7 and 2 students had E8.

Out of the 12 parents who were having a high level of education, their children's performance was better. This, 5 of the students had grade A1, 4 had B2 and 3 of them had B3. None of the students belonging to the family of high-level educators has a result that goes beyond B3 and no one failed.

Table 3: Parental educational level and Students' academic performance in Biology

Parental Education	N	%	Level	Students Grades							
				A1	B2	B3	C4	C5	C6	D7	E – F9
Less or up to primary school	47	59	Low	0	0	0	0	9	15	18	8
Secondary Education	21	26	Middle	0	1	1	3	4	5	3	2
University/Tertiary Education	12	15	High	5	4	3	0	0	0	0	0

Source: Field survey, 2022

From Table 4, as many as 80 students who participated in the work, 11 of them representing 14% reported that their parents assist them in their studies, while 69 of the participants representing 86% said that their parents fail to assist them in their studies.

Again, 21 of the students representing 27% indicated that their parents always get them to study when they are in the house, 2(3%) of them were undecided while 57 of them representing 70% said their parents do not ask them to learn when they are in their respective homes.

Furthermore, 20 (25%) of the students highlighted that their parents are graduates and so they want to be like them while 60 (75%) of them reacted that they disagree with this statement.

Concerning parents being farmers or artisans, 68 of the students representing 85% reported that their parents are farmers or artisans and don't have the required knowledge to assist them in their studies, and 1(1%) of the student said he is undecided while only 12 of them representing 15% said that their parents assist them in their learning.

Table 4: Response of students on how their parents' educational status influences their studies.

Statements	5		4		3		2		1	
	SA F	%	A F	%	UN F	%	SD F	%	D F	%
1. My parents assist me in my studies	7	(9)	4	(5)	0	(0)	28	(35)	41	(51)
2. My parents get me to study when am in the house	11	(14)	10	(13)	2	(3)	37	(45)	20	(25)
3. My parents are graduates so I want to be like them	9	(11)	11	(14)	0	(0)	37	(45)	23	(30)
4. My parents are farmers/Artisan and don't have the required knowledge to assist me in my studies	53	(66)	15	(19)	1	(1)	8	(10)	4	(5)

Source: Field survey, 2022

From Table 4, it is seen that the educational level of parents has a major influence on students' learning which can then translate into students' academic performance. As indicated in Table 3, the majority (59%) of the participating parents have a low level of education which then supports the claim of the students made in Table 4.

Also, parents were asked during the interview section if their educational level affects their children's education. With this, the majority of the parents reported that their educational level has a significant effect on their children's studies which then can

translate into either good or abysmal performance in school. Some of their responses are as follow;

Parent One

“Yes, my educational level affects my ward's education so much. This is because anytime am in the house, I always ensure that they have their assignment done, stick to their books if the chores in the house are less and ensure that I assist them in their studies where necessary.”

Parent three

“Yes, my educational level can affect the studies of my children. This I believe will ensure that my children are ready to kick-start their learning in school. Teaching is not the sole responsibility of the teacher alone, but the parent too in our current world”.

Another category of parents was asked about the influence of their educational background or level on their children's studies, and below were their responses;

Parent five

“Yes, my educational level can affect the performance of my wards in school. This is because if I were to be a doctor, my children would have to strive to be like me. But since I am a trader, I don't have any knowledge about the biology they are learning in school so for that matter, how do I help my children with their studies? I can't in any way. For this, I think parents' educational level can affect their children's performance”

Parent two

“My educational level? Yes, it can affect my children's education because children always look up to those whom they believe have made it in life. And since am always

close to them, they may be thinking, I want to be like dad. He is an engineer, so let me learn hard to become an engineer. When they(students) make up their minds like that, it becomes very difficult for them to fail. So yes, parents' educational level has a significant effect on students' academic performance and even across all subject areas”.

Here, all four parents that were sampled out of the structured interview schedule indicated that their academic level can influence their children's academic performance in one way or the other. Also, students' response to the questionnaire and their academic performance was a clear indication that parental educational level plays a major role in students' academic success.

