

UNIVERSITY OF EDUCATION, WINNEBA

EFFECTS OF SOCIO-ECONOMIC FACTORS ON PUBLIC BASIC SCHOOL
STUDENTS IN THE KENYASE CIRCUIT OF THE KWABRE EAST
MUNICIPALITY



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

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, OPHELIA YEBOAH AFRIYIE, declare that this project report, 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.

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE.....

DATE.....

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DEDICATION

To my husband, Mr. Gabriel Owusu Antwi.



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ABSTRACT

The purpose of the study was to investigate the impact of SEFs on students' education in public basic schools in the Kenyase Circuit of the Kwabre East Municipality. The objectives of the study were to identify the nature of Socioeconomic Factors prevalent in the Kenyase circuit, examine the impact of Socioeconomic Factors on students education and to establish measures that could be used to improve the impact of Socioeconomic Factors on students education at Kenyase circuit of Kwabre East Municipality. Descriptive research design was used for the study. The target population was 1140 teachers and students of public basic schools in the Kenyase circuit. Simple random sampling technique was used to select 287 respondents for the study. Structured questionnaire was used for the study. The reliability test yielded Cronbach Alpha of 0.77. The data were computed using the Statistical Package for Social Sciences (SPSS) version 20.0 and analyzed descriptively and presented using percentages and frequencies. The study found that the nature of socioeconomic factors on students' education were that students who perform better in school have parents who receive higher income from their jobs. The impact of socioeconomic factors was the provision of lights, lantern, textbooks and serene atmosphere and provision of congenial home environment. Measures to improve students' education were the provision of School Feeding Program and provision of allowances to needy but brilliant students. It is recommended based on the findings and conclusions that parents should strive to provide their children of school going age with convenient home environment effective studies to improve performance.

CHAPTER ONE

INTRODUCTION

This chapter introduces the research work through a presentation of the background and statement of the problem related to this research study. It also includes an outline of the aims and objectives, significance of the study, limitations, limitations and organization of the study.

1.1 Background of the Study

There are several factors that influence the attainment of desired learning outcomes of a formal educational institution. One of the measures of achievement of desired learning outcomes is the academic performance of students based on the current curriculum of studies. Therefore, a major objective of educational institutions is to make available appropriate and relevant teaching and learning resources that will enable them to provide the required services that consequently enable students achieve the desired learning outcomes. When such objectives of an educational institution are achieved then the institution can be described as productive and deemed capable of presenting desirable and recommendable learning outcomes.

Liem and McInerney (2018) cited in Liem (2019) views academic performance as a measure of student achievement across various academic subjects as demanded by the curriculum and it is mostly based on cognitive and non – cognitive attributes, as well as the sociocultural context in which the learning process takes place. Measures of academic performance includes assessment and tests taking into account the domains of learning.

There are several factors that affect the academic performance of students. These can be broadly categorized into personal, home related and school factors (Mpiani, 2012; Adatsi, 2013). The factors that affect education in Ghana are markedly related to the role played by stakeholders in education. These stakeholders include the Government, teachers and their school heads, parents and other educational advocate organizations, such as the United States Agency for International Development (USAID).

Parents are the stakeholders directly involved with the personal development of students by being solely responsible for providing their essential basic needs and personal learning resources. They are also directly involved with decisions that affect their child's schooling. Although the government and other organizations also play a major role in providing teaching and learning resources, parents or guardians have direct influence in the daily upkeep of students including providing the resources needed for enhanced education and decisions affecting the child's education (Alhassan, 2016; Singh & Choudary, 2015).

Socioeconomic factors (SEFs) of students in basic schools is, perhaps, one of the most significant extrinsic factors that affect their academic performance. There have been a lot of literature which supports that SEFs have an impact on academic performance (Owusu, Ampofo, Akyina & Ampomah, 2018; Singh & Choudary, 2015; Secker, 2004 cited in Muchunku, 2008; Aikens & Barbarin, 2008). Osei-Owusu et al. (2018) identified that differences in the SES of students account for inequalities in educational attainment in most developing nations, such as Ghana. Osei-Owusu et al. (2018) observed that parents' educational level and employment status account for differences in educational attainment of students.

SEFs are a combination of economic and social domains that places an individual in a specific social class or status, known as socioeconomic status (SES), which places an individual in a position of power or social influence or lesser. SEFs that most likely affect academic performance of pupils include occupation, income level and educational background of parents, single parenthood, housing conditions and culture (Singh & Choudary 2015).

Parents of high SES such as the middle and upper social class often have more resources for investing adequately in their child's education than those in lower social class or poverty ridden (Opoku, 2014). Single parenthood, especially of mothers, mostly place a financial burden on the parent and this may affect the child's education since basic needs of the child may not be met (Alhassan, 2016).

SEFs have direct and indirect impact on the academic performance of students. Muchunku (2008) agrees that SEFs affect learning behavior and attitude such as punctuality, attention and positive self – concept. Students benefit more from having access to personal learning resources and having guidance from an experienced parent on education matters in terms of motivation to achieve desirable academic goals (Opoku, 2014; Alhassan, 2016; Asikhia, 2010). Other impact of SEFs on students that may invariably affect academic performance include poor health, malnutrition, poor housing conditions, child labour and domestic abuse (Fentiman, 2007; Ghaney, 2007).

1.2 Statement of the Problem

The major stakeholders involved with education includes the government, school, community and parents. These stakeholders have the obligation and responsibility to

ensure that the mission of GES is sufficiently achieved. The government and the community ensures that schools get sufficient teaching and learning resources while the school transforms these resources into providing desirable learning outcomes required of students.

More often than not poor academic performance in public basic schools are attributed mostly to school factors such as poor school environment, inadequate teaching and learning resources, inefficient performance of teachers and ineffective supervision by school heads (Mpiani, 2012; Alhassan, 2014). This is probably because teachers and school heads, being professionals, are often required to foresee all the shortcomings of students and to rectify them, making them mostly blamable for poor academic performance of their students.

This impact of SEFs on student performance are often ignored but evident in the difference in academic performance of public basic schools situated in urban areas, where there is higher percentage of people with middle to higher socioeconomic status, as compared to deprived communities (Etsey, Amedahe & Edjah, 2004; Adeyemi, 2014). Although recent BECE results and the general academic performance of public basic schools in the Kenyase Circuit of the Kwabre East Municipality are quite encouraging, there are challenges still in the attainment of desirable academic performance by students for some schools in the circuit (KEMED, 2019). The study therefore sought to investigate the impact of SEFs on students' education in public basic schools in the Kenyase Circuit of the Kwabre East Municipality.

1.3 Objectives of the Study

The objectives for this research study were as follows:

1. To identify the nature of Socio-Economic Factors prevalent public basic school in the Kenyase circuit at Kwabre East Municipality.
2. To examine the impact of Socio-Economic Factors on public basic school students' education in the Kenyase circuit of the Kwabre East municipality.
3. To establish measures that could be used to improve the impact of Socio-Economic Factors on students' education in public basic school in the Kenyase circuit of Kwabre East Municipality.

1.4 Research Questions

The questions utilized in order to achieve the objectives of this research study include the following:

1. What is the nature of Socioeconomic Factors prevalent in public basic schools in the Kenyase circuit of Kwabre East Municipality?
2. What is the impact of Socioeconomic Factors on public basic school students' education at Kenyase circuit of the Kwabre East Municipality?
3. What measures could be used to improve the impact of Socioeconomic Factors on students education in public basic schools at Kwabre East Municipality?

1.5 Significance of the Study

The study seeks to expose the pervasive nature of the impact of SEFs on the academic performance of students in the Kwabre – East municipal public basic schools.

Recognizing the relationship between SEFs and academic performance of students in the circuit will be useful when making decisions about how to improve academic performance of students. In doing so, this work will be useful by the municipal education directorate in mapping out the most effective strategies to improve academic performance of students with consideration to socioeconomic factors.

At the school level, recommendations from this study will be useful for the school administration in the formulation of effective policies that will promote most effective coordination between the school and parents in ensuring that adequate investment is made on students geared towards the attainment of desired learning outcomes.

1.6 Delimitation

The study encompasses the factors that affect academic performance of public basic students in the Kenyase circuit of the Kwabre East Municipality GES with socioeconomic perspective. Socioeconomic factors, such as occupation, education background and income level of parents were used. The study is delimited to JHS 2 and 3 students, teachers, school heads, circuit supervisor and other education officers in the Kenyase circuit of the Kwabre East Municipality.

These students come from diverse socioeconomic backgrounds that are reflective and characteristic of the entire municipality and, hence, conclusions drawn from this study can be generalized for the entire municipality.

Teachers, school heads and the circuit supervisor are valuable sources for both primary and secondary data. For instance, school heads may provide copies of attendance registers and SBAs to help correlate absenteeism or punctuality with academic

performance. Teachers can provide information about student attitude and behavior while the circuit supervisor can give insight on the rankings of schools in the circuit based on academic performance.

1.7 Limitations

Most of the respondents were initially reluctant to take part in the study since they felt it was a waste of time. This may affect the findings of the study. Also, the use of questionnaire was not possible to probe further for detailed explanation. All these were likely to affect the validity of the findings. In spite of these limitations, the researcher was able to gather the necessary data for the study.

1.8 Operational Definition of Terms

Socio-economic factors; is the social standing of an individual in society with respect to his or her level of education, income, type of occupation and general quality of life.

Academic achievement; refers to a successful accomplishment or performance in a particular subject area. It is indicated as by grades, marks and scores of descriptive commentaries.

