

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF PARENTAL EDUCATIONAL BACKGROUND ON
STUDENTS' ENGLISH LANGUAGE LEARNING: A CASE STUDY OF
STUDENTS IN DUNKWA CHURCH OF CHRIST M/A J.H.S**



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**A dissertation in the Department of Applied Linguistics,
Faculty of Foreign Languages Education and Communication,
submitted to the School of Graduate Studies in partial fulfilment of
the requirements for the award of the degree of
Master of Education
(Teaching English as a Second Language)
in the University of Education, Winneba**

JULY, 2022

DECLARATION

STUDENT'S DECLARATION

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

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 thesis as laid down by the University of Education, Winneba

NAME OF SUPERVISOR: DR. KWAKU OFORI

SIGNATURE:

DATE:

DEDICATION

This thesis is dedicated to my sons Jeremy Jaden Williams and Jerry John Williams,
my parents and siblings.



ACKNOWLEDGEMENT

I will praise the Lord at all times; I am indeed grateful to God, my strength and my provider for his grace which abounds on me especially throughout this programme.

Secondly, I am indebted to my supervisor, Dr. Kwaku Ofori, for his valuable guidance and fatherly support given to me despite his busy schedules, without whom this work would not have been accomplished. Thank you for your profound impression on my research and my entire pursuit of this programme. I salute all lecturers for the programme.

I am wholeheartedly grateful to my headmaster and colleagues especially Mr Ignatius Ato Sadzie and Ama Nyarko Buadee for their immense support for me in various forms throughout this programme.

I am equally grateful to my dearest friend and inspirer, Mrs Ama Ataa Kwartemmaa Ababio, God richly bless you.

My sincere thanks go to my students who took part in this study and their parents. God richly bless everyone.

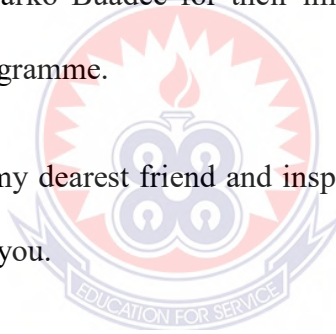


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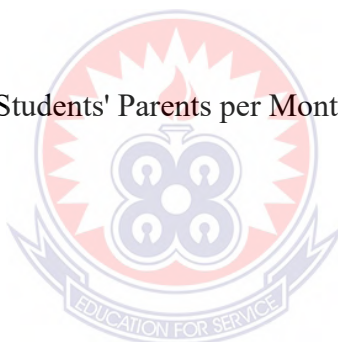
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ABSTRACT

This study looked at the impact of parental educational background on students' English Language learning at Church of Christ M/A J.H.S., Dunkwa-on-Offin. The mass failure in English Language among students in both internal and external examinations in Dunkwa West Circuit, Upper Denkyira East Municipality has become unbearable. This problem has been attributed to the ineffectiveness of teachers, the levity of students and other factors, neglecting the parental factors that significantly affect students' performance in English language and other subjects as well. In my municipality, English teachers specifically have been made to bear the brunt of students' poor performance in English language all the time. This is evident when SPAM (School's Performance and Appraisal Meeting) is held. It is in view of this that the researcher seeks to investigate other factors, specifically parental educational level and involvement and their impact on the performance of students in English language in my school. The main objective of this study is to analyze (determine and access) the impact of parental educational background on students' English Language learning in Dunkwa West Circuit, Upper Denkyira East Municipality, using Dunkwa Church of Christ M/A JHS as a case study. The research design adopted for the study was a case study. Forty students were sampled from J.H.S 1 and 2 classes using purposive and simple random sampling techniques. The instruments used to collect data were questionnaire, interview, observation and textual material (English language end-of-semester examination). Descriptive statistics in a form of means, frequencies and percentages were computed. The results of the study showed that majority of the students' parents have little formal education and most of them are never involved in their children's English Language homework and studies at home. The total time spent on reading daily by majority of students was less than an hour and they preferred reading textbooks to pass their examinations. Most of the students were dissatisfied with the provision of materials at home for their studies. It was concluded that parents' educational background and involvement in their wards' learning of the language have a significant effect on their ward's performance in English language. It is recommended that government should intensify adult education policy to cover illiterate or parents with limited formal education. Parental involvement should be increased to address language problems of children. Parents also should provide appropriate reading materials and help their children in their home assignments so that their children's performance in the language can be improved.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A home is a place where pupils live with their parents and guardians. It is the place where they are groomed and where the pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early simulation and experience in children (Collins, 2007). The home influences the child at the most possible time of his life - at a time when his mind is most receptive. It provides the first impression which may last through the whole of the child's life. The child often sees the parents, siblings and the things in their immediate environment to be most significant and they are capable of promoting or diminishing the child in self-worth and academic performance (Ekanem 2004).

Environment is the immediate surroundings in which students find themselves. It is also referred to as the physical and psychological conditions that affect children (Durojaiye, 2006). The parents or guardians of these pupils are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in pupil's home environment some factors that influence their academic performance in English Language include; parental education background, parental economic status (At least an average financial status), parental marital status and parental home location.

In a study conducted by the Early Language Learning in Europe (ELLiE), a collaborative effort covering seven European countries (Croatia, England, Italy, the Netherlands, Poland, Spain, and Sweden), it was found that parental educational levels were significantly correlated with young learners' comprehension in the target

foreign language, including English. In addition, the amount of exposure to the target language outside of school and the parental use of the target language at work were also found to be influential (Enever, 2011). Zou and Zhang (2011), conducted a study among secondary school students in Shanghai and found that students' English performance (as measured by a locally administered written test) showed differences that varied by their parents' educational levels.

Today's children are fundamental to the society because they are our future; they hold the key to change, and in turn a successful future, in their hands. Therefore it is society's duty to provide for them with a complete education that teaches them how to work together successfully, how to question what is in front of them, and how to be catalysts of change. This education starts with what children learn from their parents and from what they learn in the first few years of their lives. This initial education imparts the rest of their lives, and inherently society's future. In his research, William Teale concludes that "Home background plays a significant role in a young child's orientation to literacy and to education. But home background is a complex of economic, social, cultural, and even personal factors." (Teale & Sulzby, 2006). Most research done on the parental involvement in their children's education indicates that, the most influential of these four interconnected elements described by Teale & Sulzby (2006) are the personal backgrounds and the economic backgrounds of parents. These two components also largely contribute to the home environment that they provide for their children. With this information, it is important to note that parents are one of the most influential yet significantly underrated factors in their children's education, and society should encourage more parental participation in public education.

This study focuses on how the educational background of parents affect the academic performance of students in English Language. The mass failure in English Language among students in both internal and external examinations in Dunkwa West Circuit, Upper Denkyira East Municipality has become unbearable. This problem has been attributed to the ineffectiveness of teachers, the unseriousness of students and other factors, neglecting the parental factors that significantly affect students' performance in English language and other subjects as well. In my municipality, English teachers specifically have been made to bear the brunt of students' poor performance in English language all the time. This is evident when SPAM (School's Performance and Appraisal Meeting) is held. It is in view of this that the researcher seeks to investigate other factors, specifically parental educational level and involvement and their impact on the performance of students in English language in my school. Since research has consistently shown that parental involvement in children's education and parental educational levels do make a positive difference in pupils' achievement and in the English language in particular, this study therefore seeks to determine if parental educational background influences the academic performance of students in English Language.

English remains one of the most important academic subjects in the exam-oriented educational system like Ghana, and performance on English exams can greatly influence one's educational attainment and career choices. As Zou and Zhang (2011, p. 191) have noted, "English is more than just a school subject; it permeates into many aspects of social life." This study considers the influence of parental involvement and awareness of the pupil's involvement in educational activities right from home. This could also be seen in the way parents and other educated people in the home get involved in encouraging these pupils to learn how to read and speak

good English, pronounce words correctly and practice how to make correct sentences in English Language with these pupils. The educational background of the parents will also be seen in their frequent use of English Language as a medium of communication in the home (John, 1994). These will help in laying a good foundation for self-expression, confidence in speaking good English in the public and good understanding of Basic English concepts in the school.

On the aspect of parental economic status as it relates to pupils academic performance in English Language, much emphasis is laid on the ability of the parents to provide necessary facilities or materials that can help in making the learning of English Language easy for the pupils. This involves the provision of mini library for children which include English textbooks, storybooks, and picture books and spelling charts which will help the pupils to learn words identification, correct sentences, correct spellings, master the use of correct tense in line with pictures, (United State Department of Labour, 2006). Azikiwe (2008) maintained that the implementation of reform or innovation cannot do so much if the basic instructional materials are in short supply. This aspect helps the study to compare the academic performance of the pupils from low, average, as well as high income parental background. Pupils from average or high income home environment that have some educative media in their homes such as computer, television set, radio, tape recorder will be at an advantage in their performance in English Language because these media will help them to listen to good speeches in English Language, watch educative programmes on television such as junior debates, quizzes and cartoons. All these exposures will certainly reflect on the pupil's performance in English Language at school.

In assessing the parental marital status on pupil's academic performance in English Language, attention was given to sound human relations, as the home environment that is tensed due to divorce or unhealthy atmosphere of quarreling, fighting due to polygamy cannot favour learning in the home, as the mind of the pupils will not be settled in order to give room for creativity. Ekanem (2004) stated that harmonious home create emotional stability in the child at home and subsequently throughout his school life. Hence the study is also concerned with the careful study of influence of single parenthood due to broken home, death or widowhood and also an intact home on the academic performance of the pupils in English Language.

The study was concerned with the socio-metric factors such as the kinds of social activities around the home environment of the students. Hence, Durojaiye (2006) asserted that physical and psychological conditions of the home environment affect the children academically. For instance, a pupil that lives near the market square will adopt the language of the people around him which is pidgin. This could affect the child in learning good English at school. Likewise, a pupil that lives in a communal compound where pidgin is the order of the day would also be affected negatively in the learning of good English at school. Furthermore, pupils from homes located in an environment where there is noisy traffic, noisy sound of machines from industries and market square will be affected negatively in their performance in English because the noisy environment will disturb them from concentrating while reading their novels, English textbooks or story books and even in listening to educative radio and television programmes.

1.2 Statement of the Problem

Parents play enormous role in children's education both in school and at home. It is unfortunate that little attention is paid to issues surrounding the student's home background particularly parents' education and literacy skill levels and how these might affect their children's education. Literature seems to suggest that, when parents are educated their pattern of influence on their children's education in various ways tend to differ from parents with low or no formal education (Desforges and Abouchaar, 2003; UNESCO, 2008; Drajea, 2015). This implies that the number of years a parent spends in schooling and the qualification obtained as a result in addition to whether or not parents are able to read and write, understand text and use it in everyday life impacts on children's education (Drajea, 2015). In Ghana, parents' education and literacy skill levels have been found to influence children's education (Tansel, 1997; Johnson and Kyle, 2001).

Over the years, the complaint about the mass failure in English Language among students in both internal and external examinations in Dunkwa West Circuit, Upper Denkyira East Municipality has become unbearable. Since research (Iroegbu and Igweike 2020, p.94; Rashid 2018, pp.47-48; Walczak et al 2017, p.66; Musarat 2013, p.29; Al-Mahrooqi et al., 2016, p.157) has shown that parental involvement in children's education and parental educational levels do make a positive difference to pupils' achievement and in the English language in particular, this study therefore sought to determine if parental educational background influences the academic performance of students in English Language. It will also touch on the influence of parents' socio-economic status, involvement and other parental factors on students' proficiency in the English language.

1.3 Purpose of the Study

The purpose of the study is to investigate the impact of parental educational background on students' English language learning in Church of Christ M/A J.H.S. in the Upper Denkyira East Municipality and suggest possible solutions to improve or enhance parental involvement or participation in their children's English language learning.

1.4 Objectives of the Study

The main objective of this study is to analyze the impact of parental educational background on students' English Language learning in Upper Denkyira East Municipality, using Dunkwa Church of Christ M/A JHS as a case study. The study specifically seeks to:

1. Determine the influence of the educational background of parents on pupils' academic performance in English Language in the study area;
2. Assess the influence of parental involvement in their wards studies at home on the academic performance of students in English in the study area;
3. Look at parents' ability to provide learning facilities at home for their wards in the study area.

1.5 Research Questions

The study is guided by the following research questions.

1. How does parental educational background influence pupils' academic performance in English Language?
2. How does parents' involvement in their wards studies at home influence their academic performance in English Language?

3. What needed learning materials (English Language textbooks and storybooks) are provided by parents for their wards at home?

1.6 Significance of the Study

This study throws more light on the causal relationships among school environment and home as well as teachers and pupils' academic performance in English Language. The outcome of the study is therefore expected to assist all stakeholders of Church of Christ M/A J.H.S., to fashion out appropriate strategies that would enhance the academic performance of pupils in the English language in particular. In this regard, the study will be beneficial to teachers and students in Dunkwa West Circuit in the analysis of the causes of poor performance in BECE English language. At the micro level, the school children in the municipality would benefit by performing better academically, progressing successfully through the stages of education. They would therefore have more life opportunities and also improve their family lives and socio-economic conditions. At the macro level, identifying the parental variables that influence the achievement of individual students at school is of great importance, because it would serve as an essential tool for Ghana Education Service and other policy makers in the design of education policies. This would eventually lead to a rise in the number of pupils who pass in the BECE English Language. The study will also add to the existing knowledge and literature related to the impact parental educational background has on the performance of students in English language.

1.7 Limitations of the Study

Limitations are inevitable in every research carried out. One limitation was the cross-sectional nature of the study. That is, the study was conducted based on the data collected at only one point in time rather than collection of data at different periods of time. Thus, future research should be based on data collected at different periods of

time to determine more precisely parental educational background factors affecting students' academic performance in English Language in the study area. In this regard, it is suggested that future research should look at factors that affect academic with a gender perspective in basic schools. Also, this study covers only one basic school, it would be difficult to generalize the findings to the population as a whole. As such, while the findings from this research may be used to guide future research efforts, it cannot be applied to other settings. Despite the above limitations the study has implications for practitioners.