This finding is consistent with the work done by Nannyonjo (2007), he makes some analysis to prove that students whose parents had some level of education tend to perform better academically. He compared the performance of students whose parents did not finish primary school and those who finished senior four or senior six or university and found that the latter performed considerably better. Students with families where parents have less education tend systematically perform worse than students whose parents have more education. Similarly, Okumu et al. (2008), in a study of socioeconomic determinants of second-cycle schools found that high academic attainment of a mother and father significantly reduces the chances of second-cycle school dropout for students in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spend with their children than their uneducated counterparts. Also, most of the literature surveyed establishes that parents' education is positively related to the academic performance of children (Considine & Zappala, 2002; Eamon, 2005; Jeynes 2002). For example, Annette

(2003), argues that the academic attainment of parents had a positive and statistically significant effect on the educational attainment of their wards. Osei-Owusu et al. (2018), also reveal that there is a strong relationship between a student's academic output and his or her parent's educational qualifications. For him, parents' academic achievements enable their children to build a positive self-efficacy image of themselves which makes them feel they are capable of succeeding in their academic pursuits. Therefore, this work is concluded that the educational level of parents influences students' academic performance to a greater extent.

Research Question Two: *What is the influence of parents' occupation on students' academic performance in Biology?*

Parents were made to report on their occupation and the result is seen in Table 5. From Table 5, as many as 62 parents representing 77.5% out of the 80-total reported to be artisans/farmers. And 15 of them representing 18.5% shows that they are drivers/trader and are into buying and selling goods and services, while the remaining 3 parents with a percentage of 4 highlighted that they are teachers or civil servant or health workers or in the financial sector.

To know the performance of students concerning their parents' occupation, their final grade in a semester examination was also assessed and the result is seen in Table 5. From the table, it can be seen that only 6 of the students belonging to the farmer or artisan had had results between B2 to B3 and no one had A. Notwithstanding, 44 of those students indicated that they had results between C4 to C6 and 9 of them highlighted that they had D7 while 3 of them failed.

Parents who were drivers or into buying and selling, none of their wards had a result from A1 to B2, 2 of them had B3 and 9 of them had C4 to C6. Also, 3 of them had D7 and 1 of them failed.

Concerning civil servants, teaching, health worker and financial sector worker, 2 of the students had a better result of A1 while a student had a B2. And none of them had a C result or failure.

Table 5: Students' Responses on parental occupation and Students' academic performance

Parental Occupation	N	%	Students Grade							
			A1	B2	B3	C4	C5	C6	D7	E8-
Artisan/ Farmer	62	77	0	1	5	18	15	11	9	3
Driver/Trading	15	18	0	0	2	7	1	1	3	1
Teaching/Civil Servant/Health/Financial Service	3	5	2	1	0	0	0	0	0	0

Source: Field survey, 2022

From table 6, as many as 47 students representing 59% indicated that their parents' occupation affects their studies which can then influence the way they perform in school. Thirteen (13) of them showing 16% also reported the same, while 20 of the students representing 25% of the total sample hints that their parents' occupation does not affect their studies in any way and therefore, cannot influence their academic performance in school. The finding here is that parents' occupations have a link with students' success in school and that if parents are well-employed, they can provide financing to their wards towards both tuition and books to study. If parents are not with an occupation that provides the house with some meaningful amount of income, the students may find it difficult to excel in their academic pursuits because they may be feeling anxious due to unsettling tuition or unable to afford some books due to finances.

Table 6: Students' responses on the influence of parental occupation on their studies

Statement	5	4	3	2	1
	SA	A	UN	D	SD
	F %	F %	F %	F %	F %
My parent's occupation affect my studies greatly	47 (59)	13 (16)	0 (0)	12 (15)	8 (10)

Notwithstanding, parents were made to answer a question during the interview section on how their work affects the academic success of their wards. The researcher asked the below question.

“Do you think that the amount of time you spend at work affects your involvement in the education of your children? (If yes how?)”

