UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL SOCIO-ECONOMIC BACKGROUND AND ITS

INFLUENCE ON JUNIOR HIGH SCHOOL PUPILS' ACADEMIC

PERFORMANCE IN THE AOWIN DISTRICT OF GHANA

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A THESIS IN THE DEPARTMENT OF BASIC EDUCATION, FACULTY OF EDUCATIONAL STUDIES, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS OF PHILOSOPHY IN BASIC EDUCATION

DECEMBER, 2017

DECLARATION

STUDENTS DECLARATION

I, Kingsley Afful, hereby declare that this thesis, 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 thesis were supervised in accordance with the guidelines for supervision of dissertation laid down by the School of Graduate Studies, University of Education, Winneba.

NAME OF SUPERVISOR: DR. DOMINIC MENSAH

SIGNATURE:………………………………………..

DATE: …………………………………………………..

DEDICATION

To my lovely wife, Haggar Boating Afful and my children: Jeremiah Kofi Afful and Persis Adom Afful whose moral support and sacrifice have brought me this far.

ACKNOWLEDGEMENTS

ABSTRACT

This study was conducted in Aowin District in the Western Region of the Republic of Ghana. It investigated the socio-economic background of parents in relation to the academic performance of pupils. A descriptive survey design using mixed-methods sequential explanatory approach was employed for this study. A combination of simple random, stratified and convenience sampling methods were used to select 126 study participants. Questionnaire (Cronbach's alpha = 0.82) and semi-structured interview guide were the main research instruments used to collect data. The quantitative data were analysed and presented in tables as frequencies, percentages, mean and standard deviation while the qualitative data was analysed thematically. Inferential statistics was computed using Spearman's rho correlation test via Statistical Product for Services Solution (SPSS) software at a significance level of $p \leq 0.05$ using a confidence interval (C.I) of 95%. The study revealed that the majority (over 50%) of public basic school pupils in the Aowin District were average and below average academic achievers who came from poor socio-economic background. Poor attitudes of parents towards the education of their wards significantly contributed to poor or low academic performance of the pupils ($p \leq 0.05$). It was recommended, among others, that parents should adequately provide for the basic and school needs of their wards. They should also motivate and encourage pupils to always attend school.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has adequately been described as key to development. No matter how often we hear this can never diminish its truth. In this direction the type of education a nation provides is critical to the quality of its development.

The right to education is guaranteed in the United Nations` Declaration on Human Right (Article 26) which states that:

> "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be equally accessible to all on the basis of merit".

The fact that the UN should be interested in Education to the extent of creating UNESCO, an organ of the UN dedicated among, other related social concerns that include culture and science demonstrates how matters of education issues are a priority for public policy, and likely to become even more so in the future years.

Other organisations, including the former Organisation of Africa Union, the current African Union, NEPAD and regional ones such as Economic Community of West African States have varying leanings on education. In Ghana, education has been a top priority to successive governments. District Assemblies have been pursuing various interventions to create an enabling environment to improve education delivery. Some of such actions are infrastructure provisions such as

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construction of school blocks, provision of furniture, sponsorship of teacher trainees, best teacher award, school feeding programme and provision of teaching and learning materials. The impacts of these actions have been an increase in enrolment.

At the centre of every school environment is the Pupil. Pupils' learning is influenced by many factors including pupils' skills, expectations, motivation and behaviour; family resources, attitudes and support; peer group skills, attitude and behaviour; school organization, resources and climate; and teacher skills, knowledge, attitudes and practices. Schools and classrooms are complex, dynamic environments, and identifying the effects of these varied factors, and how they influence and relate with each other has been, and continues to be, a major focus of educational research. Three broad conclusions emerge from research on pupils learning. The first and most solidly based finding is that the largest source of variation in pupils is attributable to differences in what pupils bring to school – their abilities and attitudes, and family and community background. The second broad conclusion is that of those variables which deal with teacher and teaching. The third is about those variables which deal with school and infrastructure available to support learning. The above preposition therefore places huge responsibility on parents as far as the education of their pupils is concerned.

According to Peek and Fothergill (2009), it is necessary to build a strong foundation during a child's elementary years of education. Parents are said to be the first teachers of their pupils. It is at home that pupils first learn about their culture, values and language. As a result of these reasons, parents are expected to take on the challenge and provide their pupils tools they will need in order to be successful in school and life. Education does not only involve acquiring academic

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qualifications: it also involves how to be a productive member of society, and also, how to behave in social settings. By talking to their pupils for instance, parents can help them increase their vocabulary; they help their pupils in their receptive and expressive language. Such pupils also feel empowered and are able to build lasting positive and strong relationships. Another basic role of parents is to provide physically secured environment for their pupils. Properly ventilated sleeping room, intellectually stimulating environment to facilitate studying at home, provision of nutritive food and prompt medical attention when there is the need are components of physical security.

In the report submitted by the education review committee (Anamuah-Mensah Committee, 2004), set up by the then government of the New Patriotic Party to study the entire educational system and make recommendations for review, it was mentioned among other things that the high incidence of poverty in the country makes it difficult for majority of parents to contribute meaningfully to the education of their pupils (Anamuah-Mensah, 2004). The report therefore suggested a remedy that improves access and participation in community schools, district assemblies should continue to play an active role in the financing of pre-tertiary education. The district assemblies, by this recommendation, were urged to play the part of the central government at that level to facilitate a successful implementation of the Free Compulsory Universal Basic Education (f-CUBE) as provided by the 1992 Constitution of the Republic of Ghana. In a country like Ghana where there is high poverty rate as underscored by the Anamuah-Mensah's Educational Reform Committee, if the socio-economic background of parents has a significant negative effect on the success or excellence of their pupils in education then the nation stands to lose a great deal. The reason is that the full

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benefits accrued to education as the engine of growth and development for every nation would elude the nation since only a few socio-economically advantaged in society can make it to the top of the educational ladder. For instance, research has shown that certain parent and family background characteristics like, socioeconomic status, education level of parents, genetic factors, single parent household, home ownership, and unemployment among others are some of the home factors influencing absenteeism among pupils. The family's socioeconomic status weirds a significant influence on the individual and the likelihood that they will attend school regularly (Crowder & South, 2003; Henry, 2007).It is against this background that this research is being undertaken in the Aowin District of the Western Region of Ghana to ascertain the extent to which the socio-economic background of parents affects the academic performance of their pupils.

Parent-child relationship is a psychological development, due to the different ways that parents train their pupils at home. The style of parenting adopted by a couple may be influenced by such factors as their culture and religious backgrounds. The parents are responsible for such key decisions as whether or not the child would attend school or he/she would get more play time. It is worthy of note that parent's child- nurturing choices affects the emotional well-being, intellectual growth and social competences of their pupils.

The initial socialization psychological traits, behavioural patterns and cognitive training that pupils receive from home reflect on their academic performance at school. Inappropriate mode of parenting styles affects the academic performance of the pupils. According to Epstein (2001), the type of home climate either negatively or positively affects the emotional functioning and academic performance of pupils. In other words, for pupils to be able to realize their full

academic potentials at the school, it will be necessary to obtain full parental support. Obviously government and other stakeholders in the country need to institute measures geared towards increasing the role of parents in the academic attainments of their wards. In other words, parents are expected to play a major role not only in their pupils' achievements, but broadly in the school improvement and the democratization of school governance.

Parents who play integral roles in their pupils' schooling are likely to experience more academic and social success. Showing interest in progress at school, helping with homework, discussing the value of good education and career options, staying in touch with teachers are reflections of parent's expectations and dreams for their pupils' academic achievement.

1.2 Statement of the Problem

Some parents in the Aowin District find it very difficult to provide the needs of their pupils both in school and at home. Pupils from such homes are normally deprived of vital learning resources such as textbooks, drawing equipment's and materials as well as other basic necessities such as food, and clothing. As a result of this, such pupils find it very difficult to cope with the learning process as they lack the essential resources needed to assist them to practice and gain much understanding of what they are taught in school. It is common to find these pupils on the streets of towns and villages in the district selling various items in their bid to raise funds to support the provision of their educational and other basic needs. The alarming rate at which pupils leave the classroom to undertake various forms of difficult works in an attempt to provide for themselves what their parents could not provide, has become the concern of many people in the study area. This

phenomenon, if it should remain unchecked, could widen the disparity between the rich and the poor, leading to polarization of societies, high crime rate, suspicion and fears amongst natives in their own communities. It is in view of this that the researcher decided to study the extent to which the socio-economic backgrounds of parents affect the academic performance of basic school pupils in the Aowin District.

Despite the government effort to improve the infrastructure and to provide free school uniforms, parental involvement in their pupils' education seems not to be encouraging. Parental monitoring of pupils to learn at home and creating a book friendly environment which contributes to the development of the pupils' positive attitudes towards learning is also lacking in many homes in the Aowin District. In spite of parents' approaches to their pupils' academic work, parenting or ways by which parents nurture their offspring differ from homes. Pupils whose parents show a little concern by visiting their pupils at school, monitoring their home works and communicating with teachers tend to do better. Parents also differed in the quality of communication, decision making and in helping their pupils to learn at home. These differences in the family culture affect the pupils' academic performance.

1.3   Purpose of the Study

The purpose of the study was to investigate the socio-economic background of parents in relation to the academic performance of Junior High School pupils in the Aowin District of the Western Region of Ghana.

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1.4   Objectives of the study

The objectives of the study were:

1. To examine the parents' socio-economic (occupational or employment and income) status (SES) and its influence on academic performance of junior high school pupils in the Aowin District;

2. To assess the relationship between parenting or child nurturing styles and academic performance of junior high school pupils in the Aowin District;

3. To determine the relationship between home environment resources and academic performance of junior high school pupils; and

4. To determine the relationship between parents' attitudes to school/education and academic performance of junior high school pupils.

1.5   Research Questions

To achieve the above objectives, the following research questions have been developed to guide the study

1. How does parents' socio-economic (occupational or employment and income) status (SES) influence the academic performance of junior high school pupils in the Aowin District?

2. What is the relationship between parenting or child nurturing styles and academic performance of junior high school pupils?

3. What is the relationship between home environment resources and academic performance ofjunior high school pupils?

4. What is the relationship between parents' attitudes to school/education and academic performance of junior high school pupils?

1.6 Hypothesis

The following null and alternate hypotheses was formulated to guide the study:

H_0: There will be no significant relationship between parenting styles and academic performance of junior high school pupils.

H_1: There will be a significant relationship between parenting styles and academic performance of junior high school pupils.

1.7 Significance of the Study

This study was justified because the findings of this research when made available will be of enormous benefit to parents, teachers, government, non-governmental organizations, and other stakeholders of education in the Aowin District. This study will go a long way to create awareness of the problems as pertains to the study area. By this research, parents will become aware of the role their socio-economic background plays in the education of their pupils.

School administrators and teachers will gain a great deal by understanding pupils from poor homes and accord them the needed support and attention. The study will also be useful to Non-Governmental Organisations (NGOs) and other benevolent institutions to direct some of their resources to support the education of pupils from poor homes in the study area.

In addition to the above, this document will be of particular benefit to the Aowin District Assembly since it will trigger their drive at implementing poverty reduction and alleviation strategies in the area.

Furthermore, policy makers and implementers of the nations' educational drive stand to benefit from the outcome of the research. Based upon the outcome of this

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study a couple of recommendations will be made to all stakeholders of education in this nation, and that will serve as a guiding principle to all policy makers in the dispensation of their responsibilities. Finally, this study will serve as a reference point for which further studies can be conducted.

1.8 Delimitations of the Study

A study of this nature should have been conducted in the entire Western Region and countrywide so that a good generalization could be made of its outcome (results). However, the study is limited in scope to the Aowin District. The research is again limited to public school pupils in junior highs chools in the district.

1.9   Organisation of the Study

The study is organized as follows: Chapter One is the Introduction, with focus on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, significant of the study, delimitation and limitation of the study as well as the organisation of the study; Chapter Two is the literature review which focuses on theoretical framework, conceptual framework, and indicators of socio-economic background of the people, socio- economic stratification, socio-economic background of parents as it affects pupils' academic performance and empirical evidence from related studies;

Chapter Three, which is methodology, examines the population of the study, sample, and sampling techniques and procedures, as well as research instruments. It also covers validity and reliability of instruments, data collection procedures, data analysis, and ethical considerations; in Chapter four, the results are presented and discussed; while Chapter Five dwells on the summary of findings,

conclusions, recommendations, and suggestions for further research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1   Overview

This chapter discusses and reviews other people's views on the socio-economic background of parents as it affects the academic performance of pupils. Socio-economic status is the combination of economic and sociological measures of an individual's work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level and occupational status. For the analysis of a family socio-economic status, the household income, education of earner and occupation are checked, as well as combined income compared with an individual, when their own attributes are assessed. Socio-economic status is generally divided into three categories, that is, high socioeconomic status, middle socioeconomic status and low socio-economic status to explain the three fields a family or an individual may fall into. When putting a family or individual into one of these categories, any or all of the three variables that is, income, education, and occupation can be reviewed and assessed. Socio-economic Status (SES) is assessed as a combination of factors containing income, level of education, and occupation. It is a way of observing to know how individuals or families adjust in society using economic and social measures that have been shown to impact individuals' health and well-being.

Many research studies have shown that the socio-economic status is a factor responsible for the academic attainment of the Pupils. Research studies show that socio-economic status influences Pupil's achievements (Jeynes, 2002; Eamon, 2005; Hochschild, 2003). It is believed that low socio-economic status has

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significant negative effects on the academic achievement of the Pupils because low socio-economic status is the obstruction to access to very important resources and creates additional tension and stress at home (Eamon 2005; Jeynes 2002). Pupils who have a low socio-economic status show poor result and are more likely to leave the school (Eamon, 2005; Hochschild 2003). Morakinyo (2003) found that there is a relationship between socio-economic status and academic achievement of the pupils. White (1986), in a meta-analysis of 620 correlations coefficient from 100 Pupils describes that there is a definite relationship between socioeconomic status and academic achievement of the Pupils. He noted that the frequency obtained correlation ranged from 0.10 to 0.70, which is positive relationship. It means that if one factor is increased the other also increases.

2.2 Theoretical Framework

The attribution theory (Weiner, 1980; 1992) cited in Weiner (2000) is probably the most influential contemporary theory with implications for academic motivation. It incorporates behaviour modification in the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It incorporates cognitive theory and self-efficacy theory in the sense that it emphasizes that learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviours. According to attribution theory, the explanations that people tend to make to explain success or failure can be analysed in terms of three sets of characteristics:

First, the cause of the success or failure may be internal or external. That is, we may succeed or fail because of factors that we believe have their origin within us

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or because of factors that originate in our environment. Second, the cause of the success or failure may be either stable or unstable. If we believe cause is stable, then the outcome is likely to be the same if we perform the same behaviour on another occasion. If it is unstable, the outcome is likely to be different on another occasion. Third, the cause of the success or failure may be either controllable or uncontrollable. A controllable factor is one that we believe we ourselves can alter if we wish to do so. An uncontrollable factor is one that we do not believe we can easily alter.

An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image. That is, they will attribute their successes or failures to factors that will enable them to feel as good as possible about themselves. In general, this means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck.

The basic principle of attribution theory as it applies to motivation is that a person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future. There are four factors related to attribution theory that influence motivation in education: ability, task difficulty, effort, and luck. On the basis of this theory the study suggest that pupils' academic performance is attributable to parental socio-economic background.

2.3. The Concept of Academic Performance

According to Taylor and Buku (2003), education involves the process of imparting knowledge, values and skills to bring about a change in behaviour of the individual. Talabi (2008) defines education as the process by which people acquire knowledge, skills, habits, values, attitudes and moral behaviour.

According to Farrant (1964), education is the universal practice engaged in by societies at all stages of development. He is of the opinion that education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed through schooling. Farrant asserts that the educational goals are the ends that societies set for the education system operates. For a nation to achieve her set goals, it is important that children are sent to school to be trained to acquire skills that would meet the developmental needs of that nation. Farrant declares further that it is one of the tasks of education not only to provide each child with the basic skills for serving in the modem world, but also help him to develop some useful and marketable skills that will be of use to others and therefore ensures he has employment and when each is employed the nation will become self-sufficient.

Education is thus, both a process and a product. It is a process in the sense that it involves a series of activities and commitments over a period of time so as to achieve a definite goal in the end. Not only is it a product but a seasoned and well refined product of course since the impact of education is supposed to bring about a certain degree of positive change in the behaviour of the individual. It should be noted that the higher the quality of the process of education one attains, all things being equal, the higher the quality of the end product.

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Good education is supposed to ensure that children grow up in a way so as to make them functional and acceptable in society. It would also enable them become productive to themselves, families and their nations at large. This is the very essence of education - transformation in the lives of the people through education, leading to socio-economic transformation of their respective countries.

Educational achievement is normally attributed to three major factors namely: ability, aspiration and opportunity which are closely interrelated (Addae-Mensah, 2000). According to Bruce and Neville (1979), educational achievement is measured by the use of a standardised achievement test designed for school subjects. This means that academic achievement is usually measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long-term objective of education. Otu-Danquah (2002) sees academic performance as what a pupils is capable of achieving when he is tested on what he/she has been taught. It is how well a pupils meets standards set out to be attained in an educational institution. Academic performance of a Pupil can be regarded as the observable and measurable behaviour of a Pupil in a particular situation. For example, the academic performance of a Pupil in Social Studies includes observable and measurable behaviour of a Pupil at any point in time during a course. This implies that academic performance is determined after the pupils has been taught specified courses of academic studies or curriculum.

According to Adams and Hayes (2001), academic performance really means three things:

a. the ability to study and remember facts,

b. being able to study effectively and see how facts fit together to form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, and

c. being able to communicate your knowledge verbally or writing it down on paper.

Heick (2014) identifies six factors of academic achievement:

1. **Accuracy**: This is the ability to not oversimplify nor make something more complex than it has to be. Thus, making sense of what is the standard, and understanding exactly what one needs to know

2. **Alignment**: Alignment between pupils practice and what is standard. The work pupils do throughout the year shouldn't merely "engage" them or push them to just think, make, or create. Therefore, there should always be an alignment between what pupils do and the standard.

3. **Data**: A climate of assessment provides usable data that teachers can grab-and-use to revise planned instruction. A trustworthy and relevant data that teachers can use and pupils can understand to let them know what should come next is needed. If it doesn't answer that question "what now?", it's an assessment of narrow value.

4. **Flexible Literacy**: This is being able to read and write a variety of texts both critically and holistically. Thus, to be able to decode texts of appropriate complexity, and to then be able to take that text apart in terms of ideas, evidence, theme, and craft.

5. **Encouraging pupils Effort**: This involves assisting pupils emotionally, meta-cognitively, and intellectually to give themselves to the process of mastering academic content.

