

UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF SOCIO- ECONOMIC STATUS OF PARENTS ON
PERCEIVED STUDENTS' ACADEMIC ACHIEVEMENTS IN PREMPEH M/A
CLUSTER OF JUNIOR HIGH SCHOOLS IN THE KWADASO MUNICIPALITY

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

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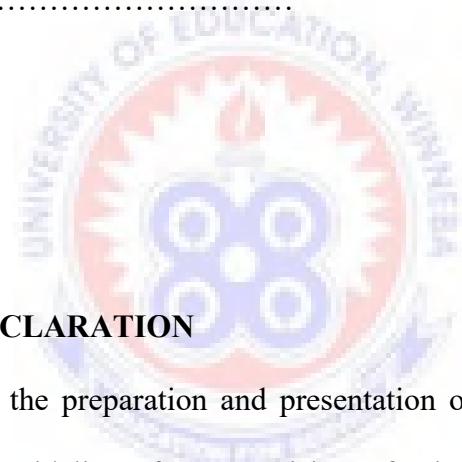
DECLARATION

STUDENT'S DECLARATION

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

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SUPERVISOR'S DECLARATION

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

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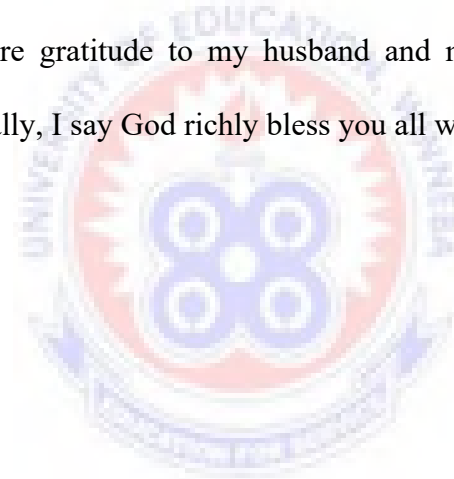
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DEDICATION

To my husband, Mr. Victor Kankam Kusi, siblings, children and mother, Mrs. Bester Addai Frimpong who in diverse ways encouraged me to come out with this report.



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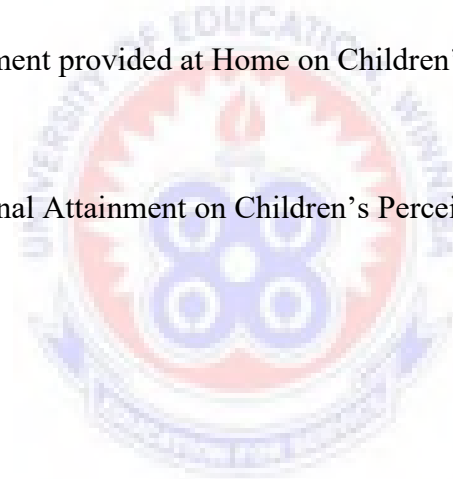
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ABSTRACT

The purpose of the study was to investigate the implications of socio- economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality. The objectives of the study were to find out the effect of parents financial circumstance on children's perceived academic achievement, determine the effect of learning environment provided at home on children's perceived academic achievement and to find out the effect of parents educational attainment on children's perceived academic achievement. The descriptive cross sectional survey design was used for the study. The target population for the study was 135 head teachers, teachers and parents. Census sampling technique was used to select all the three head teachers and 57 teachers. Simple random sampling technique was used to select 63 literate parents making a total of 123 respondents for the study. Closed ended questionnaire was used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.82. The data were computed using the Statistical Package for Social Sciences and analyzed descriptively. The study found that parents' financial circumstances determined the type of school children attended and that the ability to support children's education influenced students' confidence towards learning. The provision of lights, lantern, textbooks and serene atmosphere helped in improving children academic performance. Parents' educational attainment determined the kind of assistance children receive at home from school. It is recommended that based on the findings and conclusions head teachers should educate parents to provide their children with serene and supportive home environment in order to help their children in their studies after school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education, as a social institution, is an instrument that facilitates the reproduction of social structures (Haralambos & Holborn, 2004). The education of children starts with what they learn from their parents and from what they learn in the first few years of their lives (Amato, 1987). Society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands (Durkheim, 1961). This initial education impacts the rest of their lives, and inherently society's future. Because children learn both at home and in school, it is not surprising that family characteristic, such as socioeconomic status and parental education, are important predictors of children's school success (Hess, Holloway, Dickson, & Price, 1984; Lee & Croninger, 1994; Scott-Jones, 1984).

Globally, the importance of socio-economic status (SES) of parents is a commonplace fact. SES affects overall human functioning, including development across the life span, physical and mental health. Variance in socioeconomic status, including disparities in the distribution of wealth, income, and access to resources, affects everyone. Parents' education and encouragement are strongly related to improved student achievement. Parental education and social economic status have an impact on student achievement. Children whose parents are of high educational scales have a far better statistical chance of participating in secondary Education and in this sense focusing on women education. Important factors include parental involvement in their children

education, how much television children are allowed to watch and how often students change schools (Ajila & Olutola, 2007). Socioeconomic status of parents in one way or the other affects academic achievement. Ajila and Olutola noted that children with rich parents have certain needs, physical and sociological which when met, contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available.

Antwi (1992) implies that there is a direct relationship between the level of educational attainment and socio-economic development of individuals and the nation as a whole. This is the reason why nations spend good percentage of their annual budget on education in order to ensure that they provide quality education to their nationals. For example, Ghana allocated 21.22% (GHC 2,871,680,218) out of GHC 13,529,706,950 in 2012 to the educational sector (Republic of Ghana, 2012). Even though this amount may not suffice the education sector in terms of the resources required to provide quality education. However, if the money was allocated to priority projects on time and used for the purposes for which the money was allocated then it could improve the situation of education in Ghana. The Centre for National Affairs (CNA) observes that Ghana is below the 'UNESCO threshold of 6% of GDP allocation to education (Ghanaherald.com, 2014). In Nigeria, the education sector received N400.15 billion, which represented 8.43% of the budget (Abayomi, 2012). This amount was said to be far below the 26% recommended by UNESCO. As a result, concerned education stakeholders called on government for the upward review of the amount. Meanwhile, in Singapore, it is \$10.6 billion (Ministry of

Education, 2012), whilst in the UK the Education Department was allocated £1,894.9 million for the year 2012 (Department of Education, 2011).

It is for this reason that strong human resource development is one of the three strategic priorities of Ghana's Growth and Poverty Reduction Strategy II (GPRS II)' (National Development Planning Commission, 2005) cited in Higgins (2009). Higgins observes that the objective of the human capital development is to bring about 'development of knowledgeable, well-trained and disciplined labour force with the capacity to drive and sustain private sector led growth' (National Development and Planning Commission, 2005).

The Government of Ghana sees education as central to the GPRS II, which includes a major sub-sector of the human resource development pillar (National Development and Planning Commission, 2005 cited in Higgins, 2009). Higgins notes the nation's commitment to education is shown in Ghana's Free Compulsory Universal Basic Education (fCUBE) policy, which provides two years of kindergarten, six years of primary school and three years of Junior High School (JHS) free to all children of school-going-age in Ghana (Government of Ghana, 2007).

In the light of this, secondary education and training has been seen as one of the key avenues to increase the youth capacity for economic growth and social development (Antwi, 1992 and Sutherland-Addy, n.d). Sutherland-Addy (n.d.:8) observes that secondary education is 'indispensable for young people', for it guarantees 'productive citizens' who 'lead healthy lives'. Sutherland-Addy notes that graduates from senior high

schools provide the labour market with modern knowledge and skills, readiness to take initiatives, and ability to solve problems.

Despite these laudable advantages that secondary education provides for the development of the country, only few students can access it in Ghana either because of inequitable provision or inability to afford the cost involved. These disparities in access and affordability of education have been a source of worry to the Government of Ghana for some time now. A World Bank report shows that both primary and senior high school enrolment has increased (World Bank, 2007 cited in Higgins, 2009), however, Higgins states that Ghana's gross and net enrolment figures are below the sub-Saharan Africa average at primary level, and above average at secondary level (World Bank, 2006). Coulombe and Wodon (2007) cited in Higgins (2009) observed that there is a strong correlation between poverty and low primary and secondary net and gross enrolment rates. They further note that in spite of free basic education, poorer people are unable to educate their children.

The Kwadaso Municipality is one of the municipalities in the Ashanti Region of Ghana. The municipality is rich with different cultures with parents carrying out varying occupations. There is a mixture of lettered and unlettered parents in the municipality. While some of them are actively employed in the formal sector where they earn salaries, others are engaged in petty trading, farming and casual work, earning profits. Meanwhile, they all have children who attend common schools and competing in the same classes. This is the reason the researcher is undertaking this study to examine the socio economic status of parents on students' academic achievements.

1.2 Statement of the Problem

The main purpose of education is to prepare the youth and equip them with skills necessary for economic development in every country (Antwi, 1992). It is in this regard that much importance is attached to education by both developed and developing countries of which Ghana is not an exception. The past four decades have witnessed a significant rise in parent's occupation, particularly among parents with children in the home. This shift has sparked considerable academic debate regarding the consequences parents' occupation and education, especially for children (Nyarko, 2011).

The importance of the home environment, parent's education and occupation has been emphasized many times to have some level of influence on students' academic attainment. Ichado (1998) notes that the environment in which the students come from can greatly influence his performance in school. Ajila and Olutola (2007), emphasized that the home environment has been recognized as having a relationship with the academic attainment of children. The effects of broken homes may impact greatly on the internal organization of the family and by extension; affect a child's emotion, personality and academic achievement. Bearing in mind the role of the family in a child's education, the failure of the family to perform its duties could hinder the child's academic achievement. Despite the fact that these children's home environment have both lettered and unlettered parents, varying occupations, different financial backgrounds, the academic attainments of these children leaves much to be desired.