1.8 Delimitations of the Study

This study was delimited to parental educational background and students' performance in English Language using Dunkwa Church of Christ M/A JHS as a case study. Effects of other socio-economic factors such as motivation as well as health status of the parents which also affects the academic achievements of students were not part of the study. This study is delimited to one public in the study area. The rationale behind this was that Junior High School which is part of basic education lays the foundation for quality future manpower of every nation.

1.9 Organization of the Study

The success of any research work depends on how it is orderly organized. This project work will be organized into five chapters. Chapter one presents a general introduction to the research and provides a background to the study and then discuss key research issues such as statement of the problem, purpose of the study, research hypotheses, significance of the study, delimitation, limitation as well as the organization of the study into chapters.

Chapter two is the literature review. Existing literature on the parental educational background and students' English Language academic performance is reviewed. Chapter three describes the methodology employed in gathering data from the field. This includes the research design, sampling techniques and procedures, population, instrumentation. It also describes the data source and method of data collection, and data analysis procedures. Chapter four is the data analysis, interpretation of the analysis and discussion. Finally, the last chapter, summarizes the key findings of the study, conclusions and recommendations. Suggested areas for further research was offered.



CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Chapter two of this study reviews literature relevant to the study. The literature reviewed came from books, journals, magazines and internet materials. The literature reviewed was related to parental educational background on students' performance in English Language.

2.1. Theoretical Framework

Bourdieu (1990, as cited in Huang, 2019, p.46) Cultural Capital Theory illustrates intergenerational transfer of culture including educational opportunities from parents to the child that may result in success or failure of the basic-school-going child. Bourdieu's notion of cultural capital claims that student's home background can exert influence on their failure or success. The theory argues that class position (social status) and class culture become a form of cultural capital. It can be deduced from this theory that family education can be counted as one of the ways that show that people from different class groups have different understandings of the world, since the development of taste (interest) depends to a large extent on family background. –Cultural capital, in this sense, is gained mainly through an individual's initial learning, and is unconsciously influenced by the surroundings” (Bourdieu, 2000). Higher class families provide a different kind of educational opportunities and facilities to the next generation (their children) than lower class families. It can also be deduced that students' interest in the English language is not determined by self-development or by spending time trying to improve their interest, but it is derived from their –cultural trajectory, most particularly in terms of family and education” (Bourdieu, 1989 as cited in Huang, 2019, p.46).

This theory is relevant for the study as the study highlights what an individual child derives from the home and what parents in particular are able to provide for their children to determine their performance or success in the learning of the English language. In this study, parents' influence or impact based on their educational background is counted as a variable for ensuring children's learning in the English language.

2.2 Concept of Education and English Language

Education is considered to have a strong correlation with social and economic development. According to Usoro and Usanga (2007, p. 4), "education plays an important role in the well-being of any nation that wants to sustain its prominence in the global scene. Education not only literates; it is a vital tool for empowerment that allows meaningful contributions to society". Every nation has a policy on education that provides guidance on the type and quality of education that its citizens should acquire in order to function as a productive citizen. The bedrock of any educational system is the basic educational level. It is thus essential that high quality basic education for all, from citizens' childhood must be a paramount concern to the society.

English Language is the gateway to education and it must be reiterated that a child's ability to perform in English Language and read well can make an enormous difference to both his/her school performance, career potential and personal success. It has been recognized as an important discipline and a child's ability to perform in English Language is the centre of the educational process.

Lawal (2008, p.2) has opined that if a learner possesses poor English Language and reading habits, he/she suffers serious handicaps not only in schools but also later in

the world of work. This is even true when one considers the fact that education is now learner-centered with the more effective techniques placing a far greater emphasis on the learner's ability to read.

Holoway (1999) as cited in Kirsch et al (2002, p. 7) has asserted that English language skills are essential to the achievement of junior high school students. On the other hand, a research study conducted by the International Reading Association that has been cited in Clark and Rumbold (2006, p. 32), states that:

–Adolescents entering the adult world in the 21st Century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imagination as they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read can be crucial”.

These show that students, specifically those who live in Ghana where English is our second language, cannot achieve greater heights in education without proficiency in the English language. It is a major determinant of students' success in education.

2.3 Review of Current Related Literature

There are a number of current studies that have been conducted by various researchers to prove that parents' educational level has an impact on their children's English language learning (second language learning and development) as well as academic performance.

One of these studies was undertaken by Iroegbu and Igweike (2020, p. 94), on the effect of Parental Involvement on the Reading Skills and English Proficiency of Pupils in Lower Primary School in Ondo State, Nigeria. It indicated no effect of parents' involvement on the reading skills and the English proficiency of their children in primary school. One finding in the study was that "parental education did not affect young children's reading skills development". This was because they could employ teachers to coach the children. One would have expected that parental education would have had strong influence on the acquisition of reading skills by young school children, but this wasn't so. The researchers state that "it is probable that parents in this study fall into the group that abandons the work of language skills development of their children to the school teachers. It is therefore likely that educated parents in this study had not used their education to influence language skills development of their children/wards".

In Rashid's (2018, pp.47-48) study - parental education for children's L2 performance: an impact analysis - which aimed to probe into the correlation between the level of parental education and academic performance in English at secondary level students in Bangladesh, shows a positive impact of parents' education level on their children's performance in English language. In his study, the levels of parental education have been named as level-0, level-1, level-2, level-3, level-4, level-5, level-6, level-7 and level-8. For the convenience of data analysis, the level of parental education was kept into the main focus and the performance of the students was measured and compared with different levels. In this regard, the performance of the students was named, group-P, for poor performance (whose English GPA was lower than their overall CGPA) and group-H, for higher performance (whose GPA in English was higher than or equal to their overall CGPA). A total of 16 respondents

were found whose parental education level was equal to level-0. In this group, most of the parents were illiterate and male members were mostly farmers while female members were house-wives. The proportion of performance of group-H and group-P was 6:94 that meant in this level only 6% of students got higher GPA and 94% of students obtained lower GPA in English than their overall CGPA. In level-1 and level-3, the performance of group-H and group-P were found to be 50:50; that meant students belonging to such levels showed an average performance where better and poor performances were equivalent. But in level -2, the ratio of group-H and group-P was recognized as 38:62, which implied that in this level, 38% students had acquired higher GPA and 62% achieved lower GPA in English than their total CGPA. However, the better performance rate started increasing in the parental education level-4, where higher and poor performance rate was 53:47. This upward trend of better performance in English grew more in the next level-5, where the ratio of group-H and group-P was 71:29, and such attaining better performance have been marked in the level -6, level -7 and level -8 also, where the ratios were 73:27; 80:20 and 98:2 respectively. This finding exhibited that the parents of group-H were highly educated and of better professions and this was why students of that group had higher GPA.

Iwaniec (2018, p.16), also conducted a research on the effects of parental education level and school location on language learning motivation. The findings of her research proved that motivation scores tended to rise with the level of parental education. More specifically, differences were observed between learners with university-educated parents and the other three groups, whereas no significant differences were found between the other three groups of students (those whose parents had A-levels, vocational education, or primary education). This implies that

the extra years of education that parents received might make a difference in the way they approached their children's foreign language education in school.

Abu Bakar et al (2017, 301) conducted a study on the Influence of parental education on academic performance of 200 respondents from 4 secondary school students in Kuala Terengganu, Malaysia. The result posits that parental education influenced academic performance in about 10%. Therefore, it can be stated that a positive relationship exist between parental education and students' academic performance.

All these studies conducted by researchers in different parts of the world indicates that parental educational background may have a positive on their children's English language learning and academic performance in general. This is what the researcher seeks to find out in her study.

2.4 Influence of Parents' Educational Background on Their Children's Second Language Learning

The level of education of parents in a family has a major impact on children's future learning. Parents with a high level of education can largely help the knowledge learning of children. It was mentioned by Forey et al (2016, p.78), who list reasons why parents might have difficulties with their children's study, and the authors list three most common reasons: a lack of time, lack of skills and not knowing enough English. Except for the first reason, the rest of the two are related to the education level of parents. Some parents have higher education, which gives them the ability to tutor their children; however, some parents have lower education backgrounds and cannot give their children correct knowledge when they tutor their children. Their study interviews some participants who are parents and shows that because the participants felt that their level of education was not enough, they had less knowledge

of foreign language. They could not use their uncertain knowledge to help young children learn a foreign language which includes reading, writing, listening and speaking. They said that this was the biggest difficulty they encountered. This is the disadvantage of parents with lower education background who cannot provide a good education environment for their children.

In Walczak et al (2017, p.66) analysis, the level of education of parents is related to the children's second language learning level and the level of parental education is significantly positively correlated with the children's second language level. The higher the education levels of the father or mother, the greater the chance that the second language learner will achieve the A2/B1 level (which belongs to CEFR Levels) in the language test. For example, students whose fathers have a higher education have an 18% higher chance than a student who does not have a higher education father. Similarly, for mothers with higher education, the chances of achieving English higher levels for their children are about 30% higher (Walczak et al., 2017, p. 67). Furthermore, the parents who receive higher education have the ability to help their children to learn well. According to Jones (2013, p.211), if the parents of a second language learner speak English, the chances of the learner gaining a higher level of English language proficiency are significantly higher. Jones (2013, p, 211) believes that the ability of parents to communicate in English may increase children's chances of getting in touch with the language. For example, parents who can speak English may have the experience of studying or going abroad, which can enhance their children's English by travelling or interacting with English speakers in their travels; even in their own country, they can have communication with foreign visitors. Parents are important role models for children and their ability to speak English may affect the willingness of their children to use English in daily life, which

has been found to be related to improving proficiency and efficiency (Jones, 2013, p 212). Thus, children whose parents have higher educational level have more advantages than the children whose parents do not.

2.5 The Influence of Parents' Educational Background on their Children's

Academic Performance

Parents have an enormous influence on their children's education for several reasons, but most importantly because they are their children's first teachers. The level of educational attainment of parents could influence the academic achievement of their children. According to European Union Monitoring Report (2013), those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Such parents know the importance of getting educational materials for their children is school. They may go through their children's exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved; whereas in the case of illiterate family, the need to supervise the children's exercise books is not there, hence their children's low academic performance in school. Educated parents may also have library at home, stocked with novels, encyclopedia and other educational books and educational audio visual tapes. When children make use of these materials, it will enhance their intellect. Schiller et al (2002, p 735) also argued that parents who have better education are better able to provide their children with the academic and social support important for educational success as compared to parents with less education.

Musarat (2013, p. 29) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs. Also Femi (2012, p.82) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' academic performance.

Bruno (2007, p. 21) writes, "The influence of teachers is actually reciprocal and to some extent dependent on what your child brings to the classroom". Sclafani (2004, p.124) adds that "these same teachers also form impressions based on other information such as your child's previous year's grades and test scores, and his or her family background and the family's level of involvement".

Fuchs and Woessmann (2004, p.59) found parental education and occupation to have more substantial effects on reading than on mathematics test scores. They stated that parental occupation and having at least one parent with a full-time job have significant effect on pupils' academic performance. In other words poverty, low level of parental education, parental and neighborhood negative attitudes towards schooling in general, children from disadvantaged background significantly affect academic achievement negatively.

Children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (McNeal,

1999 as cited in Coleman, 2006, p.41). Higher family income is associated with higher students' achievement (Hanushek, 1992 cited by Juhn et al, 2015, p. 73).

What qualities do parents need to possess in order to successfully motivate their children in school? Research shows that parents with a good education background have a much easier time preparing their children for school as compared to parents lacking this background. Children's academic performance is closely linked to their parents' educational levels (UNESCO 2001, cited in Desforges and Abouchaar, 2003, p. 45). This suggests that children require families that can provide them with adequate education to enable them perform creditably in their school work.

The education that children receive is very much dependent on the education that their parents received when they were children. Research proves that, the literacy of their parents strongly affects the education of their children. Low literacy levels limit the active parental involvement in their children's education (Adam, 2005 as cited in Donkor, 2010, p.93). This implies that parents with low literacy level might have the will to assist children with their learning but are constrained by their own limited formal education (Adam, 2005; Donkor, 2010, p.93).

Teale found in his studies that "Children experience literacy primarily as a social process during their pre-school years" Teale & Sulzby (2006, p. 31). Parents strongly affect this social learning process because they are the biggest influence at this early stage in their children's lives. One of the reasons why it strongly affects their children's education is because "parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not complete high school....many less educated parents simply have more unmanaged stress in their lives, and this stress interferes with ability and opportunity

to interact with their child” (Sclafani, 2004, p.88). Typically, parents who have finished high school and gone on to receive additional schooling understand the pressures and stresses of school and are more equipped to handle them with their children when they go through school. Parents who have obtained further educational opportunities also have less stress in their lives because they most likely earn more money while spending less time making that money than those who, unfortunately, have not been able to finish high school for one reason or another.

It is unfortunate that less educated parents are less likely to be involved in their children’s education process because research demonstrates that schools and school districts do better when parents are engaged in the decision making that affects their children and their schools. Only through this richer level of engagement will parents and the public at large better understand their vital connection to quality public education” (Glickman, 2004, p. 266).

Parents with less education do not participate as often in their children’s education to some extent because they do not realize the importance of their interaction with and they are probably intimidated, just as they were in high school. Even though parents of low-income families participate in their children’s education, according to Neuman and Dickinson (2002, p.60), ~~most~~ most parents, even low-income and culturally and linguistically diverse parents, possess the attitudes and at least the sufficient early literacy skills and knowledge to help their children get on the road to literacy”.

Acheampong (1992, cited in Avotri et al., 1999, p 113), found that the educational status of parents was a major factor determining a child’s academic achievements. This finding corroborates that of Johnson and Kyle’s (2002, p.121) that parental education, particularly the mother’s education has a big influence on children’s school

achievement. Fertig and Schmidt (2002, p.58) also found that mother's education has a greater effect on child's learning overall, but that father's education becomes more important when they have attained tertiary levels.

(Sarigiani, 1990 as cited in Makewa and Role, 2012, p.62) noted that parental educational level or attainment has been found to be significantly related to the educational attainment of their children in both rural and national samples. This study also had two levels of judging educational level. The two levels are college or below to college graduates and above. As with the case previously, the children of more educated group tended to have higher aspirations and higher education plans. Both of these students help illustrate that those children from parents with higher education levels tends to do better than the less advantaged group. Children in turn are then disadvantaged when their parents have a lower education as well. It may form a cycle of uneducated family members.