Parent One

“Yes, it does affect my involvement in their education. Am a nurse, who even needs to be present at work during the night hours. For this reason, I cannot stay in the house to help them with their studies which I know sometimes affects my children a lot. Upon this, I always try my best to hire them extra classes teacher to help them with their studies every evening when they are on vacation”.

Parent seven

“Yes. Always at work selling so that I will be able to cater for the house. I can't even attend PTA meetings when there is the need because of my business”.

Parent ten

“I don't believe that the time spent at work can affect the studies of my children in any way because they are in school learning and am also doing my work”.

Parent eight

“Yes, over the years, one thing I have learned about children is that they always do better with their education when you are close to them as a parent. For this reason, I do spend a lot of time at work but I try my best to always be there for my children's education as well. Due to this, I attend their PTA meetings, frequently visit their school to find out how they are doing and ensure that I tutor them at times when they are on vacation in the house as am a teacher myself”.

After students were made to report on the occupation of their parents, the parents were made to report on how their work influences their children's education. The majority of the parents through the interview made a lot of revelation about how their occupation affects their children and a sample is what is been highlighted above. The parents and the students both reported that parental occupation has a greater influence on students' academic performance. Their claim also supports the report that students made in table 5, about the performance of students.

This finding is about works done by (Janny & David, 2005; McNeal, 2001). Osei-Owusu et al. (2018), also, for example, argues that virtually in all nations, children of parents high on the occupational scale have a far better chance of getting into good secondary schools and from there into the best colleges and universities. Osei-Owusu et al. also asserted that a great number of children whose parents are at the bottom of the occupational hierarchy are not as inclined to seek or gain access to available educational facilities compared to children whose families are located at the middle or top of the hierarchy. Dills (2006), in a similar view, finds that students from the bottom quartile consistently perform below average compared to students from the top quartile of the occupational status. Indeed, parents' occupation level has a significant

effect on the academic achievement of their wards. It plays a remarkable role in students' academic advancement and achievement.

Research Question three: *What is the influence of parental income level on the academic performance of students in Biology?*

With this and as seen from table 5, 66% of the parents were within the low range of income generation, 19% were classified as moderate- or middle-income earners while as little as 15% of the total parental population reported that their income is at the highest level.

It can be seen that students that belong to a family that earns low income in a month were showing poor performance in their exam considering all other external factors against all the students. This, no students in that group of categories had a grade between A1 to B3, 36 students had between C4 to C6 while 10 students had D7 and as many as 7 students failed. This was very abysmal considering the effort that is been put into instruction over the course of the semester by the biology teacher.

Again, those whose parents had a middle level of education did much better as compared to the earlier. No student had a grade from A1 to B2, a student had B3, 10 students have C4 to C5 while 3 of them had D7 and a student failed.

Further, for those parents who have had high levels of education, their wards did better in all the categories in that, 2 of them had A1, 3 had B2, 4 had B3 and 3 of them have C4 and none of them had C5 to D7 neither none failed.

Table 7: Parents' Income Levels and Students' academic performance

Parental Income	Level	N	%	Grade							
				A1	B2	B3	C4	C5	C6	D7	E8-F9
less than 1000cedis per month	Low	53	66	0	0	0	11	13	12	10	7
1100cedis to 2000 cedis per month	Middle	15	19	0	0	1	3	2	5	3	1
2100cedis upwards per month	High	12	15	2	3	4	3	0	0	0	0

Source: Field Survey, 2022

The students were made to respond to a questionnaire on the influence of their parent's income on their studies. According to table 8, 51 of the students representing 64% indicated that they agree with the statement that their parents' income affects their studies, 3 of the students with 4% said they were undecided on their response while 26 students representing 32% reported that they disagree with the statement that their parents' income affects their studies.

Again, students were asked about their performance in school concerning the income their parents earned in the month. With this, as many as 69 students representing 86% said that the income of their parents has a significant influence on their performance while the remaining 14% reported that it doesn't affect their performance in any way. Without a doubt, a chunk of students shared the viewpoint that their academic performance is affected by their parents' income.

Table 8: Response of students on the influence of parental income on their studies.

