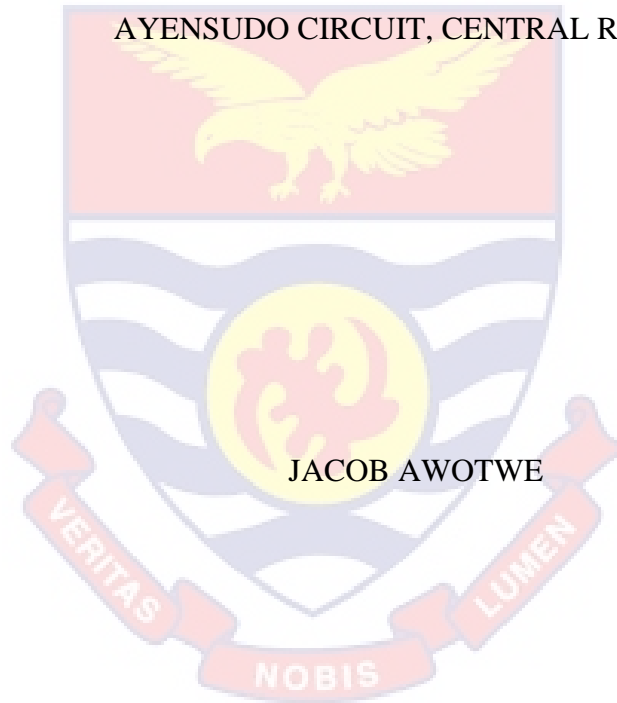


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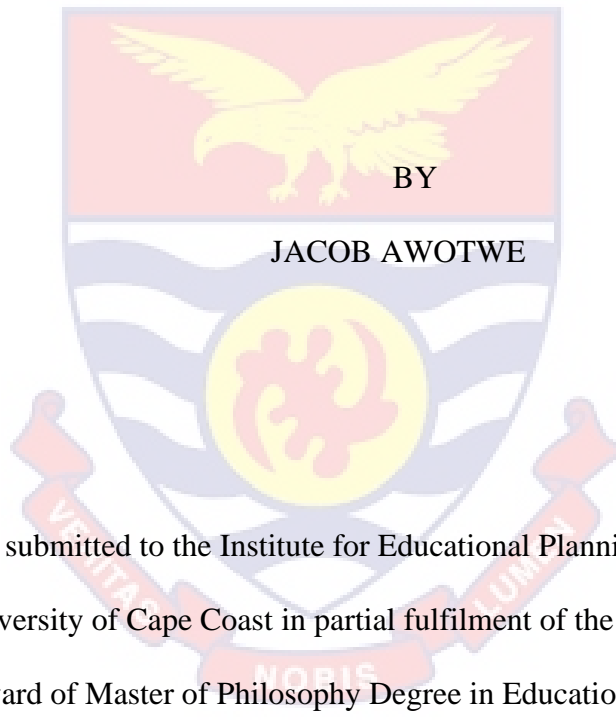
HOME EDUCATIONAL RESOURCES AND ACADEMIC  
PERFORMANCE OF STUDENTS IN JUNIOR HIGH SCHOOLS IN  
AYENSUDO CIRCUIT, CENTRAL REGION



2025

UNIVERSITY OF CAPE COAST

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Thesis submitted to the Institute for Educational Planning and Administration,  
University of Cape Coast in partial fulfilment of the requirements for the  
award of Master of Philosophy Degree in Educational Administration.