Low Academic Achievement; refers to a situation in which the pupil performs below his or her potential in both class tests and subsequent BECE exams

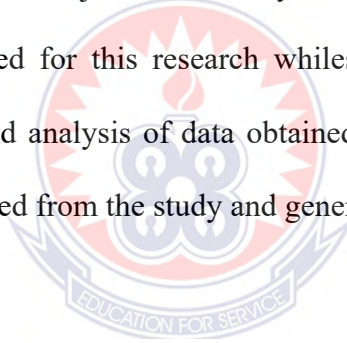
School related factors; refer to the quality of the physical environment, building and facilities. Pupil's perceptions of their school environmental influence their academic performance and engagement in school.

Home related factors; refer to the provision of educational resources in the home. They refer to whether homes provide a stimulating environment, and whether parents spend time with their pupils in pursuit of activities that aid in cognitive development

School administration; is the division of the school system that initiates and makes available what is needed to ensure quality teaching and learning in the school.

1.9 Organization of the Study

The study is organized under five major chapters. The first chapter introduce the background to the study. The second chapter is concerned with the literature review of other relevant authors on the subject under study. Chapter three outlines the procedures used in obtaining data used for this research whiles the next chapter focuses on the presentation, discussion and analysis of data obtained. The last chapter is concerned in drawing conclusions deduced from the study and general recommendations.



CHAPTER TWO

LITERATURE STUDIES

2.0 Introduction

This chapter reviews similar works on this study by other researchers. It includes the theoretical and conceptual framework that underlines this research study. The chapter also explores the correlation between SES and academic performance as well as theories of motivation and learning. The chapter ends with an outline of interventions needed to improve student academic performance in an environment characterized by poor socioeconomic status.

2.1 Theoretical framework

The theoretical framework for this research study is based on Walberg's theory of educational productivity. Walberg (1984) identified nine variables that are involved in educational productivity. These variables are as follows:

1. Ability or prior achievement
2. Development
3. Motivation
4. Amount of time students engage in Learning
5. The quality of instructional experience
6. The home
7. The classroom social group
8. The peer group outside the school
9. Use of out – of – school time

These variables are categorized into three general groups. The first three variables fall under student aptitude, the next two variables involve instructional quality while the next four variables constitute environmental factors (Walberg, 1984).

Walberg's theory is one of the most empirically tested theories of school learning based on extensive review (McGrew, 2008).

The first variable of Walberg's theory is prior achievement of student. Prior achievement may be measured by standardized tests. However, for basic school students of Ghana, the Cumulative Assessment (CA) may provide information on prior academic attainment of students. Information on prior achievement of pupils can be used to ascertain and evaluate the level of confidence and self-concept developed by students. The second variable 'development' is an index of the stage of maturation or age of student. The right age for schooling is important to ascertain academic achievement and educational productivity. Students who attain education at later years may lag behind cognitive development and may perform poorly in academic studies.

According to Walberg (1984) motivation or self – concept, which is the third variable, indicates a student's willingness to persevere intensively on learning tasks. A student may have to develop positive self – concept and this may be determined by factors influencing growth and development of the child. According to Erikson's theory of the stages of development children at the pre – school and basic school ages are in a dilemma of developing the concepts of initiative versus guilt; industry versus inferiority; and identity versus role confusion (McLeod, 2018; Cherry, 2020). A balance between these concepts cause the child to develop positive self – concept which is influential in developing desirable learning outcomes.

The fourth variable in Walberg's theory is concerned with time spent at school and time allocated for learning. This variable can be greatly enhanced through effective supervision and motivation by both parents and teachers. It can also be influenced by the availability of, and access to supportive learning resources. Absenteeism cause student to loose time available for learning instructions as well as participation in school activities such as sports.

The fifth variable is concerned with effectiveness of the prevailing curriculum as well as availability of relevant teaching resources. It is also concerned with teacher quality, effectiveness and productivity. A productive teacher is able to utilize scarce teaching resources and identify ways of making learning very comprehensible for average and below average students. Student – teacher interactions influence self – motivation and interest in school activities by students (McGrew, 2008).

The following variables relates to the environment in which the student identifies with. The home is one of the variables that affect the psychosocial and cognitive development of the student. The home environment affects how the student is able to utilize after – school hours. Factors in the home such as over – crowdedness, unhygienic conditions and lack of essential amenities such as electricity and potable drinking water may affect the student. For instance, a student may spend more hours to fetch water from another place if there is none available in the home. This may affect valuable time that can be used for studies.

The classroom social group is also a variable that affect educational productivity (Walberg, 1984). When a student interacts with other students of high academic achievement they may be motivated to learn harder and achieve similarly to their class

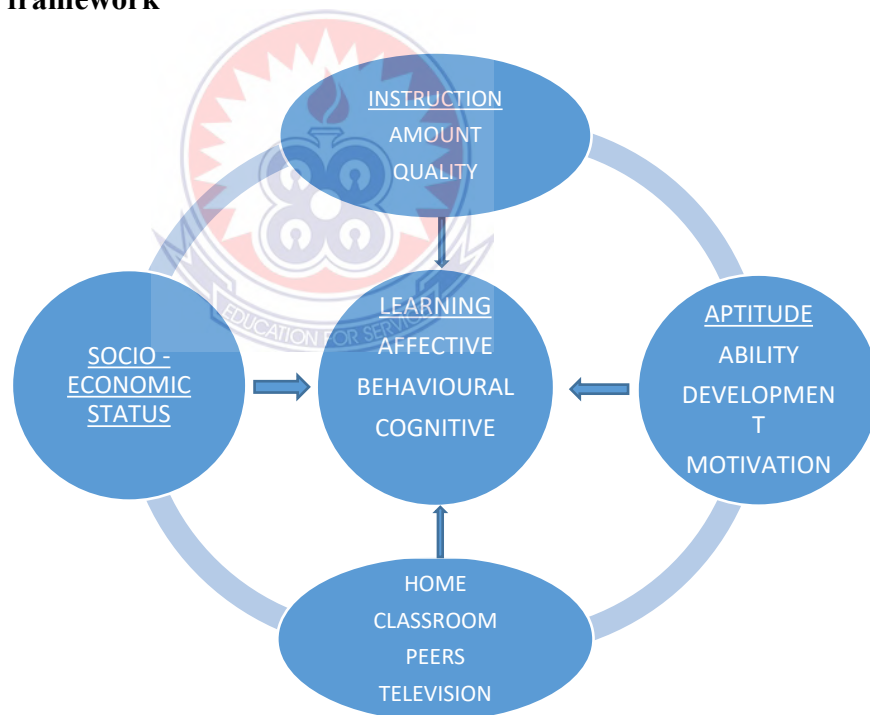
mates. However, this may depend on positive self – concept of the student. The effectiveness of teachers to organize a conducive classroom social environment is important in developing self – confidence of the student as well as encouraging and reinforcing a student’s interest in the class and classroom activities. A student who is often bullied and shunned by classmates may develop poor self – concept and may lack interest in classroom activities. A competitive classroom environment will enhance the abilities, skills, interests and attitudes of students.

The peer group outside of school also have an influence on student’s motivation to learn outside of school hours. Usually students live in communities where their neighbors are of the same SES and may hang out with peers with the same interests and attitudes. Where these interest and attitudes are not motivationally related to improvement of educational attainment a student may be dissuaded from learning outside school hours. According to Bandura’s social learning theory observation and modeling are the major significant factors that influence learning and learning does not necessarily result in change of behavior (Cherry, 2019; McLeod, 2016). Since students are more conversant with their peers in the community more than teachers and, sometimes, parents, they often learn more from them and they develop attitudes and interests that are reflective of peer group influence (Olalekan, 2016; Filade, Bello, Uwaoma, Anwamane & Nwangburuka, 2019).

The last variable in Walberg’s theory of educational productivity is the use of out – of – school hours (Walberg, 1984). The emphasis of the theory was on amount of leisure time and television viewing. Walberg (1984) observed that television viewing for more than 10 hours a week was not ideal as it may affect home studies and other educationally

and developmentally constructive activities outside school. Optimal leisure and recreational time are important for a student's psychological wellbeing but when there is too much time allocated for leisure the student may tend to be disinterested in learning or may allocate lesser time for learning related activities. Television viewing when related to educational programs may be more productive as compared to non – educative programs. Nevertheless, supportive learning, as related to specific activities related to school studies, outside of school hours may be more influential in terms of improving academic performance. This may be more related as much to students of higher SES as those of lower status, if not more.

2.2 Conceptual framework



(Developed from Walberg's framework on educational productivity, 1984).

The conceptual framework shows the interrelationship between SES and Walberg's theory of educational productivity. A student of high SES is more likely to have better cognitive, affective and behavioral development from earlier stages of

development. This will be manifested in their prior educational achievement, development and motivation.

These students may have the opportunity to attend better educational institutions where there will be effective and quality instructions coupled with availability of adequate teaching and learning resources and conducive learning environment.

A student of higher SES is more likely to have optimal time for leisure and recreation that may contribute to his psychosocial wellbeing. Such a child is more likely to be supervised and supported by parents during out – of – school hours. Moreover, a student of high SES background is more likely to have peers of similar social standing, interests and attributes thereby contributing to positive peer influence that may enhance desirable attitude towards educational or academic attainment.

2.2.1 Learning theories

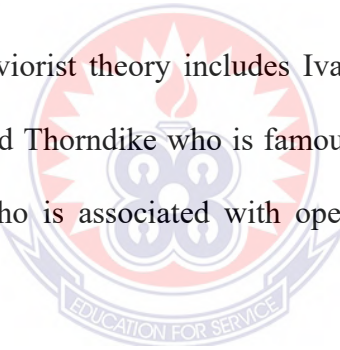
Learning can be defined as a relatively change in behavior or behavioral potentiality that results from practices or experiences and cannot be attributed to temporary body states such as those induced by illness, fatigue or drugs (Amenyedzi & Ampofo, 2010). With this definition, learning can be broken down into three components, such as length of time for the change, relative permanence and outcomes of learning. Thus, change in behavior may occur within a short or long term. The relative permanence of learning shows that the behavior or behavioral potential can be unlearned or changed. The outcome of learning is a change in behavior or behavioral potential such as a change in interests, attitudes or perceptions.