Statement	5		4		3		2		1	
	SA F	%	A F	%	UN F	%	D F	%	SD F	%
1. My parents' income affects my studies	31	(39)	20	(25)	3	(4)	14	(17)	12	(15)
2. My parents' income affects my performance in school	57	(71)	12	(15)	0	(0)	8	(10)	3	(4)

On Parental income, parents were asked whether their income level affects their involvement in their children's education. The parent gave several responses and four of them are sampled below;

Parent Nine

"The level of my income has a great effect on my children's education. Without money, how do you expect my children to eat and learn? A hungry man cannot understand anything, so I believe that money matters in education"

Parent twelve

"Am a peasant farmer, and the amount of money I earned from this farm is very small, which prevents me from doing much for my kid in school? We have free SHS but there are some books that I will need to buy for my child to study. I don't have that huge money to buy the books which always worries me and the last I check the exercise books for my child; it wasn't encouraging at all. I tried to approach him and he said, he needed a textbook which is supposed to buy"

Parent eleven

"How do I earn a month? Yes, it can affect their studies. If it is small, they won't get the required money and if it is huge, they will always get money as expected"

Parent six

“HMMMMM, my income in a month is so small that I can't even provide my home with some things and am a single mother too. I tried to provide them with all their educational needs but sometimes, they are not enough. So yes, what I earn has a significant impact on my children's education”.

Here, the parents also reported that what they earn in a month can affect the performance of their children either positively or negatively. As some reported that if they earn more, their wards may not have any financial challenges concerning buying books and other learning resources as well been fed properly, other on the other hand reported that since they are earning enough, they are unable to provide books and other learning resources for their children in school affecting how they perform on the studies.

The academic success of students can also be influenced by the amount of money their parents earn. This is because getting access to educational materials involves the use of money and having some level of material resources helps students to learn better. No one can learn out of hunger and it takes only guardians who are financially stable to support a child for academic success.

This result finds several supports in the literature reviewed (Jeynes 2002; Eamon 2005; Hansen & Mastekaasa 2006). For instance, family income, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescents and their chances of educational success. Maurin (2002), concludes that there are varied reasons why parental income is potentially a very important determinant of children's academic performance. Rich parents can purchase more of

all the basic needs and want that support children's development and assist them to perform well in school.

4.3 Discussion of finding

From the analysis done and the findings that became evident as a result of this research, it is concluded that parental socio-economic status has a huge influence on student's academic performance in various subjects including biology. Biology students of Akosombo International School were used to find out if this claim was true and after the results, the claim was true.

Many researchers over the years have determined the influence of the socioeconomic status of parents on students' academic performance and this work which uses students in AIS produced similar results.

Dauda (2009), carried out an empirical investigation on the relationship between investment in education and economic growth in Nigeria, using annual time series data from 1977 to 2007. The study employs the Johansen co-integration technique and error correction methodology. Empirical results indicate that there is, indeed a long-run relationship between investment in education and economic growth. All the variables used to include gross fixed capital formation and educational capital are statistically significant (except the labour force) in the Nigerian economy. The findings have a strong implication for educational policy in Nigeria. The study seems to suggest that a concerted effort should be made by policymakers to encourage an increase in educational investment to accelerate growth which would engender economic development.

Furthermore, Maghra et al. (2019), examine the effects of the socioeconomic status of parents on the academic performance of students in government secondary schools in

Taraba State using a survey research design. The population of the study was 246,785 students. A stratified random sampling technique using the Taro Yamane formula was used to obtain a sample of students. Mean and standard deviation was used to answer the research questions while Chi-square was used to test the hypotheses at a 5% level of significance. The results revealed that the father and mother's educational level influences the academic performance of students and family income also influences the academic performance of students.

Li and Qui (2018), examine how family background affect children's academic achievement at an early stage. Through analysis of data from the Chinese Family panel study in 2010 (CFPS, 2010), this paper proposes two pathways through which family influences children's academic performance. Firstly, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Secondly, parenting behaviour and educational support for their children could cultivate children's learning habits and affect academic performance. The study also finds urban students' academic performance is more heavily affected by their families' socioeconomic status compared with rural students.