Dornbusch et al (1987, as cited in Hong, 2012, p. 84) purport that parental education level affects parenting style which, in turn, affects children's academic success. Dornbusch et al. added that families with higher educational levels are likely to be more permissive and less strict in parenting. According to Mullis and Jenkins (1990) as cited in Gooding (2001, p.15) parental education shows a strong correlation to students' academic achievement. Other researchers have debated the correlation of parents' educational attainment and students' academic achievement. DeBaryshe et al (2000, p 79) argued that parental education is directly related to styles of parenting and not student's academic performance. In their study, parents with lower educational attainment used coercive strategies for discipline which, in turn,

predisposed their children to antisocial and abnormal behaviors. Such children performed poorly in the lower grades.

Melby et al (2008, p 1530) found that a mother's and father's educational attainment link positively to parenting and adolescents' academic performance.(Stevenson and Baker, 1987 as cited in Topor et al, 2010, p.186) reported that well-educated mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their child's school performance. The same study showed that well-educated mothers' expectation levels are higher and they have more demands of academic achievement for their children. Smith (2012, p.19) examined the difference between paternal and maternal influence on students' academic performance and educational goals, and concluded that 6th, 8th, 10th grade students were greatly impacted by parental educational attainment. A parent's educational level influenced the realistic expectation and the ideal educational aspiration of the student. The results of this study found that paternal education had an effect only on students' educational expectation.

(Hushak, 1973 as cited in Jalili, 2017, p.27) studied several factors that have a major impact on learning inputs and student achievement. Among the inputs studied, it was discovered that lower-achieving students depend more on teachers than higher-achieving students because they have less-educated parents and limited access to other learning inputs. This is indicative of why low- achieving students study more and obtain more help from their less-educated parents. To these students, the teacher is the primary skilled teaching input rather than the parent. The parent's educational attainment level was used as a basis to determine the educational atmosphere of home environments. In this regard the parent is the educator in the home, and since students

spend the majority of their time at home, their parents are the primary learning inputs for these students. The findings state that parents who have at least a bachelor's degree are private teachers to their children, and are better qualified in one or more subjects of knowledge than any of the teachers in the school (Hushak, 1973 as cited in Jalili, 2017, p.27). In such an environment, a student is less dependent on the ability of the teacher than a student with less educated parents.

Additional Research That Shows That Uniquely the Mother's Education Has Significant Impact on Her Children's Learning Process:

Ann (2003, p.32) said, "The mother's education is one of the most important factors influencing children's reading levels and other school achievement. Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school" Ann (2003, p.32). This is because stereotypically, the mother is more involved in her children's education, and therefore, has more influence on it. Another good point that Ann (2003) made was that "Children of mothers with high levels of education stay in school longer than children of mothers with low levels of education". (Ann, 2003, p. 36)

Ann (2003) asserts that the education of the mother affects many areas of the child's educational endeavors. Firstly, educated mothers are more likely to adopt parental investment strategies designed to maximize the life chances of the student, such as their probability of survival, health, and economic success. Secondly, a well educated mother might be more concerned and knowledgeable about obtaining educational credentials for her children by supervising their school attendance, transferring them to better schools, and providing supplementary tutoring when necessary. Thirdly,

more educated women might be more likely to choose husbands who share some of the tendencies mentioned above. Their spouses may also be wealthier and, therefore, would be better able to provide the resources needed to attain their children's education goals. Finally, the more educated mother can provide her child with more useful forms of instruction, self-perception, interaction, and exposure, thus transmitting skills and shaping his or her psychological development in distinctive ways.

Laosa (2000, p.44) found that mothers who are well-educated affect the cognitive abilities of children more regardless of their occupation. When socio-economics is compared to maternal education, it becomes a salient family determinant of students' scholastic and academic achievement. A mother's praise or verbal approval of a child's activity is linked directly to her schooling. Hannan and Luster (2003, p.8) cited that maternal education has both a direct and indirect effect on students' educational attainment. (Stevenson and Baker, 1987 as cited in Ann, 2003, p.36) found that educated mothers tend to manage their children's school career from elementary school through the high school years. This becomes very important at the high school level, when the mother aids in the selection of college preparatory courses. The researchers also found that maternal education, more than employment, were related to the academic achievement of children.

This conclusion is reinforced by all the other research that convincingly shows that parents who have completed levels of higher education will be more involved in their children's education.

2.6 Influence of Parental Involvement on their Children's Education

Parental involvement is one of the most significant predictors of students' achievement. Given the prominence of parental involvement in education, Hoover-Dempsey and Sandler (2005, p.75) proposes a framework in which they take parental involvement as a process and explain variables influencing this process. That is to say, their framework explains not only why and how the parents become involved in their children's education but also the possible outcomes of their involvement. They argue that in order to understand the process of parental involvement and enhance its level, it is important to explain the following aspects of parental involvement: (1) why parents become involved in their children's education, (2) how parents choose specific types of involvement, and (3) why parental involvement has positive influence on students' education outcomes.

Epstein et al. (2002, p.134), on the other hand, focus on the strategies that parents can use in order to get involved in their children's learning process. They argue that school, family and community interactions influence students' learning process directly and proposed the theory of overlapping spheres of influence which supports the idea that school, family and community are the institutions making children socialized and educated. Therefore, they suggest that these institutions need to work cooperatively for achieving common goals for the children who should be at the center of the system. Based on this theory, they assert a framework consisting of six involvement types that may be chosen by the schools according to the needs or expectations. The components of home-school partnership in this framework include parenting, communication, volunteering, learning at home, decision making and collaborating with family. The schools and parents may choose one or some of these strategies according to their needs and expectations.

(Zellman & Waterman, 1988 as cited in Bakker et al, 2007, p.183) divides parents' involvement into two general categories: school-site involvement and home involvement. They focused on five measures of parent-school involvement: attendance at school events, participation on a school councilor advisory committee, regular volunteer activities, employment at school, and PTA meetings. Gestwicki (2004, p. 62) added parents as learners to this list, and also indicated that home involvement includes helping the child with homework, communicating with the child about school, and spending "quality" time with the child.

There is a growing body of literature that recognizes parental involvement's critical role in students' educational development (Al-Mahrooqi et al., 2016, p.157). Teachers and parents have different viewpoints about parental involvement. For the teachers, parental involvement refers to the home activities with which parents help their children's academic achievement such as homework while from the parents' perspective, it means attending the educational decisions as an involvement strategy (Göktürk & Dinçkal, 2018, p.216). On the other hand, Epstein et al. (2002, p. 146) suggest that teachers and parents need to work together in order to go into an efficient partnership and provide an effective learning environment for the children. Factors thought to be influencing parental involvement have been explored in several studies. (Calzada et al., 2015; Pena, 2000; Tekin, 2011). It was found out that socio-economic status, parents' educational background, teachers' and school administrators' attitudes, cultural influences were the main predictors of parental involvement. Previous studies reported that the parents with low socio-economic status were less engaged in their children's education (Calzada et al., 2015; Tekin, 2011). Recent research also revealed that parents engaged in the children's education if they were invited by the teachers (LaRocque et al., 2011, p. 25). In

addition, Şad and Gürbüztürk (2013, p.74) studied the ways that parents participated in their children's education. They explored that parents chose to communicate with the children, to create effective home environment, to support their personal development and to help homework rather than volunteering at school. More specifically, Cunha et al. (2015, p.86) researched parents' beliefs about homework involvement and their results showed that parents had positive attitudes towards homework and they focused on improving students' sense of autonomy and responsibility along with motivating them emotionally through homework involvement.

Teachers' beliefs and attitudes towards parental involvement have an influence on developing and sustaining parents' involvement in education. The teachers' awareness of different activities determines the possibility of partnership that they could carry out with the parents; moreover, the teachers and parents may come together and use similar strategies in order to achieve mutual goals (Moosa, Karabenick & Adams, 2001; Souto-Manning & Kevin, 2006, p. 219). In other words, the teachers who are aware of the importance of parental involvement and its' meaning use several strategies for improving parents' involvement in education such as calling and e-mailing home, sending newsletters home, setting up websites for their students etc. (Pakter & Chen, 2013, p.33). Christianakis (2011, p. 63) investigated parental involvement from the teachers' point of view through narratives. She revealed that the teachers saw the parents as supportive figures for their course objectives rather than partners working collaboratively. In Turkish context, Hakyemez (2015, p.55) examined early childhood educators' beliefs about parental involvement. She found out that the teachers gave importance to parental involvement,

especially to home support, yet she reported that parental involvement was ineffective because of the parents' unwillingness to participate.

Parental involvement influences children's school achievement tremendously. Grolnic (2015, p.246) indicated that pupils with parents who are involved in their education tend to have better academic performance than pupils whose parents are not involved in their school. Corroborating this finding, Reynolds and Gill (2000, p.685) revealed that a significant relationship existed between parental involvement and academic achievement. Conway and Houtenwile (2008, p. 432) also found that parental involvement has a strong positive effect on student achievement.

Further research shows parental involvement in children's learning not only leads to higher academic achievement, but greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhinsh et al., 2001, reported in Ademola & Olajumoke, 2009, p. 461). Additionally, Tremblay, Ross and Berthelot (2001, p. 8) found a significant association between student with parents' involved at school and their academic performance.

For Cotton and Wikelund (2001, p.69), parents involvement means parents being more involved in helping their children to improve their school work by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour (such as reading for pleasure, monitoring homework and actively tutoring them). The author further declared that the most effective forms of parents' involvement are those which engage parents in working directly with their children on learning activities at home. He observed that children who practice reading at home with parents make significant gains in reading achievement, as compared to those

who only practice at school. These are also the views of Evans (2000); Mendelsohn (2001) and Sharif (2001) all cited in Center for Community-child Health (CCH, 2004) that regular shared reading positively correlated with vocabulary development. Also, Branham and Lynch-Brown (2002) in (CCH, 2004, p. 75) reported similar findings in a study of 1171st graders and 1293rd graders where three styles of reading were compared (just reading, performance reading and interactional reading). The result showed that interactional reading style with parents, which invited questions at any point during the reading, facilitated greater vocabulary gains than the performance reading. These findings above corroborate earlier findings of Vinograd-Bausell (1987) as cited in Ebuta and Ekpo-Eloma (2013, p.33) whose results revealed that parents who taught their first graders word recognition skills at home, using materials provided by the school significantly outperformed the controlled group. The author further opined that when parents are involved with learning activities at home with children, children have higher grades, test scores and graduation rates. Continuing, the author added that, the children have better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol and fewer instances of violent behaviour.

To Obasi (1996) as cited Ebuta and Ekpo-Eloma (2013, p.33), mere seeing that the children are prepared for school in the morning is important for the children's academic achievement. This is indications that if parents can be interested to look to see and encourage what their children do both at school and at home, children will catapult in their academic achievement. Parents' involvement in children education also, according to Leler (1983) as cited Ebuta and Ekpo-Eloma (2013, p.33), indicates that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole

family's life. This view is reaffirmed by Teaching Today (2005) which declared that today's involved parents' desire more information about their children's curriculum and occasionally seek real decision-making power.

Also, parents' interest in schooling has been found to contribute significantly to the academic achievement of pupils. For instance, Adeyemo (2005, p.61) found that parental interest in schooling together with socio-psychological factors were good predictors of students' learning outcomes in English Language, Ghanney(2007, p. 110) examined the effect home environment has on the child's achievement in primary schools in Winneba Township. He found that positive parental attitude towards education; great parental support and interest combine to enhance children's progress in education rather than the level of parent's educational attainment.

Johnston (2014, p. 425) stated students whose families were involved in school tended to express higher aspirations for their educations and careers. These students were more likely to set career goals in scientific, technical, and professional areas. As high school students they were more likely to enroll in advanced courses. They had a stronger commitment to life-long education than students whose parents were not involved. Crime, alcohol use, drug use, and other anti-social behaviors decreased among adolescents as the amount of parental involvement in schooling increased. There was a general avoidance of high-risk behaviors. Students with involved parents were nearly three times more likely than students whose parents were uninvolved to be engaged in school-sponsored activities such as the arts, academics, service clubs, and athletics. Students who felt connected to the school, typically, exhibited higher achievement, better social skills, and higher levels of self-esteem.

Johnston (2014, p.192) stated students whose families were involved in school tended to express higher aspirations for their educations and careers. These students were more likely to set career goals in scientific, technical, and professional areas. As high school students they were more likely to enroll in advanced courses. They had a stronger commitment to life-long education than students whose parents were not involved. Crime, alcohol use, drug use, and other anti-social behaviors decreased among adolescents as the amount of parent involvement in schooling increased. There was a general avoidance of high-risk behaviors. Students with involved parents were nearly three times more likely than students whose parents were uninvolved to be engaged in school-sponsored activities such as the arts, academics, service clubs, and athletics. Students who felt connected to the school, typically, exhibited higher achievement, better social skills, and higher levels of self-esteem. Johnston (2014, p.193) continued his discussion of the outcomes of parental involvement with the following information: –Students whose parents were uninvolved were twice as likely as those with involved parents to be in the bottom half of their class or repeat a grade”. He further states that there is some indication that the degree of parents involvement is more significant in the school success of students than virtually any other variable, including race, social class, or native language. (p. 193).

Driessen et al. (2005, p.153) state that —parental involvement has indeed been found to influence the cognitive and social development of children”. Many parents are not aware of the real impact, contribution and improvement that a relatively small effort can bring about in their children’s lives. Robertson and Blamires (2013, p.89) indicate that —parents as a resource can provide valuable if not unique information for the professionals to make decisions in the best interest of the learners”. Parents lay the

foundation for the teacher to build on and unless the foundation is sound and solid, teachers have nothing to build on.

Driessen et al. (2005, p. 153) indicates that parental involvement is regarded as an important strategy for the advancement of the quality of education. Lombard (2007, p.6), claims that parental involvement contributes towards better education. It is therefore imperative that the parents use the opportunity to be involved in their children's education and understand that the educational processes do not only motivate children but also give them confidence and courage to continue achieving in education. Parents are indispensable stakeholders which schools cannot do without. It remains the responsibility of the school to ensure that parents feel free to actively take part and contribute to their children's future.