There are several theories that can be used to explain learning. These theories are broadly categorized under behaviorism, cognitivism and constructivism concepts.

2.2.1 Behaviorism theory of learning

The behaviorist are of the view that learning occurs outside of the learner and hence, learning is a function of consequence. Thus, knowledge is a repertoire of behavior and these stems from response to environmental stimuli (Wilson & Peterson, 2006; Zhou & Brown, 2017). This makes the learner passive and hence, successful learning is a consequence of repetition of behavior and positive reinforcement (Amenyedzi & Ampofo, 2010).

Proponents of behaviorist theory includes Ivan Pavlov who postulated classical conditioning theory, Edward Thorndike who is famous for his instrumental conditioning theory and B.F Skinner who is associated with operant conditioning theory (Zhou & Brown, 2017).



2.2.2 Operant conditioning theory by B.F Skinner (1904 – 1990)

Skinner (1953) developed the conditioning theory by working with animals. He showed that learning occurs through an association with a voluntary response to a desirable stimulus (Zhou & Brown, 2017; Amenyedzi & Ampofo, 2010).

In his experiment, Skinner constructed a box with a lever that releases a food into a tray, called the 'Skinner box'. Anytime the pellet of food is released it is recorded automatically. Skinner placed a hungry rat in the box and observed. Initially the movements of the rat was random and it accidentally or unconsciously engages the lever

which releases the pellet of food. Subsequently the rat's engagement with the lever was conscious and seemingly purposeful as it realizes that anytime it presses on the lever a food is released. Thus the food became a 'reinforcer' with the bar pressing being an instrumental conditioning response to stimulus (Ampofo & Amenyedzi, 2010).

Skinner made a conclusion that 'both animals and humans will repeat acts that led to favorable outcomes, and suppress those that produced unfavorable results (Shaffer, 2000, cited in Zhou & Brown, 2017). For instance, if the bar pressing is associated with the rat being electrically shocked that behavior may not be repeated (Shaffer, 2000, cited in Zhou & Brown, 2017).

According to Zhou & Brown (2017) behaviorist techniques can be used to encourage desirable behavior in learners as well as discourage undesirable ones. Methods that may be employed to influence behavior of learners include contracts, consequences, reinforcement and extinction (Zhou & Brown, 2017).

A contract is a form of agreement between a learner and a teacher or parent that is focused on positive behavior change. The contract may involve terms or conditions which the student should adapt in order to adapt to the desired behavioral change (Zhou & Brown, 2017).

Consequences are immediate responses to an end of behavior. It may come in a variety of forms such as 'positive or negative, immediate or long – term, extrinsic or intrinsic, material or symbolic (a failing grade), emotional/interpersonal or even unconscious (Zhou & Brown, 2017).

According to Amenyedzi & Ampofo (2010) reinforcement is the process by which consequences lead to an increase in the likelihood that a response will reoccur.

Reinforcement may be positive or negative. A positive reinforcement occurs when a 'desired reinforcer is presented after a behavior, thereby increasing the likelihood of recurrence of the behavior (Amenyedzi & Ampofo, 2010). A negative reinforcement occur when an undesired or unpleasant event is removed to increase a desired behavior (Zhou & Brown, 2010).

Punishment is an unpleasant event that occurs as a consequence of a behavior and it is effective in quickly eliminating undesirable behaviors (Amenyedzi & Ampofo, 2010; Zhou & Brown, 2017). Extinction, according to Zhou & Brown (2017), decreases the probability of a response by contingent withdrawal of a previously reinforced stimulus. For instance, discouraging students from laughing at a fellow student who gives a correct answer to a question but gives an incorrect pronunciation to a word.

Parents of higher SES may be more likely to enhance desirable behavior of their wards, in addition to those given by teachers, by providing the necessary modelling and conditioning that modifies desired behavior. For instance, a student's desire to attend school may be increased when parents provide new school clothing and additional learning resources than when these items are not provided and student attend school with worn – out clothing and laughed at in school always. These may consequentially influence the student's academic performance.

Moreover parents with good educational background will be more likely to identify traits and modelling that may result in good academically induced behavior of their wards. They may be more able to provide the necessary reinforcers that may direct desired behavioral outcomes that eventually influence good academic performance of their wards.

2.2.3 Cognitivism theory of behaviour

There had been many criticisms to the behaviorist explanation of learning. For instance, behaviorism could not be used to explain the complex nature of human behavior. It could also not be used to explain satisfactorily changes in behavior that occur in the absence of environmental input (Zhou & Brown, 2017).

A better attempt to explain criticisms of the behaviorist theory of learning is cognitivism. Advocates of cognitivism include Jean Piaget and Wolfgang Kohler (Zhou & Brown, 2017). Cognitivism places emphasis on the role of mental processing in learning and response to stimuli. Cognitivism is also analogous to computer processing in which raw data is processed to produce meaningful outcomes. Unlike behaviorist, cognitivists proposed mental processing as an intervening variable between environment and behavior. Thus, knowledge comprises symbolic mental representations, such as propositions and images, together with a mechanism that operates on those representations (Piaget, 1968 & Perry, 1999 cited in Graduate Student Instructor (GSI), 2016).

Jean Piaget (1896 – 1980) theory on cognitivism is one of the most famous and widely studied. His concept was based on a combination of biology, philosophy and psychology (Amenyedzi & Ampofo, 2010; Cherry, 2020). Piaget shows that intelligence development of children is fundamentally different from the mindset of adults (Cherry, 2020).

He proposed that the development of intelligence was based on cognitive or mental structures through which individuals adapt and respond to the environment. He

referred to this intangible mental structure as Schemata. This schema is refined or modified through the adaptation concepts of assimilation or accommodation.

According to Amenyedzi & Ampofo (2010) assimilation is the cognitive process by which an individual integrates new perceptual, motor or conceptual matter into an existing schema or patterns of behavior. For instance, a child will conceptualize a schema of a dog and associate it to all four – legged animals. Thus, a cat will be assimilated as a ‘little dog’.

A change or modification of a schema is known as accommodation, according to Piaget’s concept. Thus in accommodation an individual changes or modifies a schema in order to fit a new stimulus which conflicts with an original schema (McLeod, 2018). In the dog scenario a cat will later become accommodated into the dog schema after careful explanation by an adult or parent.

Equilibration then cause a balance or interflow between assimilation and accommodation allowing external experience to be incorporated into the schema (Amenyedzi & Ampofo, 2010; Cherry, 2020; McLeod, 2018). Thus, no behavior is all assimilation or all accommodation. However, all behavior reflects both though some behaviors are relatively more one than the other (Amenyedzi & Ampofo, 2010). Piaget conceptualized the famous four stages of cognitive development. These are the sensori – motor, pre – operational, pre – conceptual, concrete – operational and formal operational stages of cognitive development.

The sensori – motor stage occurs at ages between 0 – 2 years. At this stage the child experience the world through their movements and sensations and learns through basic actions such as sucking, grasping, looking and listening (Cherry, 2020). Perhaps the

greatest achievement at this stage is object permanence. Thus, objects continue to exist though hidden from view (McLeod, 2018; Cherry, 2020).

From 2 – 7 years is the pre – operational stage of cognitive development. At this level the child is developing language and think about things symbolically. The child's behavior is characterized by egocentrism and does not comprehend the concept of class inclusion and suffers from centration (Amenyedzi & Ampofo, 2010; McLeod, 2018; Cherry, 2020).

The concrete – operational stage of cognitive development begins from age 7 up to 11. At this stage the child is characterized by conservation, reversibility, seriation and grouping (Amenyedzi & Ampofo, 2010). Thus, this stage marks the beginning of logical or operational thought (McLeod, 2018). However, children still is less comprehensive of abstract and theoretical thinking (Cherry, 2020a).

At ages 11 – 16 is the period of formal operational thought. This age is characterized by maturation of cognitive development. The child can now grasp abstract and logical concepts and can test hypothesis as well as deductive reasoning (McLeod, 2018; Cherry, 2020a). The child now begins to become critical of adult values and ideologies about religion, politics, sex and authority (Amenyedzi & Ampofo, 2010).

Implications of this stages of cognitive development include the necessity of remedial teaching in intellectual development. Learning should therefore be facilitated with aids and encouragement of the essentiality in the organization and application of facts. The child also needs to be motivated and directed towards the development of normative ideals (Amenyedzi & Ampofo, 2010).

Parents with higher educational background and eventually higher SES are able to encourage their wards to attain higher achievement in each of the stages of their cognitive development through the ability to provide incentives and other structural support. Conversely, parents of lower SES may not be able to facilitate greater achievement of the cognitive development of their wards due to inability to provide structural and psychological support for them.

There have been several limitations and criticisms concerning cognitivism with emphasis of Piaget's concepts. For instance the hypothesis is limited to children learning, although he clearly asserted a significant difference between child and adult learning. Moreover, the stages of cognitive development may not be able to account for exceptional learning behavior of some children whose intellectual abilities may surpass the stage of development in which they belong compared with their cohorts.

2.2.4 Constructivism theory of learning

According to GSI (2016) constructivism construes that the 'level of potential development is the level at which learning takes place and which comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others. It is a concept that views learning in terms of personalized cognitive behavior in the context of direct influence of cultural or social interaction. Thus, it is an 'approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of learner' (Elliot et al., 2000, p. 256, cited in McLeod, 2019). Consequently, consciousness and cognition are the products of socialization and social behavior (Liu & Matthews, 2005;

McLeod, 2019). Lev Vygotsky (1896 – 1934) was one of the foremost proponents of social constructivism. Vygotsky theory argues that knowledge is internalization of social activity. He based his arguments on concepts such as ‘the more knowledgeable other (MKO)’ and the ‘zone of proximal development (ZPD)’ (McLeod, 2019; Zhou & Brown, 2015).