6. **Self-initiated transfer**: Self-initiated transfer is the ability to transfer knowledge or skill learnt to a new and unfamiliar context, preferably unprompted. Thus, the ability to know what knowledge to use and when to use it without being told to do so.

According to Mushtaq and Nawaz Khan (2012), there are two types of factors that affect the Pupils' academic performance: internal and external classroom factors. Some internal classroom factors include "pupils' competence in English, class schedules, class size, text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers' role in the class, technology used in the class and exams systems" (Mushtaq & Nawaz Khan, 2012, p.18). External classroom factors, as purported by Mushtaq and Nawaz Khan (2012), include extracurricular activities, family problems, work and financial, social and other problems. Similarly, other research studies, according to Hansen and Joeb (2000), as cited by Mushtaq and Nawaz Khan (2012), has shown that pupils' performance depends on many factors such as learning facilities, gender and age differences.

Some researchers believe that the pupils' characteristics, their living and learning environments and instruction activities contribute to pupils' achievement (House, 2002). Research provides a number of reports which have successfully developed an association between performances of pupils and the role of different factors. The most common factors are: family, teacher, school environment and personal profile of the pupils (Hijaz &Naqvi, 2006).

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The Structure of Formal Education in Ghana

Like any other country, Ghana gives premium to formal education in the sense that it remains the most effective means by which children could be orientated in accordance with the national goals. Also, other forms of education could be attained better when one has attained some amount of formal education, at least, up to the basic level.

Education in Ghana constitutes a structure made up of two (2) years kindergarten, six (6) years primary and three (3) years of junior high school. There is three (3) years secondary and between three (3) and four (4) years tertiary education (Daily Graphic, 7/6/2003). Naturally, Pupils who successfully pass the Senior Secondary School Certificate examination can also follow courses at a Polytechnic, Teachers Training College (Colleges of Education) or other tertiary institutions.

The first nine (9) years, from primary to junior high school, form the basic education and is free and compulsory. The basic education is designed to expose children to a wide variety of ideas and skills and install attitudes that will help them cope creatively with their environment and stimulate them to be an asset to their country. The curriculum used in schools is work-oriented. The Primary School level curriculum consists of subjects such as English, Natural science, Language and literacy, Mathematics, Creative art, Information Communication Technology, Religious and Moral Education, French (optional) and physical activities such as Physical Education. The Junior High School level replaces Natural Science with Integrated Science, as well as Creative Art with Basic Design and Technology and incorporates Citizenship Education with Social Studies.

The Senior High School curriculum has Core subjects and Elective subjects. Every pupil takes four core subjects: English Language, Mathematics, Integrated Science (Science, Agriculture and Environmental Studies) and Social Studies (Economics, Geography, History and Government). Pupils also choose three elective subjects from five available programmes: Agriculture Programme, General Programme (Arts or Science option), Business Programme, Vocational Programme and Technical Programme. Basic and Senior Secondary Schools run a 40-week school year and pupils are tested using an internal continuous assessment (30% of final score) and an external examination conducted by the West African Examinations Council (70% of final score).

It needs to be noted that the educational committee did not recommend four years for secondary education; they acknowledged the fact that there were problems within the educational sector like inadequate infrastructure, de-motivation of teachers just to mention but a few. The committee had it in its report that if the government is able to resolve these problems then there is no need making secondary education four years, despite the public outcry for it to be made four years. For reason(s) better known to the then New Patriotic Party government the number of years was made four instead of the three years recommended by the committee. The previous Government, the National Democracy Congress, upon the assumption of power reverted to the three-year duration at the Senior High School level.

2.4.   The Role of Parents in Pupils' Education

The role of parents in the education of their pupils cannot be overemphasized. As the breadwinners, parents are supposed to provide all the basic and other material needs of their pupils. It is the responsibility of parents to provide food, shelter,

clothes and any other related needs of their pupils until they are fully grown and become independent. Parents are supposed to take care of their pupils until they are educated, married, or able to make their own living. Thus, parents owe it a responsibility to provide all the needs of their pupils including quality education. Gatwick (2004) identified eight parenting roles as follows: making the child feel important and loved responding to the child's cues.

a.   accepting the child for who she or he is, but expecting success.

b.   promoting strong values by using constructive discipline.

c.   providing routines and rituals to make life predictable, and create neural patterns in developing brains.

d.   being involved in the child's education, and being there for the child.

It is regrettable to note that at times, some parents leave their parenthood responsibilities in the hands of their innocent pupils at too early stages. Such parents fail to cater for the needs of their pupils in school which normally dampen their spirit and they begin to lose interest in their education. For instance, pupils providing everything, including food and shelter, for themselves would be a herculean task for them, and they would relegate their education to the background.

Research has shown that anytime parents fail to provide for their pupils, attempts are normally made by such pupils to fend for themselves at the expense of their education. This means that if parents in the Aowin District strive to provide for the needs of their pupils, that is, good food, clothing, shelter, education, and good medical treatment when they fall sick, they (pupils) would become highly motivated and begin to redouble their efforts academically and vice versa.

Boateng (2007) identified the parent as an important agent of socialization for the child, since the parent and the home are the first contact the child has with the world.

The family is the most important single determining influence on the behaviour of the individual. This influence is very lasting, and because of this, attempts are normally made to persuade parents to give their pupils the full attention in relation to their needs. Burt (1993) asserted that bad home conditions such as lack of affection, security and inconsistent home discipline plays major role in laying the foundation for potential drop-out. Parents are supposed to know better and guide their pupils as to how they (pupils) should lead their lives. This would ensure that they grow well to become responsible adults. In this regard, parents in the Aowin District should create and maintain good and enabling environment full of love, affection and discipline under which pupils of good character could be raised. Adu-Yeboah (2008) asserted that pupils must feel comfortable and confident in their families. He continued that pupils must be made to feel that they belong to a good and responsible family that provides protection for their life.

Therefore, the presence or absence of love and affection between the child and his or her parents is of paramount importance to the later development of the child's personality. If there is lack of love and affection at home, pupils feel rejected and unwanted. This could let them join the peer group out there who may be bad influence on them. However, if parents in the study area endeavour to show love, kindness and great sense of responsibility in nurturing their pupils, it would help them to grow and develop confidence needed to be successful in life. The role of parents in the education of their pupils therefore includes everything their pupils need in order to survive and keep focused on their education till they become

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mature, get married and begin their living. It should however, be noted that, no matter how good-or bad parents may be, their socio-economic background has an important role to play in how best they can adequately take care of their pupils.

2.4.1 Indicators of socio-economic background

Socio-economic background refers to the social and economic standing or strength of an individual. Indicators like occupation, education, residence, and wealth, to mention but a few, are normally used by authorities to group nationals of a nation into different categories of social classes. Research works and available studies identify occupation as the major determinant of one's status in society since the judgment people make about others is strongly influenced by their job and skill, responsibility and authority inherent in various occupations.

Education is also an important socio-economic indicator since it constitutes a medium through which knowledge and skills needed for the transformation of one's life is acquired. Education is considered to be the pivot of the individual's life because it determines one's employment opportunities hence his or her income level and the life style of the individual. It is believed that the higher one's level of education is the higher his or her placement on the job and vice versa. Okrah (1997) acknowledging this fact also states that education is a very important way of transforming the socio-economic status of the people and it is also a means of changing negative attitudes. Related to education and occupation as indicators of socio-economic status, is the individual's income level. Income refers to the amount of money received by an individual or a group (Shepard, 1999). The higher one's level of income the higher his socio-economic status and vice versa.

In Ghana, and other developing countries, apart from occupation, income and

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education, expenditure on western consumer items is considered as a dominant socio- economic status marker or indicator. For instance, a luxury car an individual or a family possesses is significant and for example the latest class of Mercedes Benz is the most dominant marker of high rank. Also, clothing, both expensive western and traditional, is an important symbol of education and wealth. Status in Ghana is also demonstrated in public display, especially during festivals and in lavish funerals that acclaim both the deceased and their descendants.

Family socio-economic status

Socio-economic status is commonly conceptualized as the social standing or class of an individual or group. Keeves cited in Anang (2006), stated that social class has consistently been reported as an important factor related to school performance as well as attitudes and practices at home. He further contended that social class membership begins exerting its influence before birth and continues until death. This implies that the higher one's family ranked on the socio-economic scale, the higher one's socio-economic status and one's social status.

It is further held that one's position which is a correlate in the economic continuum has to do with educational attainment. In other words, education is a correlate in the economic continuum because education determines occupational status. Education is also a correlate income because the higher the educational status, the higher the income. Economic status facilitates educational attainment because unless parents have higher income, they cannot finance the education of their pupils. Parents in lower socio-economic status homes find it difficult to sometimes put food on the family table. Hence, their pupils turn to miss school at times when the situation becomes so frustrating.

Poverty

Poverty is a crucial and destructive factor that affects pupil's academic achievement negatively. There is inverse relation of parental low income with the pupil's academic achievement. Sum and Fogg (1991) conducted a study and found that poor pupils are graded in the 19th percentile on assessments while pupils from a mid-upper income family are ranked in the 66th percentile on assessments. In data from the Early Childhood Longitudinal Study (ECLS) measuring academic achievement of kindergarten pupils on the ECLS reading achievement assessment, low income pupils scored at about the 30th percentile, middle income pupils scored at about the 45th percentile, and upper income pupils scores at about the 70th percentile (Rowan, Cohen, & Raudenbush, 2004). Klebanov, Smith and Brooks-Gunn (1994) concluded that both mothers' education and family income were the main predictors of the physical atmosphere and learning experiences in the home but that mothers' education alone was predictive of parental warmth. Similarly, Smith et al. (1997) found that the combination of family income and parental education with pupils' academic attainment was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus, they proposed that education might be connected to specific achievement behaviours in the home for example, reading, playing. Maurin (2002) stated that there are so many reasons that why parental income is potentially a very important determinant of the performance of pupils at school. The main reason is may be that rich parents can buy better food, better housing and medical care. In other words, they can purchase more of all the basic goods and services that support pupils' development and assist them to perform well at school. Imagining that the parental demand for these specific goods and services really increases with

parental income, we should examine a significant impact of income on pupils' performance. Krueger (2004) reviews various contributions supporting the view that financial limitations and constrains significantly impact on educational attainment of a pupil.

Again, poverty line of families has also been proved to be one major cause of pupil absenteeism. Studies have shown that pupils or pupils from poor homes are linked to their lack of attendance. "Poor housing, poor prenatal care led to higher incidence of illness among pupils from relatively poor families (Zhang, 2003). Money becomes a large issue in poverty. There is no money for daily necessities such as food, clothing, and supplies. There is no money for families to support their wards in terms of teaching and learning materials such as uniforms and sometimes fees for examinations. Pupils from these homes feel embarrassed when they are being sacked by teachers to go home for such monies or materials. Hence they play truant or absent themselves from school.

In kindergarten, pupils in poor families were more likely to be chronic absentees than their highest income counterparts (Mariajose & Young-San, 2007). This can make the foundation of their education poor when they reach higher levels. It is because these families are poor, parental job security and job issues take a toll on their pupils' ability to attend school regularly. While parents are out of the house trying to acquire an income, pupils are left at home to care for their other younger ones. "Parents of pupils with social attendance problems were four times more likely to think that pupils have something more important to do at home than at school' (Reid, n.d). Parents often leave to work much earlier than a pupils needs to be up, and the pupils is left to get to school on their own, which often does not happen. Due to poverty pupils who are homeless or reside in temporal housing are

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also more likely to miss school. Citing example from the United States Department of Education, the National Coalition for the Homeless 2007, reported that while 87 percent of homeless youth are enrolled in school only 77 percent attend school.

The concept of parenting style

Most literature materials reviewed in relation to undergraduate and graduate books on child development focus on three major styles of parenting including Authoritative, Authoritarian, and Permissive. A researcher, Baumrind (1966), who defined each construct according to observable behaviours by parents and children first proposed these constructs. In her early work, Baumrind (1967) presented children from authoritative parents as more self-reliant and self-controlled who had parents that were controlling and demanding, but had a degree of reciprocity regarding communication with child. These parents used firm and consistent control communicating with the child in a warm, reciprocal, and verbal-give and take style.

Authoritarian parents use a firm style too; however, they are characterised as-strict expecting absolute obedience to parental authority and reacting punitively to individuality that is expressed by most children. Additionally, authoritarian parents are characterized by lack of warmth and detachment. Finally, permissive parents, are said to be opposite of authoritarian parenting, and are characterised by frequent expressions of warmth and affection by parents but discipline infrequently and do not enforce rules of household. Therefore, children of these households are more likely to regulate their own behaviour independently.

Dimensions of parenting style

Baumrind (1991) explains that two researchers, Schaefer, and later Becker, analysed data from studies examining the child-parent relationships noting that ―two orthogonal factors emerged: demandingness and responsiveness. Parenting styles are then described in relation to these two terms. For ease of reading, each dimension is divided into sub-levels, each of which can be measured and yield a total score that would designate a particular parenting style. The sub-levels of responsiveness (synonymous with supportiveness), consist of warmth reciprocity, and attachment; and the sublevels of demandingness (synonymous with control), consist of monitoring and discipline.

Warmth refers to the parent's emotional expression of love; however, a warm and loving parent may well be a firm disciplinarian too. Reciprocity is described as regarding the child's wishes and feelings with sincere value. The final sub-level of responsiveness is attachment, which is the extent of emotional connection a child, has with his/her parent(s).

Demandingness embodies how well and efficient the parent supervises the child, and the sub-levels of monitoring and discipline are likely self-explanatory. Regardless, monitoring involves how parents approach establishing rules of the household, then enforcing those rules and how well they supervise the child. Are all parents 'coercive, giving threats or promises without reasons, do the parents use firm direct confrontation, or is the confrontation in the form of a friendly conversation or demeaning manner? As noted earlier, discipline was a sub-level, which refers to the type of discipline the parents implement for infractions of misbehaviour.

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Loading each dimension into the parenting typologies yields a particular parenting style. Therefore, if each sublevel within responsiveness was measured and the results yield high in each dimension of warmth, reciprocity, and attachment and a high score was yielded across each dimension in demandingness, then that parent would have high responsiveness and high demandingness-characteristics of the parenting typology which is authoritative parenting. Briefly, authoritative parenting, as noted would consist of high responsiveness and high demandingness, authoritarian would consist of low responsiveness and high demandingness, and permissive or indulgent parenting type would be responsive but low demanding (Jackson et al., 1998; Steinberg et al., 1995; Lamborn, Mounts, Steinberg, & Dornbusch, 1991). Extending Baumrind's (1966) work, Maccoby and Martin (1983) found through analysis of demandingness and responsiveness another parenting style that emerged which Baumrind (1991) termed as neglectful.

Authoritative parenting

Authoritative parents involve a demonstration of high levels of demandingness coupled with high levels of responsiveness. Authoritative parents expect conformity to parental standards from their children while at the same time encourage autonomy and self-will.

Authoritative parents encourage discussion of their expectation and provide their children with the rationale behind them. They are demanding of their children in that they guide firmly and articulate their expectations clearly, yet are also responsive in that they provide encouragement, love, and understanding.

Authoritative parents are accepting of their children's qualities, while communicating expectations for future standards of conduct. Unlike authoritarian

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parents, authoritative parents do not hide their imperfections, nor do they expect infallibility in their children viewed. Mistakes are viewed as learning experiences, rather than as punishable offences.

Unlike any other pattern, authoritative parenting upbringing generates competence and deterred problem behaviour (Baumrind, 1971, 1991). Glasgow, Dornbusch, Troyer, Steinberg, and Ritter (1997) points out, in comparison to the other parenting styles that, authoritative parenting is the most successful in fostering personal and social responsibility in adolescents, without limiting their emerging autonomy. Jackson et al (1998) indicated that authoritative parenting was reflective of better conflict resolution, and–significantly lower odds of reporting substance use and violence-related behaviours than peers whose parents were defined as permissive.

Authoritative style and child qualities

Children of authoritative parents were found to be purposeful, cooperative, assertive, self-reliant, and highly achievement oriented (Baumrind, 1971, 1991). Other qualities of children of authoritative homes are:

a. Lively and happy disposition.

b. Self-confident about ability to master tasks.

c. Well-developed emotion regulation.

d. Developed social skills.

e. Less rigid about gender-typed traits (especially: sensitivity in boys and independence in girls).

Authoritarian parenting

The authoritarian parenting centres on control. Authoritarian parents tend to raise obedient youths who do not question authority (Baumrind, 1991; Jackson, et al., 1998). Authoritarian parents exhibit high demandingness and low responsiveness toward their children. They attempt to control their children in accordance with a set of exterior standards that are typically in adherence to the views of some higher authority. In order words, authoritarian parents may look to their religious leaders for such standards, rather than creating their own. They value unquestioned obedience, and commonly use punishment for noncompliance or any type of demonstration of self- will from the child. They value work, respect for authority, and preservation of tradition, attempt to instil such values in their children. Authoritarian parents do not value discussion with their children concerning parental expectations, but instead believe children should accept adult authority without question. According to Jackson et al (1998), children of authoritarian parents tend to have both low self-esteem and less social competence in school. Again, youths from authoritarian parenting are more likely to report positive school performance compared to permissive but not compared to authoritative parenting (Dornbusch et al., 1987; Jackson et al., 1998).

However, Lamborn et al. (1991) point out that because youths of authoritarian parents are raised stricter ―they score well on measures of obedience and conformity and also do well in school. Lamborn et al. (1991) continue, suggesting that although they perform well in school, they have paid a price where self-confidence is concerned regarding the potential of their academic abilities.

Authoritarian style and child qualities

Children nurtured under the authoritarian parenting pattern are found to be reasonably achievement oriented, yet hostile and uncooperative (boys), or dependent and submissive (girls) (Baumrind, 1991). Other qualities of children nurtured in authoritarian homes have the following qualities:

a. Anxious, withdrawn, and unhappy disposition.

b. Poor reactions to frustration (girls are particularly likely to give up and boys especially hostile).

c. Do well in school (studies may show ac hortative parenting is comparable).

d. Not likely to engage in antisocial activities (especially: drug and alcohol abuse, vandalism, gangs)

Permissive parenting

Obviously, permissive parenting style would be associated with low levels of responsiveness and some high levels of demandingness. The permissive parent attempts to behave in a no punitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. The parent consults the child about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behaviour. She presents herself to the child as a resource for him to use as he wishes, neither as an ideal for him to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behaviours. Permissive parents affirm their children's desires and actions, and avoid the use of power and control. They are, in a sense, a friend to their children without the guidance exercised by authoritative parents.

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They allow the child to regulate his own activities as much as possible, and do not encourage him to obey externally defined standards. They also attempt to use reasons and manipulation, but not overt power to accomplish their ends (Baumrind, 1971, 1991).