Apart from the financial challenges students with low socio economic background face, this class of students is equally disadvantaged in terms of their home environment which inadvertently affects their general academic output in school. This stems from the

fact that, educational attainment is directly associated with students' social and cultural differences in the home environments (Kellet & Dar, 2007). Additionally, these students may not have well educated adults at home to inspire them by way of providing them with information on how to progress in their education. When students have role models around them, they are motivated to keep their educational dreams alive by working hard. Jerrim and Micklewright (2009) in a study revealed that 'children's educational outcomes vary sharply with their parents' socioeconomic background. They considered the child's ability within the Haveman and Wolfe framework, which considers two determining factors: home investments represented by the quantity and quality of time and goods inputs in the child, and heredity (Jerrim, & Micklewright, 2009). Forsyth and Furlong (2003) note further that, 'student poverty, indebtedness' and other educational related hardships deter many young people from becoming students' and also shorten the educational careers of disadvantaged young people who have entered higher education. These experiences that some students encounter are not different from what students in Ghana and for that matter the study area experience.

These disparities in socio-economic backgrounds of students affect them directly and indirectly in their educational pursuits and do not provide a level playing ground for children from low socio-economic homes. Many studies (Jerrim & Micklewright, 2009; Forsyth & Furlong, 2003; Kellet & Dar, 2007) socioeconomic status as a leading cause of differences in educational attainment of children but there are no such studies in the Kwadaso Municipality particularly junior high schools in the Prempeh cluster of basic schools. This has motivated the researcher to investigate the implications of socio-

economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality.

1.3 Purpose of the Study

The purpose of the study was to investigate the implications of socio- economic status of parents on perceived students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality.

1.4 Objectives of the Study

The objectives of the study were to:

1. find out the influence of parents financial circumstance on perceived children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools.
2. determine the learning environment provided at home on perceived children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools.
3. find out the parents educational attainment on perceived children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso.

1.5 Research Questions

1. What is the influence of parents' financial circumstance on perceived children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso?

2. What is the learning environment provided at home on perceived children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso?
3. What is the parents' educational attainment on perceived children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso?

1.6 Significance of the Study

The study will be of great importance to the policy makers, educational directors, teachers, parents and students to know the implications of socio economic status of parents on students' academic achievement.

The outcome of the study will also serve as a guide to other researchers in education who may like to make further research on the implications of socio economic status of parents on students' academic achievement.

The outcome of the study will contribute to the existing literature on socio economic status of parents.

1.7. Delimitation

The study was delimited to the implications of socio- economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality of Ashanti Region of Ghana. The results may not be generalized to all Junior High Schools in the Kwadaso Municipality.

1.8 Limitations of the Study

The study was limited to the implications of socio- economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality of Ashanti Region of Ghana. However, the broadness of the region in relation to the time limit especially and financial constraints has informed the researcher to narrow the study down to Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality. The study chosen study area has become necessary because of students delinquencies and poor performance in class.

1.8. Organization of the Study

This study was organized into five chapters. Chapter One consisted of the introduction which comprised the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitation and organization of the study. Chapter Two presented the review of available literature related to the topic under study. Chapter Three consisted of the research design, population, sample and sampling procedure, data collection instrument, data collection procedure, data analysis procedure and ethical consideration. Chapter Four also comprised data presentation and analysis. Chapter Five dealt with the summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

Chapter two presents a thematic review of literature on the following; Socioeconomic Status of parents; occupation, income, parents education and academic attainment of children and mediating factors on the academic attainment of children. Each of these themes is discussed with reference to existing body of literature. In this study, because of the scarcity of literature in the Ghanaian context, the researcher relied more on foreign literature.

2.1 Class and Educational Achievement

Researchers from varied backgrounds support the claim that there is a relationship between SES of students and their educational outcomes all over the world (Addae-Mensah, Djangmah & Agbenyegah, 1973; Nwadinigwe, 2006; Dahl, & Lochner, 2005). Ornstein and Levine (2006), observed that 'social class is associated with many educational outcomes in addition to achievement in reading, math, and other subjects'. They noted that generally, working-class students not only have lower achievement scores but also are less likely than middle-class students to complete high school or to enroll in and complete college. The implication is that students from low-income homes, in spite of their low achievement rates have little chance of completing school even if they are able to enroll in school. Such a situation comes about as a result of poverty which renders parents incapable of supporting their wards through their education. Ornstein and Levine reveal that only about 25 percent of high-school graduates from the lowest two socioeconomic quartiles

enter college and attain a postsecondary degree, compared with more than 80 percent of high-school graduates in the highest quartile. (Ornstein & Levine, 2006) This evidence should inform all stakeholders of education that poverty is a bigger barrier to education.

In another study, in the US on international literacy patterns it was observed that: inequality is deeply rooted in education system and in the workplace in the United State. “Our nation concentrates on producing and rewarding first-class skills and, as a result, is world class at the top” (Ornstein & Levine, 2006 p.323). The import is that no matter the level of wealth of the nation, there are always pockets of disadvantaged classes within. This fact, moved ‘a senior researcher at the Educational Testing Service to observe that U.S. has not adequately “recognized the need to eliminate barriers to achievement that arise in the family, and how lack of resources affect achievement” (Ornstein & Levine, 2006 p.323).

Available information shows that, the ‘National Assessment of Educational Progress (NAEP) and other agencies that collect achievement information from nationally representative samples of students’ show that mathematics and reading proficiency scores of groups of students vary directly with social class (Ornstein & Levine, 2006). The information indicates that ‘students with well-educated parents score much higher than students whose parents have less education’. A similar study in Africa, especially Kenya conducted by Prewitt (1974) indicates that wealthier educated parents who purchased books and educational toys, who speak English at home, provided initial advantage. The exposure given to such students in the form of educational materials and assistance from parents and siblings provided a conducive atmosphere for learning. The study noted that

nine-year-olds whose parents had at least some college education had average scores not far below those for thirteen-year-olds whose parents had not completed high school.

Likewise, there is a vast difference in home environment of students from high socioeconomic backgrounds and their counterparts from low socio-economic homes. Studies show that children from low socio-economic homes and communities are slow in their development of academic skills as compared to their counterparts from high socioeconomic backgrounds (Kellet & Dar, 2007; Horgan, 2007; Agu & Hamad, 2000; Antwi, 1992). They found that initial learning skills correlate with the home environment, therefore homes where the level of literacy is low affects children negatively. Educational systems in low socio-economic communities are usually under resourced affect students' academic performance (Aikens & Barbarin, 2008). Studies of high socio-economic homes reveal that students are more likely to take advantage of their economic situation which provides all the necessary materials such as text books, writing materials and other support put at their disposal (Nwadinigwe, 2006; Aikens & Barbarin, 2008; Adegbeniga, 2010).

When students have access to relevant textbooks, equipment, and congenial atmosphere that support learning, it enhances students' success level at school. This is emphasised by the World Bank report, which says that textbooks provision is a very cost-effective means of improving learning outcomes (World Bank, 2004). This study agrees with a similar study carried out by Garcia-Reid, Reid and Peterson (2005) on the influence of home background variables on achievement of Fijian and Indian students which revealed that distance of the school from students', number of books read, fathers'/guardians' level of education, students' job aspirations, availability of text books, and the place of students' residences' were very significant factors. These differences in no small way affect the

educational success or otherwise of students. Studies conducted on school outcomes for Latino students show that parental factors like engaging in supportive interactions, being involved in school activities, discussing school issues with youth have a positive association with school success (Garcia-Reid, Reid & Peterson, 2005; Marschall, 2006) cited in (Woolley, Kol & Bowen, 2009).

Findings from Woolley, Kol and Bowen (2009) reveal that parent and teacher support is a critical factor associated with Latino student school outcomes. They further indicate that parental support and parental education monitoring directly and indirectly influence academic outcomes which empower Latino families to positively influence students' academic performance by monitoring students' school-related activities such as discussing school work and classes, homework, and teacher-student interactions. They further indicated that a family environment that is actively supportive of education, a central aspect of education, provides foundation for student success.

Ibis, Kenia, Barry, Jesse, Laura, Dalgys and Yuri (2012) observed that by following the framework developed by Epstein (1995), and testing the three dimensions of parental involvement as separate entities, they were able to differentiate one form of involvement (school-based involvement) as more important than others (home-school conferencing and home-based involvement) in respect of the data collected. Their findings indicated that in 'Cuba, where teacher involvement in the educational lives of students is high, parental help with school work in the home and formal parent-teacher conferencing may not be necessary for the adjustment of school-children. They further pointed out that 'parents' school-based involvement, on the other hand, may promote student achievement by conveying a message about the importance of education. They stressed Vygotsky's

(1978) opinion that if parents become involved with in-school activities, they may indirectly communicate their own attitudes regarding education to their children in addition to transmitting the value placed on education within Cuba culture.

A study conducted in Ghana by the World Bank (2004) found that economic growth has contributed to average English scores by 2.2 points. The implication is that the state of a country's economic standing has a direct influence on the success level of students. Therefore, parents' level of income also affects their students' educational achievements. Students whose parents are educated are more likely to perform well. The World Bank (2004) report from Ghana reveals there is a relationship between poverty and educational success. The report indicates that schooling help raise the test scores of students and those students with higher test scores as a result of schooling do enjoy higher earnings (World Bank, 2004). This suggests that students who do well in school are more likely to get better jobs than their counterparts who do not perform well in school.