The MKO refers to a person of higher intellectual ability and better understandability than the learner, with respect to a particular task, concept, ideology, value or process. Such persons may include the teacher, coach or instructor and parent (McLeod, 2019). The ZPD on the other hand, ‘defines the difference between the learner’s own independent learning accomplishment and accomplishment under the guidance of the MKO (Zhou & Brown, 2015).

The implications of constructivism in education include the learner becoming the center of learning and the MKO being a facilitator in the learning process. Language also plays a significant role in the sociocultural influence in the context of transfer of knowledge and its transferability (Zhou & Brown, 2015). The social environment in which the learner finds themselves therefore plays a vital role in their own academic achievement.

Thus students who find themselves in a more competitive educational setting may attain higher academic performance than those who are in lesser competitive academic setting. Good academic setting is synonymous with a good and competitive educational institution and a more conducive learning environment. Parents with higher SES may hence, have a better chance in providing a stimulating environment that affect the academic achievement of their children as compared with children whose parents have a lower SES.

2.3 Theories of motivation

There are several definitions of motivation. According to Amenyedzi & Ampofo (2010) motivation refers to ‘factors within an individual such as needs, desires and interests that activate, maintain and direct behavior toward a goal’. According to Huitt (2011) motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. Motivation may be rooted in basic impulses to optimize wellbeing, minimize physical pain, and maximize pleasure or satisfaction. Motivation is a fundamental element in setting and achieving individual objectives and goals which may be a reflection of a larger universal goal or objective. Motivation differs from emotion, although they both stem from an inner state, because emotion merely directs our attention and guides behavior while motivation drives behavior towards achieving of a specific goal.

There are two types of motivation – intrinsic and extrinsic (Afful – Broni, 2012; Amenyedzi & Ampofo, 2010; Bhatti & Shaffi, 2011). Legg (2019) reviewed that intrinsic motivation is the act of doing something without any obvious external rewards. Thus it is a type of motivation that is innately involved with internalization of factors that drives an individual towards gaining gratification from achieving a goal. Amenyedzi & Ampofo (2010) pointed out that intrinsic motivation is derived from the satisfaction arising out of the desired behavior itself. The goals for intrinsic motivation, therefore includes, personal achievement, recognition, acquisition of a skill or meeting a challenge. Extrinsic motivation according to Mosley, Pietri & Mosley (2012) is the behavior which is performed, not for its own sake, but for the consequences associated with it. Thus the motivation is not inherent in the behavior itself (Amenyedzi & Ampofo, 2010). Rewards

associated with extrinsic motivation includes salary, incentives, promotion, bonuses and other tangible rewards. There are many theories associated with motivation. These theories may have inclination towards biological or psychological concepts (Amenyedzi & Ampofo, 2010).

2.3.1 Biological motivational theories

Biological motivational theories principally applies to all organisms and they include instinct, drive – reduction and arousal theories. According to Cherry (2020b) the instinct theory proposes that all organisms have an innate are born with innate biological tendencies for survival and that instincts drive all behaviors. Each tendency to survive is peculiar to each species of organisms and they are not learned or experienced behaviors but rather patterns of behavior that occurs naturally and are goal directed (Shrestha, 2017). Thus, instincts form a pattern of repeated behaviors amongst organisms with the goal of survival. For instance the tendency for newly born mammals to suckle from their mother or flight of some species of birds to other places at certain seasons. Human instincts include repulsion, curiosity and parenting.

The drive – reduction theory asserts that motivation is initiated by a lack or deficiency (Amenyedzi & Ampofo, 2010). This theory was developed by Clark L. Hull a neo – behaviorist. Drive is a ‘state of arousal or tension triggered by a person’s biological or physiological needs (Sincero, 2012). These needs include hunger, thirst and the need for warmth (Amenyedzi & Ampofo, 2010; Sincero, 2012).

This theory has been ignored by current psychologists as it is only applicable to primary reinforcers such as food and water, but cannot be applied to secondary

reinforcers such as money. It cannot also be used to explain behaviors that are not drive – driven, for instance, overeating.

The arousal theory of motivation suggests that each organism has an optimal or ideal level of arousal that drives their motivation. This theory therefore posits that when an organism’s arousal level is below or above their optimal then behavior is negatively affected (Amenyedzi & Ampofo, 2010; Shrestha, 2017b).

2.3.2 Psychological motivational theories

Psychological theories of motivation can be used to explain behavioral tendencies that are not driven by the need to maintain homeostasis but rather by thoughts or intelligence drives. These include the incentive and cognitive theories of motivation.

The incentive theories of motivation assert that behaviors occur because of external rewards associated with achievement of a goal (Amenyedzi & Ampofo, 2010). Thus, behaviors are directed towards gaining reinforcements or avoid punishments. This means that incentives can cause an individual to engage in certain behaviors or to stop performing certain actions. For instance, a student who is motivated towards obtaining good grades will engage in hard studies and stop activities that will affect studies, such as truancy. In this instance the incentive become powerful only if the individual places importance on the reward (Cherry, 2020c). Moreover, the incentive has to be practicable and obtainable in order to be motivating (Cherry, 2020c). For instance, giving out an assignment meant for a university student to a JHS student will not be motivating for the student to obtain a good grade.

The cognitive theory of motivation places an emphasis on the importance of mental processes in goal oriented behavior (Amenyedzi & Ampofo, 2010). Thus, it seeks to explain behaviors as a product of careful study an active processing and interpretation of information (Britannica, 2020). According to Britannica (2020) concepts associated with cognitive – motivation theory include attribution – theory, expectancy – value theory, cognitive – dissonance, self – perception and self – actualization.

2.3.3 Maslow’s hierarchy of needs

Maslow’s hierarchy o needs is based on the premise that people have numerous needs that compete for satisfaction or expression (Amenyedzi & Ampofo, 2010). According to Maslow, motives for needs differ basically on the basis of prepotency and self-esteem. He developed a five-tier hierarchy of needs where one needs to satisfy needs at the lower level before he is motivated to satisfy the needs at the subsequent higher need. The hierarchy of needs from the bottom up to the top are as follows: physiological, safety, love and belonging, esteem and self-actualization (Burton, 2020).

The hierarchy of needs can be broadly categorized into deficiency needs which involves levels 1 to 4, and growth or being needs which is level 5 (Burton, 2020; McLeod, 2020). Deficiency needs arise as a consequence of deprivation and it evokes a stronger motivation to satisfy those needs when they are not met (McLeod, 2020; Amenyedzi & Ampofo, 2010). For instance, an individual who is homeless and cannot afford a mouthful will do anything to satisfy the sensation of hunger before motivated to think about academic studies. Growth needs, on the other hand, are not desired out of

need but rather it stems out from the need for accomplishment which is similar to ego identity and integrity. These are the stages in Maslow's hierarchy of needs:

1. Physiological needs- These are basically biological needs required for survival. They include acquisition of food, air, water, shelter, warmth etc. These are mostly directly involved with the physiological and psychological functioning of the individual (Burton, 2020; McLeod, 2020; Amenyedzi & Ampofo, 2010). In the school setting, adequate food, good health and availability of good shelter and clothing will make a student become confident, content and more able to overcome such barriers to good academic performance that are related to these basic physiological needs. For instance, health problems may affect regularity and punctuality of students in school.

2. Safety needs- This needs as a result of individual's desire to seek pleasure and avoid pain. Safety and Security are usually provided by the family or society. For instance police enforce law and order to protect people from harm; health and social support provide health and wellbeing support for individuals as well as safety against accidents and injury; financial security are provided through employment whereas education provide individual with knowledge needed to provide stability, control and resilience for individuals (McLeod, 2020). A student who feel safe, protected and receives adequate warmth from family or guardians is sufficiently motivated to achieve greater feats, including good academic performance.

3. Love and belonging needs- This need arises when an individual develop a sense of relationship, belonging and affiliation among family, friends and work colleagues. The need for interpersonal relationship modifies individual behavior to conform to group

norms (Burton, 2020; McLeod, 2020). At this stage a student who is more able to form positive relationship with peers and teachers can be able to achieve better academic outcomes than a student who feels apathy or nonchalant. For instance, the more confident a student is able to ask questions in class, the better he is able to improve his understandability and consequently improving their academic performance.

4. Esteem needs- This need arises when individuals develop a sense of competing and excelling in the family, work or society in order to gain approval. This instils self-dignity, mastery and independence for individuals as well as evoking acceptance, reputation and respect from others (Burton, 2020; McLeod, 2020). At this stage a student becomes self-conscious on the need to improve in order to be highly approved (Zins, Weissberg, Wang & Walberg, 2004).

5. Self-actualization needs- This need arises from the desire for self-accomplishment and achievement of an individual's full potential. This may be in the form of academic, athletic or artistic achievement. This is the stage where a student is highly intrinsically motivated to achieve full potential in academic outcomes and becomes highly competitive (Zins, Weissberg, Wang & Walberg, 2004).

Criticism of Maslow's theory includes the lack of adequate scientific support for self-actualization needs and the lack of discrete levels or rankings in each stage (Cherry, 2019).



Maslow's hierarchy of needs (Source: Burton, 2020)

2.4 Measures of academic performance

Educational measurement can be defined as the systematic process of assigning numbers to traits such as achievement, intelligence or aptitude of learners for the purpose of indicating differences among them in degrees to which they possess the trait being measured (Oduro – Okyere & Annor, 2015). Measurements use scales such as nominal, ordinal, interval and ratio scales depending on the properties that is relevant for the measurement, such as, magnitude, equal interval and an absolute zero point.

Nominal scale is relevant in classifying traits into discrete categories, which are mutually exclusive, and may lack the properties of magnitude, equal interval and an absolute zero point. For instance, categorizing students in terms of gender, subject preferences, and religious background, among others (Oduro – Okyere & Annor, 2015).