Permissive style and child qualities

Children of permissive parents tend to be similar to that of authoritarian parents, in that they are often hostile and uncooperative. These children are also lacking in self-control, are purposeless, and are not very achievement oriented (Baumrind, 1991). Other qualities of children of permissive parents are as follows:

a. Poor emotion regulation (under regulation).

b. Rebellious and defiant when desires are challenged.

c. Low persistence to challenging tasks.

d. Antisocial behaviours.

Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behaviour. Research based on parents' interviews, child reports and parents' observations consistently find:

a. Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumental competent than those parents who are non-authoritative (Baumrind, 1991).

b. Children and adolescents from authoritarian families (high in demandingness but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer

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social skills, lower self-esteem, and higher levels of depression (Maccoby & Martin, 1983). In a survey of 7,836 adolescents in the San Francisco Bay area, Dornbusch et al.(1987) found that Asian American parents were more authoritarian than European American parents, the authoritarian parenting styles was associated with lower academic grades.

c. Children and adolescents from permissive homes (high in responsiveness, low in demandingness) are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression (Maccoby & Martin, 1983).

In general, parental responsiveness predicts social competence and psychosocial functioning, while parental demandingness is associated with instructional competence and behavioural control (that is, academic performance and deviance).

In reviewing the literature on parenting style, one is stuck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behaviour in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. Although specific differences can be found in the competence by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents. Differences between children from authoritative homes and their peers are equally consistent, but somewhat smaller (Weiss & Schwarz, 1996).

Just as authoritative parents appear to be able to balance their conformity demands with their respect for their children's individuality, children from authoritative homes appear to be able to balance the claims of external conformity and

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achievement demands with their need for individuation and autonomy (Kazol, 1991)

Contribution of Parenting Styles on the Pupils' Academic Performance

Competence, work orientation, and self-reliance. Internalised distress referred to health problems and psychological symptoms of anxiety, tension, and depression. In this sample, adolescent who came from authoritative homes scored highest in psychosocial development and lowest in internalised distress. They were more competent and confident than adolescents from other types. Adolescents from authoritarian backgrounds scored reasonably well in psychosocial development, but tended to have low self-perceptions and confidence, and higher levels of 24 of internalised distress. Finally, adolescents from permissive backgrounds scored reasonably high in social competency and self-perception, but low in work-orientation. Similarly, Kurdek and Fine (1994) conducted a two-sample study to determine if family acceptance (responsiveness) and family control (demandingness) influenced the adjustment of young adolescents in the areas of psychosocial competence and self-regulation. In the first sample, psychosocial competence was assessed by measuring levels of self-esteem and self-efficacy, and self-regulation was measured by self-reports of academic performance and aggressive behaviours. In the second sample, adjustment was assessed by peer ratings of likability, which the authors suggest are linked to psychosocial competence and self-regulation. The findings of this study were found to be consistent with previous literature showing acceptance and control to be influential on the adjustment of adolescents. Adolescents from families of high in both acceptance and control had the highest levels of self.

The concept of Parental Involvement

The child's first place of contact with the world is the family. The child, as a result, acquires initial education and socialization from parents and other significant persons in the family. The parents are, in short, the child's first teacher. They are the first and primary source of social support for young children. In the Ghanaian setting, the responsibility for raising a child is a collective one. When parents are involved in the education of their children, the children tend to model their parents 'attitude and actions (Georgiou, 1997). Suffice it to say that parents have profound influence on every aspect of the child's life.

Available and accessible research evidence have indicated that pupils with parents who are involved in their education tend to have fewer behavioural problems and better academic performance and less likely to drop out of school than pupils whose parents are not involved in their school (Rich, Van Dien & Mallox cited by Bohatala, 2017).

Corroborating the above, Reynolds (1994) demonstrated that a significant relationship existed between parental involvement and academic performance. According to Fantuzzo, Davis, and Ginsberg (1995), the term parental involvement refers to a variety of parental behaviours that directly or indirectly influences children's cognitive development and school achievement. Illustrative examples of these parents' behaviours presented in the empirical literature, are: attending parent-teacher conferences, being a member of a Parent- Teacher-Association (PTA), helping with homework, discussing school activities with the child's school progress, monitoring the child's out-of-school activities, and talking regularly with the child. Epstein (2001) describes six types of parental involvement in their children's academic achievement. These are:

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1. **Parenting**: The basic obligations of parents include housing, health, nutrition, and safety for their children. Parents also should provide home conditions for learning at all levels.

2. **Communicating**: The basic obligations of schools include school-to-home communication (such as memos, notices, newsletters, report cards, conferences, and phone calls) and information (on schools, courses, programs, and activities). Parents provide home-to-school communication, making a two-way channel for interaction and exchange.

3. **Volunteering**: Parents volunteer their time and talents at school activities and fundraising.

4. **Learning at Home**: Parents help their children with homework and with setting educational goals.

5. **Decision Making**: Parents participate in school councils, organizations and school decisions on policy, leadership, and advocacy.

6. **Collaborating with the Community**: Parents encourage partnerships with community resources and services.

Although the dynamics of parent involvement and pupils academic performance at the senior high level are not clearly understood, current efforts of purposeful parent involvement strategies make a difference (Baker & Soden, 1998). The leadership of every high school, regardless of school enrolment size or community socio-economic composition, has an obligation to engage in discussions about purposeful parent involvement. There is no evident research documenting a negative effect as a result of the implementation of a well-designed parent involvement strategy (Eccles et al., 1993).

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According to Leler (1983), the earlier in a child's educational process parent involvement begins, the more powerful the effect. Leler further emphasized that the most effective forms of parent involvement are those that engage parents in working directly with their children on learning activities at home.

It is very clear that parental involvement is beneficial. It can definitely benefit the pupils in question, but it can also benefit the teachers, school, the parents themselves and the community, as well as other children in the family. Everything possible should be done by the school system to encourage the parents to become involved. This is especially true of the headmaster of the school, and it is his or her leadership that will guide the teachers in the direction of emphasising the importance of parental involvement.

Major factors of parental involvement

Henderson and Berla (1994:160) hold the view that the most accurate predictor of a children's academic achievement in school is not income or social status but the extent to which that pupil's parents are able to:

1. create a home environment that encourages learning
2. express high (but not unrealistic) expectations for their children's achievement and future careers
3. become involved in their children's education at school and in the community

According to Leler (1983), there are three main factors of parental involvement in the education of their children. These are:

a. Parents' beliefs about what is important, necessary and on behalf of their children;

b. The extent to which parents believe that they can have a positive influence on their children's education; and

c. Parents' perceptions that their children and school want them to be involved.

When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, guide television watching, and provide stimulating experiences that contribute to pupils' academic performance (Clark, 1990). According to Clark (1990), 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 life.

Parental involvement as school success strategy

Simon (2001) theorised that parents' involvement has made an impact on a child's learning and motivation. The study looked at various types of involvement including, learning at home (home instruction), decision-making, communication and participation in school governance.

Epstein et al. (2002) discuss parental involvement as educational tool needed to achieve academic success. Simon (2001) specifies the importance of a quiet time and place for homework. There was also a discussion on the negative impact of television, but the positive impact of praise. Beck and Murphy (1999) state that communication is a vital component for school success. Parents who prepare their children talk about setbacks, possible stressors and coping skills.

Individual differences in children's academic achievement were studied by Fan and Chen (2001) relative to differences in the parental involvement. They found the children of authoritative parenting and parental involvement to be positively related with academic achievement. Children with higher test scores come from more supportive homes. The parents of senior high schools were asked about conveying positive feeling, conversing with the pupils, answering pupils's questions and assisting them in learning at home.

Importance of parenting style and parental involvement

D'Agostino (2001) shows the role of the family and the specific interactions between a child and parent have been determined to be powerful indicators of development. Some specific interactions include family discussions, encouragement, assisting pupils in their homework, involve children in decision making, and limit setting, daily routine, praise and intellectual stimulation. These studies have shown all of these connections to produce an impact on academic achievement. Children have an unbelievable thirst for knowledge. If parents do not tap into that drive in early childhood, it could be lost before they even enter the school system.

The parents that do not foster learning are easily identified. It is truly amazing how little children mention their parents. Parents' encouragement to achieve and interest in school performance are significantly related to pupils motivation and achievement.

Crozier (2000) found out that what might be called "the curriculum the home" predict academic learning twice as well as the socio-economic status of families. This curriculum includes informed parent/child conversations about everyday

events, encouragement and discussion of schoolwork (homework), monitoring and joint analysis of tele viewing; deferral of immediate gratification is to accomplish long-term goals, expressions of even occasional doses of caprice and serendipity. In 29 controlled studies conducted during the past decade, 91% of the comparisons favoured children in programs designed to improve the learning environment of the home over children not participating in such programs. Although the average effect was twice that of socioeconomic status, some program had effect ten times as large".

Drake (2000) spoke about the importance of taking time for children, playing with them, taking decision with them and assisting them in doing their homework. The decision parents make to involve children in the family decision making, or allow the child to be unsupervised will have a profound impact on their academic performance.

The most vulnerable and dangerous time for children is between 3:00 pm and8:00 pm, they may not be perpetrators but they well could be the victims. Victims outnumber perpetrators (Drake, 2000). Stegelin (2002) declares the importance for parents to communicate positively, take decision with their adolescents and assist them in learning at home. Reading materials should be abundant and discussed on regular intervals. The study states that parental involvement and parenting styles show a significant relationship to academic achievement. Oslen and Fuller (2010) summarises the benefits children gain from parental involvement in their education as follows:

1. Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.

2. Children generally achieve better grades, test scores, and attendance.

3. Children consistently complete their homework.

4. Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.

5. Children's positive attitude about school often results in improved behaviour in school and less suspension for disciplinary reasons.

6. Fewer children are being placed in special education and remedial classes.

7. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.

8. Junior high and high school pupils whose parents remain involved usually make better transitions and are less likely to drop out of school.

Again, Oslen and Fuller (2010), provides the following as the benefits parents themselves derive from involving themselves in their children's education:

1. Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.

2. Parents are more confident in their parenting and decision-making skills.

3. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.

4. Parents have a better understanding of the teacher's job and school curriculum.

5. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

6. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.

7. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team.

Similarly, Henderson and Berla (1994) provide the following as the benefits the school also derives from parent involvement in their children's education:

1. Improved teacher morale.
2. Higher ratings of teachers by parents.
3. More support from families.
4. Higher pupils achievement.
5. Better reputations in the community

The family and parents most especially, makes critical contributions to children's academic achievement, from their childhood through to adulthood. Efforts to improve children's outcomes are therefore much more effective if they encompass their parents. As Henderson and Berla (1994) put it, whenever the schools engage parents at school, not just at home, children do better in school and they stay in school longer.

The Effect of Variation of Parenting Styles in the Differences of Pupils` Academic Performance

The effect of variations on parenting styles has to do with psychological attributes associated with different parenting styles which appear to support the contention that parenting style has an effect on development. To identify the effects of developmental outcomes in adolescents, Lamborn, Mounts, Steinberg, and Dornbusch (1991) surveyed 4,100 adolescents to determine the type of parenting style used by their parents and the adolescents' levels of psychosocial development and levels of distress. After grouping the adolescents into their parental types: authoritative, authoritarian, and permissive, they were given measures of psychosocial development and internalized distress. Components of psychosocial development that were measured included social-esteem, self-efficacy, and self-regulation.

Effect of Educational Background, Marital Status, and Sex of Parents Parenting Styles on the Academic Performance

This part of the research looks at the educational level of a parent and emphasis particularly influence in determining whether a child is intrinsically motivated in the classroom. Ersado (2005) asserts that a parent's level of education is the most consistent determinant of child's education and employment decisions. Hallman (2006) agrees with the above assertion and stated that higher level of education of parents or household heads turns to be associated with increased access to education, higher attendance rates, higher intrinsically motivated children and lower dropout rates.

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A number of reasons have been advanced for the association between parents' level of education and children's higher level of classroom motivation. Pryor and Ampiah (2003) are of the view that non-educated parents are not able to provide support, offer help, do not understand children's position in decision making and they evaluate their children's behaviour and attitudes according to a set of traditional standards and often do not appreciate the benefits of schooling. Pryor and Ampiah assert that educated parents provide intellectually stimulating environment, encourage independent action of children and that they have the ability to understand children's behaviour and actions. Such parents they concluded demonstrate a high commitment to education of their children not only by owning books and reading to their children but also by requiring their children to do extensive homework.

According to Brown and Parkers (2002), a research in China indicated that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14%. However, a study done in Brazil by Cardoso and Verner (2007) argue that the schooling level of the mother does not have significant impact on the probability of the child dropping out of school.

These studies imply that a child's classroom motivation is not determined by his or her parents' level of education alone. Al Samarrai and Peagood (1998) conducted a research in Tanzania which also suggested that a father's education has a greater influence on boy's primary schooling and the mothers on girls. The same research did indicate that while a married mother's primary education can increase the probability of girls enrolling in primary school by 9.7% and secondary by 17.6%, it has no significant effect on the enrolment of boys. This implies that educated mothers have a stronger preference for their daughter's education. From the above

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studies done, it can be concluded that parenting is a dynamic phenomenon and that whereas parents' level of education may influence their children's classroom motivation, the child's characteristics such as determination and resiliency do count.

Composition and involvement of the family

The home and social background of truants and persistent absentees include factors such as one-parent families, families with an above average number of pupils, families in over crowed conditions, families living in council-owned housing, families living in poor-quality or old housing in a dilapidated state both internally and externally and families involved in social vices (Reid, 2005).

Also, it has been proved through research that family characteristics such as the number of parents in a home or household and parental practices all influence pupils attendance. Pupils from single-parent families are more likely to miss school than pupils from two-parent's families (Finlay, 2006). In addition to this factor, if a pupils lives in a single parent home, the balance between everyone's schedules is hard. The high mobility rate of families, families with substance abuse issues, lack of social competences and mental and physical health problems also contribute to a pupils's lack of attendance at school.

Parental level of education

Parental education is also an important aspect of the socio-economic status of school Pupils because it is expected that parental and pupils' education is significantly correlated. Peters and Mullis (1997) concluded that parental education had a significant effect on academic achievement of the pupils. The

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mother's education level had a 20% higher affect than the father's education level on the academic achievement of adolescents. According to Eamon (2005), mother education affects the academic achievement of the pupils. The pupils of highly educated mothers obtain higher test scores. Caldas and Bankston (1997) found that parental educational background and occupational status had significant effects on academic achievement than family income alone. A number of studies have recommended that parents of higher socio-economic status are more engaged in their pupils' education as compared to the parents of lower socio-economic status and that greater parental participation and involvement promotes more positive attitudes toward school, improves homework habits, reduces absenteeism and dropping out, and enhances academic achievement (Muller, 1993; Stevenson & Baker, 1987). An earlier study by James (2002) also showed that parental education levels exposed the clearest patterns of variation in Pupil attitudes towards school and post school options. In the same way, Western (1998) found that pupils whose parents had high educational levels had access to a variety of resources which assisted and facilitated to participate in university studies. Ahmed (1991) arrived at the result that out of 56 candidates who had qualified after the competitive examination for public sector jobs at the Khyber Pakhtunkhwa Provincial Public Commission Pakistan, 30 of the candidates had pupils with Bachelor and above educational qualifications. Krashen (2005) found that pupils whose parents are educated score higher on standardized tests as compared to those whose parents were not educated.

Again, many parents encounter barriers to participate in their child's education which may include their own poor experience of education. Chang and Romero (2008) elaborated that choosing not to attend school on regular bases begins early

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in a child's formal education when some parents do not yet see the importance of their child being in school every day.

In a home where education is not seen as the only source of wealth or becoming rich, the pupils from such homes are likely to exhibit truancy or absence and for others; it takes a while to establish a family routine that enables regular school attendance. Where families do not see education, and learning as a priority or as part of their family values, school attendance for pupils in such homes is a problem.

Socio-economic stratification

Variation in level of education, occupation, income and wealth amongst populates of a nation has the effect of creating social classes amongst nationals of different countries, both developed and underdeveloped. Shepard (1999) identified three main social classes in the American context. These are the upper, middle and lower classes. The upper class is composed mainly of higher educated professionals and executives like university professors, members of the jury, top government officials, Ambassadors and members of the diplomatic corps. Members of the upper class constitute only a small section of the population. The middle class is, professionals and skilled labourers. Most of them have had post-secondary education and are decently employed. People within this social bracket lead decent lives but nowhere near that of the upper class. Professionals like teachers, nurses, district heads of departments, police, army, traders as well as skilled artisans are examples of the constituents of this category. The lower class is made up of the poor, deprived, the vulnerable and the disadvantaged in society. They are mainly characterized by semi-illiterates and semi-skilled labour force, the unskilled are

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under employed and live in abject poverty. Many of them indulge in alcoholism, quarrels and violence, divorce unplanned family size and lack of interest in national and international issues. Shepard (1999) stated that there are many routes into the lower class-birth, physical and mental disability, age, abandonment, occupational failure and alcoholism. There are, however, very few paths out.

The socio-economic stratification in Ghana is slightly different from that pertaining to the advanced industrialized countries. According to Nukunya (2003), stratification of society has started to take shape, in Ghana, resembling the hierarchical structure found in the advanced countries. On top of the hierarchy lie people such as politicians, senior government officials, lawyers, doctors, university lecturers, architects and professionals of similar standing whose taste and lifestyles could be likened to those of the upper class in the industrialized countries. Below the top lie a category of professionals like nurses, teachers, the police and other people in the public and civil service who could also be compared with that of the middle class of the industrial countries.

At the bottom of the social structure lie a wide range of people from the very low salaried workers like office cleaners, manual labourers, petty traders and peasant farmers to the vulnerable in society. Though we have categories of groups with differential access to political and socio-economic resources, these have not been institutionalized into social structure of well-knit interest groups like that existing in the advanced countries. With time, however, it is expected that the elite characteristics would be transformed into class characteristics, in the sense that whilst it is very difficult to dislodge the elite, they are rather easy to be perpetuated (Nukunya, 2003).

2.5 The relationship between socio-economic background of parents and pupils' academic performance

All things being equal, the ability of parents to cater for the needs of their pupils is a function of their socio-economic background. Whilst parents with sound socio-economic background find it very easy to provide the needs of their pupils, poor parents normally have to strive to cater for the basic needs of their pupils. According to Sadker (2000), pupils in this nation facing severe problems like malnutrition, inadequate housing or accommodation, family instability, large family size and poverty would have lower average score and eventually affect the pupils and the nation.

The hallmark of poor homes is poor accommodation, hunger, malnutrition and disease. The numerous problems and challenges facing pupils from homes of poor socio-economic background tend to weigh too heavily on them and tend to de-motivate them to learn. As a result, they normally obtain low scores in class exercises and examinations.