Similarly, Fekadu et al. (2019) analyses the impact of parents' socioeconomic status on academic achievement in the case of grade twelve students. From three governmental secondary schools, there were 482 total numbers of students in the 2017/2018 academic year included in the study. The results of the final fitted model show that family size, average monthly income, parents' occupation and educational level have statistically significant contributions to students' academic achievement at a 5% level of significance. It can be concluded that family size hurts the academic

performance of students. Similarly, poor parents may have inadequate or limited resources that promote and support children's development and school readiness.

In addition, Ovansa (2017) investigates the effects of the socio-economic background of senior secondary school students on their academic performance in Adavi LGA of Kogi state. Survey and ex-post facto research design work were used to collect data on students' socioeconomic background and academic performance respectively. The population of the study comprises outgoing senior secondary school students of the selected school and their parent's socio-economic status. A stratified random technique was used to select the secondary schools and the students for the study. A simple percentage was used to analyse the research hypothesis. The finding indicates that parents' socioeconomic status influenced the academic performance of the students.

Moreover, Onyancha et al. (2015), investigate the influence of parents' socioeconomic status on students' academic performance in public secondary schools. The study utilized one hundred and fifty (150) respondents drawn from sixteen secondary schools in Keumbu Division. Respondents were selected using purposive as well as systematic sampling approaches within a descriptive survey design. The instrument yielded a coefficient of correlation of 0.7852. The researcher utilized the Social Learning Theoretical framework to interpret the results of the study. The study established that socio-economic status plays a significant role in influencing students' academic performance. Further result shows that the lower the parent's socio-economic status the lower the student's average grade and number of points in performance, and vice versa.

Likewise, Abdu-Raheem (2015), investigates parents' socioeconomic status on secondary school student's academic performance in Ekiti State. The population for the study comprised all Junior Secondary School students in Ekiti State. The sample consisted of 960 students from 20 secondary schools randomly selected for the study using a purposive sampling technique. The reliability coefficient of 0.69 and 0.71 is obtained. Four hypotheses are formulated and tested at a 5% level of significance. The data is analysed using regression analysis. The result shows the existence of a relationship between parents' socioeconomic status and the academic performance of secondary school students.

Correspondently, Esther et al. (2018), examine the effect of parents' socioeconomic status on the academic achievement in the biology of public senior secondary school students in Orlu LGA Imo state. The population of the study comprises senior secondary school students of the selected school. The sample consisted of 200 students from 10 secondary schools randomly selected for the study. The instruments used for the study are a self-designed questionnaire and an inventory to collect students' results. The data is analyzed using chi-square statistical tools. Results indicate that parents' socioeconomic status influenced the academic achievement in the biology of public senior secondary school students in Orlu LGA Imo state.

In another development, Onwukwe et al. (2017), investigate the influence of parents' socioeconomic status on the academic performance of students in secondary schools in Owerri Education Zone, Imo State, Nigeria. A population of 38,700 students in SS II in the sampled LGA was used and 387 students, representing 10%, were selected randomly. The data collected were analyzed using percentages, mean and standard deviation. Hypotheses were tested with ANCOVA. The result showed that students

from low socio-economic backgrounds attend public schools more than those from high socio-economic backgrounds and they achieve less academically than those of high socio-economic backgrounds.

Also, Pant (2020), examines the relationship between parental socioeconomic status and the academic achievement of students. The study focuses on the interrelated dimensions of parental income, educational status, and its effect on children's education. The study is conducted with a qualitative case study research design. Altogether 15 informants from parents, teachers, and students are selected by the purposive sampling method. In-depth interviews, focus group discussions, and observation techniques are followed during data collection. Data is analysed using thematic narrative analysis. The study found that the majority of students of low socio-economic status have poor academic achievement. Parents of low economic background have been found less interested in the education of their children.

In a similar vein, Qasem (2018), examined the parental involvement impact on student's academic performance, and whether or not it is linked to the family's socioeconomic status. Quantitative study data were collected through a questionnaire and analyzed using IBM SPSS. The findings of the study support the link between socioeconomic status and active involvement but not home parenting. The study also further proves the impact of active involvement on academic performance but presents an opportunity to control that impact through good home parental practices.