Ordinal scale is characterized by having magnitude and it is used to rank subjects on the basis of the degree to which they possess an attribute or trait. It however lacks the property of equal interval and an absolute zero point (Kizlik, 2012). An example is ranking students examination positions as first, second, third and so on.

Interval scales possess the properties of magnitude and equal interval but lacks the characteristic of an absolute zero point. Thus it possesses the properties of both nominal and ordinal scales. For example, measuring academic achievement based on performance in a test.

The ratio scale, however, possess all three properties of magnitude, equal intervals and absolute zero point. The values obtained can therefore be subjected to mathematical operations such as addition, subtraction, multiplication and division ((Oduro – Okyere & Annor, 2015). For instance comparison of the height, weight or age of students is a measure base on the ratio scale.

Educational measurements in itself is not useful unless it is utilized in assessments and evaluation of traits or attributes of students.

Assessment is defined as the process of obtaining information that is used for making decisions about traits or attributes of students, educational curriculum, program and policy. Assessments made about students may be used for diagnostic, instructional or grading decisions (Kizlik, 2012). Formal assessments employ the use of tools such as class exercises, class tests or examinations, quizzes and assignments. Informal assessment tools include observations, anecdotal records or portfolio.

One of the most useful assessment is the Continuous Assessment. This is because it occurs throughout the learning experience (Kizlik, 2012). It is useful for teachers and students alike, since it provides information that may be utilized in the improvement of learning (Kizlik, 2012). It is also useful in determining the progress of a student throughout the learning period as a guide to subsequent decisions that may be made on their behalf (Kizlik, 2012). For instance, a student who moves from one educational

institution to another, due to personal or other reasons, may be evaluated based on information provided in the continuous assessment.

Evaluation involves the process of using information or data collected on a student, program or process to make judgment about their worth or effectiveness of academic performance. In evaluation measurement are compared to a standard of performance (Ellington, Percival & Race, 1988; Kizlik, 2012). According to Ellington, Percival and Race “Evaluation is the collection of, analysis and interpretation of information about any aspect of a program of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have.” For instance, evaluation of the performance of a student at end of examination of a particular subject will indicate whether a student performed as excellent, very good, above average, pass or poor. Evaluation may be formative or summative. Formative evaluation is the process of judging the worth of teaching and learning in the course of the academic period in order ensure improvement or modifications to change behaviors that affect academic performance. Summative evaluation is done at the end of the instructional period to judge the worth of the student’s academic performance. Summative evaluation at the end of an academic period is useful in determining if the student requires remedial learning and hence has to be repeated in a class (Ellington, Percival & Race, 1988; Kizlik, 2012).

Evaluation of performance traits of a student is based on their cognitive, affective and psychomotor domains. According to Hoque (2013) cognitive domain contains learning skills predominantly related to mental (thinking) processes. The processes involve information processing, understanding construction, application of knowledge,

finding solutions to problems and research in conformation to Bloom's taxonomy (Hoque, 2013). According to Bloom's taxonomy, there are six levels of cognitive complexities as follows: Knowledge, Comprehension, application, analysis, synthesis and evaluation (Armstrong, 2010).

The affective domain of learning involves the emotion, attitudes, motivation and feelings (Hoque, 2017; Miller, 2020; Kirk, 2020). One of the widely known taxonomies of the affective domain of learning is Krathwol's (1964) cited in Bilash 2011. This based on the principle of internalization "whereby a person's affect towards an object passes from a general awareness level to a point where the affect is 'internalized' and guides or controls the person's behavior (Seels & Glasgow, 1990, p.28 cited in Bilash, 2011)". Krathwol's taxonomy of affective domain of learning from the lowest to highest level are as follows: Receiving, Responding, Valuing, Organization and Characterization.

According to Simpson (1972) cited in Clark (2015) psychomotor domain of learning 'includes physical movement, coordination and use of motor - skill areas. The psychomotor objectives are specific to 'discreet physical functions, reflex actions and interpretive movements (Hoque, 2017). Dave (1975) cited in Hoque (2017) developed the following taxonomy of psychomotor domain as: Imitation, Manipulation, Precision, Articulation and Naturalization.



Psychomotor domain (developed by Peak Performance Center, 2020 – <http://www.peakperformancecenter.com>)

One of the tools used to assess and evaluate academic achievement in all domains is the terminal reports. The terminal reports is used to measure, assess and evaluate students at the end of the term. They are evaluated in terms of academic performance in terms of a pass or fail. Sub – categories of a pass include average or satisfactory, good, very good and excellent. On the terminal report, students are also evaluated on the basis of conduct, attitude and interest. These assessments and evaluation are made by subject teachers, class teacher and the head teacher.

2.5 Factors influencing academic performance (empirical concept)

There are several factors that affect learning and hence, academic performance of students in any formal educational institution. These factors may range from individual factors, school factors, home and peer factors (Walberg, 1974). Zins, Weissberg, Wang & Walberg (2004) reported that ‘students who became more self – aware and confident regarding their learning abilities, who were motivated, who set learning goals, and who

were organized in their approach to work (self – regulated learning) performed better in school’.

Singh and Choudary (2015) made a research on the impact of SES on the academic achievement of students in Delhi, India and made an observation that there were no significant difference between the academic achievement of students with middle and high SES but there were significant difference in the academic achievement of students with high SES and low SES as well as between students of middle SES and low SES.

Bhat, Joshi and Wani (2016) also investigated on the effect of SES on academic performance of secondary school students in different educational zones of the Ganderbal district of Jammu and Kashmir states in India and had results that confirmed that there were significant difference between the students with high and low SES and those with high and middle SES but there was insignificant difference between students with middle and low SES.

Mpiani (2012) investigated the factors affecting academic performance of basic school students in the Asawasi sub – metro, Kumasi observed that there was persistent public intrusion on most school premises by the public, who usually perform non – academic related activities, inadequate access and use of teaching and learning resources, as affecting students academically. He therefore concluded that the school environment, community’s attitude towards education, parental and other stakeholders support affect student’s academic development and performance.

Opoku (2014) used a cross – sectional survey to examine the effects of SES of women on the academic attainments of their children and concluded that factors such as

occupation, educational background, marital and economic status were significantly related to the academic attainment of their children.

Alhassan (2016) made a comparative assessment of the academic performance of students enrolled in public and private JHS in the Tamale metropolis of the northern region of Ghana, based on annual BECE results, and observed that students in the private schools, on the average, performed better academically than their counterparts in the public schools. Among the factors that caused such an inequality includes the differences in the SES of students in public and private schools as well as factors related to effective teaching and availability of teaching and learning resources. He, however, observed that though teachers in either public or private schools were similarly motivated there was effective supervision in the private schools.

It can therefore be summarized that factors affecting academic performance of students include individual resilience and motivation (Zin et al, 2004); socioeconomic background of students (Opoku, 2014; Singh & Choudary, 2015; Bhat, Joshi & Wani, 2016); and conducive school learning environment (Alhassan, 2016; Adeyemi, 2016).

All these factors point out the significant impact that SES and its underlying SEFs has on student academic performance. For instance, a conducive school environment may involve factors such as adequate teaching and learning resources, appropriate and safe infrastructure as well as good, quality, effective and productive instructors and supervisors and these are mostly patronized by the more affluent (Engin – Demir, 2009). Moreover, parents with high educational background and prominent economic positions are more able to motivate their children better and afford extra learning resources that

may be useful in enhancing learning (Schiller, Khmellkov & Wang, 2002; Engin – Demir, 2009).

Nevertheless, students from poor socioeconomic background may use non – school hours to engage in other economic – based activities, such as hawking, in order to cater for their basic needs such as food and clothing, and these may affect learning (Ray & Lancaster, 2003; Asikhia, 2010). Ngatiari (2011) made an investigation and found out that street hawking, farming and petty trading by students affect academic performance and these are characteristic of those with lower SES.

Inadequate feeding and malnutrition also has a significant impact on the health outcome and wellbeing of the child thereby affecting their cognitive development considerably and consequently their academic achievement (Fentiman, Hall & Bundy, 2001; Pridmore, 2007). BMJ Global Health (2020) observes that ‘early childhood cognitive development is affected by interactions among illness, diet, enteropathogens and the home environment based on findings from the MAL – ED birth cohort study and these risks are more prominent in children in low – income and middle – income countries’, such as Ghana. Poor nutrition results in the children suffering from nutritional deficiencies such as anemia, protein deficiency such as Kwashiorkor as well as vitamin and mineral deficiency in various degrees (Fentiman, Hall & Bundy, 2001; Vegas & Petrow, 2008). Moreover, students that are inadequately fed may lack attentiveness and may not participate effectively in classroom activities and may be apathetic in general school activities (Pridmore, 2007).

In conclusion, SES of students may directly and indirectly have a correlation with academic performance of students. Students whose parents or guardians are placed

favorably higher in the socioeconomic ladder are more likely to obtain all the resources necessary to achieve desired learning outcomes than those whose parents have lower SES.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the rationale, strategy, approach and procedures involved in obtaining data for this research as well as describes how the data is organized and analyzed, using relevant and appropriate research tools, with the focus of fulfilling the aims and objectives for this work. The research methodology is important because it allows other readers to evaluate the reliability and validity of this work. The chapter is compartmentalized into the research design, population, methods of sampling, instrumentation, methods of handling and organizing data, pre – testing, limitations and ethical considerations.

3.1 Research Design

The research design refers to the overall strategy used in organizing the different components of the study so that it will be presented in such a way that it will seem comprehensive, logical and coherent so as to suitably answer the research question as plausible as possible. It thus provides the blueprint, or framework, for how data is collected, measured and analyzed. According to Bhasin (2019) a research design should have the characteristics of neutrality, reliability, validity and generalization.