Ocloo et al. (2005) and Avoke (2008) asserted that malnutrition is one of the causes of learning disability. They explained that, when the mother lacks vital nutrients needed for proper growth and development of the human body, the development of the child's brain becomes adversely affected. The diet of the mother, therefore, is of paramount importance to the development of the foetus. Gadagbui (2003) stated that good balanced diet is the number one necessity for the development and growth of the brain at the pre-natal foetal stage till birth and at least to the 7th if we want to reduce learning difficulty or disability, slow learning emotional and behaviour problems in schools, families and government must see to planning birth and size of families.

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The size of families who are disadvantaged as far as the sharing of the national cake is concerned, are normally larger. At any time or the other parents from such families are grappling with how to feed themselves as well as their numerous pupils. Eventually, food served in such homes lack the essential nutrients needed for the proper growth, development and healthy living of their pupils. Pupils from such homes are likely to have low intelligent quotients and thus perform abysmally in school. This implies that pupils from the Aowin District would put up very good academic performance if their parents are able to provide good food for the members of their families and vice versa.

Amissah and Sam-Tagoe (2002)) said that people forget because they fail to practice and use what they have learned. Learning provides the opportunity for pupils to practice what they are taught in school. This enables pupils to commit what they are taught into memory, apply or use it and eventually become part of them. This implies that if pupils in the study area learn regularly at home, they would do well academically. According to Annor (1999), pupils from rich families have more motivation to learn than their counterparts from poor homes. Amissah and Sam-Tagoe (2002), again, buttressed this assertion and stated that pupils can be motivated by prizes, tokens and other concrete incentives to learn hard. Pupils from poor and large homes find it very difficult to get their basic needs such as three square meals let alone being motivated by prizes, tokens and the like, just to boost their morale for studies. On the other hand, pupils from rich homes who live in healthier home environments, nourished and are not overcrowded, have little or no family problems to get worried about. Also, rich and educated parents who understand the need to provide their pupils with the best of education and have the means to do it well would always motivate their pupils to learn hard. Pupils who

are motivated to learn normally do better than their counterparts who are not motivated.

Nukunya (2003) asserted that the elites know what is required to make a child successful at school, the need to provide all the requirements and even go beyond these to get additional assistance in the form of extra books, equipment and private tuition. Some actually help in teaching their pupils at home. Nor should we forget the other conditions at home: more space, better lights to work with and perhaps a room to each child. He will also learn a lot from his video, radio and television.

Apart from their ability to motivate their pupils to learn, parents with sound socio-economic background are better informed and are conscious of the step-by-step decisions or choices needed to be made at any point in time in the upbringing of their pupils. With this, pupils from affluent homes do the right thing at the right time and excel academically. For example, as the elite deliberately limit the size of their families, teach their pupils and maintain a serene environment at home, all in their bid to give their pupils the best for better future, illiterates rather give birth to more pupils only to have their problems compounded at the expense of the education of their pupils.

2.5.1 The influence of home background and parents' socio-economic status (SES) on academic performance

Home background according to Programme for International Pupils Assessment (PISA, 2015) influences academic and educational success of pupils and, it reinforces the activities and functioning of teachers and pupils. It is believed that the quality of parents and home background of a pupils goes a long way to predict

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the quality and regularity of the satisfaction and provision of a pupils's functional survival and academic needs. The United State Department of Education (2000) found that poverty is an important factor accounting for difference in performance and achievement across rural, sub urban and urban districts. However, the study concluded that poverty alone does not account for all the difference in the performance of the pupils.

Almost all research named socio-economic status as one of the factors that affect pupils learning (Howley, Strange & Bickel, 2000; House, 2002). Pupils learn better if they are from above-average or average income family, with well-educated parents who participate in the school's education process and encourage pupils to learn. Rothman (2003) held the view that "In one scenario, school pupils from low-socio-economic status homes are at a disadvantage in schools because they lack an academic home environment, which influences their academic success at school".

2.5.2 The influence of home factors on academic performance of pupils

According to Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. Ajila and Olutola (2007) argued that although the home or family environment has been recognized as having a lot of influence on the academic performance of pupils, previous studies have been centred on the socio-economic status of parents. The continuity of family involvement at home appears to have a positive influence on pupils as they progress through the complex education system. This suggests that, the more families support their pupils' learning and educational progress, the more

their pupils tend to do well in school and continue their education (Henderson &Mapp, 2002).

Home background according to Programme for International Pupils Assessment (PISA, 2015) influences academic and educational success of pupils and, it reinforces the activities and functioning of teachers and pupils. It is believed that the quality of parents and home background of a pupils goes a long way to predict the quality and regularity of the satisfaction and provision of a pupils's functional survival and academic needs. The United State Department of Education (2000) found that poverty is an important factor accounting for difference in performance and achievement across rural, sub urban and urban districts. However, the study concluded that poverty alone does not account for all the difference in the performance of the pupils.

Almost all research named socio-economic status as one of the factors that affect pupils learning (Howley et al., 2000; House, 2002). Rothman (2003) held the view that school pupils from low-socio-economic status homes are at a disadvantage in schools because they lack an academic home environment, which influences their academic success at school. Another scenario argued that school and neighbourhood environments influence academic success, so, low socio-economic status schools are generally lower-performing.

The family plays a central role in socializing the child (Alhassan, 2000). Kutuadu and Marfo (2001) expressed their views that negligence of parents to cater for their wards in school is a very bad practice which further leads to a number of adverse effects on the society. There are some pupils in single-parent family structures who will perform academically better than pupils from two parents' family structure (Ajila & Olutola, 2007).When a pupils suffers parental and material deprivation

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and care due to divorce or death or absconding of one of the parents, the pupils's schooling may be affected as the mother alone may be financially challenged to pay the school fees, purchase learning materials and uniforms, such pupils may play truant, thus his performance in school may be affected (Shittu, 2004).

Harris (2011) asserted that there are a number of ways that parents can contribute towards their child's education irrespective of where the child schools. Harris (2011) opined that child education begins right from the time it is in its mother's womb, that is why the activities of an expectant mother are believed to play a vital role in shaping the characteristics and attitude of the child as it grows up. He accentuated that whatever the schooling and teaching facilities developed by the government or by private institutions, the coaching that a parent can provide at home is invaluable.

According to Earle and Heymann (2000), numerous studies have shown that parental involvement is important to pupils' success at school. Parental involvement in the form of participation in classroom programmes, school events, and meetings is important both to the parent's own pupils and to the quality of education for all pupils within a school (Earle & Heymann, 2000). Earle and Heymann added that parents' active participation in their pupils' education makes an enormous difference; pupils achieve more in elementary school, and the junior high school. Santrock (2008) noted that even though parental involvement is minimal in elementary school, it is even less in secondary schools.

2.5.3 The influence of child nurturing style and other responsibilities of Parents on academic performance

According to Alhassan (2000), the family plays a central role in socialising the child. Typically, parenting includes a major responsibility for socialisation. It is in the family that the child is born, spends his early years and learns his first language. The family is the single most important agency for inculcating basic social values and character traits which make for the child's eventual responsible participation in the life of the society. The family is responsible for the physical and material care as well as moral education of the young. Poor parental care with gross deprivation of social and economic needs of the pupils, usually yield to poor academic performance. Kutuadu and Marfo (2001) expressed their views that negligence of parents to cater for their wards in school is a very bad practice which further leads to a number of adverse effects on the society.

Simon (2001) theorised that parents' involvement has made an impact on a child's learning and motivation. The study looked at various types of involvement including, learning at home (home instruction), decision-making, communication and participation in school governance.

Epstein et al. (2002) discussed parental involvement as educational tool needed to achieve academic success. Simon (2001) specified the importance of a quiet time and place for homework. There was also a discussion on the negative impact of television, but the positive impact of praise. Parents who prepare their pupils talk about setbacks, possible stressors and coping skills.

Individual differences in pupils' academic achievement were studied by Fan and Chen (2001) relative to differences in the parental involvement. They found the

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pupils of authoritative parenting and parental involvement to be positively related with academic achievement. Pupils with higher test scores come from more supportive homes. The parents of senior high schools were asked about conveying positive feeling, conversing with the pupils, answering pupil's questions and assisting them in learning at home.

D' Agostino (2001) pointed out the role of the family and the specific interactions between a child and parent have been determined to be powerful indicators of development. Some specific interactions include family discussions, encouragement, assisting pupils in their homework, involve pupils in decision making, and limit setting, daily routine, praise and intellectual stimulation. These studies have shown all of these connections to produce an impact on academic achievement. Pupils have an unbelievable thirst for knowledge. If parents do not tap into that drive in early childhood, it could be lost before they even enter the school system.

The parents that do not foster learning are easily identified. It is truly amazing how little pupils mention their parents. Parents' encouragement to achieve and interest in school performance are significantly related to pupils motivation and achievement (Crozier, 2000). He found that what might be called "the curriculum the home" predict academic learning twice as well as the socioeconomic status of families. This curriculum includes informed parent/child conversations about everyday events, encouragement and discussion of schoolwork (homework), monitoring and joint analysis of tele viewing; deferral of immediate gratification is to accomplish long-term goals, expressions of even occasional doses of caprice and serendipity. In 29 controlled studies conducted during the past decade, 91% of

the comparisons favoured pupils in programs designed to improve the learning environment of the home over pupils not participating in such programs.

Drake (2000) spoke about the importance of taking time for pupils, playing with them, taking decision with them and assisting them in doing their homework. The decision parents make to involve pupils in the family decision making, or allow the child to be unsupervised will make a profound impact on their academic performance. The most vulnerable and dangerous time for pupils is between 3:00 pm and 8:00 pm. they may not be perpetrators but they well could be the victims. Victims outnumber perpetrators (Drake, 2000). Stegelin (2002) declared the importance for parents to communicate positively, take decision with their adolescents and assist them in learning at home. Reading materials should be abundant and discussed on regular intervals. The study states that parental involvement and parenting styles show a significant relationship to academic achievement.

Ersado (2005) asserted that a parent's level of education is the most consistent determinant of child's education and employment decisions. Hallman (2006) agreed with the above assertion and stated that higher level of education of parents or household heads turns to be associated with increased access to education, higher attendance rates, higher intrinsically motivated pupils and lower dropout rates.

A number of reasons have been advanced for the association between parents' level of education and pupils' higher level of classroom motivation. Pry or and Ampiah (2003) were of the view that non-educated parents are not able to provide support, offer help, do not understand pupils' position in decision making and they evaluate their pupils 'behaviour and attitudes according to a set of traditional

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standards and often do not appreciate the benefits of schooling. Pryor and Ampiah (2003) also asserted that educated parents provide intellectually stimulating environment, encourage independent action of pupils and that they have the ability to understand pupils' behaviour and actions. Such parents they concluded demonstrate a high commitment to education of their pupils not only by owning books and reading to their pupils but also by requiring their pupils to do extensive homework.

According to Brown and Parkers (2002), a research in China indicated that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14%. However, a study done in Brazil by Cardoso and Verner (2007) argued that the schooling level of the mother does not have significant impact on the probability of the child dropping out of school. These studies imply that a child's classroom motivation is not determined by his or her parents' level of education alone.
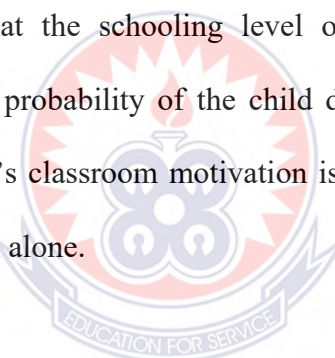
2.5.4   The influence of home environment and resources on academic performance

Research has focused on the home and neighbourhood resources of families - books, computers, libraries, trips, museums and so on. These home and neighbourhood resources seem to have the greatest impact on pupils' achievement when school is not in session during the summer or before pupils enter school. Again, not all low-income families lack resources. Many of these families provide rich learning environment for any socio-economic status level support and encourage their pupils by reading to them, providing books and educational toys,

taking the pupils to the library, making time and space for learning. The pupils tend to become better, more enthusiastic readers.

2.5.5 Parents' attitudes towards formal education and other parental factors on academic performance

According to Earle and Heymann (2000), numerous studies have shown that parental involvement is important to pupils' success at school. Parental involvement in the form of participation in classroom programmes, school events, and meetings is important both to the parent's own pupils and to the quality of education for all pupils within a school (Earle & Heymann, 2000). Earle and Heymann added that parents' active participation in their pupils' education makes an enormous difference; pupils achieve more in elementary school, and the junior high school. Santrocks (2008) noted that even though parental involvement is minimal in elementary school, it is even less in secondary schools.
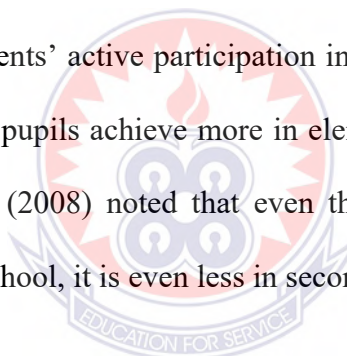
2.5.5. Roles of parents in homework completion for pupils

The 2006 Associated Press-America Online Learning Services Poll surveyed 1,085 U.S. parents on their attitudes toward homework. Over half (57 percent) of parents reported they felt the amount of homework assigned to their pupils was "about right;" 23 percent of parents said their pupils were assigned "too little" homework; and 19 percent said their pupils were assigned "too much" homework (Associated Press-America Online, 2006). The 2006 Public Agenda survey of 1,379 U.S. parents reported that 68 percent of parents said their pupils were getting "about the right amount" of homework; 20 percent said their pupils were getting "too little"

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homework; and 11 percent said their pupils were getting "too much" homework (Johnson et al., 2006).

According to the Public Agenda survey, 50 percent of parents reported having serious arguments with their pupils over assignments where there was yelling or crying. This frustration led to 22 percent of parents admitting to having done their pupils' homework themselves (Johnson et al., 2006). The 2007 MetLife Survey of the American Teacher polled 501 parents and found that 60 percent of the number of parents who participated in the survey believed their pupils' teachers assigned the right amount of homework; 25 percent thought too little was signed; and 15 percent thought too much was assigned. The MetLife survey also reported that the majority of parents believed homework was important or very important (81 percent) and that doing homework helped their pupils learn more in school (89 percent). Parents who did not believe homework was important were more likely than other parents to think their pupils were assigned too much homework; think homework was just busywork; and report that the time their pupils spent doing homework got in the way of their family spending time together (MetLife, 2007).

According to the MetLife survey, minority parents had greater expectations for homework. Black and Hispanic parents were more likely than White parents to believe doing homework was important and to strongly agree that doing homework helped pupils learn more in school. Overall, only 29 percent of parents said homework was a major source of stress and disagreement in their family, although White parents were more likely to say homework was a source of stress than Black and Hispanic parents (MetLife, 2007).

Many parents today are unsure of how to help their pupils learn and feel ill-equipped to get involved. According to Walker, Hoover-Dempsey, Whetsel and

Green (2004), parents often become involved in their pupils' education through homework. Regardless of where homework is completed, from the parents' point of view, Walker et al. (2004) pointed out that homework is likely to:

a. let parents and other adults know what the child is learning;

b. give pupils and parents a reason to talk about what is going on at school; and

c. give teachers an opportunity to hear from parents about pupils' learning.

There is often a difference between what is perceived as 'parental engagement' and what actually goes on in the homes of pupils (Desforges & Abouchaar, 2003; Harris &Goodall, 2009). 'Parental engagement' does not always mean the same thing to parents and schools (Martinez & Velazquez, 2000; Harris &Goodall, 2006; Harris & Andrew-Power, 2009) and many activities valued by parents as engaging with their pupils' learning are neither recognized nor acknowledged by schools (Kawashima & Conteh, 2008). More evidence is required on how parents engage with their pupils in the home, in order to inform interventions that are appropriate to the needs, behaviours and values of families. 'Parental engagement' includes a wide range of activities. For the purposes of this review 'parenting' is taken to include the provision of: housing, health, nutrition and safety; home conditions to support learning and development; and information to help schools know about the child and the family. 'Engagement' is taken to include:

a. Learning at home, help with homework, subject skills, other skills and talents, attitudes, values, aspirations and behaviour.

b. Communication: school-home; home-school in-school activities; volunteering; helping in classrooms, parents' evenings, field trips; participating as a member of an audience.

c. Decision making: undertaking role as school governor or other committees and advisory groups.

d. Collaborating with the community: community contributions to schools and families; family and school contributions to the community.

Desforges (2003), Harris and Goodall (2008, 2009) and Lindsay (2008) reviewed the evidence on the impact of parental engagement on pupils' education and achievement. This review shows that there is robust evidence that parental engagement has a beneficial impact on pupils 'educational outcomes. Parental engagement has a large and positive impact on pupils' learning. This was the single most important finding from a recent and authoritative review of the evidence.

Parental involvement in the form of 'at-home good parenting' has a significant positive effect on pupils' achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range, the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups (Desforges, 2003).

De Fraja, et al. (2010) pointed to the importance of the pupil in shaping parental engagement, and Hingle, et al. (2010) suggested that there are occasions on which specific and directive interventions may be more effective than holistic and general

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interventions. The Manchester Transition project (Dyson, Beresford et al., 2007) demonstrated the importance of a whole school approach to parental engagement.

Family attention to learning increases, and as teachers interact with parents, teachers are reminded of the importance of parental engagement, and the child's learning increasingly becomes the focus of parent-teacher interactions. This was found to lead to better, more frequent interactions between parents and teachers, and a school community which is more supportive of pupils' successes (Redding, 2004). The Home - School Knowledge Exchange Project [HSKE] (Greenhough, 2007) explored the possibilities and challenges for exchanging knowledge between home and school. Research team explored 30pupils' out-of-school activities that informed classroom teaching and learning, as well as the more common sharing of school knowledge with pupils' families.

Lopez et al.(2001) gives evidence of the importance of conceiving parental engagement as focused on pupils' learning (Desforges & Abouchaar, 2003; Harris & Goodall, 2007) and found that the schools worked with a broad understanding of parental engagement, including at home learning activities and supporting parenting.

Estyn (2009) reported that schools which effectively involve parents in supporting improved standards of achievement: offer flexible arrangements for parents' evenings; provide translators for parents who do not speak English; provide parents with clear information about their expectations regarding the homework policy and set appropriate homework with enough information so that parents know how to help; provide parents with a topic or subject sheet outlining the term's work and choose topics where parents could help easily; record stories for parents who do not speak English to follow the book with their child at home; and

encourage parents to borrow 'story sacks' to use at home with their pupils (Estyn, 2009).

Greenhough (2007) examined how progress in pupils' attainment and their dispositions to learn can be supported through knowledge exchange activities between school and home and home and school. School Home Support Practitioners (SHSPs) provide a further example of home-school knowledge exchange (Rogers, Hallamet al., 2010). The role of SHSPs is to help promote parenting skills and pupils' social development, with the further aim of supporting the literacy and numeracy provision that pupils receive at school.