To provide further support, Aliyu (2016), investigates the influence of family socioeconomic status on the academic achievement of Senior Secondary School students in Nassarawa Zonal Education Area of Kano State, Nigeria. Three hundred and eighty-two students were sampled from the total population of six thousand nine

hundred and thirty-five drawn from ten schools. The Pearson Product Moment Correlation Coefficient was applied to test the hypothesis. The research findings show that there is a significant relationship between the family's socioeconomic status and academic achievement. More so, Osei-Owusu et al. (2018), examine the effects of parents' socioeconomic status on the academic performance of Yamfo Anglican Senior High School Students in the Tano North District of the Brong Ahafo Region of Ghana. A population of 213 students were selected from the second-year class using a simple random sampling technique. The study was a survey type and therefore a self-designed questionnaire was adopted to collect data. The data were therefore analysed via simple frequencies, tables and percentages. Findings indicate that parents' educational level, parents' occupational level, parents' income level and parental care affect the academic performance of students of Yamfo Senior High School. Besides, Usman et al. (2016), examine the impact of parents' socioeconomic status on students' academic performance. The study samples were randomly selected from four (4) secondary schools in the Dala local government area of Kano State which consists of eighty (80) students was selected. Well instructed questionnaire was the major instrument used in collecting data for this research which is validated by the use of a pilot study. The correlations between the two responses and the result revealed a significance of 5% indicating the impact of parent's socio-economic status on students' academic performance within the sample period. Similarly, Dudaite (2016), examines the impact of the socioeconomic home environment of Lithuania's students on learning achievement.

Lithuania is a country with limited economic resources; hence, it is important to analyse which specific aspects of the home environment have a stronger or weaker impact on student achievement. The quantitative approach was used for the research.

Surveys and tests were used for data collection. Evidence shows a significant influence of socio-economic status on the home environment. Furthermore, Bhat et al (2016), investigate the relationship between socioeconomic status and academic achievement of secondary school students belonging to different educational zones of the Ganderbal district of Jammu and Kashmir State. This descriptive-analytical study was done on students of secondary Schools in 2012-13 through random sampling. Findings indicate the presence of a significant difference in the academic achievement of the high socioeconomic status of students in comparison to the low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. In addition, Asiegbu and Ezeugbor (2018), evaluate the relationship between the socio-economic status of parents and the academic performance of students in Onitsha North LGA of Anambra state. Using a correlational research design. From the population of 2,452, a sample of 100 respondents selected through simple random sampling is utilised. To estimate the results, Pearson product-moment correlational analysis is employed. The result shows the existence of a positive relationship between the socioeconomic status of parents and student's academic performance.

In another development, Abdu et al. (2020), examined the influence of parental socioeconomic status on students' academic performance in public secondary schools in Maiduguri. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parent representatives was used to execute the study. Quantitative data from the questionnaires were analyzed using descriptive and inferential statistics using SPSS. The findings of the study were that parents' income, level of education, occupation and parental involvement in education influence students' academic performance to a great extent. Likewise, Eshetu (2015), examined the effect of

parental socioeconomic status on the academic performance of students in regional examinations in Ethiopia. A survey is conducted to collect data on regional examination results of 538 randomly selected students from thirteen junior secondary schools. Also, the collected data I analysed using descriptive statistics and inferential statistics including percentages, independent samples t-tests, Spearman's rho correlation and one-way ANOVA. Findings indicate that the socioeconomic status of parents (particularly the educational level and occupational status of parents) has a strong association with the academic performance of students. Students from educated and better-off families have scored higher results in their regional examination than their counterparts.