The design chosen for this study is descriptive research. The aim of the descriptive research design is to observe the characteristics of the target population or phenomena as systematically and accurate as possible. This type of design allows for a wide variety of research methods to be used in investigating the various variables that

may present themselves in the research. It also help to provide a basis for further research on the subject matter using more specific approach or design. This design is also useful in obtaining statistical data and is conducive for gathering large amounts of data. However, it does not allow for the manipulation or control of variables, as in other research designs such as experiments. Hence, outcomes cannot be replicated. Moreover, the outcome of such a research cannot be used to disprove a hypothesis as it mostly relies on the instrumentation for observation and measurement (Bhasin, 2019).

For the purpose of obtaining quantifiable empirical data quantitative research is employed for this study. Quantitative research, according to Babbie (2010), can be used to ensure a valid estimate of a generalized relationship between variables from a large sample of a population. It thus uses measurable data to formulate facts and uncover patterns in a research. This therefore allows the use of greater objectivity and accuracy in the interpretation, analysis and inference of data results rather than being subjective. This is very useful in eliminating bias in a research.

Quantitative descriptive research also makes it possible to employ the use of both primary and secondary data. Surveys are useful in reaching a large sample of population within a relatively short period of time and it is cost considerate and also for collecting primary data. The results can then be accurately generalized to a larger population.

3.2 Population

The population for a research is generally a well-defined collection of individuals or objects that possess the characteristics of variables that forms the main focus of a scientific query. Thus, all elements or members of the population possess similar

characteristics that is needed to satisfy an investigation or query. However, it is most often impracticable to all the target population as the procedure involved in studying them may be time consuming and expensive.

3.2.1 Target Population

The target population for this study comprised students and teachers of public basic schools in the Kenyase circuit of the Kwabre East Municipality of GES. The population under study is 1140. Kenyase is one of the circuits under KEMED and has reasonable sizable number of public basic schools whose population characteristics are similar to other circuits of the municipality. Conclusions from the study can therefore be generalized for the entire municipality with minimum degree of error as much as possible.



Table 3.1: the table below shows the target population for this study.

SCHOOL	STUDENT POPULATION	TEACHER POPULATION	TOTAL
ABIREM M/A JHS	78	09	87
ABIREM R/C JJHS	63	10	73
BARIMA OWUSU SDA MODEL JHS	112	12	124
BROFOYEDRU JHS	61	09	70
BOSORE JHS	121	09	130
FALLA SUWAIDIYYA JHS	49	09	58
KENYASE 'A' JHS	250	15	265
KENYASE 'B' JHS	306	17	323
TOTAL	1040	90	1,130

3.3 Sampling Method

It is more often impracticable to use all the target population for research purposes due to limitations that arise from their exceedingly large size as well as time and cost considerations and hence it is more expedient to use sample of the population whose measure may be reliably and accurately predictive of the target population. Thus, a suitable sampling procedure may need to be employed to select a required amount of sample size.

Purposive sampling technique was used to select the schools, teachers and students. The researcher used simple random sampling technique to select 287

respondents for the study based on Krejcie and Morgan's (1970) table for the determination of sample size.

3.3.1 Sample Size

The sample size for this study was determined using the Krejcie & Morgan sample size formula. According to Krejcie & Morgan (1970), for a population of 1138, the sample size should be 287. A total of 287 respondents formed the sample size for the study.

The approximate proportion for each school is then determined using simple ratio.

Table 3.2: Distribution of the sample size for students and teachers is summarized below:

SCHOOL	NUMBER OF STUDENTS	NUMBER OF TEACHERS	TOTAL
ABIREM R/C JHS	20	02	22
ABIREM M/A JHS	16	03	19
BARIMAH OWUSU SDA MODEL JHS	28	03	31
BROFOYEDRU JHS	16	02	17
BOSORE JHS	31	02	33
FALLA SUWAIDIYYA JHS	12	02	14
KENYASE 'A. JHS	64	04	67
KENYASE 'B' JHS	78	04	82
TOTAL	265	22	287

3.4 Research Instrument

The survey method is the main approach used to obtain quantitative information for this work. According to Check & Schutt (2012, p. 160) cited in Ponto (2015) survey is “the collection of information from a sample of individuals through their responses to questions”. The survey method is useful in quantitative studies to reach out to a large sample population within a relatively short period of time and describing their characteristics. It is therefore useful in describing human behavior and hence frequently used in social and psychological research (Singleton & Straights, 2009 cited in Ponto, 2015). It is also relatively cheaper to employ its use. The methods used in survey research should have a high level of internal reliability and validity.

The tool used for the survey in this study is the utilization of questionnaires. According to Buckingham and Saunders (2004) cited in Preston (2009) survey is a “technique for gathering statistical information about the attributes, attitudes or actions of a population by administering standardized questions to some or all of its members”. To obtain a high degree of internal reliability and validity closed questions are used in the questionnaires. Closed questions are questions in which options are provided for respondents to choose from. They include dichotomous and multiple-choice questions

Closed ended questions are used to restrict responses and hence use simple direct language. They are easily quantified and hence make statistical analysis easier. Its straight forwardness allows sensitive questions to be easily answered. Open-ended questions on the other hand, are not restrictive and require a degree of elaborateness from respondents. They are generally conducive for qualitative analysis because of its subjectivity in nature.

Other instrument for obtaining qualitative data involves the conduction of interviews with teachers, school heads and the circuit supervisor to provide personalized insights as to the role played by SEFs on academic performance of students.

3.5 Data Collection Method

This study utilizes both primary and secondary data. Primary data is basically obtained from the survey responses using questionnaires and interviews. The responses for the questionnaires were targeted mainly at students and their parents, as well as teachers and heads of institutions to acknowledge the various factors that affect teaching and learning and how these variables affect academic performance. Prior consent was obtained from the director of GES, Kwabre East Municipal before the survey was done in the public schools, and for each selected school permission was obtained from the school heads. Interviews were conducted using purposive sampling technique which requires the consent of the respondent and it was used mainly for qualitative purposes.

The questions used were set in plain simple English as much as possible and devoid of unambiguity. This was made possible because a pre – testing survey was conducted which provided a directive for making recommendations to improve the format of the questionnaires after its reliability and viability had been measured. The students were assigned numbers and given questionnaires to answer. Teachers were asked to guide students in answering questions. The variables used as basis for questions include punctuality, parent’s educational background and employment status.

Face to face interviews were conducted for school heads, circuit supervisor and other officials from the municipal education directorate and some teachers using

purposive sampling methods. Interviews are very useful for the study because it provided a source of in – depth information from respondents as well as opportunity for direct observation. It is also flexible and dynamic allowing researcher to modify or redirect questions as well as obtain additional information from respondents on the subject matter where possible. The secondary data was obtained from records such as attendance register of students and teachers. The attendance registers are used to investigate student absenteeism. Other sources of secondary data included termly examination records and continuous assessment records. Records of BECE results were also obtained to enable researcher ascertain the level of performance of schools in BECE.

3.6 Data Handling and Analysis

Quantitative data is conducive for statistical presentation and analysis. The responses from the questionnaire are based on the Likert scale and numeral codes assigned to ordinal responses. This makes it easy to compute complex multivariate statistical analysis. Data is presented in the form of charts, graphs and frequencies. Relevant analytical tools such as cross tabulation were utilized for analysis.

The SPSS data package was utilized in the analysis of data as it proved to be more convenient for the analysis of complex social science descriptive data through assigning numerical codes to variable responses.

The reliability and validity of the data were also determined. Reliability refers to the extent of consistency of measured data. The type of reliability measure used for this study is internal consistency using Cronbach's α (Greek letter alpha) which is basically

the mean of all possible split half relations for a set of items. The reliability test yielded Cronbach Alpha of 0.77.

Validity refers to the extent to which scores obtained from measurements are representative of the intended variable. Content validity is utilized for this study to measure how closely related the measures are to the construct of interest.

3.7 Pre – testing Survey

Pre – testing survey is necessary to address challenges that may lead to limitations in conducting the survey. This allows for modifications to be done from the outcome of the pre – survey in order to improve on the reliability and validity of the actual survey.

The pre – testing survey was conducted in Abirem R/C School to investigate the relationship between SEFs and academic performance of students. The pre – testing survey helped the researcher to identify the perspective of teachers and students in schooling. It also helped the researcher to identify the prevalent SEFs that affect schooling in the circuit.

3.8 Ethical Considerations

Ethical consideration was a major concern for this paper, in terms of data collection, handling and presentation. As a descriptive quantitative data care was ensured to present data as actually collated and no manipulation or control of variables were ever done. This was made to ensure the credibility and accuracy of the data presented and analyzed.

The ethics of confidentiality was also utterly considered. No information of the results from the survey was divulged to any third party and was used solely for this study again. Identity of participants for this work had been kept as anonymous as possible and not revealed to any other third party for any purpose other than for academic research.

No form of coercion was exercised by the researcher to convince participants to respond to questionnaires in such a way as to render it manipulative, although guidance may have been given to respondents who needed help on clarifications of some questions. Plagiarism laws had been strictly adhered to and no work of other researchers used in this study had not gone unacknowledged.



CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter constitutes the presentation and analysis of data obtained from the survey of 287 participants concerning the SEFs that affect academic performance of public basic school students in the Kwabre-East municipality. The participants comprise students, teachers and education officers in the municipality. Both qualitative and quantitative primary data were obtained through interviews and presentation of questionnaires.

The variables were categorized under three themes: SEFs influencing academic performance of students; impact of these factors on student attitude and performance; and the interventions that can be used to alleviate the impact of these SEFs on student performance. Secondary data were obtained from student attendance records in order to investigate the rate of student absenteeism.