Nguyen (2006) identified poverty as one problem for disadvantaged communities in supporting their local schools. On parental SES, parents' education showed consistent strong effects on both children's enrolment and learning outcomes (Nguyen, 2006). However, parents' education did not show significant effects in predicting children's school enrolment, but parental education did. This means that parental education was very crucial in determining how much a child can achieve in his or her education all things being equal.

In a nutshell, one can say that SES of parents directly affects the success or otherwise of children's education and therefore government policies must always come

handy to assist such disadvantaged groups of people. This is because the wealth of a nation is its people especially the youth.

2.2 Parents' Level of Education and children's Educational Attainment

Pupils with families where parents have less education tend to systematically perform worse than pupils whose parents have more education. According to Nannyonjo (2007) pupils with parents who finished diploma awarding institutions or university performed considerably better. The highest increase in test scores was for pupils whose fathers had a university degree. These results possibly reflect the ability of parents to support the pupils' 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.

Likewise, Okumu (2008) in a study of Socioeconomic Determinants of Primary School Dropout found that High academic attainment of a mother and father significantly reduces chances of primary school drop out for both boys and girls in rural and urban areas. Educated parents are more effective in helping their children in academic work. In doing so, they are also able to monitor and supervise their children's academic progress. Educated parents are as well aware of the possible returns to their children and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

2.3 Economic Status of Parents and Academic Attainment

Another factor that may affect academic performance of students is socioeconomic background. This background refers to parents' educational attainment, occupation, level of income and social class placement. When a child's needs are not properly addressed, his learning ability could be affected due to lack of motivation (Ajila & Olutola, 2007). Bliss (2004) is of the view that many students from low socioeconomic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in schools. If home environment is not intellectually stimulating, some students find it difficult to cope in school and may eventually dropout of school. Bandura (1986) asserts that irrespective of national equality of opportunity, children of parents in higher socioeconomic status tend to achieve greater academically than children of parents from lower socioeconomic status.

Furthermore, the home has been identified as an overwhelming factor affecting student's performance academically. It would appear, then, that, broken homes may present a very real danger to the emotional, personality, and mental adjustment of the young adolescent. These impinge on students' academic achievement. A considerable number of researches repeatedly have shown that Low-SES is linked to a range of indicators of child and adolescent well-being, including students' academic achievement (Beauvais & Jensen, 2003). Birch and Gussow (1979) claimed that poverty contributes toward educational failure, not simply because poor children are culturally disadvantaged, but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their educational potential. The likelihood that the poor children would end up being at-risk in terms of deficient development is a reality that could begin

even before birth. In that regard, Birch and Gussow emphasized that society should concern itself more with the full range of factors contributing to educational failure, among which the health of the child is a variable of potential primary importance.

According to Rumberger (1995) student's family background is widely recognized as the most significant important contributor to success in schools'. Rumberger's position supports the finding of earlier scholars who argued that the home has a major influence on student school success and that it is the quality of relationships within the student's home environment that has an important effect on school performance (Neisser, 1986; Selden, 1990; Caldas, 1993). Additionally, Jacobs and Harvey recently established that many variables in the family background have strong (direct and indirect) associations with students' success throughout school and in young adults' eventual educational and occupational attainment. Such variables include family structure (socioeconomic status and intact/single-parent family status), parent education level, parental involvement, and parenting style (Jacobs & Harvey, 2005).

According to Evans, Jonathan and Wanner (2004), lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socioeconomic and intact families. Evans et. al., repeatedly discovered that low SES children are less cognitively stimulated than high SES children, as a result of reading less and experience less complex communications with parents involving more limited vocabulary.

Bliss (2004) estimating a path model for low SES African American youth, found the direct effect from parents' education and that family income has little if any direct effect on achievement. The investigation carried out by Keith and Benson (1992) also examined effects on high school grades across five ethnic groups and concluded that the path from family background to achievement was constrained to zero because it was found to be non-significant. There are some factors that could despite the impact of SES, enable the students perform successfully at school. It is on record that a number of scholars have studied what they termed individual characteristics that could account for the academic achievement of the students who are ordinarily distinguished as being 'at risk'. Two of those researchers, Borman and Overman (2004) while studying the Academic Resilience in Mathematics among Poor and Minority Students, developed four measures of individual characteristics: Self-esteem, students efficacy, student engagement, and students' overall disposition toward school. According to their findings, the univariate analyses for resilience status revealed statistically significant main effects for all four outcomes, student engagement, self-efficacy in mathematics, positive attitude toward school, and self-esteem, all of which favoured resilient students.

Similar characteristics are identifiable in other studies: individual characteristics of resilient children typically include high self-esteem, high self-efficacy, and autonomy (Wang, Haerttel & Walberg, 1994). While poverty and students' low SES background could be considered a concern regarding students' academic performance, they are not too belaboured because the individual characteristics are variables that align to students' performance (Borman & Overman, 2004). There is no doubt that such conditions can impact students negatively, but the strongly determined and motivated students are likely

to beat the odds of greater risk of academic failure and perform with distinction in school. These students were identified as resilient children. Resilient children also are actively engaged in school have strong interpersonal skills, and maintain healthy expectations, and have a high level of activity (Benard, 1991).

According to Borman and Overman (2004) all of these characteristics highlight the underlying perseverance, strong will, and positive disposition of the resilient child. Borman and Overman (2004) concluded that a developmentally attentive school environment and a more experimental curriculum may help compensate for the detrimental effects of low SES. This confirms the study done by (Hoy & Miskel, 1991), that the single best organizational climate predictor of student achievement is academic emphasis. These researchers using high school as a focus point, found that high schools with an orderly and serious learning environment, with teachers who set high but achievable goals, and with students who work hard and respect others who do well academically, have higher levels of student achievement, even when data are controlled for socioeconomic status (Hoy & Miskel, 1991).

Schools that foster student resilience have been found to emphasize academic learning and opportunity for all students, active student and parent involvement, and sensitivity to student diversity (Wang et al., 1994). According to Floyd (1996) teachers who bridge the gap between home and school and are sensitive to and knowledgeable of their students cultural and community heritages provide better learning environments, particularly for students from low SES backgrounds. Several studies have identified resilience as a factor that enhances higher academic performance among students of a low SES background. In their studies, Floyd, Gilliom and Costigan (1996) noted that there are

students who succeeded despite economic hardships in their respective families. Floyd observed that in their homes, there was limited money for extracurricular activities like football or basketball games, dances or senior proms, or even senior pictures.

Furthermore, Floyd et al found that these students managed to continue focusing on and excelled in their education despite the occurrence of serious problems due to or related to socioeconomic insecurity. In terms of socioeconomic status (SES) factors, the positive link between SES and children's achievement is well-established (Sirin, 2005). McLoyd's (1998) seminal literature reviews also have documented well the relation of poverty and low socioeconomic status to a range of negative child outcomes, including low IQ, educational attainment and achievement, and social-emotional problems. Parental education is an important index of socioeconomic status, and as noted, it predicts children's educational and behavioral outcomes.

On the other hand, McLoyd (1998) has pointed out the value of distinguishing among various indices of family socioeconomic status, including parental education, persistent versus transitory poverty, income, and parental occupational status, because studies have found that income level and poverty might be stronger predictors of children's cognitive outcomes compared to other SES indices (Duncan, Yeung, Brooks-Gunn & Smith, 1994; Stipek, 1998). In fact, research suggests that parental education is indeed an important and significant unique predictor of child achievement. For example, in an analysis of data from several large-scale developmental studies, Duncan and Brooks-Gunn (1997) concluded that maternal education was linked significantly to children's intellectual outcomes even after controlling for a variety of other SES indicators such as household income.

However, along with those contemporaneous links between SES and children's outcomes, longitudinal research dating back to groundbreaking status attainment models (Duncan et al., 1994) indicates clearly that family of origin SES accounts meaningfully for educational and occupational attainment during late adolescence and into adulthood (Amato, 1987). For example, Caspi, Bradley, Terrie and Phil (1998) reported that lower parental occupational status of children ages 3–5 and 7–9 predicted a higher risk of the child having periods of unemployment when making the transition from adolescence to adulthood. Johnson, Smith, Taylor, George and Adams (1983) found that mothers' and fathers' educational level and fathers' occupational status were related positively to their children's adulthood occupational status. Few studies, however, are prospective in nature spanning such a long period of time (i.e., a 40-year period from childhood to middle adulthood). Also, few studies include a wide range of contextual and personal predictor variables from childhood and potential mediators of the effects of those variables from adolescence (Amato, 1987).

2.4 Parents' Educational Qualifications and its Influence on Students' Academic Success

The subject of educational attainment of parents and its influence on their children's academic achievements is widely studied (Nguyen 2006; Jerrim and Micklewright, 2009; Muruwei, 2011). Parents as first educators of children play significant roles in their upbringing and education. Parents influence their children education in various ways such as providing inspiration and providing their educational needs. Muruwei (2011) found that the level of parent education affects the academic performance of children in school. Muruwei further shares the opinion that parents who are well educated and are

professionals with good salaries are able to provide their children with good learning environment to enable them to excel in their education (Muruwei 2011; Nguyen, 2006; Jerrim & Micklewright, 2009). Muruwei observed that the level of parents' education is related to English test of children (Muruwei, 2011).

Muruwei (2011) concluded that parents who have acquired higher level of education are likely to transmit it to the children more culture of the academic acquired over the years to their children than illiterate or semi-literate parents. This suggests that educated parents provide inspiration, good speech models and enhanced learning environment such as provision of newspapers, story books, dictionaries, television among other facilities that boost their English Language acquisition at home.