Most parents help their pupils with their assigned homework. MetLife's Survey of the American Teacher (2007) found that 73 percent of the 501 parents surveyed had reviewed, proofed or checked homework during the past school year 84 percent of elementary parents and 61 percent of secondary parents.

Researchers agree that parents should be somewhat, but not overly, involved in their pupils' homework. For example, parents should monitor homework; offer guidance, not answers, when asked for help; provide a quiet, well-lit place for their pupils to study; ensure that the required materials (books, paper, and pencils) are available; and help with time and workload management (Bempechat, 2004; Cooper & Gersten, 2002).

Research has produced mixed findings on the impact of parents' homework involvement on pupils' achievement. However, parent involvement in homework has consistently been shown to have a positive effect on pupils' homework completion rates and parents' attitudes toward their pupils' schools (Center for Public Education, 2007a; Marzano& Pickering, 2007; Pytel, 2007; Northwest

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Regional Educational Laboratory, 2005; Sharp, 2001). Several studies that examined the impact of parent involvement on homework completion rates, pupils achievement, and parent and pupils attitudes are summarised as follows:

a. Van Voorhis (2003) conducted a study to determine if parents' involvement in science homework had a positive impact on homework completion rates and Science achievement. Over 250 grades 6-8 pupils participated in the study. The treatment group consisted of pupils in the Teachers Involve Parents in Schoolwork (TIPS) program. TIPS encourage parents to be interested in and responsive to their pupils' homework, but they are not asked to teach specific skills. The control group received similar content homework but without instructions to involve their parents. Results indicated that pupils in the treatment group were more likely to complete and return assignments and that their assignments were more likely to be accurate. Treatment group pupils also earned significantly higher science report card grades.

b. Balli, Wedman and Demo (1997) studied the extent to which parent involvement predicted pupils' achievement in Mathematics. The researchers compared 74 pupils who were taught at a mid-western middle school by the same teacher and completed the same homework assignments. Treatment group pupils received assignments that prompted them to involve a parent, while control pupils received no prompts. Treatment group pupils reported significantly more parent involvement with their math homework, but higher levels of parent involvement were not associated with higher math achievement test scores. The researchers also found that pupils' achievement was more closely associated with

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parents' educational levels than with their homework involvement. Pupils whose parents held a four-year college degree received significantly higher math test scores than pupils whose parents did not hold a degree, regardless of the amount of parent involvement in homework.

c. Parents reported their homework involvement led to increased companionship with their pupils and a greater awareness of what their pupils were learning in school. Pupils' perceptions of their parents' involvement were mixed, with some saying their parents helped too much or confused their understanding of the concepts, and others expressing gratitude for their parents' assistance.

d. Pezdek, Berry and Renno (2002) studied pupils in grades 4-6 at a Los Angeles elementary school. They reported no significant correlation between how many hours per week parents helped their pupils with math homework and pupils' scores on a locally developed math achievement test. A replication study, conducted at two adjacent elementary schools, produced similar findings.

e. Researchers have concluded that parents' attitudes toward homework have a direct impact on their pupils' attitudes toward homework (Bempechat, 2004). Epstein and Van Voorhis (2001) stated that parents who are not supportive of teachers' homework policies communicate their dissatisfaction to their pupils, who are then likely to share their parents' negative attitudes. Epstein and Van Voorhis (2001) also maintained that negative attitudes convey the message that parents have low expectations and do not believe their pupils are capable of meeting academic standards. Fortunately, the majority of parents appear to have positive attitudes about their pupils' homework. MetLife's Survey of the

American Teacher (2007) found that 87 percent of parents reported that helping with homework provided an opportunity for them to talk and spend time with their pupils.

While homework gives parents the opportunity to reinforce learning and become involved in their pupils' education, several studies have discovered drawbacks associated with parental involvement. Parents have been found to become over-involved in their pupils' homework; use instructional techniques that differ from those used by the teacher, or negatively affect their pupils' sense of independence (Committee, 2007; Cooper, 2007; Cooper et al., 2006; Shellard & Turner, 2004).

2.5.6 The influence of broken home or single parenthood on academic performance

According to Shittu (2004), when a pupils suffers parental and material deprivation and care due to divorce or death or absconding of one of the parents, the pupils' schooling may be affected as the mother alone may be financially challenged to pay the school fees, purchase learning materials and uniforms, such pupils may play truant, thus their performance in school may be affected. Notwithstanding, there are some pupils in single-parent family structures who will perform academically better than pupils from two parents' family structure (Ajila&Olutola, 2007). Kutuadu and Marfo (2001) expressed their views that negligence of parents to cater for their wards in school is a very bad practice that further leads to a number of adverse effects on the society.

2.6   Empirical Framework

Darko-Quarm (2003) undertook a study on the topic "Effects of parents' socio-economic status on pupils' academic performance". The study area was Potsin in the Gomoah District in the Central Region of Ghana. The purpose of the study was to find out the impact of the socio-economic background of parents at Potsin and how it affects the academic performance of their pupils in school. The population for the study comprised the basic and second cycle schools in the town. The researcher used the purposive and random sampling methods to select his sample for the study. The researcher used questionnaire, interviews and observation as his tools for data collection. He realized that inadequate feeding, over tasking of pupils, congestion and insufficient sleep and lack of reading materials at home led-to poor academic performance of pupils.

Also, Konadu in the same year conducted a study in a related topic. Konadu's topic was "the socio- economic background or parents and its effects on academic performance of pupils". This study was conducted in the Adansi West District of Ashanti Region of Ghana. The researcher used the judgmental and stratified sampling methods to select schools and drew sample for the study. Interviews and questionnaire remained the main tools for data collection. This study also revealed that; the majority of mothers in the study area were traders with low educational as well as income levels. The researcher realized that the majority of parents found it difficult to pay their wards' school fees, provide them with the essential learning materials and this had impacted negatively on pupils' academic performance.

Again, Adu-Nyame in the year 2005 researched into the topic "the effects of socio-economic conditions on both academic and non-academic performance of pupils of Okroase Methodist, Turom Presbyterian and Riis Presbyterian model schools

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primary four (4)", all in the New Juabeng Municipality in the Eastern Region of Ghana. The purpose of the study was to find out and interpret the effects of socio-economic status of parents on the academic and non- academic performance of pupils in primary four (4) of a selected number of schools in the New Juabeng Municipality. The researcher adopted the case study approach. The researcher used a set of questionnaires as the main instrument for data collection. The following were the findings of the study.

The majority of parents could not provide the needs of their pupils.

a. The majority of pupils from poor homes did not have interest in the school work and rather preferred going to the farm or selling items to attending school.

b. Parent-child interaction in the lower socio-economic status group was inadequate

c. Parents in the lower socio-economic status group did not provide congenial atmosphere at home because of financial difficulties or ignorance or both.

From the review of literature, it is worth mentioning that the socio-economic status of parents plays a significant role in the academic performance of their pupils in school. For instance, whilst parents of good socio-economic background easily fed, clothed and provided good shelter as well as provided all the educational and other material needs for their pupils. It remained the bane of poor parents to cater for the basic needs of their pupils and therefore left this responsibility in the hands of their pupils to the detriment of their education. Parents in the Birim South District should, as a matter of urgency, redouble their efforts in life if they really desire good future for their pupils.

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CHAPTER THREE

METHODOLOGY

3.1   Overview

The purpose of the study was to investigate the socio-economic background of parents in relation to the academic performance of junior high school pupils in the Aowin District in the Western Region of the Republic of Ghana. This chapter discusses the method used to carry out the study. It includes the research design, population, sample and sampling techniques, instrumentation, validation of research instruments, reliability of instrument, data collection procedure, ethical considerations, and method of data analysis.

3.2   Research Design

This study was descriptive in nature. It employed the mixed methods approach with a sequential explanatory design. Mixed methods research approach is defined as an approach in which the inquirer or researcher collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or a programme of study (Creswell, 2008). The mixed-methods sequential explanatory design consisted of two distinct phases: quantitative, followed by qualitative (Creswell, Plano Clark, Gutmann & Hanson, 2003). The sequential explanatory design was characterised by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell et al., 2003) in two consecutive phases within one study. In this design, a researcher first collects and analyses the quantitative (numeric) data. The second phase, qualitative builds on the first phase, quantitative, and the two phases are connected in the intermediate stage in the

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study. The qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. Its characteristics are well described in the literature (Creswell, 2003, 2005; Creswell et al., 2003), and the design has found application in both social and behavioural sciences research (Klassen& Burnaby, 1993). The rationale for this approach was that the quantitative data and their subsequent analysis provided a general understanding of the research problem. The qualitative data and their analysis refined and explained those statistical results by exploring participants' views in more depth (Creswell, 2003).

The strengths and weaknesses of this mixed-methods design have been widely discussed in the literature (Creswell, 2003, 2005). Its advantages include straightforwardness and opportunities for the exploration of the quantitative results in more detail. This design can be especially useful when unexpected results arise from a quantitative study (Morse, 1991). The limitations of this design are lengthy time and feasibility of resources to collect and analyse both types of data. It is not easy to implement.

3.3   Population of the Study

A population can be defined as a group of individuals or people with the same characteristics and in whom the researcher is interested (Kusi, 2012). According to Sugiyono (2011), a population is a set or a collection of all elements possessing one or more attributes of interest.

The target population for the study was1,060. The population for the study was grouped in four parts. The first group encompasses 1,030 junior high school pupils

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from schools within the Aowin District and 30 parents/guardians of these school pupils.

3.4   Sample, Sampling Techniques and Procedures

The sample size for the study was126, representing 12% of the target population of the pupils. The choice of 12% of the study population was based on Krecjie and Morgan's (1970) assertion that at least 10% of a study population gives a proportional representation. A multi-stage sampling using stratified, simple random, convenience, quota, and purposive sampling technique was used to sample the study participants. According to Fink (2003), a sample is a portion or subset of a larger group called a population. The Junior High Schools' pupils were randomly selected from the junior high schools whereas their parents were conveniently selected.

Simple random sampling is a sampling technique where all elements in a research population have an equal chance of being selected. In other words, each member in the population has a known and equal probability of inclusion in the sample (Bryman, 2012). It is regarded as the ideal technique for selecting a representative sample and limits the influence of the researcher in ways that could introduce bias (Denscombe, 2010).

The Junior High School pupils were chosen using the lottery approach of simple random sampling. In this approach, pieces of papers which equal to the total number of pupils in each school were designed by the researcher. In the first school, for instance, 30 pieces of paper with the inscription "yes" whilst the other pieces of paper were captioned "no". The pieces of paper were folded, and put in a box. The box was turned over and over again to ensure that the pieces of paper

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were well mixed to guarantee that each pupils had an equal opportunity of being selected. The pupils were required to pick the pieces of paper at random. Pupil who selected the pieces of paper that had 'yes' responses were enrolled as study participants for this study. This process was repeated in the other schools. The random selection ensured that each pupil of the sample schools have an equal chance of being selected, and this is required for generalisation of the results to the target population, as noted by Creswell (2009). These sampling techniques ensured representativeness of the sample, and it will also eliminate selection bias.

Stratified sampling is a probability sampling technique in which each stratum is properly represented so that the sample drawn from it is proportionate to the stratum's share of the population; it ensures higher statistical efficiency than a simple random sample. The stratified random sampling technique was used in selecting pupils from various schools by gender, and socioeconomic background. In using stratified sampling technique, it is "advisable to subdivide the population into smaller homogeneous groups" in order to "get more accurate representation" (Best & Kahn, 1995). Based on this, each age group, gender, and socioeconomic stratification was taken as a stratum from which a number of respondents were selected based on proportional representation. The proportional (proportionate) quota sampling technique was further used to select study participants from each stratum.

Convenience sampling technique was used to sample six parents for interview. According to Somekh and Lewin (2005), convenience sampling is a sampling technique which a researcher uses to establish relationship with those who responded to a request for or volunteered to participate in the research. Parents who attended PTA meetings in the sampled schools were briefed about the study.

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Their voluntary participation was sought. Those who volunteered were contacted for interview. According to Sekaran (2000), convenient sampling is used where the sample is chosen according to the availability of respondents to the researcher.

3.5 Instrumentation

Seidu (2007) described instrument as a document that the researcher uses for data collection. Research instruments are tools researchers can use to help them find information (Kankam & Weiler, 2010). Data were collected using structured questionnaire, and semi-structured interview guide. When data are triangulated, that is, more than one data collecting method is used, gaps in collected data are filled and false or misleading information can be detected (Greeff, 2002).

3.5.1 Questionnaire

Questionnaire was employed to elicit information from the pupils in line with the research objectives. It includes both open-ended and close-ended items. Best and Kahn (2005) indicated that both kinds of items can be used in questionnaires. Sekyere (2012) defined questionnaire as a set of written questions answered by a large number of people that is used to provide information. There is a clear structure, sequence and focus, but the format is open-ended, enabling the respondent to respond in her or his own terms (Cohen, Manion & Morrison (2003), as cited in Kusi, 2012). This data gathering tool gives the respondents freedom to express whatever they know about the topic under investigation. They also point out that the open-form probably provides a greater depth of response. Therefore, the respondents could reveal what they really know about each item that they were requested to respond to, and possibly the reason for their responses.

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In case of the close-ended items, the structured questionnaire for this survey contained a five-point close-ended Likert-type items: strongly agree (SA) = 5, Agree (A) = 4), Neutral (N) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The items were built to reflect on the key themes raised in the research questions. The instructions and the questions in the questionnaire were clear and easy to follow. The study subjects were told that the questionnaire would be used for research purposes only.

3.5.2 Semi-structured interview guide

To elicit detailed information, interview was employed to select six parents in the study settings of this research. The purpose of interview was to obtain information by actually face-to-face talking to the parents. The interview guide was designed to capture the major themes of the study in mind. The parents were expected to reflect on their lived experiences on academic performance vis-à-vis their aspirations. This helped the researcher to obtain deeper insights about the research problem. An interview guide allows flexibility in asking follow-up questions. Secondly, the researcher using the instrument has the opportunity to seek clarification through probing and expand the responses of interviewees to ascertain their feelings and experiences (Kusi, 2012).

3.6 Validity and Reliability of Instruments

Validity refers to the extent to which the research instrument serves the use for which it is intended (Seidu, 2006). Yin (2003) also discussed the test involved in validating any data in any social science research. Yin groups them under construct validity, internal validity, external validity and reliability. Yin explains these tests in the following ways:

Construct validity: establishing correct operational measure for the concepts being studied (Yin, 2003, p.34).

Internal validity: establishing a causal relationship, whereby certain conditions are shown to lead to other conditions (Yin, 2003, p.34).

External validity: establishing the domain to which a study's finding can be generalized (Yin, 2003, p.34).

3.6.1 Face validity

Face validity was carried out by giving the instruments to colleague M.Phil. pupils in the Department of Basic Education of the University of Education, Winneba (UEW) for scrutiny. Their comments and suggestions were considered for review of the items.

3.6.2 Content validity

The content validity of the questionnaire and interview guide was ensured by experts in the area of Social Studies, as well as the research supervisor, who scrutinised the items for their suitability before pre-test. All the necessary corrections in the items were made and declared valid by the supervisor. Construct validity was ensured by critically developing the items or questions within established theoretical framework.

3.6.3 Reliability of instrument

Joppe (2000) defined reliability as the extent to which results are consistent over time and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. To ensure reliability of the research instruments, they were pre-tested on 40 people who were not part of the actual study. The result was subjected to Cronbach's alpha reliability analysis

using version 20 of Statistical Product and Service Solutions (SPSS). A reliability coefficient (r) of 0.82 that is deemed as an acceptable measure of reliability because this is above the 0.70, the threshold value of acceptability as a measure of reliability, as noted by Dörnyei and Taguchi (2010). According to Fraenkel and Wallen (2000), reliability co-efficient of 0.70 is seen to be highly reliable for research purpose. This value is also in line with that of Tavakol, Mohagheghi and Dennick (2008), that the acceptable values of alpha, ranges from 0.70 to 0.95. This result implies that the instrument was reliable; hence, it was used for the actual study. The pilot study also offered the researcher an opportunity for identifying some of the problems that could have been encountered in the main study. This informed the necessary corrections to the questions before the main study was done.

3.7   Data Collection Procedure

For ethical reasons, a letter of introduction from the Head of the Department of Educational Administration and Management of the University of Education, Winneba was obtained to introduce the researcher during the data collection, after establishing the necessary contacts with the respondents. The researcher explained the purpose of the study and procedure for responding to the questionnaire to the study participants. Participants were assured of the necessary confidentiality. The administration of the questionnaire was done after consent was sought from the District Director of Education, and headmasters/headmistresses of the schools. The questionnaires were administered to the pupils through some selected teachers, and retrieved through the same teachers. This was done to ensure high coverage, completion, and return rate.

3.8   Data Analysis

Collected data were presented in different forms: narrative and tables. Yin (2003) stated that before interpretation takes place, data should be displayed and presented. Responses made by the respondents to each set of items in the questionnaire were tallied in order to obtain the number of respondents who responded to each set of items. The collected data were fed into the SPSS version 20 software and they were analysed. Frequency, percentage and mean distributions, as well as standard deviation of responses were generated according to each research item raised, and this was presented in tables. The researcher also used the SPSS to run correlation and Spearman correlation tests to determine the relationships between the independent variables or predictors (parent socio-economic background variables) and the dependent or outcome variable (academic performance). This was done at a significance level of $p \leq 0.05$, using a confidence interval (C.I) of 95%. The interpretation of the statistical test results made it possible to make appropriate inferences. For the interview and observation data, responses by the respondents to each question were categorised into themes, according to research items.

3.9   Ethical Considerations

Resnik (2009) defined ethics in research as the discipline that study standards of conduct, such as philosophy, theology, law, psychology or sociology. In other words, it is a method, procedure or perspective for deciding how to act and for analysing complex problems and issues. Protection of participants and their responses were assured by obtaining informed consent, protecting privacy and ensuring confidentiality. In doing this, description of the study, the purpose and the

possible benefits were mentioned to the participants. The researcher permitted the participants to freely withdraw or leave at any time if they deemed it fit. A statement of consent was given to the participants to sign as evidence of their willingness to participate in the study. As a way of preventing plagiarism, all ideas, writings, drawings and other documents or intellectual property of other people were referenced indicating the authors, title of publications, year of publication and publishers. In the case of unpublished documents, permission was sought from the owners.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Overview

This chapter presents data analysis and discussions of the findings. To analyse the data collected, the completed questionnaires were given serial numbers according to respondents, and tallies were done in order to identify the respondents' responses to each of the questionnaire items from each school. Responses to items were coded and fed into the computer using Statistical Package for the Social Science (SPSS) software version 20.0. For the purpose of data analysis, the responses, such as strongly agree and agree, strongly disagree and disagree responses, were collapsed into three categories: agree, neutral and disagree. Frequency and percentage tables were used in analysing the research questions.