Only 280 responses out of 287 were obtained from the survey and data collection. This constitutes approximately 95.6% of the required sample size. The response options mostly utilized the seven-point Likert scale. Questionnaires were made to be as precise, unbiased and unambiguous as much as possible. The data were analyzed using the SPSS software to obtain percent frequency of results. Data is presented in the form of statistical tables, pie charts or bar charts.

Research Question 1: What is the nature of Socioeconomic Factors prevalent in the Kenyase circuit of Kwabre – East Municipality?

4.1 Nature of Socioeconomic Factors

The nature of socioeconomic factors for effective education of public basic school students in the Kwabre- East municipal was considered based on the perspective of Walberg's theory of educational productivity through a socioeconomic point of view (Walberg, 1984). Walberg categorized the factors a student's educational productivity into individual, home-related and school factors. It may be observed that each of these categories can be linked to a socioeconomic dimension. The respondents were asked to agree or disagree on the nature of socioeconomic factors on students' education. The result is shown in Table 4.1.

Table 4.1: Nature of socioeconomic factors on students' education

Statements	Strongly Disagree		Neutral		Disagree		Strongly Disagree			
	N	%	N	%	N	%	N	%		
Do you agree that students who perform better in school have parents who receive higher income from their jobs?	34	12	73	26	56	20	117	42	-	
Most students who perform poorly in school have single parents?	45	16	129	46	22	8	84	30	-	
Do you agree that students who live with the nuclear family	50	18	95	34	56	20	68	24	11	4

Table 4.1 continue

perform better academically than those who live with the extended family?

Parents with higher income or educational background often provide extra tuition for their children.	56	20	39	14	34	12	151	54	-
parents with higher educational background influence their children to become better learners than their counterparts whose parents are of lower educational background	17	6	78	26	17	6	106	38	62

Source: Field survey, 2020

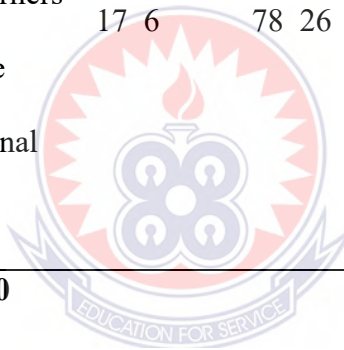


Table 4.1 indicates that about 38% of participants comprising 107 respondents generally disagreed that students' academic performance are not negatively determined by the unemployed status of their parents. This is agreeable because students may be motivated by other factors such as self-confidence or self-determination in order to perform better academically (Singh & Choudary, 2015; Bhat, Joshi & Wani, 2016). Other reasons cited for this stance included the high probability that a student may receive substantive support from relatives or guardians as extensive family system is widely practiced in our local communities.

About 174 respondents comprising 62% participants disagreed that most students who perform poorly in school have single parents. Single parents may be more resourceful and able to take care of their children by providing them with adequate learning resources and motivating them and hence, single parenthood may not be a prerequisite factor for economic burden on parents and its impact on the academic achievement of their children. Moreover, a single parent may be more educated and earn higher income and accordingly provide better investment for their children in school (Opoku, 2014).

The 30% respondents who agreed that single parenthood contribute to poor performance of students mostly made their proposition particularly based on a financial perspective. This is peculiarly evident in the case of single mothers as observed by Opoku (2014). Opoku confirmed that single parenthood affect the academic performance of students particularly when it is characterized by lower income or unemployment. Causes of single parenthood include divorce, widowhood and teenage pregnancy and the financial implications of these causal factors are most often, adverse.

Again, 52% of respondents comprising 145 participants disagreed that students who live with the nuclear family generally perform better in school than those who live with the extended family. Conversely, 79 participants constituting 28% respondents provided opposing view and agreed that the nuclear family system favor student academic performance better than those that belong to the extended family system. 20% of participants remained neutral in their response.

The nuclear family system defines the family unit as comprising of parents and children whiles the extended family extends the composition as including all relatives

whether by law or blood. It may be quite obvious that the total amount of household income for the extended family system is larger than the nuclear system taking into account their relative sizes. Azumah, Adjei and Nachinaab (2017) affirms that larger family size, which is often associated with the extended family system, has a negative influence on student academic performance.

However, it may not always be the case. When the members of the extended family system have fewer income earners among them but a larger number of dependents their total household income may be relatively less. Nato (2016) asserts that the positive influence of the nuclear family system on the academic achievement of students who belong to this system is highly dependent on economic support, family support, parental motivation and home study environment. Similarly, the same variables can be used to assess the suitability of an extended family system in supporting a student's academic progress.

Also, 54% of respondents comprising 151 participants agreed that the income level of parents influence better academic performance of their children, when it is sufficient or higher. The reason is mainly attributed to increase in purchasing power of households which makes it possible and more feasible for the basic needs of the student to be adequately catered for. Moreover, the student s more likely to acquire all the basic personal learning resources that can enhance studies. The student is also better motivated monetarily allowing him to exude some level of self-confidence that favors academic improvement (Opoku, 2014; Mpiani, 2012; Muchunku, 2018).

34% of respondents generally disagreed that students whose parents receive higher income perform better in school. Most of the respondents who disagreed were of

the view that parental affluence can demotivate students to learn better in school because they do not perceive any hard living in future and therefore, do not place much emphasis on the potential of an improved academic performance to have any impact on their lives.

About 60% of participants comprising 168 respondents agreed that parents with higher educational background influence their children to become better learners than their counterparts whose parents are of lower educational background. However, 34% of these participants generally affirmed disagreement that the educational background of parents is a strong indicator that their children will perform better in school.

The reasons given for agreeing includes that highly educated parents are more likely to be employed and receive higher income thereby making them more likely to be able to provide for the upkeep of their children including their educational needs. They are also considered to be better able to monitor their children's academic progress as well as identifying their weakness as compared to illiterate parents, and hence, providing the relevant reinforcements for desirable behaviour observed as desirable learning outcomes (Engin – Demir, 2009). This also confirms the findings by Opoku (2014) that educational background of parents affect educational attainments of their wards.

However, it is also worth considering that illiterate parents who take keen interest and responsibility in their children's welfare are able to motivate their children to develop academically. Their ability to influence academic improvement of their children also depends on other factors such as income and family type or system.

4.2 Research Question 2: What is the impact of Socio-Economic Factors on public basic school students education at Kenyase circuit of the Kwabre East GES?

Impact of SEFs on students education

The impact of SEFs on the education of students entails the direct and indirect consequence of socioeconomically induced actions and effects that are related to the attainment of desirable learning outcomes. 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 respondents were asked to agree or disagree on the impact of SEFs on the education of students. The result is shown in Table 4.2.

Table 4.2 Impact of SEFs on students' education

Statement	Strongly Disagree N (%)	Disagree N (%)	Neutral N %	Disagree N (%)	Strongly Disagree N (%)
Provision of lights, lantern, textbooks and serene atmosphere helps in improving children academic	22 8	73 26	11 4	129 46	45 16
Congenial home environment determines what children know before enrolling at school	45 16	22 8	6 2	129 46	45 16
Parents' show of interest in children's education help to improve children's academic achievement	17 6	62 22	56 20	117 42	28 10
Parental support in children's learning activities in home education help to improve children's academic	6 2	50 18	22 8	152 54	50 18

Source: field work, 2020

Table 4.2 shows that 62% of the respondents agreed that the provision of lights, lantern, textbooks and serene atmosphere helped in improving children academic performance, while 34% of the respondents disagreed. The result means that the provision of lights, lantern, textbooks and serene atmosphere in the home is an impact of socioeconomic factors on students' education.

About, 74% agreed that the provision of congenial home environment determined what children know before enrolling at school while 24% of the respondents disagreed. The result means that the provision of congenial home environment determines what children know before enrolling at school is an impact of socioeconomic factors on students education.

Again, 52% agreed that the parents' show of interest in children's education helped to improve children's academic achievement while 26% of the respondents disagreed. The result means that parents' show of interest in children's education is an impact of socioeconomic factors on students education.

About 72 % agreed that parental support in children's learning activities in the home helped to improve children's academic achievement, while 20% of the respondents disagreed. The result means that parental support in children's learning activities in the home is an impact of socioeconomic factors on students' education.

The results and analysis in Table 4.6 showed that socioeconomic factors enabled parents to help their children with their studies at home. The results are in tandem 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.

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). The authors found that initial learning skills correlate with the home environment, therefore homes where the level of literacy is low affects children negatively.

In support, Muruwei (2011) postulated 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 Question 3: What measures could be used to improve the impact of Socioeconomic Factors on students education at Kwabre East municipality GES?

4.3 Measures or Interventions to improve student education

Interventions involve actions, approaches or procedures utilized or adopted to ensure that a current problem would be ameliorated. Interventions that is envisaged to provide a solution to the problem of poor education of public basic students in the Kwabre-east include supplementary feeding; provision of incentive packages which include personal learning resources; an integrated stakeholder approach to making policies in the education sector; and the provision of a cash incentive package for needy but brilliant students.

The respondents were requested to agree or disagree with the following statements on measures could be used to improve the impact of Socioeconomic Factors on students education. The result is shown in Table 4.3.

Table 4.3: Measures to Improve Students' Education

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
	School Feeding Program helps to improve people academic performance	56	20	39	14	34	12	151	54	-
Free Education should include exercise books, textbooks and other personal learning resources	34	12	73	26	56	20	117	42	-	-
Integrated Stakeholder approach should be used to alleviate poor performance of students	45	16	22	8	-	-	84	30	129	46
Needy but brilliant students should be provided allowance to motivate them	11	4	68	24	56	20	95	34	50	18

Source: Field survey, 2020

Table 4.3 indicate that about 54% of respondents comprising 151 participants agreed that the School Feeding Program (SFP) can help alleviate the impact of SEFs on the academic performance of students in the public basic schools of the Kwabre-East municipality while 34% disagreed. The SFP is a program initiated by the government of Ghana to provide daily free hot meals for basic school children. The objective of the program is to ensure that inequalities that exist in education as a result of differences in socioeconomic backgrounds of students may be drastically reduced. The achievement of

these includes reduction of hunger and increase in school enrollment (Ghana School Feeding Programme (GSFP), 2019).