The study by Muruwei (2011) indicated that educational level of parents has a positive influence on academic performance of the children (Muruwei, 2011). Muruwei was of the opinion that, in order to achieve these objectives parents of these children might have provided facilities such as story books, television sets, newspapers and even pay extra fees to teachers to teach their children at home where the parents have no time to teach or assist them (Muruwei, 2011, Nguyen, 2006).

On pupils' achievement, Nguyen indicated that in the models predicting learning outcome, mothers' occupations related to school outcomes (Nguyen, 2006). The study pointed out that 'having more education and a non-farm job would be an indicator of high women's statuses. This means that a mother of this class has a better influence on her child's educational outcomes. This finding is corroborated by Nyarko (2011) in a study on parental school involvement in Ghana. The study indicated that mothers' school involvement was positively and significantly correlated with academic performance of

their children (Nyarko, 2011). On the other hand, fathers' school involvement with respect to students' academic performance was not significant. Nyarko suggests that mothers see it as a responsibility to support their children to succeed in their education and therefore sacrifice their resources in terms of money, material, and time (Nyarko, 2011). Nyarko further stressed that in Ghana, it is common to see mothers selling their personal property or even borrowing from the banks or friends' to support their children's education.

On fathers' school involvement, it was expected that their school involvement would also positively impact on the academic performance of the students' (Nyarko, 2011). However, the reason given by Nyarko (2011) may explain why fathers are not so much involved in their children's education. His explanation is that culturally fathers are the heads of their families and therefore have a responsibility to provide for the needs of the families.

2.5 Parents' Jobs and Income and its Influence on Students' Academic Success

Dahl and Lochner (2005) noted that U.S. Census Bureau conducted in 2003 found more than one among six children from the total of 12.9 million children in the U.S. who were under age 18 were living in poverty. The situation prompted researchers to study into the extent to which income maintenance programmes and family income (Dahl & Lochner, 2005) affect children, since this is not easy to determine. They found a number of explanations for which they think family income might affect child development (Dahl & Lochner, 2005). One of such explanations is that, poverty is associated with increased levels of parental stress, depression, and poor health. These conditions have the potential to negatively affect parents' ability to nurture their children as expected of them.

Another reason is that poor parents usually show signs of high level of frustration and aggravation with their children and such situations have consequences on their children's development such as poor verbal development and show higher levels of distractibility and hostility in the classroom (Dahl & Lochner, 2005). Yet, family income may also be of help if parents spent the money for the benefits of the children in such ways as: child-centred goods like books, for quality day care or preschool programmes, for better dependent health care, or to move to a better neighbourhood (Dahl & Lochner, 2005).

However, Dahl and Lochner (2005) noted that studies linking poverty and income to child outcomes in school have failed to do away with biases caused by the omission of unobserved family and child characteristics. The authors were of the view that most studies employed regressions of an outcome variable such as school attainment on family income or education of parents and a set of observable family, child, and neighbourhood characteristics. The authors realised that even though these studies indicate the correlations between income and child outcomes, they fail to tell readers a causal relationship that may exist as other scholars like Mayer (1997) and Duncan and Brooks-Gunn (1997) have done.

It is possible that 'children living in poor families may have a worse home environment or other characteristics (Dahl & Lochner, 2005) that the researchers may not take note of, and yet these factors or variables may be responsible for non-performance of children and as a result may affect their development even if income level improves.

New South Wales Department of Education and Training (NSWDT) (2005) reviewed research evidence in relation to SES and schooling in Australia. In their work, the Longitudinal Surveys of Australian Youth (LSAY) carried out by the Australian

Council for Educational Research (ACER) was reviewed as part of their research evidence. The ACER research studied student achievement scores on tests of reading comprehension and mathematics from five different researches that examined the literacy and numeracy levels of 14 year-olds in Australian schools' between 1975 and 1998 (NSWDT, 2005). In all, the ACER study found that while overall achievement levels of students' seem to be stable between 1975 and 1998, there were however, differences between students by socio-economic status, both at an individual level and between schools.

It must be pointed out that, the study employed a limited measure of SES, particularly occupation of students' fathers, in which case students were placed in four family occupational groups such as professional/management, clerical/sales/service, trades and production/labourer (NSWDT, 2005). This scale served the purpose of providing a means of bringing on board participants who are either advantage or disadvantage in terms of their educational levels and probably the type of employment. The findings of the study over the 25-year period show that; between the period 1975 and 1998, students whose parents were employed in professional and managerial occupations had the highest average scores (NSWDT, 2005:2).

On the other hand, those whose parents were manual workers had the lowest score. It was noted that the gap between the two groups of students narrowed at an individual level (NSWDT, 2005) from the 1975 to 1998. The authors however, noted that the difference in students' scores widened between schools with higher concentrations of professional parents and all other schools. At the school level, it was revealed that within the same school, a student who comes from a higher socio-economic group will achieve better test scores than his or her counterpart from a lower socio-economic group (Rothman,

2003) cited in (NSWDT, 2005). In a similar way, students who attend a school that has a higher concentration of students from higher socio-economic groups equally achieve higher results in reading and mathematics than their colleagues who attend schools with lower concentration of students from higher socio-economic groups (NSWDT, 2005). This suggests the school environment; that is the quality of the school and the SES of the students contribute in diverse ways to affect students' scores in school. This class of students has high level of quality language and is purposeful in their learning by virtue of their backgrounds and exposures they have the tendency to influence their counterparts who come from lower socio-economic groups.

In the Ghanaian context, it is observed that manual workers far outnumber all the other classes of the Ghanaian labour force (Agyeman, 1993). Agyeman notes that farmers, fishermen, labourers form more than 57% of the total labour force, while the administrative/ managerial and professionals are less than 5% of the labour force and the clerical, sales and service workers constitute about 38% as far back as 1972 (Agyeman, 1993). This implies that about 95% of the labour force at the time was underprivileged and poor while about 5% was of the administrative or managerial and professional class who were better placed to support their children in schools. This unfavourable situation was highlighted by Margaret Kwakwa as a concerned parent in Agyeman (1993), in the words: “by unintentionally setting up two different classes of schools, our society is now widening the gap between the haves and have-nots, the privileged and the less privileged” (p.23)

This observation indicates that education has been used as a means of social mobility of people from a less privileged class to a privileged class (Agyeman, 1993 ; Antwi, 1992). However, since majority of parents were poor and could not afford to send

their children to the special schools, their children even though may be brilliant could not perform well to merit admission into one of the best senior high schools in the country. It is in the light of this that, it is stressed that the setting up of the two different classes of schools is a deliberate attempt by the dominant class to maintain their monopoly over the channel of social mobility and by so doing deny the less privileged the opportunity to climb the social ladder to the top (Agyeman, 1993).

2.6 Other Factors that Influences Academic Attainment of Children

There are other factors that could also influence the academic attainment of the children.

These include:

2.6.1 Family Structure

Socioeconomic status may therefore 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 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 (Buckingham, 1999; Rich, 2000).

The influence of family structure has been found to be only weakly associated with educational attainment, however, once controlling for other variables (Machin, 2000). It is more detrimental when children in sole parent families also experience a range of other risk factors such as low income (Sparkes, 1999). Family process models (McLoyd, 1998) has proposed that the effects of socioeconomic stress (e.g., financial strain, unstable employment) on child outcomes are mediated through parenting stress and family interaction patterns (e.g., parental depressed mood; lower levels of warmth, nurturance, and monitoring of children). That is, family structural variables such as parental education and income affect the level of actual interactions within the family, and concomitantly, the child's behavior.

It is well established within broader social learning models (Huesmann, 1998) that parents exert substantial influence on their children's behaviour. For example, children exposed to more rejecting and aggressive parenting contexts, as well as interparental conflict, display greater aggression (Cummings & Davies, 1994; Huesmann et al., 1984) and the effects between negative parenting and child aggression are bi-directional (Patterson, 1982). Presumably, children learn aggressive problem-solving styles as a result of repeated exposure to such models, and in turn parents use more power assertive techniques to manage the child's behavior (Sparkes, 1999).

Researchers also have shown that behavioural problems such as early aggression impair children's academic and intellectual development over time (Hinshaw, Han, Erhardt & Huber, 1992; Huesmann, Eron, & Yarmel, 1987). Stipek (1998) has argued that

behavioural problems affect young children's opportunities to learn because these youth often are punished for their behaviour and might develop conflictual relationships with teachers, thus leading to negative attitudes about school and lowered academic success. Thus, it is possible that low socioeconomic status (including low parental educational levels) could affect negative family interaction patterns, which can influence child behaviour problems, and in turn affect lowered academic and achievement-oriented attitudes over time.

Parent education and family interaction patterns during childhood also might be linked more directly to the child's developing academic success and achievement oriented attitudes. In the general social learning and social-cognitive framework (Bandura, 1986), behaviour is shaped in part through observational and direct learning experiences. Those experiences lead to the formation of internalized cognitive scripts, values, and beliefs that guide and maintain behaviour over time (Anderson & Huesmann, 2003).

According to Eccles (2005) this cognitive process accounts for the emergence and persistence of achievement-related behaviours and ultimately to successful achievement. Eccles' framework emphasizes in particular the importance of children's expectations for success, with parents assuming the role of expectancy socializers (Frome & Eccles, 1998). Thus, for example, a child exposed to parents who model achievement-oriented behavior (e.g., obtaining advanced degrees; reading frequently; encouraging a strong work ethic) and provide achievement-oriented opportunities (e.g., library and museum trips; after-school enrichment programs; educational books and videos) should develop the guiding belief that achievement is to be valued, pursued, and anticipated. This belief should

then in turn promote successful outcomes across development, including high school graduation, the pursuit of higher learning, and the acquisition of high-prestige occupations.