Assenting to the argument, Mwariri et al. (2017), examine the impact of social economic status on students' academic performance in public secondary schools in Kieni East Sub County, Nyeri County, Kenya. The study established that the number of family members in formal employment, coupled with employment and business/self-employment income, led to higher academic performance among students. The findings also revealed that in homes lacking academic support facilities; the academic performance of learners was poor, while homes with adequate facilities boosted the academic performance of the students. Likewise, Al-Matalka (2014), focuses on the relationship between parents' socioeconomic status and parental involvement strategies in their child's education among Jordanian parents who have enrolled their children in governmental schools. The total sample of 150 Jordanian students who completed their (Tawjeehi) education at governmental schools is utilised. The results revealed that regardless of parental socioeconomic status they were found to be involved in their children's education. However, the educational level

of the parents has a greater impact on parental involvement strategies than parental occupation and income.

In summary, it can be deduced that parental socioeconomic background does affect or influence the academic performance of students.



CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

5.0 Overview

This chapter entails a summary of the findings, the conclusion to the main issues of the study, makes recommendations and suggestions for further research.

5.1 Summary of Findings

The study revealed that;

The academic achievements of students are positively influenced by various factors related to their parents. These include the educational qualifications of parents, their academic accomplishments, their attitude towards education, their monitoring of their child's progress, and their implementation of rules and regulations.

Further, parental income and financial status, as financial and moral support, affect student academic achievement, provision of a learning environment at home, and incentives provided by parents motivate the children to work harder and achieve higher.

Moreover, parental occupational statuses of students whose parents have better jobs and higher levels of educational, parental background is a significant contributory factor, students whose parents are in formal employment, parents' working hours, parents in informal employment struggle, parents' ability to support students' education, parents vocational/professional qualify parents who are a prestigious occupation influence students' level of achievement.

5.2 Conclusion

In this study, an attempt was made to find out the extent to which the academic performance of the students was affected by the socio-economic status of parents. The study, therefore, established that the socio-economic status of parents, thus parents' education, parents' occupation and parents' income affected the child's academic performance. This presupposes that the child's academic performance was strongly mediated by the parents' socio-economic status.

5.3 Recommendations

Based on the findings and conclusions discussed above, the following recommendations are made.

1. Parents are the foremost agents in nursing their children's academic success. In this study, the socio-economic status of parents was found to affect the child's academic achievement. It is therefore recommended parents should be encouraged to get involved in their children's education no matter their socio-economic status.
2. It is strongly recommended that the government should heavily subsidize education at least at the basic level. Needy but brilliant students should be provided with scholarships, free reading materials and other stationeries.
3. The majority of parents are not aware that the home environment affects their ward's academic performance. It is hence recommended that they must be made aware. Thus, during PTA meetings teachers and heads of schools should sensitize parents on the importance of the home environment on the child's academic performance. Indeed, parents should be told that they can improve the quality of their children's education through encouragement, provision of educational materials and participation.

5.4 Suggestions for Further Studies.

Parental involvement, as well as participation, have a significant effect on the academic performance of students, therefore, it is suggested that interaction and communication between the parents and teachers may be strengthened for better results of students.

Furthermore, another study could be conducted to make determine the effect of parental teaching on the academic success of students across various disciplines.



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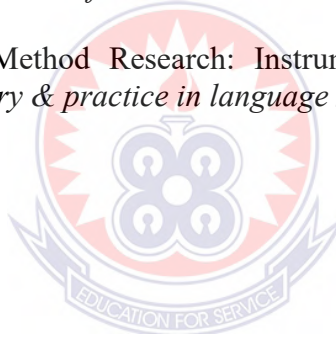
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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to collect information on the “Influence of Parental Socio-economic status On Students’ Academic Performance in Biology in AIC”. The information given will be used for this research only.

Tick where appropriate.

SECTION A: DEMOGRAPHIC INFORMATION

Do not write your name and that of your school on this questionnaire

1) What is your gender?

Male () Female ()

2) How old are you?

Below 16 years () 16-18years () Above 18years ()

3) What is your class?

Form three () Form two ()



SECTION B: PARENTS’ INCOME AND STUDENTS’ ACADEMIC PERFORMANCE

1) What is the approximate monthly income of your parents? Less than 1000 cedis ()

1100-2000cedis () 2100 and above ()

2) What was your mean grade in biology for the previous end-of-semester examination?