4.2   Socio-Demographic Data of the Pupils

The bio data covers the following: sex, age, highest level of education of father or mother/guardian, occupation of father or mother/guardian, marital status of father or mother/guardian, number of children of father or mother/guardian, person responsible for funding education, income level of father or mother/guardian, socio-economic status of father or mother/guardian, level of academic performance.

Table 1: Socio-Demographic Characteristics of the Pupils

(n = 120)

Variable	Variable category	Freq	%
Sex	Male	69	58
	Female	51	42
Age (in yrs)	Below 12	4	3
	12	26	22
	13	40	33
	14	42	35
	15 & above	8	7
Level of education of father or mother/guardian	Basic	59	49
	Secondary	32	27
	Tertiary	13	11
	Other	16	13
Occupation of father or mother/guardian	Civil/public servant	10	8
	Trading/business	37	31
	Farming	65	54
	Artisan	21	18
	Other	3	3
Marital status of father or mother/ Guardian	Married	93	78
	Single, never married	4	3
	Single, divorced	3	2
	Single, separated	7	6
	Single, widowed	4	3
	Cohabiting	9	8
Number of children of father or mother/ Guardian	1-3	69	57
	4-6	38	32
	7 & above	13	11
Who is responsible for your education?	Father only	17	14
	Mother only	25	21
	Both parents	66	55
	Grandparents	7	6
	Stepparents	4	3
	Other	1	1
Income level of father or mother/ Guardian	High	6	5
	Moderate	16	13
	Low	98	82
Socioeconomic status of father or mother/guardian	High	4	3
	Moderate	1 3	11
	Low	103	86
Level of academic performance	High	18	15
	Moderate	41	34
	Low	61	51

Source: Fieldwork data (2017).

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Table 1 shows the socio-demographic characteristics of the junior high school pupils in the Aowin District. As indicated in Table 1, more male (n = 69, 58%) than female pupils (n=51, 42%) participated in the current study. The age distribution of the pupils is skewed towards respondents who were 14 years (n=42, 35%), and followed by pupils who were 13 years (n=40, 33%) as well as pupils who were 12 years (n=26, 22%). Pupils who fall within 15 years and above were (n=8, 7%), while pupils who were 12 years old and below (n=4, 3%).

Fifty-nine (49%) pupils had parents/guardians who completed basic education, 32 (27%) parents/guardians had secondary education, while13 (11%) had tertiary education, that is college or university education. More so, 16 (13%) parents/guardians of the pupils had obtained other forms of education, such as technical, vocational and commercial education and training, adult and non-formal education. The majority (76%) of the parents/guardians of the pupils had basic and secondary education. Thus, they had low levels of education. It is likely that such pupils may either benefit a little or may not benefit from parental support services. Again, it is probable that parents with low level of education might have less value for education. It is likely that such parents will show little or no involvement and commitment towards the education of their wards. Consequently, they might not encourage their wards to cultivate good attitudes to school, including regular school attendance and punctuality. On the hand, pupils who have parents that attended tertiary institutions such as universities have lower absenteeism rates and are less likely to intend to leave school early.

This confirms the views of Chang and Romero (2008), who elaborated that choosing not to attend school on regular bases begins early in a child's formal education when some parents do not yet see the importance of their child being in

school every day. Hallman (2006) agrees with this assertion and stated that higher level of education of parents or household heads turns to be associated with increased access to education, higher attendance rates, higher intrinsically motivated children and lower dropout rates. Parents' perceptions and attitudes about the importance of school can also impact pupils attendance as observed by Epstein and Sheldon (2002). If parents had negative attitudes and perceptions about their own education, they may find it difficult to be involved in their children's education. Parents who did not have a successful experience in school, may hold the same assumptions regarding their children's success in school. In conclusion, if parents had a negative education experience and/or negative attitudes towards school, they are less likely to be fully committed and involved in their child's education.

Also, the level of parental education is significantly connected to parental involvement as noted by Davis-Keans (2005), who stated that the amount of schooling a parent received has an effect on how they structure their home environment, and how they interact with their children to promote academic achievement. This view is also supported by Ersado (2005), who opined that parent's education is the most consistent determinant of a child's participation in education. A study by Nannyonjo (2008) also argued that pupils with parents who finished senior four or senior six or university performed considerably better.

Table 1 also presents data on occupation of parents/guardians of the pupils. Ten (8%) parents/guardians of the pupils were civil/public servants, 37 (31%) of them were traders, 65 (54%) engaged in farming, 21 (18%) were artisans, whereas 3 (3%) parents/guardians were housewives. On marital status of parents/guardians of the respondents; 93 (78%) parents/guardians were married, whereas 4 (3%) were

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single, that is never married. Also, 9 (8%) parents/guardians were in cohabitation, 3 (2%) were divorced, 7 (6%) were separated, while 4 (3%) were widowed. More so, the finding indicates that the majority (69) representing 57% of the respondents had 1 to 3 children, 38(32%) of them had 4 to 6 children, and 13 (11%) parents/guardians had 7 children or more. On the person responsible for the education of pupils, 17 (14%) pupils mentioned their father only. Twenty-five (21%) pupils mentioned mother only, and 66 (55%) pupils indicated both parents. Also, 7 (6%) pupils mentioned grandparents, 4 (3%) pupils named stepparents, while 1 (1%) pupil cited a pastor.

On income levels of the respondents, only 4 (3%) pupils mentioned that their parents/guardians were high income earners. Thirteen (11%) pupils indicated that their parents/guardians were average income earners, while 103 (86%) mentioned low income status of their parents/guardians. Table 1 also indicates the level of academic performance of the pupils. Sixty-one (51%) pupils were below average achievers, 41 (34%) pupils were average achievers, while 18 (35) were above average achievers. The income status of parents could significantly influence whether a child will enrol in school or not, the frequency of school attendance, and the likelihood of the absence of dropping out from school as observed by Croft (2002) and as cited in Hunt (2008). The conjecture is that if parents are employed and in are a position to earn income or wage, they will be able to finance their children's education. However, children's learning is affected when families are constraint by fewer resources. This is because income shocks do not only affect investment in children's education, but also in their performance. In Ghana, most out-of school children including those who have never enrolled and those who have dropped out come from economically deprived households. This view

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supports a Ghana survey report which indicated that child workers are working to raise money to go to school as observed by the Ghana Statistical Service (GSS, 2003).

4.3 Analysis of Research Questions

Research question 1: What is the relationship between parents' socio-economic status (SES) and the academic performance of public basic schoolpupils in the Aowin District?

The data for this research question were obtained from the responses in the questionnaire and interview guide, and the results are depicted in Table 2.

Table 2: Cross tabulation of the relationship between socioeconomic status and academic performance (n = 120)

Variable	Variable category	Socioeconomic status			
		High	Moderate	Low	Total
Level of academic performance	High	4	13	1	18
	Moderate	0	0	41	41
	Low	0	0	61	61
Total		**4**	**13**	**103**	**120**

Source: Fieldwork data (2017)

The data in Table 2 show cross tabulation of the link between socioeconomic status of the pupils and their academic performance. Out of a total number of 18pupils who were high academic achievers, four (4)came from high socio-economic background;13 were from average or moderate socio-economic background, while only 1 was from low background.Forty-one (41) pupils who were average academic achievers came from low socioeconomic background,

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whereas 61 low academic performing pupils came from low socioeconomic background.

In response to the interview question that sought to find out the influence of socio-economic status of the parents on the academic performance of pupils, several parents had these to say:

> Having large family is one my biggest problem. I am a petty trader and I do not get enough money that will make me do all the things for my child. Look teacher! I do not have anything, I mean I do not have money to provide the things he needs for school. (Parent # 1)

> My family is large making it difficult for me to do my very best. Sometimes, I do not have enough time to visit his school. This is because I always try to work hard and this does not give me much time to spend with him. As a single parent with an aged mum, I find it difficult to perform my duties. I go to sell every day to raise money for the family and this does not give time to take part in school activities. (Parent # 2)

> Hmmm! I have large family so it is a problem to me. I do not have enough money to buy all the learning materials for my children. I do not have enough money that will help me give all that are needed for the education of my children. (Parent # 3)

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I always go to market and come late.This does not allow me enough time to take part in P.T.A. meetings and contribute to decisions that affect my child. Finance is a major challenge. My inability to financially support my wards really affects their academic achievement. (Parent # 4)

Hmmm! We do not have money to take good care of our children. It is difficult to provide all the educational items needed by our children because we do not have enough money. (Parent # 5)

Poverty is a challenge. I mean we have financial constraints. So, we cannot adequately meet the needs of our wards. This affects the education of our wards. Ignorance and low level of parental education are other factors which retard pupils' academic achievement. I do not get enough time, because I am a trader. I move from one market to another buying and selling. This does not allow me time to effectively play my role as a parent. (Parent # 6)

It could be concluded from this result that between 50% and 85% were average and below average academic performing pupils who come from poor socio-economic background. The interview data yielded similar responses. It is likely that the majority of the pupils from low socio-economic background had parents who obtained low levels of education, and they were relatively low income earners. If the majority of the children came from poor socio-economic

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background, then their parents would not be able to adequately provide for their needs and cater for them. These children would be poorly and inadequately fed before or after school. Again, these children would find it extremely difficult to get materials for learning. They would virtually not be able to concentrate in class and this could eventually lead to disinterest in school, poor school attendance, and poor academic performance. This observation confirms Reid's (2005) assertion that family factors can negatively influence pupils' attendance. The socioeconomic status and education level of parents are likely factors which influence school attendance, including absenteeism among pupils. This is because family or parental socioeconomic status has a significant influence on an individual and the likelihood that he or she will attend school regularly as affirmed by Crowder and South (2003), and Henry (2007). Also, children in poor families are more likely to be chronic absentees than their counterparts from highest income families (Mariajose & Young-San, 2007). Moreover, pupils whose families may be suffering economically are at an increased risk to have poor attendance as observed by Henry (2007) and Zhang (2003).

Also, this result suggests that low academic performance is linked to poor socioeconomic background of a child. This implies that poor socioeconomic background of a child adversely or negative influences his/her academic performance. The conjecture is that the educational, occupational and income status of parents could significantly influence whether a child will enrol in school or not, the frequency of school attendance, and the likelihood of the absence of dropping out from school. The implication is that if parents are employed and are in a position to earn income or wage, they will be able to finance their children's education. However, children's learning will be affected when families are

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constraint by fewer resources. This is because income shocks do not only affect investment in children's education, but also in their performance. These findings corroborate the views of Croft (2002) as cited in Hunt (2008), who made similar observations.

Research question 2: What is the link between parenting or child nurturing styles and academic performance of pupils?

This research question was answered using responses from two data sources. Firstly, the responses of pupils to various items under the three main parenting styles were used. In addition, the academic results of the 120 pupils involved in the study were used. The mean scores of the academic results were used to determine whether a relationship existed between academic performance of pupils and the parenting styles adopted by their parents.

Table 3:**Response on parenting style and academic performance**

(n = 120)

Statement	Response		
	A	**N**	**D**
Parent/guardian allows me freely to carry out schoolwork	75(63%)	0(0%)	45(37%)
Parent-child relationship is satisfactory for my academic Performance	83(69%)	0(0%)	37(31%)
Parent/guardian disciplines me when I disobey school rules and regulations	5(4%)	0(0%)	115(96%)
Parent/guardian creates & maintains enabling environment of love, affection & discipline	46(38%)	0(0%)	74(62%)

Source: Fieldwork data (2017).

Key: n = sample size; A = Agree; D = Disagree;N= N = Neutral.

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Note: The numbers or figures in parentheses are in percentages.

Table 3 presents data on parenting style and academic performance. The majority (75) that represents 63% of the pupils confirmed that their parent/guardian allows them to freely carry out schoolwork. However, 45 (37%) teachers disagreed with the statement. Similarly, 83 (69%) pupils agreed, while 37 (31) disagreed with the statement that parent-child relationship is satisfactory for their academic performance.As regards home discipline, 5 (4%) pupils affirmed, whereas 115 (96%) disagreed with the statement that their parents/guardians discipline them whenever they disobey school rules and regulations.Forty-six (38%) pupils agreed, while 74 (62%) disagreed with the statement that their parents/guardians create and maintain enabling environment of love, affection and discipline.

Table 4: Cross tabulation of the relationship between parenting style and academic performance

(n = 120)

Variable	Variable category	Parenting style			
		Authorita-tive	Authorita-rian	Permis-sive	Total
Level of academic performance	High	18	0	0	18
	Moderate	25	16	0	41
	Low	0	3	58	61
Total		**43**	**19**	**58**	**120**

Source: Fieldwork data (2017)

The data in Table 4 show cross tabulation of the link between parenting and child nurturing styles and the academic performance of pupils. All the 18 pupils who were high academic achievers had authoritative parents/guardians. Out of 41 pupils who were average or moderate academic achievers, 25 of them had

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parents/guardians who were authoritative, while 16 of them had authoritarian or democratic parents. It also emerged from the results of this study that out of 61 low academic performing pupils, 3 of them had authoritarian parents/guardians, whereas 58 of them had permissive or laissez-faire (unrestrictive) parents.

As regards parenting styles and children's education, some of the parents (interviewees) commented as follows:

> Oh! I have very cordial relationship with my children. It makes them happy. There is a cordial atmosphere at home. We jointly participate in home activities. I always supervise them. I am not harsh on them. (Parent #1)

> I know how my children learn. This is because I give them strict guidelines. I constantly monitor and supervise their school work. Nevertheless, I have good relationship with them.(Parent #2)

> I have good knowledge of my children. This is because I have good relationship with them. This helps me to assist him at home. (Parent #3)

> I am able to handle my children because I provide them with rules to guide them. At the beginning I do not have good relationship but with time I developed good relationship with them. (Parent #4)

> The cordial relationship we have with our children make them even happier at home and confidence at school. I and my wife have good relationship with them. So, they

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willingly do tasks which are assigned them, including school work. (Parent #5)

Hmmm?! These children are at liberty to what they like. We are not strict on. We do not force them to learn. They should freely express themselves. I mean free will to do things. They watch TV anytime and learn at their convenient time. (Parent #6)

This result seemed to suggest that high academic performance is significantly associated with authoritative parenting and/or leadership style, while average performance is linked to authoritarian parenting style. On the other hand, it appears there is a relationship between poor or low academic performance and permissive or laissez-faire parenting or leadership style.

Research question 3: What is the link between home environment/resource support and academic performance of pupils?

This research question sought to find out whether the home environments of the pupils support learning and academic performance.

Table 5.Response on the link between home environment/resources support and academic performance

(n = 120)

Statement	Response		
	A	N	D
Parent/guardian satisfactorily provides me with basic needs	58(48%)	0(0%)	62(52%)
Parent/guardian satisfactorily provides for my healthcare needs	51(43%)	0(0%)	69(57%)
Parent/guardian satisfactorily provides for my school Needs	43(36%)	0(0%)	77(64%)
Parent/guardian motivates me to learn at home	37(31%)	0(0%)	83(69%)
Parent/guardian often pay visits to my school & interact with teachers about academic progress	33(28)	0(0)	87(73)

Source: Fieldwork data (2017).

Key: n = sample size; A = Agree; D = Disagree; N= N = Neutral.

Note: The numbers or figures in parentheses are in percentages.

Table 5presents data on the influence of home environment and resource support on learning and academic performance of the pupils. Fifty-eight (48%) pupils agreed, whereas 62 (52%) disagreed with the statement that their parents/guardians satisfactorily provide them with basic needs. Also, 51 (43%) pupils averred that their parents/guardians satisfactorily provide for their health care needs. In contrast, 69 (57%) pupils disclaimed it.

Forty-three (43), which represents 36% of the pupils asserted, while 77 (64%) of them denied the statement that their parents/guardians satisfactorily provide for their school needs. Thirty-seven (31%) pupils asserted, but 83 (69%) of them disagreed with the statement that their parents/guardians motivate them to learn at home. Similarly, 33, which represents 27% of the pupils affirmed that their

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parents/guardians often pay visit to their schools and interact with teachers. However, 87 (73%) held divergent views.

Table 6: Cross tabulation of the relationship between home resource support and academic performance

(n = 120)

Variable	Variable Category	Home resource support		Total
		Yes	No	
Level of academic performance	High	18	0	18
	Moderate	19	22	41
	Low	0	61	61
Total		**37**	**83**	**120**

Source: Fieldwork data (2017)

In Table 6, the cross tabulation shows that 18 pupils who were high academic achievers benefitted from home resource support. Out of the 41 average academic achievers, 19 received home resource support, but 22 did not. Sixty-one (61) low academic achievers did not receive home resource support.

In response to the interview question that sought to find out the provision of home resources and parental support, some of the pupils had the following to say:

> My parents provide me with school uniform. They pay for
>
> my levies, buy crayons and others. They assist me in doing
>
> the work. (Parent # 1)

> Yes, they provide all my school materials, school uniform,
>
> and food. They supervise my work too. They give me
>
> everything I need to go to school. They always provide
>
> lamp for my studies.(Parent # 2)

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My parents are farmers. They do not get enough money from the farm that will make them provide all the things I need. They have nothing, I mean they do not have money to provide the things I need for school. (Parent # 3)

Hmmm! I have large family so it is a problem to me. My son I do not have enough money to buy all the educational materials for my child. I do not have enough money that will help me give all that are needed for the education of my child. (Parent # 4)

Hmmm! Here we do not have money to take good care of our child. It is difficult to provide all the educational items needed for my child because we do not have enough money. (Parent # 5)

I do not get enough time because I am a trader. I move from one market to another buy and sell. This does not allow me time to play my role as a parent effectively. (Parent # 6)

The result of this study is negatively skewed, and this means that parents in the Aowin District do not play significant roles in the education of their wards. The result revealed that between 28% and 68% of the parents played the following roles: provision of basic needs (48%), meeting health care needs (43%), provision of school needs (36%), encouraging pupils to learn (31%) and visiting wards at school (28%). The qualitative (interview) data yielded similar responses. The findings of this study contradict the views of other researchers who revealed that

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parents make a major contribution by sharing their knowledge of their child as noted by Stonehouse (1995); by involving in decision making about their child's learning programme as expressed by Taggart (2007); by paying regular visit to school to know the behaviours and observe the sort of language their children use as indicated by Gadagbui (2007).