Not surprisingly, there are positive relations between parents' levels of education and parents' expectations for their children's success (Davis-Kean, 2005), suggesting that more highly educated parents actively encourage their children to develop high expectations of their own. Importantly, on the other hand, McLoyd's (1998) review found that parents who experience difficult economic times have children who are more pessimistic about their educational and vocational futures.

2.6.2 Type of School

Research has shown the importance of the type of school a child attends in influencing educational outcomes. While research in the US has found that SES variables continue to influence educational attainment even after controlling for different school types, the school context tends to affect the strength of the relationship between SES and educational outcomes (Portes & MacLeod, 1996). Similarly, research in Britain shows that schools have an independent effect on student attainment (Sparkes, 1999). While there is less data available on this issue in Australia, several studies using the Longitudinal Surveys of Australian Youth have found that students attending private non-Catholic schools were significantly more likely to stay on at school than those attending state schools (Chao, & Williams, (2002). Students from independent private schools are also more likely to achieve higher end of school scores (Buckingham, 2000a). While school-related factors are important, there is again an indirect link to SES, as private schools are more likely to have a greater number of students from high SES families, select students with stronger academic abilities and have greater financial resources. The school effect is also likely to

operate through variation in the quality and attitudes of teachers (Sparkes, 1999). Teachers at disadvantaged schools, for instance, often hold low expectations of their students, which compound the low expectations students and their parents may also hold (Ruge, 1998).

2.6.3 Ethnicity

The ethnic background or immigrant status of parents is also an important mediating variable on the influence of SES on children's educational performance. Studies of the academic performance of second-generation school students in the US have found that while their performance is also influenced by the SES of their parents and type of school, their national background plays a significant independent role (Portes & MacLeod, 1996). The authors found that some first-generation immigrant parents (e.g., Cuban, Vietnamese) through the process of migration and subsequent incorporation in the host society, come to see education as a key means of upward mobility for their children, despite their own low levels of education and income (Portes & MacLeod, 1996).

Children from these communities did well despite coming from low SES backgrounds whereas the negative effects of SES were not ameliorated in the academic performance of children from immigrant communities with low levels of social capital. Similar findings have emerged within the Australian experience. While the children of immigrants were seen to be at a disadvantage up until the mid-1970s (Martin, 1978), the gradual introduction of multicultural policies in the classroom from that time may have improved the situation (Cahill, 1996).

A series of studies based on Census data suggests that the second generation (especially those of European, Indian and Chinese origin) have achieved substantial

educational mobility in terms of staying on at school, compared to those from British, German, Dutch and Australian origin (Birrell & Khoo, 1995). As a consequence, higher percentages of children from non-English speaking background (NESB) achieve tertiary qualifications compared to those from English-speaking background (ESB) (Birrell & Khoo, 1995). As with the US research, however, there is a great deal of variation between different ethnic groups.

Studies have found that it is more likely that people from Vietnamese, Chinese, Eastern European and Korean backgrounds are in higher education than people from ESB. Whereas those whose language group was Arabic, Khmer and Turkish were half as likely to be in higher education than those from ESB (Dobson, Birrell & Rapson, 1996; Cahill, 1996; Chao, & Williams, 2002).

2.6.4 Geographical Location

Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas (Cheers, 1990; Human Rights and Equal Opportunities Commission-HREOC (2000). Despite an adequate number of educational facilities in rural and remote areas, school children from these areas remain disadvantaged by other factors. Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support.

In addition, inequity exists with regard to the quality of the education that rural students receive, often as a result of restricted and limited subject choice. Furthermore,

students may also have limited recreational and educational facilities within their school (HREOC, 2000).

2.6.5 Housing Type

Lower educational attainment has also been found to be associated with children living in public housing compared to those in private housing (Sparkes, 1999). This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighbourhood influence. A recent Australian study based on 171 Year 12 students from 10 state schools, found that neighbourhood effects were an important influence on students. Measures of the neighbourhood included the level of neighbourhood income, the unemployment rate, an index of educational attainment and the percentage employed in professional fields. This study was unable to identify, however, the precise transmission mechanisms for such neighbourhood effects. Whether, for instance, they were due to spillover effects such as peer group influence, the presence or lack of job networks and role models or whether the neighbourhood variables were acting as proxies for school quality or housing type.

2.6.6 Paternal Absence

Following a parental separation, most children live in the primary custody of one parent, although joint custody arrangements have become increasingly common over recent years (Anger, Silke, & Guido Heineck, 2009). In many instances, the custodial parent is the mother, which means that a significant aspect of the experience of post separation family life, for most children, is the absence of their father. Although other custody arrangements are increasingly common, the research in this area has still tended to focus on the socioeconomic status of women and its influence on academic attainment of

children focusing on indicators of SES of women such as occupation, women education, economic status and marital status of women.

There are a range of a priori reasons to hypothesize that the absence of the father from the home might have a negative impact on children's wellbeing. As Amato (1987) notes, the absence of one parent means a deficit in terms of parental time available to do the work of parenting (and all the other work in the household, which further restricts the available time for parenting). Children will also lack exposure both to an adult male role model and to the skills and processes involved in a committed adult relationship, including such things as communication, negotiation, compromise and expression of intimacy (although it must be said that many couples in intact relationships model such things imperfectly at least part of the time).

In addition, children are susceptible to suffer where the absence of their father from the home means that they have lost effective contact with him. Despite these hypothetical grounds for expecting a "father absence" effect, research studies have generally failed to find evidence to show that this plays a strong role in explaining the differential outcomes experienced by children from divorced and intact families. Two pieces of evidence, in particular, weigh against it.

First, children whose parents separated do worse than children who have experienced a parental bereavement. Biblarz and Gottainer (2000) found that, compared with children of widowed mothers, children of divorced mothers had significantly lower levels of education, occupational status and happiness in adulthood. The authors found no evidence that divorced mothers were less competent parents than widowed mothers and

speculated that the contrasting positions in the social structure of different types of single-mother families may account for observed differences in child outcomes.

In particular, the authors realize that widows occupied an advantaged position in the social structure, in terms of employment, financial position and occupational status, compared with divorced mothers. This suggests that the absence of the father, if it has an effect, has a much weaker effect than that of these economic factors. Secondly, as has already been noted, remarriage does not generally improve the wellbeing of children, despite the gain of another adult to help with the task of parenting. As a number of studies have noted, outcomes for children in remarried families are generally little different from those of children in sole-parent families (Biblarz & Gottainer, 2000).

It is important to note also that remarriage generally results in an improvement in economic circumstances. As noted above, there appears to be something associated with stepfamilies – perhaps the complexities of the new pattern of relationships that need to be established and worked at before the family can settle down into new comfortable ways of living together – that weighs against both the economic gain and the gain of an additional adult figure. This suggests that the absence of the father, by itself, does not play a strong role in explaining the differences between children from divorced and intact families (Aaronson, 2000).

There are various reasons why the impact of the father's absence might be less than expected. Other adults may be filling the gap by providing adult role models and support to lone parents, and many fathers continue to make significant contributions to their

children’s wellbeing after separation. It may not just be the father’s presence in the home that is important; it is his presence in the child’s life.

2.7 A conceptual framework on Socioeconomic Status (SES) of Parents and its Influence on the Academic Attainment of their Children

The conceptual framework of the study is also established. Conceptual frameworks, according to educational researcher Smyth (2004), are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature. The conceptual framework on Socioeconomic Status (SES) of parents and its influence on the academic attainment of their children are presented in figure 2.1.

Academic Attainment

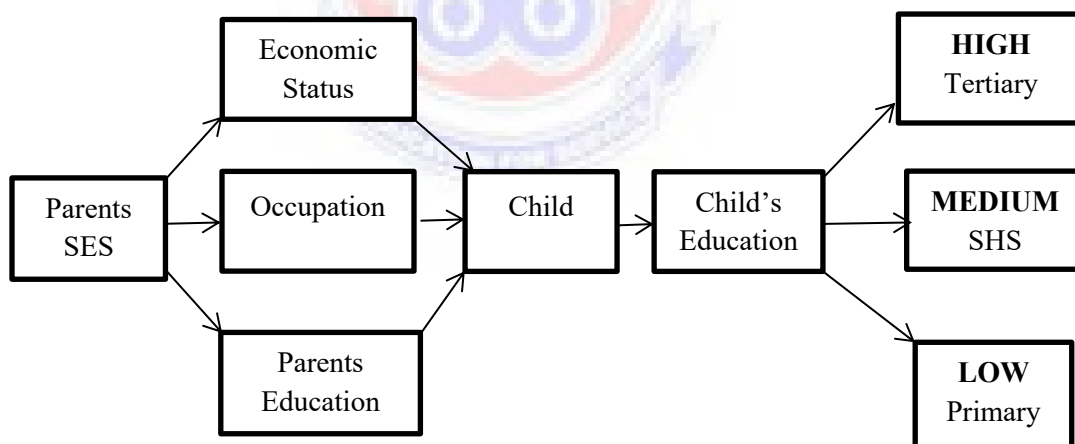
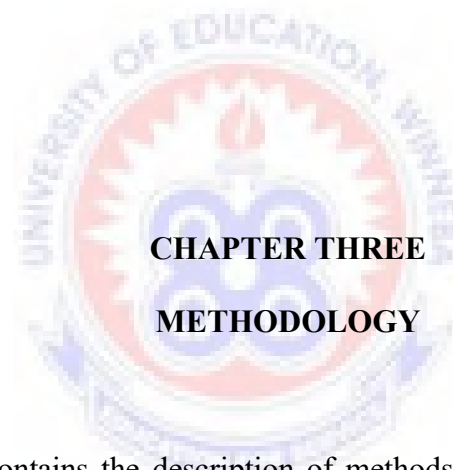


Figure 2.1 Conceptual Framework

Source: Researcher’s field survey, 2019

The independent variable in the study is parent’s socioeconomic status (SES). The dependent variable is the academic attainment of the children. In that regard, parent’s SES (independent variables) is established as having a direct influence on the academic

attainment of the children (dependent variable). Thus occupations of parents, education of parents, and economic status all have a tendency to influence the academic attainment of the child. Notwithstanding, the child may end up pursuing higher education, medium or fall within the low category of the education ladder depending on how he/she appreciates the influence from the parent. The child whose parents are highly educated may not necessarily mean that, that child would be highly educated. How the child may appreciate the SES of the parent will culminate in the child being highly educated or not.