Malnutrition can have devastating effect on the health of students as well as their cognitive capabilities thereby affecting their academic performance (Pridmore, 2007). Hence, the SFP indirectly have an impact on student's academic performance (Fentiman, Hall & Bundy, 2001; Vegas & Petrow, 2008).

It can, however, be argued that SFP alone does not ultimately guarantee that a student may perform better academically as there are other related factors such as prior knowledge, self-concept which are all personal characteristics rather than (Walberg, 1984). This accounts for some of the reasons given by the respondents who disagreed that SFP help to improve academic performance.

About 62% of participants agreed that the Free Education Policy in Ghana should consider the inclusion of the provision of free exercise books, textbooks and other personal learning resources, such as easy access to online education media, for public basic school students, however, 38% disagreed.

Most participants complained that although basic education is free, inequalities still exist in public basic education because some schools do not have adequate teaching and learning resources, especially in non-urban communities. Students benefit a lot from personal learning resources because of its capability of becoming a suitable catalyst in enhancing learner interest and understandability of lessons taught. Therefore, it encourages students to participate effectively during lessons resulting in their academic improvement (Alhassan; 2016).

Nevertheless, it can be argued that provision of personal learning resources alone cannot make students improve their academic performance unless they are motivated by other factors to do so. For instance, prior knowledge and peers can also influence a student's educational productivity (Walberg, 1984). Moreover, challenges related to the management of these resources may make their usability less feasible.

Over 76% of participants agreed that an effective and efficient stakeholder approach can be used to alleviate the problem of students' poor performance from a socioeconomic perspective. While 24% of the respondents disagreed.

The stakeholder approach, in this sense, entails collaboration of agencies and institutions in the education, health and social service sectors. The success of such an integration, of course, depends on the strength of the individual institutions as well as the ability to coordinate effectively. The social service sector must have the mandate, capability, efficiency and resources to be able to identify the SEFs that affect a child's education and ways to mitigate their impact. Moreover, the social service sector together with other affiliate organizations is given authority to enforce that the rights of the child are met. The health sector is mainly involved with providing health related services that may pose as a hindrance to a child's education. For instance, routine medical checkup of basic school students may ensure that their health and wellbeing needs are met. Such collaboration between important stakeholders in education can help to provide a holistic overview of the needs of the child. This is in agreement with Mpiani (2012) who opined that the school environment, community's attitude towards education, parental and other stakeholders support affect student's academic development and performance.

However, others argued that an integrative approach is bound to be hindered by certain challenges that may render it ineffective. They cited instances such as lack of cohesion between these autonomous institutions may pose a problem of effective management of resources.

Those that stayed neutral mostly agreed that academic performance of students mostly depend on the individual effort of students and, hence, other factors do not significantly have an impact on their academic outcomes. They contended that educational reforms focused on bridging the gap between inequalities that exist among students can play a major role in improving student academic outcomes without collaborating with other institutions.

About 52% of respondents comprising 145 participants agreed that brilliant but needy students should be motivated with cash incentives in the form of relief allowance, while 28% disagreed. This relief allowance can be used in the purchase of personal learning resources or a means of transportation.

Most of the participants who disagreed exposed the challenges associated with the management of a scheme such as this. Some viewed that it may be mismanaged by those that may be in custodian of the allowance; whether parents, the school or other agencies. Others also considered that there may be challenges with the eligibility criteria that must be used for the selection of needy students. Such eligibility criteria may be subjected to being biased or discriminatory and may not be able to be effective in identifying the true beneficiaries of such a scheme.

On the other hand, some of the participants who agreed pointed out that the school can easily identify needy but brilliant students. Moreover, the management of the

scheme can be handled quite effectively by instituting the proper measures, procedures and policies. The principles underlying the management of such a scheme should include efficiency, transparency, efficiency and accountability.



CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

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 impact of SEFs on students' education in the Kenyase Circuit of the Kwabre East Municipality. The objectives of the study were to identify the nature of Socio-Economic Factors prevalent in the Kenyase circuit, examine the impact of Socio-Economic Factors on public basic school students education in the Kenyase circuit and to establish measures that could be used to improve the impact of Socio-Economic Factors on students education at Kenyase circuit of Kwabre East Municipality GES.

The researcher used descriptive research design for the study. The target population for the study was 1140 teachers and students of public basic schools in the Kenyase circuit of the Kwabre East Municipality of GES. Simple random sampling technique was used to select 287 respondents for the study. Structured questionnaire was used for the study. The reliability test yielded Cronbach Alpha of 0.77. The data were computed using the Statistical Package for Social Sciences (SPSS) version 20.0 and analyzed descriptively and presented using percentages and frequencies to answer all the research questions.

Key Findings

The study revealed that the nature of socioeconomic factors on students' education were that students who perform better in school have parents who receive higher income from their jobs, most students who perform poorly in school have single parents, students who live with the nuclear family perform better academically than those who live with the extended family, parents with higher income or educational background often provide extra tuition for their children and that parents with higher educational background influence their children to become better learners than their counterparts whose parents are of lower educational background.

The study further revealed that the impact of socioeconomic factors were the provision of lights, lantern, textbooks and serene atmosphere which 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 which helped to improve children's academic achievement and parental support in children's learning activities in the home which helped to improve children's academic achievement.

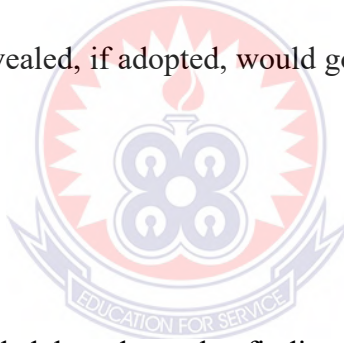
The study also revealed that measures to improve students' education were that the provision of School Feeding Program helps to improve people academic performance, Free Education should include exercise books, textbooks and other personal learning resources, Integrated Stakeholder approach should be used to alleviate poor performance of students and that needy but brilliant students should be provided allowance to motivate them.

5.2 Conclusion

It is concluded based on the findings of the study that socioeconomic circumstances determine the success or otherwise of students education in the academic ladder as students who perform better in school have parents who receive higher income from their jobs.

It is also concluded that parents' contribution to students education improved their performance as the provision of lights, lantern, textbooks and serene atmosphere and parents who showed interest in children's education helped to improve children's academic achievement.

It is also concluded that the measures that could be used to improve students' education that the study revealed, if adopted, would go a long way to further improve students education.



5.3 Recommendations

1. It is recommended based on the findings and conclusions that parents should strive to provide their children of school going age with convenient home environment effective studies to improve performance.

3. The Municipal Directorate of Education and Head teachers and other stakeholders in educations should organize training on various income generating activities for parents with low socioeconomic status to assist them in generating extra income to finance their children's education.

4. The Municipal Directorate of Education and Head teachers should liaise with the GES to consider the full utilization of the measures to improve students education as revealed by the study.

5.4 Suggestions for Further Study

The study was conducted to investigate the impact of SEFs on students' education in public basic schools in the Kenyase Circuit of the Kwabre East Municipality. Therefore, further study should be conducted to investigate the impact of SEFs on students' education in public basic schools in the remaining Schools in the Kwabre East Municipality.



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QUESTIONNAIRE

EFFECT OF SOCIOECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF BASIC SCHOOL PUPILS OF THE KENYASE CIRCUIT OF THE KWABRE – EAST GHANA EDUCATION SERVICE

RESEARCH QUESTIONNAIRE

PART I – BIODATA OF PARTICIPANT

AGE:

CLASS/FORM:

GENDER:

PART II – QUESTIONNAIRE

PART A – NATURE OF SOCIOECONOMIC FACTORS THAT AFFECT SCHOOLING IN THE KENYASE CIRCUIT OF KWABRE – EAST MUNICIPALITY

Tick the most appropriate option(s)

1. Do you agree that students who perform better in school have parents who receive higher income from their jobs?
2. Do students who perform poorly in class have parents who receive lower income?
3. Parents with higher income or educational background often provide extra tuition for their children.
4. Most students whose parents are unemployed often perform poorly in school?
5. Most students who perform poorly in school have single parents?
6. Do you agree that students who live with the nuclear family perform better academically than those who live with the extended family?

7. Do you agree that students who stay in their parent's own apartment perform better than those who stay in rented ones?
8. Students who are maltreated or overexploited at home often perform poorly in
9. Students who live in deprived communities often perform poorly at school?
10. Students who perform better in school usually have rich parents.
11. Do you agree that boys perform better than girls in school?
12. Do parents invest more in their boys' education than girls'?

PART B – IMPACT OF SOCIOECONOMIC FACTORS ON SCHOOLING

Please use the 5-point likert scale of Strongly Disagree [] Disagree []

Neutral [] Agree [] Strongly Agree [] to rate your agreement or disagreement on the following impact of socioeconomic factors on students education.

13. Provision of lights, lantern, textbooks and serene atmosphere help in improving children academic performance

14. Congenial home environment determines what children know before enrolling at school

15. Parents' showing of interest in children's education help to improve children's academic achievement

16. Parental support in children's learning activities in the home education help to improve children's academic achievement

PART C – MEASURES TO IMPROVE STUDENTS’ EDUCATION

Please use the 5-point likert scale of Strongly disagree [] Disagree []

Neutral [] Agree [] Strongly Agree [] to rate your agreement or disagreement on the following measures to improve students education.

17. School Feeding Program helps to improve people academic performance

18. Free Education should include exercise books, textbooks and other personal learning resources

19. Integrated Stakeholder approach should be used to alleviate poor performance of students

20. Needy but brilliant students should be provided allowance to motivate them