These findings point to the fact that most of the parents have time and economic constraints, and social commitments due to family and social pressure. This confirms the views of Rodd (2006) who pointed out that lack of time is considered an obstacle for parents to build relationships or partnerships with teachers. Other studies by Hughes and MacNaughton (2000) and OECD, 2001) affirmed that parent's employment is considered a major barrier to their involvement (levels of direct school contact). This claim also corroborates the assertion of McWayne and Owsianik (2004), who averred that parents who have experienced barriers to involvement, such as family stresses and work responsibilities, are related to children's externalizing and internalizing problem behaviours in school. This claim was also shared by Hornby and Lafaele (2011) who expressed that parents' occupational and family status may be another challenge to parents' involvement. They elaborated that in instances where both parents work there will be little time to help in home-school activities. Similar findings by Martin and Vincent (1999) put it explicitly that economically disadvantaged and minority parents in our society face many challenges to their involvement parents and there is some evidence to show they are unlikely to develop partnerships with staff.

Research question 4: What is the relationship between parents' attitudes to school/education and academic performance of pupils?

Table 7.**Response on the relationship between parents' attitudes to school and academic performance**

(n = 120)

Statement	Response		
	A	**N**	**D**
Parent/guardian actively participate in my school Activities	38(32%)	0(0%)	82(68%)
Parent/guardian satisfactorily stimulates my interest in school and learning	31(26%)	0(0%)	89(74%)
Parent/guardian satisfactorily provides for me with Intellectually stimulating environment	33(27%)	0(0%)	87(73%)

Source: Fieldwork data (2017).

Key: n = sample size; A = Agree; D = Disagree;N= N = Neutral.

Note: The numbers or figures in parentheses are in percentages.

From Table 7, thirty-eight (32%) pupils admitted, whereas 82 (68%) disclaimed that their parents/guardians actively participate in their school activities. Also, 31 (26%) pupils agreed, while 89 (74%) disagreed with the statement that their parents/guardians satisfactorily stimulate their interest in school and learning.Again, 33 (27%) pupils averred, but 87 (73%) disagreed with the statement that their parents/guardians satisfactorily provide them with intellectually stimulating environment.

Table 8: Cross tabulation of the relationship between parents' attitude to school   and academic performance (n = 120)

Variable	Variable	Parental attitudes to school		Total
	Category	Yes	No	
Level of academic performance	High	18	0	18
	Moderate	33	8	41
	Low	0	61	61
Total		**51**	**69**	**120**

Source: Fieldwork data (2017)

In Table 8, the cross tabulation shows that 18 pupils who were high academic achievers had parents who have good attitudes towards school. Out of the 41 average academic achievers, 33pupils had parents who have good attitudes to school, while the remaining 8 did not have good attitudes to school. Sixty-one (61) low academic achievers had parents who have poor attitudes to school. It could be concluded from the results in Table8 that poor parental attitude to school is significantly linked to poor or low academic performance of school pupils.

It could be concluded from the results in Tables 7 and 8 that the provision of home resources such as basic and school needs, and support influence the learning and academic performance of pupils.

4.4. Testing of Hypothesis

H_0:   There will be no significant relationship between parenting styles and academic performance of pupils.

H_1:   There will be significant relationship between parenting styles and academic   performance of pupils.

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The Spearman's rho correlation (bivariate)was used to test the hypothesis. Table 10 presents the Spearman's rho correlation analysis of the relationship between dependent/outcome variable (academic performance) and the independent or criterion variables or predictors (parenting styles). The following values of correlation interpretations suggested by Cohen, West, and Aiken (2003) were used as guidelines for the interpretation of the correlation results:

Correlation coefficient (r)

r= 0.10 to 0.29 or   r = - 0.10 to -0.29   Very Weak.

r = 0.30 to 0.49 or   r = -0.30 to -0.49   Weak.

r = 0.50 to 1.0 or   r = -0.50 to -1.0   Strong.

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Table 9.   Spearman's rho correlation matrix of the relationship between Parentingstyles and academic performance

Variables	Correlation		
Influence of parenting styles on academic performance	Spearman's rho Correlation		- 0.99**
	Sig. (2-tailed)		039
	N	120	

* Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level; $p \leq 0.05$ (2-tailed).

Dependent/Outcome variable – Academic Performance.

Independent variables (predictors): Parenting Styles.

The relationship between parenting styles and academic performance was (r = -0.099, p = 0.039 (2-tailed) at 95% confident interval (CI)

Hence, there is a negative but significant relationship between parenting styles and academic performance.   The implication is that parenting style significantly influences academic achievement or performance of pupils. Since $p <0.05$, the null hypothesis is rejected.

Table 10.   Spearman's rho correlation matrix of the relationship between authoritative parenting style and academic performance

Variables	Correlation		
Influence of parenting styles on academic performance	Spearman's rho Correlation	0.145	
	Sig. (2-tailed)		003
	N		120

* Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level; $p \leq 0.05$ (2-tailed).

Dependent/ Outcome variable – Academic performance.

Independent variables (predictor): Authoritative parenting style.

Using Spearman's rho correlation analysis to determine the relationship between 'authoritative parenting style' and 'academic performance' resulted in $r = 0.145$, $p = 0.003$ (2-tailed) at 95% CI. The result shows that a significantly positive and very strong relationship exists between authoritative parenting style and academic performance. The results of the Spearman's rho correlation (bivariate) analysis showed that authoritative style had a positive and significant influence on academic achievement among pupils. Pupils who had parent with authoritative style were more successful in school. The results are consistent with Park and Bauer (2002), as well as Attaway and HaferBry (2004) who found that authoritative parenting style promotes school achievement.

Durkin (1995) highlighted three reasons for the association between authoritative parenting and high school achievement. First, Durkinobserved that parents with authoritative style give emotional security to their children with a sense of calm and autonomy, and also, they assist their children to be successful in school activities. Second, Durkin cited that parents with authoritative style explain the consequences of their children's actions. Explanations give children a sense of knowledge and understanding of their parents' principles, desires, and goals that are associated to school context. Thirdly, Durkin suggested that authoritative parents involve in reciprocal contact with their children.

Authoritative parents support their children, encourage them to do well academically, and explain the need for education in order to become a successful adult. Thus, children growing up in the authoritative environment have better overall well-being and higher performance in school related activities (Baumrind, 1991).Strage (1998) observed that pupils from authoritative homes exhibit exceptional levels of self-belief in pursuit of their programmes of study than pupils from authoritarian homes who experience academic problems, such as difficulty in taking notes and completing assignments. As such the level of parental support from parents experienced by pupils may predispose them into perceiving their parents as authoritative, authoritarian, permissive or neglectful.

Table 11. Spearman's rho correlation matrix of the relationship between authoritarian parenting style and academic performance

Variables	Correlation	
Influence of parenting styles on academic performance	Spearman's rho Correlation	-0.110
	Sig. (2-tailed)	023
	N	120

* Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level; $p \le 0.05$ (2-tailed).

Dependent/Outcome variable – Academic performance.

Independent variables (predictor): Authoritarian parenting style.

Spearman's rho correlation analysis to determine the relationship between 'authoritarian parenting style' and 'academic performance also resulted in r = -0.110, p = 0.023. (2-tailed) at 95% CI. An inverse relation but fairly significant

relationship exists between authoritarian parenting style and 'academic performance. It suggests that, the two variables are moving in opposite direction. The more of authoritarian a parent will be, the more likely that pupils' academic performance improves and vice versa. This supports the findings of Jackson, et al (1998), who found that pupils with authoritarian parenting are more likely to report positive school performance.

Table 12. Spearman's rho correlation matrix of the relationship between permissive parenting style and academic performance

Variables	Correlation	
Influence of parenting styles on academic performance	Spearman's rho Correlation	0.403
	Sig. (2-tailed)	000
	N	120

* Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level; p ≤ 0.05 (2-tailed).

Dependent/Outcome variable – Academic performance.

Independent variables (predictor): Permissive parenting style.

The relationship between 'permissive parenting style' and 'academic performance' also resulted in r = 0.403, p = 0.000 (2-tailed) at 95% CI. Apparently, there is weak or marginal but fairly significant relationship between permissive parenting style and academic performance. The finding also indicates that there was a significant negative relationship between permissive parenting styles and academic achievement indicating that pupils who had parent with permissive style had lower academic achievement in school compared to other pupils. This result is in line with the previous finding by Roche et al. (2007) who showed that levels of

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permissive parenting is significantly related with academic strain. Parents with permissive style allow their children to have free control of their behaviours and actions. Parents are more passive and give little input in many important decisions made by pupils. Therefore, it is likely that pupils from highly permissive environment do not have clear rules and expectations for high achievement, which consequently may lead to low achievement motivation and poor academic performance among pupils.

All these findings corroborate other studies reviewed in the literature that found similar relationships between parenting styles and academic performances of pupils (Nyarko, 2011; Abesha, 2012). These findings also support the idea that the environment that a child found him or herself in, whether enabling or not, the directions given by parents and the means to achieve goals in life have the potential to affect the child's development outcomes, especially the cognitive system (Bronfenbrenner, 1979). The onus of ensuring academic success among pupils does not solely fall on educational institutions and the government through its ministries, departments and agencies. A substantial part of this responsibility falls on parents as well. The parents and the immediate environment of the child are the first points of contact of the child. It is in this environment that the child's development takes place. Whether the child will perform well or not, will depend largely on the socialization received and how well the child develops cognitively. This is because in an attempt to socialize their children, parents adopt certain styles of parenting in order to achieve this purpose.

Table 13: Mean comparison of academic performance of pupils based on parenting style

Parenting style	Mean	N	%	Std. Dev	SEM
Authoritative	3.00	43	36	0.000	0.000
Authoritarian	2.16	19	16	0.375	0.086
Permissive	1.58	58	48	0.099	0.076
Total	**2.36**	**120**	**100**	**0.731**	**0.067**

Key: n = sample size; % = Percentage; Std. Dev = Standard Deviation; SEM = Standard Error Mean.

Table 13 shows the mean scores for the relationship between parenting styles and the academic performance of pupils. The relationship between authoritative parenting style and high academic performance of the pupils recorded the highest mean score (M=3.00; n=43, 36%). This was followed by authoritarian parenting style (M=2.16; n=19, 16%). The least mean score was for permissive style of parenting (M=1.58; n=58, 48%). It could be concluded that authoritative parenting style significantly influences academic performance of pupils.

There is a significant relationship between parenting styles and academic performance (p <0.05). Parenting styles have been found to influence or affect academic performances of the pupils. The most common form of parenting style which had much influence on pupils' academic performance was authoritative parenting style (mean = 3.00). This result suggests that high academic performance is associated with well-disciplined homes or pupils. Thus, homes, parents or families that are well-disciplined produce high calibre of pupils with regard to

academic performance. The conjecture is that pupils with high level of academic performance undergo or experience discipline and/or strict rules. This finding concurs with the findings of Nyarko (2011) and Abesha (2012). This exposure is indicative of the fact that authoritative parenting style is characterised by an optimal balance in the dimensions of disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control.

The second most common form of parenting style identified by this study was authoritarian style of parenting which is characterised by the dimension of high demandingness expressed in the form of strict adherence to rules and high expectations. However, dimension of responsiveness found in the form of warmth and nurturance, and communication styles are low or virtually absent as far as this parenting style is concerned (Maccoby & Martin, 1983).

The third parenting style commonly experienced and perceived by pupils in this study was the permissive style of parenting. This is the type of parenting which is high in the dimension of warmth and nurturance or responsiveness but low in the other dimensions of disciplinary strategies, communication styles and expectations of maturity and control or demandingness (Baumrind, 1967; Maccoby & Martin, 1983). All these parenting styles and the variations in expression of the dimensions by parents affect the academic performances of pupils (Dornbusch et al., 1987).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND

SUGGESTIONS FOR FURTHER STUDIES

5.1.   Overview

This chapter deals with a summary of the findings of the study on the socio-economic background of parents in relation to the academic performance of school pupils in the Aowin District in the Western Region of the Republic of Ghana. This is followed by conclusions of the study. Also, recommendations based on the findings of the study were made. The last part of this chapter are suggestions for further studies.
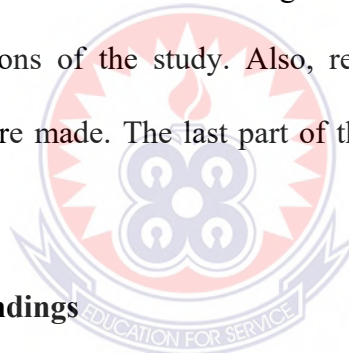
5.2.   Summary of Findings

The following findings are made based on the results of the study:

a. Most of the pupils (50% or more) were average and below average academic performing pupils who came from poor socio-economic background.

b. The majority (over 50%) of public basic school pupils in the Aowin District were average and below average academic achievers who came from poor socio-economic background.

c. High academic performance is significantly associated with authoritative parenting and/or leadership style, while average performance is linked to authoritarian parenting style.

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d. Most parents in the Aowin District do not play significant roles in the education of their wards.

e. It has been revealed through the study that the most common form of parenting style experienced by pupils was the authoritative parenting style which is characterised by an optimal balance in the dimensions of disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control.

f. The second most common form of parenting style identified by pupils was authoritarian style of parenting that is characterised by the dimension of high demandingness expressed in the form of strict adherence to rules and high expectations.

g. The third parenting style commonly experienced and perceived by pupils in this study was the permissive style of parenting. This is the type of parenting which is high in the dimension of warmth and nurturance or responsiveness but low in the other dimensions of disciplinary strategies, communication styles and expectations of maturity and control or demandingness.

h. The results of the study showed that authoritative style had a positive and significant influence on academic achievement among the school pupils (p = 0.003). Pupils who had parent with authoritative style were more successful in school.

i. The finding also indicated that there was a marginal but significant relationship between permissive parenting styles and academic achievement (p = 0.000).

j. Pupils who had parent with permissive style had lower academic achievement in school compared with pupils who had authoritative and authoritarian parents.

k. Most of the parents of school pupils in the Aowin District do not play significant roles in the education of their wards.

l. Poor attitudes of parents toward the education of their wards significantly contributed to poor or low academic performance of the pupils.

5.3   Conclusions

The results from the analysis suggested that parenting style significantly influences academic performance of pupils. Overall, authoritative parenting style was found to have a significant effect on pupils' academic performance. Pupils from authoritative homes were found to perform better than the others from other parenting homes. Based on the findings, this study concludes with the proposition that parenting styles relate to academic performances of school pupils. The study also proposes that differences in academic performances of pupils in the study area were as a result of the variations in parenting styles used by parents. The final proposition based on the findings is that, adoption of authoritative parenting style found to be related to high academic performance. It is important for parents to know the impact parenting styles on academic performance of pupils so as to adopt the right parenting dimensions or strategies in order to create the right environment for pupils to thrive.

5.4   Limitations of the Study

There are a number of limitations to the study. These include:

1. The researcher conducted this study in only one district in the Western Region. Failure to study the entire region or country reduces the generalisability of the findings.

2. The researcher conducted this study with only public junior high school pupils in the Aowin District. As such, the socio-economic background of parents of pupils might differ from those other parents of pupils in different settings. Hence, the results of this study were limited to the views of public basic school pupils and parents in the district.

3. The researcher wanted the study to cover pupils in all public junior high schools in the district, but the immense size of the population and geographical distribution of schools, time for the study, the financial constraint and non-availability of other resources did not permit him to do so. Therefore, coverage was limited to the schools under study.

5.5   Recommendations

The following recommendations are based on three implications of the findings of this study.

i.   The first implication of the finding was to theories and practice. The parenting style model and the theories that underpin this study gives credence to the importance parenting environment creates and how it influences children's development. The findings from the study revealed that parenting styles had an effect on academic performances of pupils and authoritative parenting style was found to be the commonest parenting style experienced and related to high academic performances of pupils. As such, one would have expected that since the majority of the pupils sampled for

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the study were from authoritative homes, there would be more pupils with high academic performances than other pupils from the other homes. Rather, there were more pupils with average academic performances than pupils with high academic performances. This showed a gap between theory and practice of the parenting style model due probably to lack of knowledge of the parenting styles and their impact on academic performances.

ii. The second implication of this study was to parenting. This is because, although there were more pupils from authoritative homes, very few performed well. This could be due to poor and inconsistent enforcements of the dimensions of parenting by parents both at home and towards children in schools.

iii. Given the gap in theory and practice as identified above, this study recommends the creation of awareness of the various styles of parenting and their dimensions to parents within the district and beyond. This would help parents to adopt the right parenting style and dimensions, in this case the authoritative parenting style which was found to be related to high academic performance, in order to help improve the falling standards of education and performances among pupils given the relevance of education in our societies and the world at large in contemporary times.

iv. Again, the impact of the various styles of parenting adopted or used by parents, as well as the impact the enforcement of the dimensions of parenting have on development of children or pupils must be made known to them. Knowledge of the negative or positive impact of the parenting styles and their dimensions on children's personality, psychological, social

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and emotional development would go a long way to help parents make the right choices when it comes to parenting, how to enforce the dimensions of parenting, and how to secure positive outcomes from children especially in their cognitive development and academic competence in order to excel in school.

v. It is vital that parents adopt the same authoritative parenting style and consistently enforce the dimensions of parenting associated with it. This is because adopting different parenting styles in the same home has the capacity to affect the development of children negatively by creating confusion in their minds. The authoritative parenting style is the only style which is known to promote positive developmental outcomes in children as it creates a thriving and enabling environment for such outcomes to be achieved. However, without consistency in the enforcement of the dimensions of parenting among children by optimally balancing them, the positive development which contributes to the development of positive cognition and academic competence would not be achieved. Parents must, therefore, make a conscientious effort to be more responsiveness and consistent in their behaviour towards their children. This is because the type of parenting style adopted creates either a thriving or development inhibiting environment which may affect the personality traits the child develops, affect him or her psychologically, emotionally, socially and cognitively. Poor cognitive development may affect their academic performance. They should establish good communication styles and a good rapport between themselves and their children, which will allow them to communicate their problems and needs to them freely. Parents must, also,

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employ the Authoritative Parenting Style High-Academic-Performance Model and apply it to achieve high performance among their children.

vi. The use of the authoritative parenting style by parents should not be confined only to the homes. It must be extended into the education of children by parents. Parents must set rules concerning academic behaviour of pupils. They must set reasonable expectations and provide the means and guidance on how to achieve academic success. They must ensure they encourage bi-directional communication so that pupils can voice out their opinions and also help them to develop their sense of reasoning through exchange of ideas. Parents must also participate in school sanctioned activities and visitations that help parents to interact with their wards and identify their needs. This is because when pupils feel that their parents are concerned about their education, and how they perform in school, it would encourage them to develop the right academic competence and excel.

vii. Also, participation in Parent-Teacher Association (PTA) meetings is essential in affording parents the opportunity to interact with teachers and also help contribute to providing guidance and directions for pupils. Through such meetings schools may be able to point out areas of concern to parents that need addressing, and parents may also provide teachers with information on problem areas about their children's learning behaviour that needs a look at. This will help to create an enabling and thriving environment both at home and in school.