3.0 Introduction

This chapter contains the description of methods used to carry out the study. It involved the research design, population, sample and sampling procedures, data collection instrument, validity and reliability of the instrument, pilot-testing of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

The researcher used descriptive survey design for the study. This method was found to be suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Adrian & Saunders, 2011).

However, like any other research design, the descriptive cross sectional survey design has its advantages and disadvantages. One of the major advantages of the descriptive cross sectional survey design is that it gives researchers a lot of information from various respondents. The data collected are also easy to analyze. One of the disadvantages of descriptive cross sectional survey design is how to retrieve all questionnaires distributed to respondents.

3.2 Population of the Study

According to White (2005) population refers to the total number of subjects or the total environment of interest to the research. Kusi (2012) on the other hand refers to population as a group of individuals or people with the same characteristics and in whom the researcher is interested.

The target population for the study was 135 comprising three head teachers, 57 teachers and 75 literate parents in the three public Junior High Schools in the Prempeh cluster of the Basic Schools of the Kwadaso Municipality. The accessible population were 123 comprising three head teachers, 57 teachers and 63 literate parents.

3.3 Sample size and sampling procedure

Gall and Borg (2007) opined that sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine an appropriate sample size for the study, an updated list of all the head teachers and teachers in the three public junior high schools in the Prempeh cluster of Basic Schools of the Kwadaso Municipality was obtained from the Kwadaso

Municipal Director of Education. Also all the literate parents were obtained from the PTA secretary of the Prempeh cluster of the Basic Schools.

Census sampling technique was used to select all the 60 comprising 3 head teachers and 57 teachers in the three public Junior High Schools in the Prempeh cluster of Basic Schools of the Kwadaso Municipality. The researcher intentionally selected head teachers, teachers and parents because teachers work closely with the parents in the school setting. Researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2005).

On the part of the parents, 63 respondents were selected from the target population of 75 using Krejcie and Morgan (1970) sample size determination table. The table states that for a population of about 75, the maximum sample size should be about 63 respondents. The lottery type of the simple random sampling technique was used to select 21 parents from each of the three schools as indicated in Table 3.1.

Table 3.1: Sampling of the Parents

Name of School	Number of Literate Parents	Number of Parents sampled
Basic 'A' Double Stream JHS	23	19
Basic 'B' Double Stream JHS	27	23
Basic 'C' Double Stream JHS	25	21
Total	75	63

Source: Field Work, 2020

Table 3.2: Census Sampling of the Head teachers and Teachers

Name of School	Number of Head teachers	Number of Teachers	Total Sample
Basic 'A' Double Stream JHS	1	16	17
Basic 'B' Double Stream JHS	1	22	23
Basic 'C' Double Stream JHS	1	19	20
Total	3	57	60

Source: Field Work, 2020

The total sample for the study was 123 consisting of three head teachers, 57 teachers and 63 literate parents.

3.4 Data Collection Instruments

The researcher used opened and closed ended questionnaire to collect data for the study. According to White (2005), a questionnaire is a series of questions, each one providing a number of alternative answers from which the respondents can choose. The close-ended questionnaire was meant to assist respondent to provide uniformity of response. The open-ended questionnaire was meant to assist respondent to provide further information that were not part of the closed ended questions. A questionnaire is cost effective and less time consuming as compared to other instruments. All the items on the questionnaire were on a four -point Likert-type scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. The researcher was able to retrieve all the questionnaires distributed. .

3. 5 Pilot-Testing

The questionnaire was piloted to determine its validity and reliability. Thirty questionnaires were administered to 30 respondents comprising 2 head teachers and 28 teachers selected randomly from junior high schools in Kwadaso Beposo cluster of schools which was outside the area studied. The purpose of piloting was to enable the researcher to determine the level of ambiguity of the questions for corrections. Ambiguous items were modified while inappropriate questions were deleted.

3. 6 Validity and Reliability of the instruments

Validity

Validity of a research instrument refers to the degree to which the instrument measures what it is intended to measure (White, 2005). In order to obtain the validity of the instrument, the researcher prepared the instrument in consultation with her supervisors who assessed the importance of each item in the instrument with reference to the research objectives.

Reliability

The reliability of a research instrument refers to the consistency of an instrument to give similar results whenever is it is administered (White, 2005).

In order to determine the reliability of the instrument the questionnaire was administered to the same group of subjects twice in the pilot study and given a two week grace period between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.82.

3.7 Data Collection Procedure

The researcher sought permission from the Kwadaso Municipal Director of Education to conduct the study. After the researcher had been given permission, the researcher visited the schools concerned to ask for permission from the various head teachers to brief the respondents on the purpose of the study. The researcher also met the parents during PTA meetings in each of the schools to establish rapport. The questionnaires were thereafter administered to the teacher respondents at the staff common room during break time of each of the schools. The questionnaires were administered to the parent respondents at the school premises at an agreed date and time. The respondents were given two weeks to fill the questionnaires after which it was collected.

3.8. Data Analysis Procedure

The data were cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which may have not been filled. A codebook for the questionnaire was prepared to record the responses. The data were computed using the Statistical Package for Social Sciences (SPSS) version 20.0. The data collected were analyzed descriptively and presented using tables, percentages and frequencies to answer all the research questions.

3.9 Ethical consideration

Respondents' consent was clearly sought after and was assured of confidentiality and their anonymity by not asking for names or any form of identification on the questionnaires. The Respondents were assured that the results of the study would be used for academic purposes only. The respondents were not coerced to participate in the study; they participated on their own volition. The objectives of the study were clearly explained in unambiguous terms to the respondents before participating in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of data gathered through the administration of questionnaire from the field on the implications of socio- economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality. The data analysed included the demographic characteristics of the respondents to address data on gender, age, educational qualification and teaching experience.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study comprising the gender, age, highest educational qualifications and length of service were surveyed. These assisted the researcher to know the nature of respondents used for the study. The gender of respondents is shown in Table 4.1.

Table 4.1: Gender of Respondents

Variable	Frequency	Percentage (%)
Male	71	58
Female	52	42
Total	123	100

Source: Field Data, 2020

Table 4.1 shows that 71 respondents representing 58% were males while 52 respondents, representing 42% were also females. The result means that more males participated in the study than females.

Age of Respondents

The study also analysed to find out ages of respondents involved in the study. The result is shown in Table 4.2.

Table 4.2: Age of Respondents

Variable	Frequency	Percentage (%)
21-30 years	18	15
31-40 years	35	28
41-50 years	47	38
51-60 years	23	19
Total	123	100

Source: Field Data, 2020

Table 4.2 shows that, 18 respondents representing 15% were aged between 21-30 years, 35 respondents representing 28% were aged between 31-40 years, 47 respondents representing 38% were aged between 41-50 years while 23 respondents representing 19%

were aged between 51-60 years. The result means that the respondents were matured enough to participate in the study.

Highest Qualification

The highest educational qualification of respondents was further analysed. This was to find out the level of education attained by the head teachers and teachers. Table 4.3 presents the details.

Table 4.3: Educational Qualification

Variable	Frequency	Percentage
SSSCE/WASSCE	20	16
Diploma	39	32
Bachelor's Degree	36	29
Master's Degree	28	23
Total	123	100

Source: Field Data, 2020

On respondents' educational qualification, 20 respondents representing 16% were holders SSSCE/WASSCE certificate, 39 respondents representing 32% were holders of the Diploma certificate, 36 respondents representing 29% were holders of the Bachelor's Degree while 28 respondents representing 23% were holders of the Master's Degree. The result means that the respondents were all literates.

Respondents' Occupation

The occupation of respondents was further analysed. This was to find out the kind of work the respondents perform to earn a living. The result is shown in Table 4.4.

Table 4.4: Respondents Occupation

Variable	Frequency	Percentage (%)
Trader	16	13
Farmer	12	10
Civil Servant	15	12
Public Servant	68	55
Business Executive	12	10
Total	123	100

Source: Field Data, 2020

On respondents' occupation, 16 respondents representing 13% were traders, 12 respondents representing 10% were farmers, 15 respondents representing 12% were civil servants, 68 respondents representing 55% were public servants while, 12 respondents representing 10% were business executive.

4.2 Answers to the Research Questions

Research Questions 1: What are parents' financial circumstances on children's perceived academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso?