According to Coatsworth et al (2002, p.236), "a child's development is dependent upon the strength of the parent-child relationship, as well as the stability of the relationship among the adults who care for the child; most parents want to and are able to help their children grow into healthy, capable adults". Although many parents do not know how to help children with their education, with encouragement, assistance, guidance and support they may become more interested and more involved at home with their child's learning activities and find themselves active and involved in their children's education. Du Toit et al. (2000, p.508) indicate that parents' attitudes play a significant role in motivating and encouraging their children towards better performance. Nkhi (2003) as cited by Lombard (2007, p.51) says, "open communication channels between home and school contribute towards increased parental involvement." It is therefore important for the child that communication between the teachers and the parents is proper. Hango (2007, p.59) posits that parental

involvement in children's lives can have a long lasting impact on the well-being of the children. Parents' involvement conveys the message that they are interested in their children's development and this in turn signals to the children that their future is valued. Machen et al. (2005, p14) alleged that when parents are involved in the education of their children they send a valuable message that they care about their children's success. Turney and Kao (2009, p. 258) confirm that "parents who are involved send a message to their children that education is important, and these children are more likely to value education themselves". Narian (2005, p. 1) indicates that the role of a parent is extremely vital in the development of values, beliefs, interests and the identity of the child, and that the child needs on-going support and guidance of the parents. Parental involvement is important because it provides security and emotional stability for the child. It is therefore evident that when parents are involved, learners take into consideration the fact that they are not only accountable to their teachers, but also to their parents in terms of behaviour and performance.

According to Pienaar (2003, p.37), "involvement with the child both at home and at school has a positive effect on their behaviour and discipline in the classroom". Children become motivated and refrain from wrong behavioural practices and focus on being the best they can be. Therefore parents should be visible in the education of their children. Shilubana and Kok (2005, p.321), affirm that if the parents are not available in the child's school life, it puts a strain, not only affecting the child's school performance but also on the child's emotional state. Blamires et al. (2013, p.166) assert that parents are "emotionally involved with their children in a way that professionals, however caring are not". According to Lemmer et al (2006, p.132), "cooperation between the parents and the teachers improves and promotes home-

school relations, reduces misunderstandings and conflicts, and ensures that continuity between home and school is maintained”. It is therefore important to assist and maximize the involvement of the parents by orientating them towards achieving the best for their children. It is also important to note that although active involvement is more beneficial than passive involvement, one could also say passive involvement is still better than no involvement at all. Mmotlane et al. (2009, p .115) state that –active involvement denotes that parents work closely with the teachers as partners in their children’s education, whereas in passive involvement parents only have contact with the school when they come to pay school fees, or are called on by the teacher regarding the progress report of the child”. Lemmer et al. (2006, p.132) highlight the fact that when teachers and parents improve the quality of their relationship and make it part of school practice, parents increase their interaction with their children at home and feel more positive about their abilities to help their children.

In my opinion, parents must be involved in education of their children irrespective of their socio-economic status, income level, educational level, or whether the parents are employed or not.

2.6.1 Influence of parental involvement on their children’s reading skills

Reading has been found to be the most sensitive to parental influences of all the subjects. These researchers Hanemann and Krolak (2017, p.232) asserted that success in reading is a gateway to success in other academic areas as well. Similarly Xiaofeng et al (2018, p.28) opined that interactions, such as being read to and exposure to books, newspapers and environmental print, impact children’s progress in learning to read and that children who come from rich literacy home environments show higher levels of reading knowledge and skills at the start of kindergarten and throughout

primary school. Since these are findings from the education of young children in developed nations of the world, there is a possibility that similar results may be obtained if young children from the developing nations are similarly provided for.

Several researches reveal that parents who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure (Akinbote et al, 2008, p.36). The researchers further opined that parent-child activities, such as reading stories to children at an early age, a popular form of parental involvement, has significant positive influence not only on reading achievement, language comprehension and expressive language skills, but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom. It is also believed that, parents who introduce their children to books give them a head start in school and an advantage over their peers throughout primary school because with books, children encounter a broader range of words and can construct imaginary worlds using the text and pictures as a springboard. In addition, early reading skills acquisition is strongly related to young children's phonological sensitivity.

Children's increased knowledge of phonological sensitivity is believed to be related to parental involvement in literacy activities in the home, such as the frequency of parents reading for pleasure. Young children learn these skills (letters of the alphabet, phonemic awareness) by observing and participating in different print literacy activities that are important part of their own communities. The frequency of children's experiences with genres of literacy in their environment, such as shared book reading or parents reading newspapers in the child's presence, as well as oral language use, (such as mealtime conversations and storytelling) are related to children's language and literacy development in the early grades (McMahon, 2010,

p.284). These findings exemplify activities and common experiences that provide home learning opportunities for young children and that parental involvement increased children reading achievement. These things done should constitute models for parents to adopt with their children/wards.

Vygotsky (1978) observed that learning is enhanced when interacting with a more knowledgeable other, parents scaffold or assist children's performance by modeling the types of responses expected to particular questions with the goal that children will eventually respond by imitation. This pattern is often noticeable in storybook sharing. Parents also support children's understanding of text by rephrasing and explaining the meaning of the text and sequence of events. Older siblings of young children sometimes assume responsibility for reading to children, which exposes children to a function of print, new vocabulary, as well as question-answer patterns which children will often experience in early schooling. However social resources, including the quality of the parent-child relationship, are important for children's literacy development. Xiaofeng et al (2018, p.28) pointed out that there is a link between parental absence and poor reading comprehension. These authors asserted that the quality of interactions in storybook reading between parents and child is dependent on the security of the parent-child relationship. That is, high quality book reading (such as initiating interactions around the meaning of pictures or text) depended on the interactional context where less secure relationships between parent and child resulted in fewer meaningful interactions. Furthermore, parents who absent themselves do not read frequently to their children and are less likely to initiate conversations to make texts enjoyable or to find ways of making them comprehensible for young readers. What has become obvious is that what is needed is positive parental involvement and less absenteeism. This will produce learning gains and not the reverse.

2.6.2. Influence of parental involvement on their children's second language learning and development

When it comes to the influence of parental involvement on second language (L2) development, previous researches suggest that parental involvement has a considerable effect on children's L2 learning and development (Panferov, 2010; Xuesong, 2006, p.182). Parental Involvement affects children's L2 achievement motivationally, affectively, socially and cognitively (Fear et al, 2012, p. 323).

On the other hand, Hornby and Lafaele (2011, p.126) state that parents' perceptions may affect the efficiency of parental involvement adversely. To illustrate, they may be afraid of being involved their children's education because of their lack of knowledge in the field. Nevertheless, Castillo and Gamez (2013, p. 251) use the analogy –a parent can teach a kid to ride a bike even if he/she does not know how to ride.” to refute the parents' claim about their lack of involvement resulting from their lack of knowledge. In other words, they argue that the parents can contribute to their children's L2 development even if they cannot speak the target language.

Regarding family influence which is a related terminology of parental influence, Meir (2004, p 13) states that “family can provide us with valuable knowledge to tailor and adapt the literacy curriculum to incorporate particular culture and linguistic traditions and expectations for their children's literacy development. Han (2007, p.74) in the same line opines that parents are no longer mere observers regarding their children's literacy. They actively take part in various activities to promote their children's literacy long before formal instruction starts. Han (2007, p.75) discovers that family influence on children's literacy has different effects depending on parental

perspectives on English, their own experiences with literacy, the level of parental education and career, and the social environments where English is used by the children.

In this connection, the opinion of Byrner and Gelman (2001, p. 471) is worth mentioning. They opine that parental input serves as data that encourage development and provides scaffolding for the child's construction of appropriate linguistic forms. Easterbrooks and Baker (2002, p.58) propose that communication is learnt and shared within the cultural context of the family, and that it will not develop normally without their pragmatic and social context in place. In their paper they have also stated that successful children come from committed parents. That means family is an integral part of language development and as the parents are the center of a family, they can contribute much in this regard. Language learning strategy is a significant factor in overall L2 development. Mediating agents or significant others, including teachers, classmates, celebrities, family members, friends, electronic media, social media or print materials, from whom language learners try to find support for their language learning process, often have an impact on learners' strategy use Gao (2006, p.116). This point may be illustrated with the comment that these mediating agents directly or indirectly help out learners to implement certain strategies Oxford (2003, p.325). He identified two important roles of parents in their children's L2 learning process which are known as both active and passive roles. And he asserts that both active and passive roles affect the improvement of attitudes and motivation in the child that can manipulate L2 acquisition. He explains that when parents encourage and support their children in learning L2 and monitor their learning then it is called active role. On the other hand, passive role entails parent's aptitude and attitudes towards the L2 community. Here, the point of parental level of education is a major factor, as it is

known that highly educated parents have the possibility of playing both active and passive role more successfully than less educated parents.

The issue of active support and help of educated parents in learning L2 have been corroborated in the study of Asgari and Mustapha (2011, p.18) also. In their study, most of the participants stated that their parents were their first teachers who had helped them in having primary knowledge about L2, providing good facilities either at home or in school to improve their vocabulary, reading and speaking. In some cases individual skill developing involvement has also been found.

Research on parental involvement in relation to English language education reflected that parents believed their involvement had a significant influence on children's achievement (Al-Mahrooqi et al., 2016; Mahmoud, 2018, p. 72). On the other hand, previous research also revealed that parents' actual involvement was not sufficient although they were aware of its significance (Al-Mahrooqi et al., 2016). From a more general perspective, Niehaus and Adelson (2014, p.152) explored the relationship among school support, parental involvement and social, emotional and academic outcomes for children's English language development. They reported that parental involvement was directly linked to school support and higher level of parental involvement decrease anxiety, which increased students' achievement. Children's brains are like sponges in the first couple years of their lives and they absorb in everything surrounding them. Therefore, what they learn from their parents in the first couple years of their lives will impact children for their lives. It is important that children learn how to be excited about learning from an early age. Parents are the ones who need to instill this excitement in their children. But how can parents create this enthusiasm in their

2.7 The Influence of Parents Socio-Economic Status on their Children's

Education

Not only are children's educations influenced by the personal, educational background of their parents but these personal experiences are highly connected to their socio-economic status.

Engin-Demir (2009, p.19) argued that sizable research has consistently shown that students' academic achievement has been influenced by background of family characteristics such as socio-economic status of parents.

Along with their ability to educate their offspring, the economic status of people plays a huge role in their own education. Parents with lower incomes often have to work longer hours to earn their small salaries. This leaves less time for them to spend reading to their children and getting more involved in their kids' learning process. There is also, typically, more conflict in homes of lower incomes because there are more tensions caused by stress within the family. Sclafani (2004, p.87) argued, –Parents who expressed more conflict at home over child rearing and family rules failed to provide a consistent message to their children, resulting in poorer school performance. Parents' behaviour that was indifferent or neglectful also was correlated with negative school outcomes” (Sclafani, 2004, p.87). It is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure. There are also conflicts that arise between parents and teachers. These problems occur more frequently between parents of lower socio-economic status and their children's teachers. Which one –wins out” when it comes to students' education? Which one has the best interests for children?

Neuman and Dickinson (2002, p.163) have looked at past researches and found that there is an ~~inevitable~~ ‘distrust and enmity’ that exist between teachers and parents. Although both want what is best for the child, each has a different conception of what constitutes ‘best’, concluding that parents and teachers are natural enemies, predestined each for the discomfiture of the other”. This enmity seems to be especially true between low-income parents and teachers. For some reasons, research shows that there is more conflict between parents of low-income and their children’s teachers compared to parents of higher incomes. Neuman & Dickinson (2002, p. 163) revealed.

Desforges and Abouchar (2003, p.43) wrote that ‘the emphasis on family involvement in education is shrouded in sentimental enthusiasm. Many working-class and lower-class parents do not accept, nor comply, with crucial aspects of the model of family-school involvement. It seems ironic that the public schools that need the most help from anywhere they can get help, specifically support from the community and parents and receive the least amount of help.

Even though most research shows that low-income families are less involved in their children’s education, there is still some research that proves that social status has a small impact on the successfulness of their children’s education. Disregarding social class, nearly all children in the country will almost always have some interactions with literacy in their early years of education with their parents before officially starting school. Teale and Sulzby (2006, p.30) observed that ‘low-income children provide additional evidence for the contention that virtually all children in a literate society like ours have numerous experiences with written language before they ever get to school’ (Teale & Sulzby, 2006, p. 30).

According to Asikhia (2010, p.47) pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success.

Akanle(2007, p.320) studied socio-economic factors influencing students' academic performance in Nigeria. The study revealed that insufficient parental income influences students' academic performance. Jing-Lin et al (2009, p.84) found that perceived important of learning success to family, English writing ability and social communication with their compatriots are significant predictor of international students' academic achievement.

2.8 Other Home-Related Factors

Whether a child performs well in school or not can be influenced by a range of household factors. Socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in child schooling are all factors which affects children's performance in school.

In a study by Christenson and Gorney (1992) as cited by Jafarov (2015, p.173), family and environment factors were found to affect achievement. The factors are parents' expectation and attribution, structure and learning, home environment, discipline, and parental involvement. Research has shown that the nature of parental discipline affects academic output of children Aremu (2000, p.35). Oluwole (2001, p.5) found that the degree of self-efficacy and anxiety manifested by learners determine their

academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. The democratic style of parenting has been found to be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success. Aremu (2000, p.41) observes from a study that undergraduates that receive democratic type of parenting perform better than their counterparts from autocratic homes.

Velez & Jones (1997) as cited by Rahman (2001, p.10) proves that there is a strong correlation between parents who enforce rules at home and their children's grades at school. In their study, they interviewed Latino parents and found they have a high level of interaction and engagement with their children. Every family reported activities they did together, such as, going to church, playing soccer, and going out for dinner. Parents talked with their children about events and issues in their lives, discussed education, and expectations. All reported some type of supervision and monitoring of homework. Many described rules and consequences for getting homework done, including where the students worked, the time allotted, and rewards for completion. All parents in the sample expressed high aspirations related to their children's education. Parents in this study who reported having academically successful students showed an intrusive style of parenting. They closely monitored not only homework, but also other aspects of their children's lives. This monitoring behavior included knowing what children did during their leisure time and who their friends were, as well as enforcing strict curfews. Communication between parent and child was frequent, with parents reporting a high degree of trust and camaraderie between themselves and their children. Though this study is heavily flavored with

ethnicity, the findings are likely to ring true for all parents who show the same parenting style.