A1 () B2 () B3 () C4 () C5 () C6 () D7 () E8 () F9 ()

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

Never () Rarely () Sometimes () Often ()

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

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

Disagree (SD)= 1Tick in the box the appropriate response.

Statement	5	4	3	2	1
	SA	A	UN	D	SD
My parents' income affects my studies					
My parents' income affects my performance in school					

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

.....

SECTION C: PARENTS' LEVEL OF EDUCATION

6) What is the educational level of your parents?

Less or up to primary school () Secondary level () University/Tertiary ()

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

If yes how? (explain)

.....

.....

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

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

Tick in the box the appropriate response expressing your mind.

Statements	5	4	3	2	1
	SA	A	UN	SD	D
My parents assist me in my studies					
My Parents gets me to study when am in the house					
My parents are graduates so I want to be like them					
My Parents are farmers/Artisan and don't have the required knowledge to assist me in my studies					

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

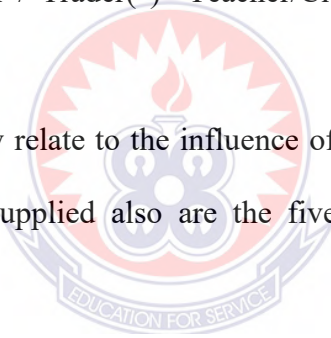
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SECTION D: PARENTS' OCCUPATION&STUDENTS' ACADEMIC PERFORMANCE

10) What is the major economic activity of your parents?

Farmer/artisan () Driver / Trader() Teacher/Civil servant/financial sector/health worker ()

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



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

Tick in the box the appropriate response expressing your mind.

Statement	5	4	3	2	1
	SA	A	UN	D	SD
My parents' occupation affects my studies greatly					

SECTION E: PARENTAL INVOLVEMENT IN EDUCATION

12) How do you rate parental involvement in your education?

Very Poor () Poor () Average () Good () Very Good ()

13). How often do your parents visit school to find out about your educational progress?

Never () Rarely () Sometimes () Often ()

14) How often do your parents assist you in doing homework/assignment at home?

Never () Rarely () Sometimes () Often ()

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

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APPENDIX B

INTERVIEW QUESTIONS FOR PARENTS

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

SECTION A: PARENTS’ DEMOGRAPHIC INFORMATION

1. Let’s start with some information that will help me describe the sample:

a) How old are you?

b) What is your marital status (nuclear family or polygamous family)?

.....

c) How many children do you have?

.....

SECTION B: PARENT’S LEVEL OF INCOME

2) How do you rate your income level per month?

.....

3) Do you think that your income level affects your involvement in your children’s education? (If yes how?)

.....

.....

.....

.....

SECTION C: PARENT'S LEVEL OF EDUCATION

3) What is your level of education? (Primary, Secondary, College/University or Uneducated)

.....

.....

.....

5) Do you think that your level of education affects your involvement in children's education? (If yes how?)

.....

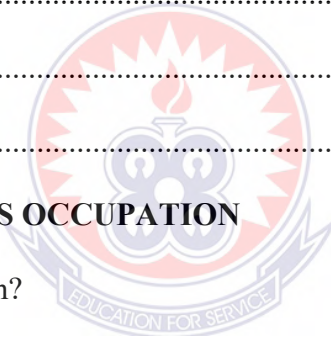
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SECTION D: PARENT'S OCCUPATION

6) What is your occupation?



.....

.....

7) Tell me what the approximate time you spend at work is.

.....

.....

8) Do you think that the amount of time you spend at work affects your involvement in education of your children? (If yes how?)

.....

.....

.....

SECTION E: PARENTAL INVOLVEMENT IN EDUCATION

9) Do you think that your children's school(s) involves parents in education? (If yes how)

.....

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.....

10) How do you rate your general participation in education both at home and at school?

.....


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The logo of the University of Education, Winneba, is centered on the page. It features a circular emblem with a red and white sunburst design at the top, a central figure that appears to be a stylized person or symbol, and a banner at the bottom with the text "EDUCATION FOR SERVICE".

11) Do you assist your children with assignments/homework at home? (Anything else?)

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