Socioeconomic background of students may affect students' academic performance. This background includes parents' level of income and social class placement. When a child's needs are not properly addressed, his learning ability could be affected due to lack of motivation (Ajila & Olutola, 2007). The respondents were requested to agree or disagree with the following statements on the perceptions of parents' financial circumstance on children's academic achievement. The result is shown in Table 4.5.

Table 4.5 Parents’ Financial Circumstance on Children’s Perceived Academic

Achievement

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Determine the type of school children attend	53(43)	48(39)	22(18)	-
Ability to support children’s education influence students’ confidence towards learning	47(38)	50(41)	26(21)	-
Ability to support children’s education influence students’ attitude towards learning	43(35)	42(34)	26(21)	12(10)
Determine the level of provision of teaching and learning materials	34(28)	54(44)	21(17)	14(11)
Ability to support children’s education influence how regular children attend school	37(30)	60(49)	26(21)	-
Determine how regular children are given pocket money to go to school	39(32)	56(45)	28(23)	-

Source: Field Data, 2020

Table 4.5 shows that 53 respondents, representing 43% strongly agreed that parents’ financial circumstances determined the type of school children attended, 48 respondents, representing 39% agreed, while 22 respondents, representing 18% disagreed. The result means that parents’ financial position determines the type of school children

attend. Research has shown the importance of the type of school a child attends in influencing educational outcomes (Nyarko, 2011). Research in the US has found that SES variables continue to influence educational attainment even after controlling for different school types, the school context tends to affect the strength of the relationship between SES (in this context, financial circumstances) and educational outcomes (Portes & MacLeod, 1996). Similarly, research in Britain shows that schools have an independent effect on student attainment (Sparkes, 1999). Also, Chao and Williams (2002) found that students attending private non-Catholic schools in Australia were significantly more likely to stay on at school than those attending state schools. Students from independent private schools are also more likely to achieve higher end of school scores (Buckingham, 2000a).

Also, 47 respondents, representing 38% strongly agreed that parents' ability to support children's education influenced students' confidence towards learning, 50 respondents, representing 41% agreed, while 26 respondents, representing 21% disagreed. The result means that parents' ability to support children's education influence students' confidence towards learning. On parental SES, parents' education showed consistent strong effects on both children's enrolment and learning outcomes (Nguyen, 2006). However, parents' education did not show significant effects in predicting children's school enrolment, but parental education and financial position did. This means that parental education was very crucial in determining how much a child can achieve in his or her education all things being equal.

Again, 43 respondents, representing 35% strongly agreed that parent's ability to support children's education influenced students' attitude towards learning, 42 respondents, representing 34% agreed, 26 respondents, representing 21% disagreed while

12 respondents, representing 10% strongly disagreed. The result means that parents' ability to support children's education influence students' attitude towards learning. Ajila and Olutola (2007) indicated that a child's needs are properly addressed, his learning ability could be improved due to motivation.

Also, 34 respondents, representing 28% strongly agreed that parents' financial circumstances determined the level of provision of teaching and learning materials, 54 respondents, representing 44% agreed, 21 respondents, representing 17% disagreed while 14 respondents, representing 11% disagreed. The result means that parents' financial position determines the level of provision of teaching and learning materials. Bliss (2004) is of the view that many students from low socioeconomic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of teaching and learning materials used in schools.

More so, 37 respondents, representing 30% strongly agreed that parents' ability to support children's education influenced how regular children attended school, 60 respondents, representing 49% agreed, while 26 respondents, representing 21% disagreed. The result means that parents' ability to support children's education influence how regular children attended school. Bliss (2004) indicated that if home environment is not intellectually stimulating, some students find it difficult to cope in school and may eventually dropout of school.

Finally, 39 respondents, representing 32% strongly agreed that parents' financial circumstances determined how regular children were given pocket money to go to school, 56 respondents, representing 45% agreed, while 28 respondents, representing 23%

disagreed. The result means that parents' financial position determines how regular children are given pocket money to go to school. If home environment is not intellectually stimulating, some students find it difficult to cope in school and may eventually dropout of school. McLoyd's (1998) posited that parental education is an important index of socioeconomic status, and as noted, it predicts children's educational and behavioral outcomes.

Research Questions 2: What learning environment is provided at home on children's perceived academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso?

Socioeconomic background of students may affect students' academic performance. Muruwei (2011) opined that parents who are well educated and are professionals with good salaries are able to provide their children with good learning environment to enable them to excel in their education. The respondents were requested to agree or disagree with the following statements on the perceptions of learning environment provided at home on children's academic achievement. The result is shown in Table 4.6.

Table 4.6 Learning Environment provided at Home on Children’s Perceived

Academic Achievement

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Provision of lights, lantern, textbooks and serene atmosphere helps in improving children academic performance	58(47)	42(34)	23(19)	-
Congenial home environment determines what children know before enrolling at school	56(45)	41(33)	26(21)	-
Parents’ show of interest in children’s education help to improve children’s academic achievement	63(51)	60(49)	-	-
Parental support in children’s learning activities in home education help to improve children’s academic achievement	50(41)	37(30)	22(18)	14(11)
Provision of newspapers, story books, dictionaries and television at home help to improve children’s academic performance.	41(33)	48(39)	34(28)	-
Provision of extra tuition at home help in improving children’s academic performance	37(30)	53(43)	21(17)	12(10)

Source: Field Data, 2020

Table 4.6 shows that 58 respondents, representing 47% strongly agreed that the provision of lights, lantern, textbooks and serene atmosphere helped in improving children academic performance, 42 respondents, representing 34% agreed while 23 respondents,

representing 19% disagreed. The result means that the provision of lights, lantern, textbooks and serene atmosphere in the home helps to improve children academic performance.

Also, 56 respondents, representing 45% strongly agreed that the provision of congenial home environment determined what children know before enrolling at school, 41 respondents, representing 33% agreed while 26 respondents, representing 21% disagreed. The result means that the provision of congenial home environment determines what children know before enrolling at school.

Again, 63 respondents, representing 51% strongly agreed that the parents' show of interest in children's education helped to improve children's academic achievement while 60 respondents, representing 40% agreed. The result means that parents' show of interest in children's education help to improve children's academic achievement.

Besides, 50 respondents, representing 41% strongly agreed that parental support in children's learning activities in the home helped to improve children's academic achievement, 37 respondents, representing 30% agreed, 22 respondents, representing 18% disagreed while 14 respondents, representing 11% disagreed. The result means that parental support in children's learning activities in the home help to improve children's academic achievement.

Further, 41 respondents, representing 33% strongly agreed that provision of newspapers, story books, dictionaries and television at home help to improve children's academic performance, 48 respondents, representing 39% agreed while 34 respondents, representing 28% disagreed. The result means that provision of newspapers, story books, dictionaries and television at home help to improve children's academic performance.

Finally, 37 respondents, representing 28% strongly agreed that provision of extra tuition at home help in improving children's academic performance, 53 respondents, representing 43% agreed, 21 respondents, representing 17% disagreed while 12 respondents, representing 10% disagreed. The result means that provision of extra tuition at home help in improving children's academic performance.

All the results in Table 4.6 showed that positive learning environment provided at home help to improve children's academic achievement. Therefore the results are consistent with Bliss (2004) that many students from low socioeconomic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in schools. If home environment is not intellectually stimulating, some students find it difficult to cope in school and may eventually dropout of school. A study in Africa, especially Kenya conducted by Prewitt (1974) indicates that wealthier educated parents who purchased books and educational toys, who speak English at home, provided initial advantage. The exposure given to such students in the form of educational materials and assistance from parents and siblings provided a conducive atmosphere for learning.

Likewise, there is a vast difference in home environment of students from high socioeconomic backgrounds and their counterparts from low socio-economic homes. Studies show that children from low socio-economic homes and communities are slow in their development of academic skills as compared to their counterparts from high socioeconomic backgrounds (Kellet & Dar, 2007; Horgan, 2007; Agu & Hamad, 2000; Antwi, 1992). They found that initial learning skills correlate with the home environment, therefore homes where the level of literacy is low affects children negatively.

Muruwei (2011) concluded that educated parents provide inspiration, good speech models and enhanced learning environment such as provision of newspapers, story books, dictionaries, television among other facilities that boost their English Language acquisition at home. Muruwei was also of the opinion that, in order to achieve these objectives parents of these children might have provided facilities such as story books, television sets, newspapers and even pay extra fees to teachers to teach their children at home where the parents have no time to teach or assist them (Muruwei, 2011, Nguyen, 2006).

Research Questions 3: What are parents' educational attainments on children's perceived academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso?

Socioeconomic background of students may affect students' academic performance. This background includes parents' educational attainment. The respondents were therefore requested to agree or disagree with the following statements on the perceptions of parents' educational attainment on children's academic achievement. The result is shown in Table 4.7.

Table 4.7: Parents' Educational Attainment on Children's Perceived Academic Achievement

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Determines the kind of assistance children receive at home from school	47(38)	34(28)	28(23)	14(11)
Determines the kind of home environment for children's learning activities	58(47)	29(24)	26(21)	10(8)
Determines the kind of inspirations given to children in their education	42(34)	47(38)	34(28)	-
Determines the kind of supervision given to children's learning at home	36(29)	50(41)	37(30)	-
Determines children's level of Achievement in education	37(30)	48(39)	26(21)	12(10)
Determines the kind of interest parents attach to children's education	45(37)	47(38)	31(25)	-

Table 4.7 shows that 47 respondents, representing 38% strongly agreed that parents' educational attainment determined the kind of assistance children receive at home from school, 34 respondents, representing 28% agreed, 28 respondents, representing 23% disagreed while 14 respondents, representing 11% disagreed. The result means that parents' educational attainment determines the kind of assistance children receive at home from school.