In addition, structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, desertion and illegitimacy in which case, the family was never complete (Coulter, 1996, as cited in Sukpen et al, 2019, p.257). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules. These conditions are not conducive for effective parenting.

This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs. That is not a conducive environment for academic excellence (Nzewunwah 1995, cited in Uwaifo, 2008, p.123).

Zellman and Waterman (1998) as cited in Bakker et al, (2007, p.184) found parents' enthusiasm contributed significantly to the home-site and school-site involvement of parents. Even more effective than enthusiasm was positive parenting style as a predictor of child outcome. They went on to say that parenting style had a greater effect on student achievement than parent school involvement. This is an important point to remember as we develop parent involvement programs and projects. Teaching parenting skills will have a greater and longer lasting effect on our children's lives.

2.9. How to Overcome Personal and Economic Challenges

Most research that has been done on parental involvement in schools shows that low-income families are less involved in their children's education, and because of this lack of participation, their children are less likely to be stressful in schools. Considering the statement, society should focus on how to alleviate some of the stress in the lives of these families, and how to help students of all backgrounds thrive in school. One idea that has already been proposed is the concept of establishing workshops to develop the relationships between parents and their children. These workshops could help parents of lower-incomes and of less privileged educational backgrounds to learn how to help their children succeed in school. Ann(2003, p. 25) wrote, "During the last decade, educators and policy makers have become increasingly interested in the notion that educationally disadvantaged parents and children are learning unit and that family and intergenerational literacy programmes are a promising approach to supporting parents in their role as first teachers." Ann(2003,p.35) reiterated that programmes, such as these, not only help parents how to teach their children, but they also put an emphasis on the importance of parental involvement in the public school system. Parents would be learning how to be good teachers, and additionally they would discover the hardships of being a teacher and perhaps become more willing to work with their children's teachers, instead of against them.

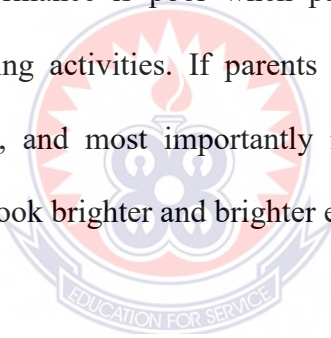
There have also been programmes suggested specifically for mothers and ways they can improve their children's education. In his research, Ann (2003, p. 30) found that — the Intergenerational Literacy Action Research Project (ILAR), conducted by Wider Opportunities for Women, involved mothers participating in community-based programmes that provide women with basic-skills instruction and job training. The

study revealed that 65 percent of the children benefited from their mother's participation in the adult education and training programmes" (Ann, 2003, p.31). Although this type of programme may seem time-consuming, the benefits received after the process greatly outweigh the initial costs. The burden of attending on how to be a good first teacher to your children dissipates as soon as a child is excited about learning. Another solution to the challenges of parents, which may seem oversimplified, is returning to reading to children every night instead of watching television or playing video games. Sclafani said, "A parent should begin reading to a child as soon as possible..... Books provide interesting visual stimuli to infants, which forms the basis for future interest in books and reading. Keeping in age-appropriate books is one of the best investments any parent or grandparent can make." Sclafani (2004, p. 89). Today, there is more and more emphasis on the use of television, video games and computer games in the education of children and less emphasis on the simple act of reading. Parents need to go back on the basic of providing a warm, supportive home environment that supports exploration and self-directed, autonomous behaviour, and that will greatly increase the chances of having an academically successful child." (Sclafani, 2004, p.88). An emphasis on the parental involvement in education is the key to their children's successful education because they are their first teachers, and therefore establish the beginning of the process.

2.10 Summary of Literature Review

One of the biggest problems with children in today's society is youth apathy. Parental involvement in school can help solve this problem by emphasizing the importance of a good education, and getting their children excited about learning. For most children to succeed in school, their parents' interest and involvement in their learning is of paramount importance. But this interest ought to be with what happens on daily basis,

because this is how the child lives, and this is how he understands his life. The essential ingredient in most children's success in school is a positive relation to his parents." Sirotnik(2001, p. 55). Parents' educational background and economic background have a significant effect on their children's education. Phillips et al (2009, p.211) state that parental education, interest, involvement and the socioeconomic status of parents have an impact on students' language learning achievement. Positive parental involvement starting from the beginning of their children's lives and continuing on in public schools need to be encouraged so that children's education is improved. The academic performance of their children is the best when parents are interested in their children's language learning activities; their children's academic performance is poor when parents are not interested in their children's language learning activities. If parents are a positive influence in their children's everyday lives, and most importantly in their everyday education, the future of our society will look brighter and brighter every day.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research site and methods used in the study. These include the research design, sampling techniques and procedures and population. It also describes the data sources including the methods of data collection and data analysis procedures.

3.2 Research Site

The research was conducted in Church of Christ M/A J.H.S. It is a public school located at Dunkwa-on-Offin in the Upper Denkyira East Municipality in the Central Region of Ghana. The school has 19 teachers including the headmaster. It has 8 classrooms which are occupied by pupils of J.H.S. 1 – 3. J.H.S 1 and 2 students occupy 6 classrooms and J.H.S. 3 students occupy 2 classrooms. The school has a computer laboratory and a library. It has enough desks, teachers and teaching and learning materials. The medium of instruction is English and Asante-twi.

The inhabitants of the town are Akans ((predominantly Denkyiras, Ashantis and Fantes) and Wassas. The dominant language in the town is Asante-twi and Fante. Most of the inhabitants are traders and farmers.

3.3 Research Design

Burns and Grove (2003, p. 67) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. According to Gay et al (2009, p 91), a research design is a detailed description of a study proposed to investigate a given problem. Research designs are plans and procedures for doing an investigation. The plan is a guide to the whole

process. This plan tells how the researcher is going to test, measure or observe a phenomenon of interest. The design describes the procedures for conducting the study, including when, from whom, and under what conditions data will be obtained.

The research design adopted for this research was a case study. A case study is a research design that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. In other words, it is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences, Crowe et al (2011). According to Yin (2009, p.34), case studies can be used to explain, describe or explore events or phenomena in the everyday contexts in which they occur. It lends itself well to capturing information on more explanatory 'how', 'what' and 'why' questions, such as 'how is the intervention being implemented and received on the ground?'. The researcher adopted this design for the research because the research seeks to determine the causal link between parents' educational background and their children's English Language learning.

3.4 Research Approach

The researcher employed a qualitative research approach. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2004). One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. Leedy and Ormrod (2001) alleged that qualitative research is less structured in description because it formulates and builds new theories.

The qualitative research approach was used because it is the type of design that gives detail descriptions, characteristics and natural setting using a variety of empirical materials such as case study, ethnography and others for the study and its data collection, Floyd (2001). The qualitative research approach was seen as the most suitable to realize the research questions thus how parental educational background influence pupils' academic performance in English Language in the study area, how parents' involvement in their wards' studies at home influence their academic performance in English Language and parents ability to provide the needed learning facilities at home for their wards. Also qualitative approach involves deriving information from observation, questionnaires, interviews or verbal interactions and focuses on the meanings and interpretations of the participants.

3.5 Population of the Study

Population refers to the entire group of individuals to whom the findings of a study apply. It is whatever group the investigator wishes to make inferences about (Ary et al, 2002). My population for this study is students of Church of Christ M/A J.H.S. at Dunkwa-on-Offin in the Upper Denkyira East Municipality. The school has a population of 347 students. 199 are males and 148 are females. The population of the study was 40 J.H.S. students from J.H.S 1 and 2 classes of the school. Among the students 24 were males and 16 were females. None of the students had any form of disability. The students all come from diverse cultural backgrounds with majority of them being Akans. They can all speak their mother tongue fluently and proficiently apart from the English language which is used to teach in school.

3.6 Sample and Sampling Techniques

Purposive and simple random sampling techniques were used in selecting the participants for the study. Students were purposively sampled knowing the various homes that they come from (the educational background and the occupation of their parents and other factors). In purposive sampling, the sample is approached having a prior purpose in mind (Alvis, 2016, p. 43). Researchers intentionally select individuals and sites to learn or understand a phenomenon. Cohen et al (2003) as cited in Avoke (2005, p. 36) also pointed out that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. By so doing the researcher builds up a sample that is satisfactory to specific needs.

A simple random sample is formally defined as a sample drawn by a procedure in which every possible sample of a given size (e.g. size 120) has an equal chance of being selected for the study (Johnson & Christensen, 2014, p. 348). In short, simple random sampling gives every prospective participant in a research study an equal chance of being selected. Simple random sampling technique which provided participants with equal opportunity to be randomly selected was used to select the students from the various classes (J.H.S. 1-3). Through the simple random technique, the researcher drew forty students as the sample for the study out of the sixty students who were purposively selected (10 students from each class). The researcher wrote all the names of all 60 students on pieces of papers and folded the papers so that no name would be seen. She put all the pieces of paper in a container. She closed the container and shook the container to make sure all the paper were well mixed up. She then called the students to come and remove a piece of paper. After each piece of paper was removed from the container, she called out the name on that piece of paper and

that pupil was considered the first participant. She shook the container one more time to make sure the papers were mixed, she called the second student to come and remove a piece of paper from the container. The name on the piece of paper became the second participant. The researcher continued the process until all the 40 participants were drawn. The selected sample was later handed over with structured questionnaire to fill out. The sampling was done in such way that both males and females were included in the sample size by stratifying the students into gender stratum before simple random technique was used to sample the required number.

3.7 Research Instrument

Questionnaire was deemed most appropriate for the study. A questionnaire, according to Creswell (2002), is a form used in a survey design that participants in a study complete and return to the researcher. He further stated that, participants mark choices to questions and supply basic personal or demographic information. It relates to the aims of a study, the hypotheses and research questions to be verified and answered. Best and Kahn (1995, p.20) highlighted that a questionnaire is used when factual information is desired. Questionnaires are easy to administer, friendly to complete and fast to score and therefore take relatively less time for the respondents (Fraenkel & Wallen, 2006, p. 102). The questionnaire was designed for students on parental educational background and other factors which affect their performance in English Language in the study area. The questionnaires elicited demographic data, and data on aspects relating to parental educational background factors that affect the performance of students in English Language. The items in the questionnaire were structured in a way that they enabled the respondents to pick alternative answers against their choice of responses. In the questionnaires close-ended questions were used.

3.7.1 Observation

According to Johnson and Christensen (2014, p. 328), observation is a method of data collection in which researchers watch the behavioural patterns of people in certain situations to obtain information about the phenomena of interest. It is called an unobtrusive method sometimes. Observation is seen as the most appropriate way of collecting data, for example, to learn about interaction or for verification purposes in order to obtain accurate information. Amedahe (2002), also defines observation as a method of data collection that employs vision as its main means of data collection. In observational data collection, researchers collect data on the current status of subjects by watching them, listening and recording what they observe rather than asking questions about them.

The researcher as an English teacher observed the students' attention levels and contributions in English language lessons to ascertain their interest or disinterest in the English language. The researcher also took a careful look at students' performance in the English language from their English exercise books, test papers and end-of term examination papers. Moreover, the researcher observed the kinds of learning materials or textbooks students brought from their homes to school and the kind of questions they ask during English language lessons. All these observations were important for the researcher to answer the questions of this study.

3.7.2 Textual materials

The researcher also made use of the students' test papers and end-of-semester English Language examination papers as source of data. The researcher took a careful look at the students' performance in the English language from their English exercise books, test papers and end-of-semester examination papers. This was done to find out

whether the performance of the students in the English language can be linked to their parents' educational level and involvement in their learning of the language.

3.7.3 Interview

An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee who responds to those questions.” (Easwaramoorthy & Fataneh, 2006, p. 1). The interviewer is usually a professional who poses questions to the interviewee, in an alternating series of usually brief questions and answers. According to Akbayrak (2000), interview helps to offer complete description and analysis of research subject without limiting the scope of the research and the nature of the participant's responses. An interview is either face-to-face or over the mobile phone. In addition to the observation, interview was used. The interview was conducted orally for the other two English language teachers of the school. It was necessary to do so because, as English language teachers they can provide the researcher with information relevant to this study. They might have observed or known certain issues that the researcher might not know. The type of interview used was semi-structured interview. This means the researcher/interviewer asked a set of predetermined questions and the respondents answered in their own words. The semi-structured nature allowed the interviewer to probe the respondents' answers for further clarification. The mode of interview was face-to-face.

3.8 Data Collection Procedures

A self-administered questionnaire was used to collect data from students. In this method, the respondents complete the questionnaire themselves. This method was used because it allowed the students to complete the questionnaires at their

convenience and to check records if necessary, in relation to pupils' performance in English Language.

Prior to the administration of the questionnaire, the parents of the students were contacted and briefed on the purpose of the questionnaire and study. This was done so that they will not be reluctant in providing information on their educational background and their level of income to their children for them to use in filling the questionnaire. Data was collected from both primary and secondary sources. Secondary data were obtained from class registers, records and scores. The primary source of data was collected using the questionnaire. The sampled students or respondents were given the questionnaires to answer after the purpose and objectives of the study were explained to them. The completed questionnaires were collected on the same day to avoid influence of external factors on the opinions of the respondents. Participant and non-participant observations of students, and semi-structured interview was conducted for the students. The mode of interview was face-to-face.

3.9 Data Analysis

The field data collated were sifted through and edited in order to address questions that have been answered partially or not answered. After editing, the questions were coded. After editing and coding, the data were entered into the computer using the Statistical Package for the Social Sciences (SPSS, version 16.0) software. The data were analyzed using basically descriptive statistics involving mainly frequency distributions, percentages and using tables for discussion in chapter four. The researcher also used observation and interview to gather data. The researcher did the observation during school hours for the period of the study and recorded what was observed and the information obtained from the interview in a notebook. She

summarized what was observed and analyzed them in the chapter four. Question by question approach was used for the analysis.