viii. Schools that reflect the ideals, values and beliefs of societies they exist in must develop an enabling environment that could ensure success of their pupils. This is because, when the immediate environment impedes the

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development of a child, the child should be able to fall on the other structures outside the home. However, when both environments are not conducive for academic success, pupils' academic performances would be affected. That is to say, schools as units must create an enabling environment that would provide the child with warmth and nurturance, set academic expectations of maturity and control to help encourage them to perform better, establish effective communication for grievances to be aired, and ensure pupils adhere to rules. In short, schools and school authorities must be responsive and demanding of the pupils in order to make up for any parenting style dimension absent in the pupils' homes that may affect their academic lives. Schools' counselling units should be properly resourced in order to provide appropriate guidance for children who may be facing all sorts of difficulties in their studies at home and in school. Pupils should be able to gain some satisfaction when they visit these units and not have their plights worsened after the visit.

ix.   Teachers in the Aowin District should transcend beyond teaching and imparting knowledge to offering counselling, encouragement and sharing personal experiences that will go a long way to motivate them to excel. Since the teachers are closest to the pupils and know them personally, they should be able to identify pupils whose performances are poor due to parenting style experienced and encourage them to improve upon their academic performances. They should also invite parents and communicate areas in their parenting that affect their wards This will help pupils to deal to a certain extent the problems they may have at home due to the nature of their parent's style of parenting which affect their academic behaviour and

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competence. They should be warm and accommodating, however, firm and with reasonable expectations for pupils with low performance to help them aspire for good performance. Where parents fail to provide guidance, teachers should step in and help. This is very important because as the solution model of the study suggested, pupils from authoritative homes perform well as a result of the optimal balance in all the dimensions of parenting and support they get from home. However, if teachers and schools could play pro-active roles by offering guidance and directions to pupils from homes where some of these dimensions of parenting are absent to complement the efforts of their parents, such children could excel.

x.   Pupils must also develop the right mental attitude and self-efficacy in pursuit of their education, and strive to rise above their circumstances irrespective of the environment they grew up in. From the study, it was found that children from authoritative homes perform better than other pupils from the other parenting homes where two or more dimensions of parenting were missing. Whether the dimensions are all present or not, pupils must try and transcend their environment and adopt the right academic behaviour, since this is the only way that their success could be guaranteed. When parents are supportive and yet pupils do not make the effort to study hard it may affect their performance and vice versa. Irrespective of their circumstances they must be self-motivated and disciplined in their studies.

xi. The communities in the district and all the structures within it including community heads, churches and media must help in ensuring that parents are more responsible towards their children and also provide the needed

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support necessary for pupils to achieve academic success. If the community places premium or value on education of their younger ones, parents would be compelled to put in much effort in order to meet their children's needs. Parents who are found unresponsive to the needs of their children should be sanctioned if possible. Also, since the schools reflect the values, ideals and beliefs of the community, whatever the community holds dear should be adopted by the school and implemented. If the community values academic success and high standards in education, more effort would be put in by the schools to deliver what the community wants. The media must create awareness of the importance of parenting styles in achieving academic excellence.

xii. The Government of Ghana through its ministries agencies, departments and assemblies must ensure parents are responsible for their kids and work with school authorities, Parent-Teacher Associations, Civil Society Organisations and other Non-Governmental Organisations to come up with policies that would ensure parents are more involved in the education of their children. The Ministries of Education, Gender, Children and Social Protection, as well as Department of Social Welfare must work diligently to promote the right environment both at home and in schools for children to excel. Also, policies geared towards creating awareness on the importance of adopting the right parenting style by parents, that is the authoritative parenting style, and being supportive of their children's education should be formulated and implemented. The importance of education must be stressed and the benefits involved so as to motivate parents to be more active in the education of their children. If government

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places premium on high standards in education and provide the means to achieve it with its attendant benefits known by the citizenry, it will go a long way to ensure that parents play their respect roles in helping to achieve it.

5.6.   Suggestion for Further Research

This study established that parenting styles significantly influence the academic performance of pupils in the Aowin District in the Western Region of Ghana. More extensive research is required in other to confirm the result of the study. These could cover schools in the Aowin District, as well as other schools in the country. Studies could also be extended to investigate why parents in the district rear their children based on the cultural practices and not the level of education they have attained.

Future studies would provide greater impact by focusing on both parents and children to find out parental support towards their children's education. This study did not control factors of family size and socio-economic status of pupils. Future studies could focus on controlling these factors.
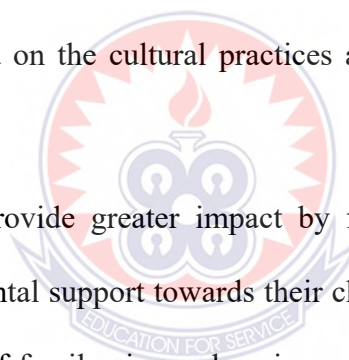
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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR PUPILS

INTRODUCTION:

I am a student of the University of Education, Winneba. I am carrying out a study to investigate the academic performance of selected public junior high school pupils in Aowin District. All information provided here shall be kept confidential and shall be used for research purpose only. **Thank you.**

SECTION A: **SOCIO-DEMOGRAPHIC DATA (Please write or tick (√) as appropriate**

1. Sex: Male [ ] Female [ ]
2. Age (in yrs): 10- 19 [ ] 20 - 29 [ ] 30 - 39 [ ] 40 - 49 [ ]

50 years & above [ ]

3. Highest level of education of father or mother/guardian.
   Basic [ ]   Secondary [Tertiary [ ]   (d) Other (Specify)……………….
4. Occupation of education of father or mother/guardian.
   Civil/public servant [ ] Trading/business [ ]Farming [ ]   Artisan (mason, hairdresser, tailor [ ]   Unemployed [ ]   Other [ ]   (Specify)……………….
5. Marital status of father or mother/guardian.
   Married   [ ]   Single, never married [ ] Single, divorced [ ] Single, separated Single, widowed [ ]   Cohabiting   [ ]
6. How many children does your father or mother/guardian have?
   1-3 [ ] 4-6 [ ] 7 & above [ ]
7. Who is responsible for your education? Both parents [ ] Father only [ ]

   Mother only [ ]self [ ] others [ ] specify   .
8. Which of the following best describes monthly income level of your father or mother/guardian?

   Less than GHS 200 [ ]   GHS 200 – 500 [ ]   GHS 600 – 1000 [ ]

   Above GHS 1000[ ]

9. Generally, how do you rate the socio-economic status of your father or

mother/guardian?

   Very high [ ]   High [ ]   Moderate [ ]   Low   [ ]   Very low   [ ]

10.   Generally, how do you rate your academic performance?

   Outstanding [ ]   Above average [ ]   Average   [ ]   Below average   [ ]

SECTION B: THE RELATIONSHIP BETWEEN PARENTING OR CHILD NURTURINGSTYLES AND ACADEMIC PERFORMANCE

Instruction:

Please tick [√] to indicate whether you agree or disagree to each statement

Use the scales or key as follows: **1**– Never; **2** – Once in a while; **3** – Always

No	Questions	Responses		
		1	2	3
11	My parent/guardian allows me to talk about my academic issues			
12	My parent/guardian guides me by using punishment more than by reason			
13	My parent/guardian finds it difficult to discipline me on school matters			
14	My parent/guardian spanks me when I disobey school rules			
15	My parent/guardian punishes by taking privileges away from me with little if any explanation for failure to attend school and do school work			
16	My parent/guardian allows me to freely do school activities, e.g learning by self.			
17	My parent/guardian ignores my school problems			
18	My parent/guardian uses physical punishment as a way of disciplining me for failure to learn and do school or homework			
19	My parent/guardian motivates me with rewards to get me do school or homework			
20	My parent/guardian scolds or criticizes when my behaviour doesn't meet school rules			
21	My parent/guardian sets strict but well-established rules for me about school attendance & learning			
22	My parent/guardian constructively disciplines me when I am disobedient			
23	Parent-child relationship is satisfactory for my academic performance.			

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24	There is no freedom of expression in the home			
25	My parent/guardian create and maintain good and enabling environment full of love, affection and discipline			

26. Please tick **(√)** to indicate whether the following parenting or child nurturing styles (behaviours and practices) positively or negatively impact on your learning and academic performance. **HE**= High Extent; **ME** = Moderate Extent; **LE** = Low Extent

Parenting or child nurturing style	Nature of influence	
	Positive	**Negative**
Autocratic or authoritative		
Democratic or participative		
Transformational		
Transactional		
Contingency		
Laissez-faire		
Other, please specify: ……………………		

27. What is your overall assessment of parenting styles in relation to your academic performance?

Very useful [ ] Useful [   ] Moderately useful [   ] Less useful [   ]

Not useful [ ]

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SECTION C: THE RELATIONSHIP BETWEEN HOME ENVIRONMENT ORRESOURCES AND ACADEMIC PERFORMANCE

Instruction: *Please tick [√] to indicate whether you agree or disagree to each statement on home factors affecting academic performance of pupils. Use the scales or* **key as follows:**   **A** –Agree; **D** – Disagree; **U** – Uncertain

Statement	A	D	U
28. Parent/guardian provides ventilated and spacious sleeping room/shelter			
29. Parent/guardian provides me with satisfactory and nutritive food			
30. Parent/guardian provides me adequate prompt health and medical care			
31. Parent/guardian provides my basic and material (clothes, shelter) needs satisfactorily			
32. Parent/guardian satisfactorily provides my school needs.			
33. Parent/guardian satisfactorily pays for my school levies.			
34. Parent/guardian satisfactorily makes or provides me time and space for learning/studies at home			
35. Parent/guardian satisfactorily provides facilities (computers, library books, textbooks, educational toys, etc. for my studies at home.			
36. Parent/guardian satisfactorily provides me with an opportunity for extra tuition at home/school.			
37. Parent/guardian satisfactorily offers me counselling services at home.			
38. Parent/guardian satisfactorily helps me with and/or supervises homework.			
39. Parent/guardian engages me in excessive household work/labour instead of learning when at home.			
40. Parent/guardian encourages or motivate me to learn at home.			
41. Parent/guardian often pays visits to my teachers and me at school.			

42.   What is your overall assessment of provision of learning resources/facilities and home environment in relation to your academic performance?

Very useful [ ] Useful [   ] Moderately useful [   ] Less useful [   ]
Not useful [ ]

SECTION D: THE RELATIONSHIP BETWEEN PARENTS' ATTITUDES TO SCHOOL AND ACADEMIC PERFORMANCE

Instruction: *Please tick [√] to indicate whether you agree or disagree to each statement on home factors affecting academic performance of pupils. Use the scales or* **key as follows:** **A** –Agree; **D** – Disagree; **U** – Uncertain

Statement	A	D	U
43. My parent/guardian actively participate in my classroom, school activities, events and meetings, and this stimulates my interest in school and learning			
44. My parent/guardian actively participate in school activities which helps enhance relationship with teachers			
45. My parent/guardian actively participate in school activities which help build my confidence in school and learning			
46. My parent/guardian satisfactorily provides me with intellectually stimulating environment			

47. What is your overall assessment of parental attitude to school and learning in relation to your academic performance?

   Very useful [ ]   Useful [ ]   Moderately useful [ ]

   Less useful [ ]   Not useful [ ]

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

INTRODUCTION:

I am a student of the University of Education, Winneba. I am carrying out a study to investigate the academic performance of selected public junior high school pupils in Aowin District. All information provided here shall be kept confidential and shall be used for research purpose only. Thank you.

SECTION A: SOCIO-DEMOGRAPHIC DATA

(Please write or tick (√) as appropriate)

1.   Sex: Male   [ ] Female [ ]

2.   Age (in yrs): 10- 19 [ ] 20 - 29 [ ] 30 - 39 [ ] 40 - 49 [ ]

        50 years & above [ ]

3.   Generally, who is responsible for education of most of the children in your school?

        Both parents [ ] Father only [ ] Mother only[ ]

        Children themselves [ ] others [ ] specify ……………………………

4.   Generally, how would you describe monthly income level of most parents/guardians of majority of children in your school?

        Less than GHS 200 [ ]   GHS 200 – 500 [ ]   GHS 600 – 1000 [ ]

        Above GHS 1000[ ]

5.   Generally, how do you rate the socio-economic status of most parents of majority of children in your school?

        Very high [ ]   High [ ] Moderate [ ]   Low[ ]   Very low [ ]

6.   Generally, how do you rate the academic performance of most children in your school?

        Outstanding [ ]   Above average [ ]   Average   [ ] Below average   [ ]

SECTION B: THE RELATIONSHIP BETWEEN PARENTING OR CHILD NURTURING STYLES AND ACADEMIC PERFORMANCE

Instruction: *Please tick [√] to indicate whether you agree or disagree to each statement.*

Use the scales or key as follows: **1**– Never; **2** – Once in a while; **3** – Always

No.	Statement of Questions	Responses		
		1	2	3
7	Parents/guardians allow wards to talk about their academic issues			
8	Parents/guardians guide wards by using punishment more than by reason			
9	Parents/guardians find it difficult to discipline their wards on school matters			
10	Parents/guardians spank their wards when they disobey school rules			
11	Parents/guardians punish wards by taking privileges away from them with little if any explanation for failure to attend school and do school work			
12	Parents/guardians allow wards to freely do school activities, e.g learning by themselves.			
13	Parents/guardians ignore wards' school problems			
14	Parents/guardians use physical punishment as a way of disciplining wards for failure to learn and do school or homework			
15	Parents/guardians carry out discipline after their wards misbehave			
16	Parent/guardians talk it over and reason with wards when they misbehave			
17	Parents/guardians motivate wards with rewards to get them do school work			
18	Parents/guardians scold or criticize wards when their behaviour don't meet school rules			
19	Parent/guardians set strict well-established rules for wards about learning, school attendance			
20	Parents/guardians demand that wards do things as children			

21	Parents/guardians discipline wards when they are disobedient			
22	Poor parent-child relationship affects wards' academic performance.			

23. Please tick **(√)** to indicate whether parenting or child nurturing styles (behaviours and practices) positively or negatively impact on learning and academic performance of pupils. **HE**= High Extent; **ME** = Moderate Extent; **LE** = Low Extent

Leadership style	Nature of influence	
	Positive	**Negative**
Autocratic or authoritative		
Democratic or participative		
Transformational		
Transactional		
Contingency		
Laissez-faire		
Other, please specify: ……………………		

24. What is your overall assessment of parenting styles in relation to academic performance of most pupils?

Very useful [ ] Useful [ ] Moderately useful [   ] Less useful [   ]   Not useful [ ]

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SECTION C: THE RELATIONSHIP BETWEEN HOME ENVIRONMENT OR RESOURCES AND ACADEMIC PERFORMANCE

Instruction: *Please tick [√] to indicate whether you agree or disagree to each statement on home factors affecting academic performance of pupils. Use the scales or* **key as follows:** A –Agree; **D** – Disagree; **U** – Uncertain

Statement	A	D	U
25. Parents/guardians satisfactorily provide basic needs for wards			
26. Parents/guardians satisfactorily provide school needs for wards.			
27. Parents/guardians satisfactorily pay school levies of their wards.			
28. Parents/guardians satisfactorily provide facilities (computers, library books, textbooks, etc. for wards to studies at home.			
29. Parents/guardians satisfactorily provide wards with opportunity for extra tuition at home/school.			
30. Parents/guardians satisfactorily offer counselling services for their wards at home.			
31. Parents/guardians help wards with and/or supervises homework.			
32. Parents/guardians engage wards in excessive household work/labour instead of learning when at home.			
33. Parents/guardians encourage or motivate wards to learn at home.			
34. Parents/guardians visit wards at school.			
35. Parents' or guardians' socio-economic status affect learning and academic performance of most children.			
36. No freedom of expression in the home affect children's academic performance.			

37.   What is your overall assessment of provision of learning resources/facilities and home environment in relation to the academic performance of most pupils in your school?

Very useful [ ]Useful [ ] Moderately useful [ ] Less useful [ ] Not useful [ ]

SECTION D: THE RELATIONSHIP BETWEEN PARENTS' ATTITUDES TO SCHOOL AND ACADEMIC PERFORMANCE

Instruction: *Please tick [√] to indicate whether you agree or disagree to each statement on home factors affecting academic performance of pupils. Use the scales or* **key as follows:**   **A** –Agree; **D** – Disagree; **U** – Uncertain

Statement	A	D	U
38. Parental participation in ward's school activities helps improve children's interest in learning			
39. Parents participation in ward's school activities helps enhance their relationship with teachers of the children			
40. Parents learn about their children's education when they perform their roles effectively			
41. Parents participation ward's school activities helps build children's confidence in the school			
42. Parental participation ward's school activities provides teachers with adequate knowledge on the children with special needs			

43.   What is your overall assessment of parental attitude to school and learning in relation to the academic performance most pupils in your school?

Very useful [   ]   Useful [   ] Moderately useful [   ] Less useful [   ]

     Not useful [   ]

APPENDIX C

INTERVIEW SCHEDULE FOR PARENTS

INTRODUCTION:

I am a student of the University of Education, Winneba. I am carrying out a study to investigate the relationship between socio-economic status of parents and academic performance of selected public junior high school pupils in Aowin District. All information provided here shall be kept confidential and shall be used for research purpose only. **Thank you.**

1. Bio data:

   Sex: …………….. Age: ………………… Marital status: ……………………….

   Number of children: …………………..……..

   Highest educational qualification:………………………………..…

   Occupation:…………………………………

   Income status: ………………………………

   When do you normally go home after work?

   2pm – 4pm [ ]   4pm – 6pm [ ]   6pm – 8pm [ ] 8pm & above [ ]

   others [   ] specify………………………

2. Describe how and the extent to which your parenting or child nurturing style(s) either promote or discourage learning and academic performance of your children.

Autocratic:

…………………………………………………………………………………….

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Democratic:

……………………………………………………………………………

Laissez-faire:

…………………………………………………………………………

Transformational:

 ………………………………………………………………

Transactional:

………………………………………………………………………

Situational/Contingency:

 ………………………………………………………………

A combination of parenting styles:

……………………………………………………………
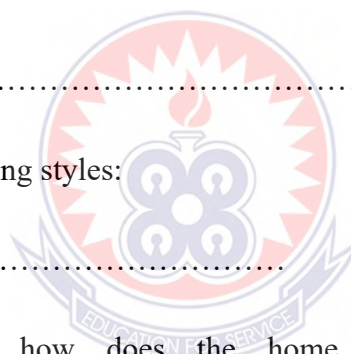
3. In your opinion, how does the home environment and learning resources/facilities at home for promote or discourage learning and academic performance of your wards?

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4. In your opinion, how would you describe your attitude and involvement in your children's education in relation to their learning and academic performance?

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In your opinion what can be done by poor parents to assist their children in their education?

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