Again, 58 respondents, representing 47% strongly agreed that parents' educational attainment determined the kind of home environment for Children' learning activities, 29 respondents, representing 24% agreed, 26 respondents, representing 21% disagreed while 10 respondents, representing 8% disagreed. The result means that parents' educational attainment determines the kind of home environment for Children's learning activities.

Also, 42 respondents, representing 34% strongly agreed that parents' educational attainment determined the kind of inspirations given to children in their education, 47 respondents, representing 38% agreed while 34 respondents, representing 28% disagreed. The result means that parents' educational attainment determines the kind of inspirations given to children in their education.

Again, 36 respondents, representing 29% strongly agreed that parents' educational attainment determined the kind of supervision given to children's learning at home, 50 respondents, representing 41% agreed while 37 respondents, representing 30% disagreed. The result means that parents' educational attainment determines the kind of supervision given to children's learning at home.

Besides, 37 respondents, representing 30% strongly agreed that parents' educational attainment determined children's level of achievement in education, 48 respondents, representing 39% agreed, 26 respondents, representing 21% disagreed while 12 respondents, representing 10% disagreed. The result means that parents' educational attainment determines children's level of achievement in education.

Finally, 45 respondents, representing 37% strongly agreed that parents' educational attainment determined the kind of interest parents attach to children's education, 47 respondents, representing 38% agreed while 31 respondents, representing 25% disagreed. The result means that parents' educational attainment determines the kind of interest parents attach to children's education.

All the results in Table 4.7 are in tandem with Muruwei (2011) that parents who have acquired higher level of education are likely to transmit it to the children more culture

of the academic acquired over the years to their children than illiterate or semi-literate parents. This suggests that educated parents provide inspiration, good speech models and enhanced learning environment such as provision of newspapers, story books, dictionaries, television among other facilities that boost their English Language acquisition at home.

This study also agrees with a similar study carried out by Garcia-Reid, Reid and Peterson (2005) on home background variables on achievement of Fijian and Indian students which revealed that distance of the school from students', number of books read, fathers'/guardians' level of education, students' job aspirations, availability of text books, and the place of students' residences' were very significant factors. These differences in no small way affect the educational success or otherwise of students. Studies conducted on school outcomes for Latino students show that parental factors like engaging in supportive interactions, being involved in school activities, discussing school issues with youth have a positive association with school success (Garcia-Reid, Reid & Peterson, 2005; Marschall, 2006) cited in (Woolley, Kol & Bowen, 2009).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the findings of the study based on the objectives of the study. The chapter also presents the conclusions, recommendations based on the findings of the study and suggestions for further studies.

5.1 Summary of the Study

The purpose of the study was to investigate the implications of socio- economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality. The objectives of the study were to find out the perception of parents financial circumstance on children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools, determine the perception of learning environment provided at home on children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools and find out the perception of parents educational attainment on children's academic achievement in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso.

The researcher used descriptive survey design for the study. The target population for the study was 135 comprising three head teachers, 57 teachers and 75 literate parents in the three public Junior High Schools in the Prempeh cluster of the Basic Schools of the Kwadaso Municipality.

Census sampling technique was used to select all the 60 head teachers and teachers in the three public Junior High Schools in the Prempeh cluster of Basic Schools of the

Kwadaso Municipality. The lottery type of the simple random sampling technique was used to select 63 parents comprising 21 parents from each of the three schools. The total sample for the study was 123 consisting of three head teachers, 57 teachers and 63 literate parents. The researcher used closed ended questionnaire to collect data for the study. The reliability test yielded Cronbach Alpha of 0.82. The data were computed using the Statistical Package for Social Sciences (SPSS) version 20.0 and analyzed descriptively and presented using tables, percentages and frequencies to answer all the research questions.

Key Findings

The study revealed that parents' financial circumstances determined the type of school children attend, the ability to support children's education influence students' confidence towards learning, the ability to support children's education influence students' attitude towards learning. Also parents' financial circumstances determine the level of provision of teaching and learning materials and the ability to support children's education influence how regular children attend school and also determine how regular children are given pocket money to go to school.

The study further revealed that the provision of lights, lantern, textbooks and serene atmosphere helped in improving children academic performance, provision of congenial home environment determined what children know before enrolling at school, parents' showing of interest in children's education helped to improve children's academic achievement, parental support in children's learning activities in the home helped to improve children's academic achievement, provision of newspapers, story books, dictionaries and television at home help to improve children's academic performance and also provision of extra tuition at home help in improving children's academic performance.

The study finally revealed that parents' educational attainment determined the kind of assistance children receive at home from school, parents' educational attainment determined the kind of home environment for Children' learning activities, parents' educational attainment determined the kind of inspirations given to children in their education, parents' educational attainment determined the kind of supervision given to children's learning at home, parents' vocation influenced children's level of achievement in education and that parents' educational attainment determined the kind of interest parents attach to children's education.

5.2 Conclusion

It is concluded based on the findings of the study that financial circumstances determine the success or otherwise of students education in the academic ladder as the provision of teaching and learning materials and other school needs depended on finances.

It is also concluded that good home environment influenced students' academic performance as they were provided with material resources and parents' also show interest in their education and helped in their learning activities in the home.

It is finally concluded that level of parents' education help to improve the academic performance of children in school as parent determine the kind of home environment for children's learning activities, and also determined the kind of inspirations given to children for their success in school.

5.3 Recommendations

1. It is recommended based on the findings and conclusions that parents should endeavor to fulfill their financial obligations in their children's schooling in order for them to achieve success.

2. Head teachers should educate parents to provide their children with serene and supportive home environment in order to help children in their studies after school.

3. The municipal Directorate of Education in collaboration with Head teachers and other entrepreneurs to organize training workshops on various income generating ventures for parents with low socioeconomic status to enable them earn extra money to help their children in their education.

5.4 Suggestions for Further Study

The study was undertaken to investigate the implications of socio- economic status of parents on students' academic achievements in Junior High Schools of the Prempeh cluster of Basic Schools in the Kwadaso Municipality. Therefore, further study should be conducted to investigate the implications of socio- economic status of parents on students' academic achievements in the remaining Junior High Schools in the Kwadaso Municipality.

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APPENDIX A

INTRODUCTORY LETTER

Dear Respondents,

I am conducting a study on the implications of socio- economic status of parents on students' academic achievements in Prempeh M/A Cluster of Junior High Schools in the

Kwadaso Municipality in partial fulfillment for the award of the Master of Arts in Educational Leadership.

You have therefore been selected to participate in the research. I would be very grateful if you could openly fill the attached questionnaire which is meant to gather information for the study.

Please be informed that your participation is voluntary and responses will be treated confidentially and used for academic purposes only.

Thank you for your co-operation.

Yours faithfully,

PARICIA FRIMPOMAA
(Post-Graduate Student)



APPENDIX B

QUESTIONNAIRE FOR RESPONDENTS

Please . Tick [] the appropriate box for your answer.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1 . Gender

Male ()

Female ()

2. Age?

21- 30 ()

31- 40 ()

41 – 50 ()

51-60 ()

3. Educational attainment?

a. BECE ()

b. SSSCE/WASSCE ()

c. Diploma ()

d. Bachelor's Degree ()

e. Master's Degree ()



4. Occupation

a. Trader ()

b. Civil servant ()

c. Farmer ()

d. Business executive ()

e. Public servant ()

SECTION B: PARENTS’ FINANCIAL CIRCUMSTANCES INFLUENCE ON CHILDREN’S ACADEMIC ACHIEVEMENT

Please, respond to the statements by ticking [√] the number of the 4-point likert scale using the following keys: **Strongly Agree (SA=4) Agree (A=3) Disagree (D=2) Strongly Disagree (SD=1)**

No		SA	A	D	SD
1	Determine the type of school children attend				
2	Ability to support children’s education influence students’ confidence towards learning				
3	Ability to support children’s education influence students’ attitude towards learning				
4	Determine the level of provision of teaching and learning materials				
5	Ability to support children’s education influence how regular children attend school				
6	Determine how regular children are given spending money to go to school				

SECTION C: LEARNING ENVIRONMENT PROVIDED AT HOME ON PERCEIVED CHILDREN’S ACADEMIC ACHIEVEMENT

Please, respond to the statements by ticking [√] the number of the 4-point likert scale using the following keys: **Strongly Agree (SA=4) Agree (A=3) Disagree (D=2) Strongly Disagree (SD=1).**

No		SA	A	D	SD
1	Provision of lights, lantern, textbooks and serene atmosphere help in improving children academic performance				

2	Congenial home environment determines what children know before enrolling at school				
3	Parents' showing of interest in children's education help to improve children's academic achievement				
4	Parental support in children's learning activities in the home education help to improve children's academic achievement				
5	Provision of newspapers, story books, dictionaries and television at home help to improve children's academic performance				
6	Provision of extra tuition at home help in improving children's academic performance				



SECTION D: PARENTS' EDUCATIONAL ATTAINMENT ON PERCEIVED CHILDREN'S ACADEMIC ACHIEVEMENT

Please, respond to the statements by ticking [√] the number of the 4-point likert scale using the following keys: **Strongly Agree (SA=4) Agree (A=3) Disagree (D=2) Strongly Disagree (SD=1).**

No		SA	A	D	SD
1	Determines the kind of assistance children receive at home from school				
2	Determines the kind of home environment for children' learning activities				

3	Determines the kind of inspirations given to children in their education				
4	Determines the kind of supervision given to children's learning at home				
5	Determines children's level of achievement in education				
6	Determines the kind of interest parents attach to children's education				