3.10 Ethical Considerations

According to Soans and Stevenson (2004, p. 490), ethics mean the moral principles governing or influencing conduct. Johnson and Christensen (2008, p.102) indicate that ethics are principles and guidelines that help people uphold the things that are of value to them and therefore refer to research ethics as a guiding set of principles that are to assist researchers in conducting ethical studies. Researchers of Education respect the dignity, sensitivity, right and privacy of their populations, and also the integrity of the institutions within which the research occurs. Therefore, for the purpose of this research the right procedures were followed to ensure that the research meets standard ethical requirements.

In this study the researcher informed the headmaster of Church of Christ M/A J.H.S about the study and he granted her the permission to carry out the research. The researcher explained to pupils the reasons for which the study was being carried out. She assured them that no information was going to be given to their mates who were not participants in the research. The researcher also informed parents of the participants about the study. She explained to them the significance and why they should allow their children to participate in the study and why the parents should provide personal information about their level of education and monthly income. The researcher did not use the names of participants in explaining anything. She rather assigned letters of the alphabet to them. E.g Justina is assigned the letter A and the letter is used instead of her name. To Gay et al (2009), ethical considerations include

the coding of the data to protect the participants' identity, their privacy and confidentiality.

3.11 Chapter Summary

This chapter mainly looked at the methodology for the study. The target population was 40 students representing the JHS 1 and 2 students of Church of Christ M/A J.H.S. located at Dunkwa-on-Offin. The researcher included the 2 English teachers in the school to the target population. The researcher employed quantitative research approach and chose the purposive sampling technique. The rationale behind the use of purposive sampling was that, 'purposive sampling is a non-probability sampling that is selected based on characteristics the objective of the study' Ashley (2018). The instruments used included observation, interview, textual materials and questionnaires.



CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter presents the findings on the impact of parental educational background on students' English language learning. Church of Christ M/A J.H.S. 1 and 2 students were used as case study. In this chapter, the researcher presents students' demographics and data. It offers a detailed interpretation of the data gathered. The data was presented in accordance with the questionnaires posed and the responses the students gave. In addition to that, interview and textual material which is an English language end-of-semester examination was used to compare the performance of the students to the response given by students in the questionnaire for analysis. The researcher analyzed the questionnaire in relation to the statement of the problem, objective of the study and the review of the literature. A summary of the data collected is given and analyzed.

4.1.1 Presentation of data

In order to ensure the information collected on the impact of parental educational background on Church of Christ M/A J.H.S. 1 and 2 students under investigation was reliable and consistent, data were collected mostly through questionnaire which was distributed to the respondents, textual material and interview. The results were presented in two parts: students' demographics and the main findings of the study.

The main findings are presented as follows:

1. How does parental educational background influence pupils' academic performance in English Language?

2. How does parents' involvement in their children's study at home influence their academic performance in English Language?
3. What needed learning materials (English Language textbooks and storybooks) are provided by parents for their wards at home?

4.1.2 Students' demographics

The two important demographic information considered for this study were gender distribution and ages of the students. Table 1 shows the gender distribution of the students.

Table 1: Gender Distribution of the Students

Gender	Frequency	Percentage (%)
Male	24	60.0
Female	16	40.0
Total	40	100.0

Source: Field work 2021

As shown in Table 1, out of population of 40 students, 24 (60.0%) were males whilst the remaining 16 (40.0%) were females. One can see that more males than females were involved in the study than females. This is due to the random and purposive sampling technique used by the researcher to select the students.

4.2 Main Results and Discussion of the Findings of the Study

This session of the study presents the main results of the study and the discussion of the findings. The results were presented in line with the research questions.

4.2.1 How does parents' educational background influence students' academic performance in English Language in junior high schools?

This research question examined the educational status of students' parents and its impact on the students' performance in English Language. Forey et al (2016, p.78) said that parents with a high level of education can largely help in the language learning of their children. According to them, some parents have higher education, which gives them the ability to tutor their children; however, some parents have lower education backgrounds and cannot give their children correct knowledge when they tutor their children. Jones (2013, p.211) also states that if the parents of a second language learner are proficient in English, the chances of the learner gaining a higher level of English language proficiency are significantly higher. The researcher therefore sought to find out whether parents education has an impact on the performance of their wards in English Language so she gathered data through the questionnaire she gave administered on the educational levels of parents of the students involved in the study. The educational status of the students' parents is shown in Table 2 and 3 Educational Status of Students' Parents.

Table 2: Mothers' Educational Level

Level of Education	Frequency	Percentage (%)
Primary Education	2	55.0
Basic Education (JHS)	17	42.5
Secondary Education	13	32.5
Post-Secondary Education	3	7.5
Tertiary Education	7	17.5
Total	40	100.0

Source: Field work 2021

It can be observed from Table 4 that majority of the students' mothers have no post-secondary or tertiary education whilst only 3 (7.5%) and 7 (17.5%) have post-secondary and tertiary education respectively. The table also shows that majority of the educational level of the students' mothers is low. Ann (2003, p.32) posits that stereotypically, the mother is more involved in her children's education, and has more influence on it. He therefore states that –the mother's education is one of the most important factors influencing children's reading levels and academic achievement. He argued that traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school". In Walczak et al (2017, p. 67) analysis on a study he undertook in Chile, for mothers with higher education, the chances of their children achieving in higher levels in English - A2/B1 level (which belong to CEFR Levels) in the language test are 30% higher than mothers with lower education. Therefore it can be deduced that students whose mothers have no education or little education may not have the support they need from their mothers to be successful in their learning of their English language.

Table 3: Fathers' Educational Level

Level of Education	Frequency	Percentage (%)
Primary Education	0	0
Basic Education(J.H.S)	10	25
Secondary Education	14	35
Post-Secondary Education	1	2.5
Tertiary Education	15	37.5
Total	40	100

Source: Field work 2021

Information gathered on the educational background of the students' fathers is represented in table 5. It can be observed that 24 (60%) of the students' fathers have no post-secondary or tertiary education, and only 1 (2.5%) and 15 (37.5%) have post-secondary and tertiary education respectively. This indicates that majority of the students' fathers' educational level is low as their mothers. This may have a negative effect on their children's performance in the English language. In Walczak et al (2017, p.66) analysis on a study he undertook in Chile, the level of education of parents is related to the children's second language learning level. He argued that students whose fathers have higher education have an 18% higher chance of achieving A2/B1 level (which belong to CEFR Levels) in the language test than students whose fathers do not have a higher education. Oh-Hwang (1994, as cited in Jalili, 2017) in his study on American and Korean samples indicated that there is a salient link between fathers' educational acquisition and intelligence and their children's scores in achievement tests so more intelligent children and higher achievers have fathers with higher level of education.

From the results shown in tables 4 and 5, it can be deduced that the parental support parents with little formal education will provide for their ward's learning at home will be inadequate and this can affect their wards' English language learning and their cognitive development. Burns and Homel (2005, p. 524) wrote that stimulating environment and parental support for children's learning at home has an influence on the intellectual development of the children.

4.2.2 The correlation between parents' level of education and students performance in English language.

The researcher used an English language end-of-semester examination results as a source of data to find out whether students' performance in English language has a correlation with their parents' level of education. Table 6 represents the students' performance in an English language examination.

Table 4: Performance of Students in an End-of-Semester English Language Exam

Exams Score Range	Number of Students	Percentage
80 – 100	1	2.5
70 – 79	4	10
60 – 69	9	22.5
50 – 59	12	30
Below 50	14	35
Total	40	100

Table 5 reveals that 15 students (35%) had 70 and above. 19 of the students, representing 52.5% scored between 69 - 50 and 14 students (35%) had below 50. On a whole, majority of them (87.5%) are average and below average students. The researcher compared the results of the students to their parents' educational level to find out if there is a correlation between students' performance in the English Language and their parents' educational background. The results can be seen in table 6.

Table 5: Comparison of Students' Performance with their Parents' Educational Level

Parents' Education Level	Score Range (%)					Number of Students	Total Percentage (%)
	80 -100	70-80	60-70	50-60	below 50		
A	1	3	2	1	7	17.5	
B	1	1			2	5	
C			5	6	14	35	
D		3	4	7	15	37.5	
E	1	3	1	1	2	5	
Total					40	100	

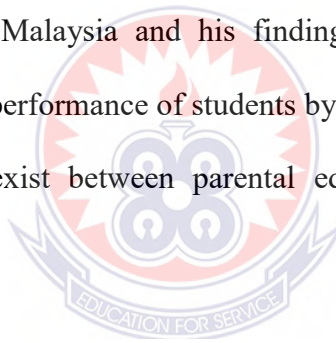
Source: Field work 2021

Information given from table 7 indicates that students whose parents have post-secondary and tertiary education performed better than those whose parents' have little formal education. The educational level of the parents was lettered A – E in this research. The letter A represents tertiary education, B – post-secondary education, C – secondary education, D – basic education (JHS), E – primary education. The parent with the highest educational level was used, and not that of both parents of the students.

These findings corroborate that of Rashid (2018). His study – parental education for children's L2 performance: an impact analysis – which aimed to probe into the correlation between the level of parental education and academic performance in English language among secondary level students in Bangladesh, showed a positive impact of parents' education level on their wards performance in English language. His findings exhibited that students whose parents were highly educated and of better professions had higher GPA in English.

Jalili (2017) also conducted a similar research on parents' educational level and children's English language proficiency using 80 English language learners in Gatt Language Center (GLC) – Tehran, Iran. The outcome of his study revealed that learners with educated parents are more successful in learning English and have higher level of English proficiency. He therefore recommended that all parents especially mothers who desire to have children with high English language proficiency level, should take the prominence of their own educational level into account.

Last but not least, Abu Bakar et al (2017) undertook a study on the influence of parental education on the academic performance of 200 respondents from 4 secondary schools in Terengganu, Malaysia and his findings posits that parental education influenced the academic performance of students by 10%. He therefore concluded that a positive relationship exist between parental education and students' academic achievement.



4.3. How Do Parents' Involvement in their Wards Studies at Home Influence their Academic Performance in English Language?

This research question looks at how parents are involved in their children studies at home and the various reading activities carried out at home to improve their performance in English Language. The questionnaire administered to students showed the level of parental involvement in their wards learning of English Language. The frequency of parental involvement in their wards studying of English Language is shown in Table 6.

Table 8: Total Time Students Spent Reading at Home Each Day

Time Spent	Frequency	Percentage
Less than an hour	25	62.7
1 -2 hours	7	17.5
3 -4 hours	5	12.5
More than 4 hours	3	7.5
Total	40	100.0

Source: field work 2021

The key findings of this study shows that the total time spent on reading each day by majority of the respondents, 25 (62.5%), was less than an hour. This corroborated the findings of a study in Sri Lanka conducted by Abeyrathna and Zainab (2004), who also found that majority of the students indicated reading less than an hour every day. It is clear from this findings that the reading habits of the students is not all that encouraging since there are some students that do not read at all in a day. Generally, before reading habits can be referred to as being good, it is expected that at least 65-70 percent of the students should read up to 2-3 hours on a daily basis without any hindrances (Telia & Akande, 2007).

4.3.1 Why most of the students read less than an hour at home each day

The students were interviewed to ascertain their inability to read for an hour or more in a day at home. These are some of their responses:

Student A:

–I live with my stepmother who sells foodstuffs in the market. After school, I have to go to the market and help her. We normally leave the market around 5:00 pm on non-market days and after 6:00pm on market days. I feel tired whenever we get home but in spite of that I have to bath my two younger siblings and do some chores because I'm the eldest. I go to bed late and tired. Nevertheless, I have to

wake up early the next morning, sweep our compound and fetch water from a standpipe, our only source of water, some few meters away from our house. On weekends I do a lot of work – washing, cleaning and helping my stepmother in preparing soups and stews we will use the following week.”

Student B:

“I have time to learn because I don’t do a lot of chores in the house, but I don’t really like reading. I prefer Mathematics and ICT to English language. I more often practice the Maths methods and formulae we learn in class, and what we learn in ICT on our computer. I like playing games on our computer at home too.”

Student C:

“There’s a pub very close to our house and the noise from that place makes it difficult for me to concentrate when reading or learning. Sometimes when my siblings are watching television especially telenovelas, I can’t concentrate on my studies so I join them.”

The interview conducted by the researcher on students’ inability to read for more than an hour a day revealed that for some of them, their inability to read for more than one hour is due to only due to unavailability of reading materials or textbooks but other home home-related factors. Some also feel lazy or just don’t like reading. This is not all that encouraging since some students do not read at all in a day. This problem really affects their performance in the English Language because proficiency in the language cannot be acquired without extensive reading.

4.3.2 Students’ preferred reading materials

The study also investigated the type of materials that students preferred reading outside school. The materials enumerated are presented in Table 8

Table 9: Preferred type of Reading Materials by Students

Type of Material	Frequency	Percentage
Storybook	8	20.0
Textbooks	14	35.0
Internet	11	27.5
Newspapers	4	10.0
Magazines	3	7.5
Total	40	100.0

Source: field work 2021

The questionnaire administered to students showed the type of materials the students liked to read at home. It was found that textbooks were the preferred type of reading materials and 14 out of 40 students representing 35.0 % reported reading such materials most of the time. 8(20.0%) of the students reported reading storybooks most of the time whilst 11(27.5%) of the students said they read internet materials.

4.4 What needed Learning Materials (English Language Textbooks and Storybooks) are provided by Parents for their Wards at Home?

This research question investigated the parents' ability to provide the required facilities at home for their wards learning and studies. Akinbote et al (2008) stated that several researches reveal that parents who promote reading as a valuable and worthwhile activity have children who are motivated not only to read for pleasure but to boost their proficiency in the English language and also to excel academically. The level of satisfaction expressed by the students on the facilities provided at home is shown in Table 10.

Table 10: Students' Level of Satisfaction with Facilities provided at Home for Studies

Facilities	Mean	SD
Provision of furniture and lightening system	2.37	0.70
Provision of study materials at home	2.45	0.86
Separate room for studying	2.54	0.65
Provision of conducive environment for learning	2.86	0.73

Source: Field work 2021

The results in Table 10 indicated that the students were dissatisfied with the provision of furniture and lightening system for their studies as well as provision of study materials. However, some of the students said they have separate rooms for studying which provide conducive environment for their learning. As seen from the above results, the provision of conducive environment cannot contribute to effective learning of the students. When students do not have the materials to study and no light as well as furniture to sit on and write, especially when doing homework, it will make the learning difficult for them. Thus, parents need to provide furniture as well as better lighting in the rooms for their wards to use for their studies.

4.4.1 Parents monthly income as a determinant for the provision of learning facilities at home for their children

Engin-Demir (2009, p.19) stated that sizable research has consistently shown that students' academic achievement has been influenced by background of family characteristics such as socio-economic status of parents. Therefore, the study delved into the income level of the students' parents since their income was a major factor in determining their ability to provide their children with the needed learning facilities at

home. Table 11 presents the various income earned by students' parents per month as revealed in the questionnaire administered.

Table 11: Income Level of Students' Parents per Month

Level of income	Frequency	Percentage (%)
Below GH¢1,500.00	12	30
Between GH¢1,500-2,500	21	52.5
Above GH¢ 2,500	7	17.5
Total	40	100.0

Source: Field work 2021

As shown in Table 5, majority of the students' parents earned below GH¢ 2,500.00 monthly. 12 (30%), earned below GH¢ 1,500.00 per month whilst 21 (52.5%) and 7 (17.5%) earned between GH¢ 1,500.00 – 2,500.00, and above GH¢ 2,500.00 respectively. Parents who earned below GH¢ 1,500.00 will find it difficult to support and provide all the needed English language learning materials for their children. Asikhia (2010, p.47) asserted that pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success. A study conducted by Akanle (2007, p.320) on the socio-economic factors influencing students' academic performance in Nigeria revealed that insufficient parental income influences students' academic performance. This means that students from these low income families would find it difficult to attend higher institutions such as tertiary institutions.

4.5 Chapter Summary

This chapter dealt with the analysis of the data. It discussed the research questions and the objectives set for the study. The chapter gave analysis on the interview, test and questionnaire given to pupils based on the research questions and objectives.

Analysis was given on the impact of parental educational background on students English language learning. The analysis revealed that there was a significant influence of parents' educational level on their children's English language learning. Again, it revealed that parents are not often involved in their children's studies at home and the provision of learning facilities at home for their wards was not satisfactory,

The researcher presented some tables to explain some responses of the questionnaire given as well as the results of students English language end-of-semester examination where necessary.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This concluding chapter presents a summary of the study, findings of the study, recommendations made from the findings as well as the conclusions drawn from it. Suggested areas for further research were also provided in this chapter. The fundamental objective of the study was to investigate the impact of parental educational background on students English language learning.

5.1 Summary of the Study

This study was designed to examine the influence of parental educational background on the English Language learning of students of Church of Christ M/A J.H.S., Dunkwa-on-Offin. The first chapter deals with the background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, delimitation and limitation of the study and organization of the study. In the second chapter, the researcher highlighted the theoretical framework that underpins the study and reviewed literature relating to the topic under study. The literature includes the works of scholars who have written about similar topics in various parts of the world. Chapter three mainly looked at the methodology of the study. Descriptive survey design was used to conduct the study. Simple random sampling procedure was used to select 40 students from J.H.S 1 and 2 classes of the school for the study. Questionnaire was used to collect data from the students for the study. Observation, interview and textual materials were also used to gather data. Chapter four presents the analysis of the data. Data collected were analyzed using Statistical Package for Social Sciences. It gives analysis on the test, interview and

questionnaire given to pupils based on the research questions and objectives. The computed results were presented in a tabular form using quantitative data format for discussion. The last chapter presents a summary of the study, findings of the study, recommendations made from the findings as well as the conclusions drawn from the study. Suggested areas for further research were also provided

5.2 Findings of the Study

The study revealed the following findings:

It was found that majority of the students' parents have little formal education (primary – secondary education). Students whose parents have post-secondary and tertiary education performed better in English language than those whose parents have little formal education. Again, students whose parents are often or occasionally involved in their learning of English language perform better than those whose parents are not involved in their English language study or homework.

The results of the study showed that parents of most of the students are never involved in their children's doing of homework in English Language which had an effect on their performance whereas only (42.5%) of the parents of the students did bother about their children's English Language homework. The total time spent on reading per day by majority of the students, 25 (62.5%), was less than an hour and majority of the students preferred reading textbook materials to pass their examinations.

Furthermore, the study revealed that students were dissatisfied with the provision of learning facilities and study materials at home by their parents. This was attributed to the low income level of their parents. It was discovered that most of the students' parents (82.5%) earned below GH¢ 2,500.00 per month.

5.3 Recommendations

Based on the findings of the study, the underlisted recommendations were made by the researcher:

- Policies on education decentralization must reflect greater consideration of contextual factors including parental literacy and education background which impact on their involvement in children's basic education. According to Xu (1999 as cited in Zhou, 2020, p.10), educated parents have the ability to provide literacy-rich environments which can better help children learn a second language well. The study therefore re-echoes the intensification of adult education policy to cover illiterate or parents with limited formal education.
- Increased parental involvement is needed to address language problems of children. Ideally parents need to be involved in their children's reading activities as well as their education on a whole. They should actively be organizing and monitoring children's time to ensure that their academic performance in English Language is improved. Phillips et al (1998 as cited in Zhou, 2020, p. 9) said if parents appreciate educational activities, and reduce other activities which are not related with their studies, they can improve children's academic performance greatly. Parents can do this by helping their children in their homework and discussing school matters regularly with them so that their children can improve upon their performance in English language and their academics in general.
- Parents should also model the value of learning, self discipline and hardwork in children. If this exercise is persistent, it can facilitate positive improvement in their children's academic achievement in English language.

- Parents should try as much as possible to improve the home environment of their wards and provide the needed facilities and learning materials for their wards so as to enhance their academic performance. This is because “lack of essential learning facilities such as textbooks at home makes learning difficult and more abstract for children.” (Nyamwange,2012)
- In order to ensure that the students reap the benefits of reading for pleasure, schools need to implement reading promotion programmes that will make reading an experience that is actively sought out by students. The schools should organize debates and essay competitions, story hours, quiz and spelling bee competition and other reading activities for students on regular intervals so as to generate reading interest and information gathering habit in the students.
- Teachers are recognized as the next set of people who spend most of their time with children after their parents. They need to recognize that a diverse range of reading materials will encourage students to read, and they will need to engage children in the planning and request for appropriate numbers of books for classrooms and school libraries. Teachers need to appreciate the importance of reading, since it would afford them the opportunity to motivate and encourage their students to read widely.
- School libraries are crucial in the literacy development of the child and it can help children to enjoy reading, learning, and using library resources to develop critical thinking and lifelong learning skills. School libraries are essential instruments for promoting reading culture as they serve as recreational centers and promote creative development to the children, and availing books for their personality development, (Umeh, 2015). A school library is part of a school,

therefore it should be housed in an appropriate building that should have space for the collection, well-equipped with necessary resources to serve the reading needs of the children. The school library should create an environment conducive for reading so that the children feel at home and are comfortable. A functional school library must have a teacher librarian to be in charge of the organization of the library services that would encourage students to read more books, magazines and newspapers regularly.

5.4 Suggested Areas for Further Research

It is suggested that this study is replicated in other schools, districts and regions using large sample size and including parents as respondents. The types of learning materials provided at home for students' studies need to be investigated. Parental occupation need to be studied as well as the number of children they have, since all these have an impact on their children's English language performance and their academic achievements as well.

5.5 Conclusion

This study revealed that parents' limited formal education posed a challenge in their children's academic achievement in English language. Based on that, it can be concluded that for students' academic achievement in English language to be effectively enhanced, parents should be interested and work with their children in their education. This will complement the teachers' effort to improve students' academic achievement in English language. Phillips et al (1998, as cited in Zhou, 2020, p.9) state that parental education, parental involvement and parental interest have an impact on students' language learning achievement. One of the problems with children in today's society is apathy. Parental involvement in their schooling can help solve this problem by emphasizing the importance of a good education, and getting

their children excited about learning. For most children to succeed in school, their parents' interest in their learning is of paramount importance. But this interest ought to be with what happens on a daily basis, because this is how the child lives, and this is how he/she understands his/her life. One of the essential ingredient in most children's success in school is a positive relation with their parents. Xiaofeng et al (2018) pointed out that social resources and the quality of a parent-child relationship are important in children's literacy development and academic success. Parents' personal educational backgrounds and economic backgrounds have a significant effect on their children's education. Engin-Demir (2009, p.19) argued that sizable research has consistently shown that students' academic achievement has been influenced by background of family characteristics such as socio-economic status of parents and their level of education.

However, if parents have a positive influence in their children's everyday lives, and most importantly in their everyday education, the future of our society will look brighter and brighter every day. One way for building a literate nation and improving the overall reading skills is through encouraging reading for pleasure. However, the findings of the study suggested that a majority of the students were reading to improve their academic performance, in order to gain admission to the senior high schools. This situation could be due to pressure from their parents and teachers to improve their academic performance.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

This study looks at the impact of parental educational background on the English Language learning of Church of Christ M/A J.H.S., Dunkwa-on-Offin.

Instruction: Please read the items on this questionnaire and provide your responses.

Responses provided would be treated with the confidentiality it deserves.

A: Background Information

1. Gender

a. Male []

b. Female []

2. Age

a. 11-12 years []

b. 13-14 years []

c. 15-16 years []

d. Above 16 years []



B: Parental Educational Background

3. What is the highest educational background of your mother?

a) Primary education []

b) Basic education []

c) Secondary education []

d) Post – secondary education []

e) Tertiary education []

4. What is the highest educational background of your father?

- f) Primary education []
- g) Basic education []
- h) Secondary education []
- i) Post – secondary education []
- j) Tertiary education []

5. What is the income level of your parents?

- a) Below GH¢ 1,500.00 []
- b) Between GH¢ 1,500 – 2,500.00 []
- c) Above GH¢2,500.00 []

C: Parental Involvement in learning English Language

Indicate your parents' involvement in your study of English Language. Use often (3), occasionally (2) and never (1) for your responses.

Statement	3	2	1
6. Hours spent on English Language at home in a week is more than 3			
7. Parents are involved when I am doing home work in English Language			
8. My parents are informed about my performance in English Language			

9. How frequently do you read at home?

- a) Less than an hour []
- b) 1-2 hours []
- c) 3-4 hours []
- d) More than 4 hours []

10. Which of these types of materials do you prefer reading?

- a) Storybook []
- b) Textbooks []
- c) Intent []
- d) Newspapers []
- e) Magazines []

11. Why do you read at home?

- a) To pass exams []
- b) For fun []
- c) Help me to understand more about myself []
- d) For personal development []
- e) It is a skill for life []

D: Provision of Learning Facilities

State your level of satisfaction with the provision of the following facilities at home for your studies. Use very satisfied (3), satisfied (2) and dissatisfied for your responses.

Statement	3	2	1
12. Provision of furniture and lighting system			
13. Provision of study materials at home			
14. Separate room for studying			
15. Provision of conducive environment for learning.			

APPENDIX B

CHURCH OF CHRIST M/A JHS

END OF 2ND SEMESTER EXAMINATION

ENGLISH LANGUAGE

JHS ONE

NAME: *DATE:*.....

SECTION B

PART A- ESSAY WRITING

Choose ONLY one question from this part

1. You want to spend the upcoming Christmas holidays with your uncle in the city. Write a letter to your uncle telling him why you want to spend holidays with him.
2. Describe how your favourite game is played. Give reasons why you like the game.
3. Write a story that ends with the expression –It pays to be kind to strangers”.

PART B: COMPREHENSION

Rev. Essiam took Dan Smith and Sonia through a rigorous questioning and answering during their marriage counseling for three months. On the first Saturday of September, the duo had their lavish wedding in the history of Mt. Olive Methodist Church. The wedding was attended by both known and unknown guests. Relatives of Sonia both home and abroad came to grace the occasion. Caberal also brought the couple he hired from a nearby village to represent Dan Smith’s parents. His former colleagues at the sachet water manufacturing company led by Yaw Sakyi came to

support Dan Smith. When the bride and groom came to the auditorium, the congregation became delighted.

After the exchange of vows, Rev Essiam said –“You may kiss the bride”, and the congregation was thrown into ecstasy. After that the couple danced gracefully to go and sign their marriage certificate. At this point, most of the congregation left the church auditorium to occupy the front seats at Alive City Hotel where the reception would be held. They wanted to be served first. When the first part of the wedding was over, the married couple went to their hotel room and changed their costumes before coming to the reception. Sonia’s uncle bought two costumes for them so they had to wear both. Food and drinks were in abundance at the reception. After eating and drinking the couple took pictures with some of their family and friends. As they walked to their car, some of the girls shouted, –ayefroo! dondoo!.

Answer the following question

1. How long did the marriage counseling last?
2. When was the wedding held?
3. Why did the congregant leave the church auditorium after the first part?
4. Why did the couple wear two costumes for the wedding?
5. Explain in your own words the following expressions as used in the passage
 - a. The duo
 - b. Both known and unknown
6. In each of the following words, find a word or a phrase that can fit as used in the passage.
 - a. lavish b. escatcy c rigorous d. grace e. costumes

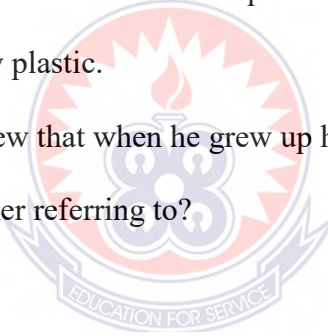
LITERATURE: Debbie, Sandy and Pepe

1. Who named the bird Pepe?
2. What is the point of view of the story?
3. Who saw the bird?
4. According to Debbie, Sandy and Pepe, what role did birds play during the war?
5. Who said: “your mother must be worried” in the story

Write the figure of speech in the following expressions:

6. “I have been waiting for ages.”
7. She wriggled her finger like a worm.
8. Its beak opened wide and it let out a squeaking:
9. It looks like yellow plastic.
10.but she knew that when he grew up he would be very handsome.

Whom is the speaker referring to?



SECTION A: LEXIS AND STRUCTURE

From lettered A to D, choose the one which most suitable completes each sentence.

1. Razark.....at the bank.
A. Work. B. works C. working D. worked
2. Esi usually.....to school.
A. Walks B. walked C. walking D. walk
3. Look! He is..... the house.
A. Leave B. leaves C. leaving D. lived
4. Every Sunday, we.....for jogging.
A. Went B. goes C. going D. go
5. I am not.....anything at the moment.
A. Done B. does C. doing D. do
6. What timeyou meeting John?
A. Are B. is C. will D. were
7. Our headteacher.....us lots of homework.
A. Gave B. given C. gives D. giving
8. He..... to Nsuta last week.
A. Moves B. moved C. moving D. move
9. There isn't pepper in the stew.
A. Enough B. a few C. a little D. many
10. The window was opened and a bedin.
A. Flying in B. flew C. flies D. fly
11. He's.....because he is late for school.
A. ran B. run C. runs D. running

12. All the girls are tall but Afia is the.....
- A. Taller B. most tall C. much tallest D. tallest
13. Do you think Adwoa runsthan I do?
- A. Fastest B. fast C. faster D. much faster
14. Dogsbones.
- A. Eats B. eat C. eating D. eaten
15.he watch TV regulary?
- A. Do B. did C. Does D. will
16. You can't eat two balls of kenkey,.....?
- A. Can't you B. Do you C. Can you D. Don't you
17. Ama is a good singer,?
- A. Isn't it B. Wasn't she C. Is she D. Isn't she
18. J. H. S students work hard,?
- A. Don't they B. Shouldn't they C. Can't they D. Haven't they
19. The workers were so tired.....they decided to rest a little.
- A. Because B. That C. When D. So
20. The boys saw that the books were
- A. His B. Theirs C. Their's D. Theirs'

From the alternatives lettered A to D, choose the one that is NEAREST in meaning to the underlined word in each sentence.

21. My mummy always prepare very palatable dishes
- A. Expensive B. Rich C. Tasty D. Interesting
22. Kwaku was brought up by a strict woman
- A. Saved B. Raised C. Born D. Beaten

23. Christ Mission's team was eliminated at the semi-final stage.
A. Forgotten B. Kicked out C. wiped off D. Promoted
24. Edmond cannot talk to Auntie Mary in an impolite manner. Never he can't do that!
A. Foolish B. Loud C. Brave D. Rude
25. Our dependable goalkeeper saved us from disgrace.
A. Reliable B. Tell C. Smart D. Muscular

From the alternative lettered A to D, choose the one that is nearly OPPOSITE in meaning to the underlined word in each sentence.

26. I believe that Margaret is guilty of the crime.
A. Ignorant B. Aware C. Innocent D. Careless
27. Every student was happy because we had a fruitful discussion.
A. Long B. Useless C. Short D. Frank
28. The Headteacher gave us a cordial welcome.
A. Plain B. Hostile C. Calm D. Steady
29. It is compulsory for all citizens to take part in communal labour.
A. Advisable B. Optional C. Calm D. Unnecessary
30. The MCE declined our invitation to talk to us.
A. Regretted B. Denied C. Rejected D. Accepted

APPENDIX C

CHURCH OF CHRIST M/A JHS

END OF 2ND SEMESTER EXAMINATION

ENGLISH LANGUAGE

JHS TWO

NAME:..... DATE.....

SECTION B

PART A- ESSAY WRITING

Answer on *one* question from this part

1. As a Senior Prefect of your school, write a speech you would give to the Parent-Teacher Association (P.T.A) of your school on problems facing the school.
2. Write a letter to your Municipal Chief Executive about **three** things you need urgently in your school.
3. Write a story which ends with, —Ad Caberal was jailed for forty years”

PART B: COMPREHENSION

Out of bitterness, Caberal decided to teach Dan Smith a lesson he'd never forget. To achieve his diabolic intent, he planted an informant in PetroKing Company Limited. His duty was first and foremost to monitor the movement of the marketing manager and also update him on the happenings in the company. To start with, he wrote an anonymous letter and delivered it through the informant. The content of the letter read, —With eagle's eyes, I'm watching you. I never knew you could be ungrateful to the hand that fed you. Such people need nothing but a single bullet through their bellies. You were nobody, selling packs of sachet water. I took and cleaned you up. Now you swim in money so you have the guts to put me on blacklist. Meet me at AliveCity Hotel at mid-day or count yourself a dead meat. You involve the police at your own peril”

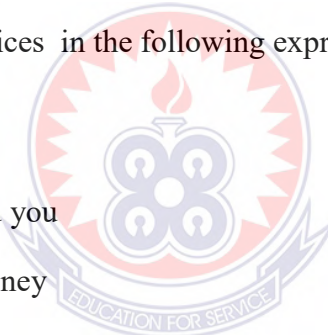
After reading the letter, Dan Smith knew it was from Caberal. In order to meet his deadline, he worked as quickly as possible. Before mid-day, he arrived at AliveCity Hotel with a hired taxi. Caberal was already seated sipping a bottle of beer. What should have been a reunion between once good friends turned into hostility. Even when Dan Smith greeted, Caberal responded with a nod and avoided looking into his face. After some time, Dan Smith broke the silence and said, —it's been a year since I

got married to Sona but I've not been able to fulfill my part of the agreement. I apologize for not making time to see you too. It's because I've been busy".

–It's now I know that if somebody is down, help him to be down. I spent thousands of Ghana cedis to clothe and feed you. You're now enjoying forgetting that somebody put you there. How ungrateful could you be! To put me on blacklist and driving me away from your office because I didn't have an appointment with you! Had I known is always at last".

Answer the following questions

1. Why did Caberal decide to teach Dan Smith a lesson?
2. What first thing did Caberal do to teach Dan Smith a bitter lesson?
3. What did Dan Smith do in order to meet Caberal's timeline?
4. What was Caberal doing when Dan Smith arrived?
5. Identify the literary devices in the following expressions:
 - a. With eagle's eye
 - b. the hand that fed you
 - c. You swim in money
6. In each of the following word, find a word or phrase that can fit in and can replace these words in the passage.
 - a. diabolic
 - b. planted
 - c. anonymous
 - d. sipping
 - e. hostility



LITERATURE

HOME SWEET HOME —KEN SARO WIWA

—Bom, says our young miss has arrived heavily laden with all the good things of this earth. I should think Dukana will soon be floating on a sea of wealth”

1. Who is the speaker?
2. Who is the young miss?
3. What literary device is in “———— all the good things of the earth”?
4. floating on the sea of wealth is an example which literary device?

SCRIBBER’S DREAM— LAWRENCE DARMANI

5. What is the poet referring to as a quill and parchment?
6. What literary device is found in the line, vacuum stares at you?
7. Which word does the poem begin and end with?

A WREATH OF TEARS—KOBENA EYI ACQUAH

8. What is the form or structure?
9. Mention one quality of the departed soul
10. Why was funeral ceremony brief?

OBJECTIVES

*From the alternatives lettered A to D, choose the one which **most suitably completes** each sentence.*

1. When Daddy arrived, Mommy ——— finished cooking.
A. has B. had C. have D. having
2. We ——— to play a return match last Friday.
A. have B. out C. were D. are
3. The farmer was ——— by a poisonous snake.

From the alternatives lettered A to D, choose the one **nearest in meaning** to the underlined word.

16. Fosu is gentle but his sister is haughty.

- A. shy B. proud C. respectful D. clever

17. The police interrogated the suspect at the police station.

- A. waned B. detained C. arrested D. questioned

18. The victim could not recognize the thief.

- A. identify B. find C. know D. catch

19. The pupils grumbled about the assignment.

- A. bothered B. complained C. talked D. questioned

20. The headmaster was privileged to meet the president.

- A. luck B. honoured C. praised D. late

From the alternatives lettered A to D, choose the one which **opposite in meaning** to the underlined word.

21. The secretary advertently hid the document but the clerk ———burnt them.

- A. willingly B. hastily C. mistakenly D. carelessly

22. The best student was awarded the prize.

- A. rewarded B. shown C. denied D. robbed

23. Mary looked attractive in her new dress.

- A. comfortable B. clumsy C. happy D. proud

24. That bird has a conspicuous red head.

- A. beautiful B. ugly C. attractive D. unnoticeable

25. Vegetation is scanty in desert countries.

- A. green B. dry C. little D. dense

From the alternatives lettered A to D, choose the one **that best explain the underlined word** each sentence.

26. His father's death was a bolt from the blue, greatly affected his education.

A. disastrous event B. a complete surprise C. a mournful affair D. a blessing in disguise

27. Kofi Capito found it difficult to do away with his smoking habit. This means Kofi Capito could not —— his smoking habit.

A. continue B. hide C. stop D. talk about

28. The wall clock in the assembly hall is a white elephant. This means that the clock ——.

A. doesn't work accurately B. is very big C. doesn't work any longer D. is very strong and while

29. The quarrel got out of hand. This means the quarrel ——

A. became uncontrollable B. was prolonged C. became boring D. was unhealthy

30. The manager's strange behavior made the workers smell a rat. This means the workers became

A. rude B. disappointed C. discouraged D. suspicious

APPENDIX D

STUDENTS' EXAMINATIONS ANSWER SHEETS INDICATING THEIR
SCORES

write in this margin

ENGLISH

Question No.

SECTION B

Write on both sides of the paper

Part - A

Q.3

Write a story you have read or heard.

I've read and heard many stories but the one which made me so happy was Anansi the Wicked King.

ANANSI THE WICKED KING

Once there lived a wicked king in a village known as Pataase. He was so wicked that he didn't even spare a care for his children. The people in the village did not love their king because of his cruelty.

He had many wives. Anytime one of his wives gave birth and when the child is a baby boy, he is going to best him up and make him cripple. He had his wife keep for many days ^{and} years. The reason for this idea was because he knew one of his sons will succeed him, so he did not want any of his sons to kill him and succeed him.

One day, one of his wives was pregnant and she was to deliver. When she saw that her baby was a boy, she decided to run away with him. Unfortunately for her, the king did not know about this. His wife stood there to catch a plane to escape from the palace. She had a plan. She asked the ~~maid~~ maid to put sleeping tablets in the king and the soldiers' food. The maid did the same thing.

So in the night the queen went away with her baby to a forest. Anansi became angry when he heard this. He asked his soldiers to look for his wife and son.

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write in
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Question No. 3 Part A

Write on both sides of the paper

26th Novemberthis
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English

THE BRAVERY OFAnanse wins a wife *use capital left*

Once upon a time, there was a great king who had a beautiful daughter. The king loved his daughter very much because she was his only child.

As their tradition marked, when a girl was in the ages of fifteen to twenty, she was matured enough to get married. The king's daughter was sixteen years old so a marriage was arranged for her. The king did not want his daughter to get married to a lazy, ugly, unacceptable

of taking care of his daughter. The king put a task ahead of those who wanted to marry his daughter. The task was, whoever could drink boiled water while is hot with out dying, would marry his daughter.

Many men came to court the king's daughter but died or left after drinking the hot boiled water. Day after day, men came and went, no one was able to to drink the hot water some even rejected it and left.

Do not
write in
this
marginQuestion No.
Write on both sides of the paper

Church Of Christ M/A JHS
Post Office Box 497
Dunkwa-On-Offin.
23rd November, 2021.

Dear Uncle Iddi,

*The brightness of the day has given me this opportunity to write to you this letter. Sorry I couldn't attend your wedding ceremony. We were writing exams that is why I couldn't come. I ~~am~~ marvelously hope by the grace of God you are fine & fine a fiddle. Actually, the motive behind my letter is that I want to celebrate christmas holiday with you.

To begin with, I will like to ask if your children are doing well. Uncle, I remember the first time I celebrated christmas with you, it was so genuine that I didn't even want to come back to my hometown. I remember when we went and bought the christmas tree and also the ball. *You made me and my cousins fix them on the tree. After that, you made auntie prepared very palatable dishes I will never forget.

*Secondly, you send us to the mall and bought us many costumes that ^{were} beautiful and also fit us. You bought beverages for us which we sent home and ice cream which we ate to satisfaction in ^{your} ~~his~~ car.

In a nutshell, I will like to end. Uncle, this,

ISSAKA
2B

Question No. PAV/A
Write on both sides of the paper

59%

Q1 THE KILLED MAN LABERGE

One ~~upon~~ ^{time} a time, a man called Caberal was in a town. He was a jobless man who have no job. His education was terminated by his parents. Caberal's mother ~~Mrs~~ ^{Mrs} Akosua and her gang went robbery at Amengman road bank which is located at "Bwakresem" round about. The robbery her mother and her gang went did ^{not} success. They were been chased by police for robbing a bank. unexpectedly her mother and her gang got an accident and his mother died. His father who is a farmer harvested a cocoa to sell and used the money to support his son. At dawn caberal's father went to his farm to take the cocoa he has harvested to sell. Could you believe that when he went to his farm his cocoa had been stolen from his farm. Because of that his father committed a ~~suicide~~ ^{suicide}. I mean he killed himself. Caberal's life became miserable. ~~and~~ ^{that was} Caberal's uncle "Kloko Manu" ~~had~~ ^{did not} wanted to take Caberal as his son so whenever Caberal visited his uncle, his will kicking him out from his house. Thirteen years later Caberal became a man and started to ~~join~~ ^{join} bad peers groups. Caberal always wanted to see his mother so when he remember his mother then he will be smoking ~~cigarettes~~ ^{cigarettes} and drinking alcohol. One day he was walking along the road side and saw a beautiful lady. Caberal was impressed and said "Holy molly". He sent his bad peer group friends to bring that beautiful lady to him. They brought her and Caberal and his gang raped that beautiful lady. Not ~~two~~ ^{knowing} knowing that beautiful lady was ~~no~~ ^{is} a police

Use paragraphs

Question No. _____
Write on both sides of the paper

43%

part B Comprehension.

1) Caberal decide to teach Daniel Smith lesson because Caberal help Dan Smith to marry Song and Dan Smith was not able to fulfil any of the agreement between Caberal and Dan Smith. 2

2) The first thing Caberal intended to teach Dan Smith a better lesson was to achieve his diabolic intent, he planted an informant in Petroking Company Limited. 5

3) Dan Smith worked as quickly as possible before midday for Dan Smith to meet Caberal at Alibe City hotel. 1-5

4) Caberal already seated sipping a bottle of beer. 5

5) with eagles eye = Personification. 2
the hand that fed yo = metaphor. 2
You swim in money = Personification. 2

6) diabolic drinking