MARCH, 2025

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name: Jacob Awotwe

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: Dr. Amina Jangu Alhassan

### ABSTRACT

The study explore home educational resources on students' academic performance in J.H.S.'s in Ayensudo Circuit. The study used a concurrent mixed method approach, utilising a questionnaire and an interview guide. The analysis of the research questions were done using descriptive and inferential statistics. The sample size for the study was 248. Based on the specific objectives that guided the study, the home background that influences the provision of home educational resources were parent occupation, income level, educational level and family size. Home educational resources parents are responsible to provide for their wards were food, water, stationaries, school uniform, private teacher, cubicles with tables and chairs and technological facilities. How students used home educational resources available to them were to eat food when hungry, to drink water when thirsty, to wear school uniform to school, to benefit from private tuition after school, to sit on table and chair to study comfortably and to do research with technological facilities. Challenges student face in accessing home educational resources were inadequate food and water to eat and drink when hungry and thirsty respectively, inadequate stationary to study with, inadequate tables and chairs to sit on and study comfortably at home, inadequate technological facilities to study with and lack of private teacher to provide extra tuition. The results on the provision of home educational resources had a significantly positive influence on students' academic performance. This study recommends counselling service to encourage parents to improve on their socioeconomic factors to provide appropriate home educational resources adequately to their wards to use effectively to improve academic performance.

## KEY WORDS

Academic performance

Graduate

Circuit

Educational resources

Socioeconomic status

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My sincere appreciation is also extended to all my family members for their encouragement during this research period.

## **DEDICATION**

To my family: Maame Efua Christain, Jacqueline Adwoa Awotwe and Abigail Abena Awotwe.

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## CHAPTER ONE

### INTRODUCTION

This chapter aims to bring to light the background of the study, the statement of the problem, the purpose of the study, research objectives, and questions and hypothesis, the significance of the study, delimitations, and limitations of the study.

#### **Background to the Study**

Given that education is the driving force behind advancement in all nations, it is crucial for a country's development (UNESCO, 2001). Because of this, countries increase budgetary allocation to fund its educational programmes annually. A country's educational system is measured by the outcome of the examination results of students and is influenced by several factors. In recent past, numerous studies have shown that motivation, home, school, and society are all elements that affect learning results (Asibu, 2021; Antwi, 2020; Rahim, 2018; Affreh, 2012).

To bring to light other assertions, a student's academic performance can be ascribed to a number of variables, including the educational system being employed, the student's health, family history, the school environment itself, teachers' expectations for each student, and the student's capacity for learning. (Adana, 2013; UNICEF, 2011), academic preparedness, school instruction and culture, cost of education, and lack of motivation (Afshar, Jafari & Heshmati, 2019).

Even though studies have supported these assertions, there seem to be other variables that can be found among the factors that affect academic performance. This includes the parents' education status, their employment,

their socioeconomic status, and the availability of socializing facilities in the home (Li & Qiu, 2018). The study further asserts that socioeconomic status of a family has a greater impact on urban students' academic performance than it does on rural students. This may be so since students from urban centres are exposed to better school environments and conditions that support their success, and this advances the argument of (Arthur, 2005). Arthur's study revealed that in comparison to families with more than two children, families with one to four children (parents included) have the highest percentage of children enrolled in tertiary or post-secondary education.

Academic performance is measured in terms of grades (Suleman, Aslam, Husain, Shakir & Nisa, 2012). BECE grades of J.H.S graduates as a dependent variable are related to the independent variables, which are home educational resources, including food for wards to eat when hungry to study, water to drink when thirsty, school uniforms to wear to school, stationery to study with, cubicles with tables and chairs to sit on to study privately, time to monitor and supervise wards home work at home, technological facilities for wards to study privately at home, and private teachers to provide extra tuition to wards at home (Aggrey, Quainoo Jnr, Aggrey, 2022; Afshar, Jafari, Heshmati, Movahedzadeh & Cherif, 2019; Majid & Shuhidan, 2017; Ugulumw, 2016).

Society's social unit is the family at home, which provides young ones with early stimulation and experience. The home is to provide educational resources for the student to access and utilize to enhance their academic performance. The obvious question is: do homes make a conscious effort to provide home educational resources for students to enhance their

performance? This situation may either motivate or demotivate the student to achieve better academic performance in school while at home.

In the African context, Chukwudi (2013), in Nigeria revealed that parents with high educational backgrounds motivate and sustain interest in their wards' academic work, and Ugulumw (2016), in Tanzania revealed that availability and use of learning facilities, effective and efficient subject teachers, home backgrounds, and school environments affected students' academic performance, which is in line with the fact that the usage of educational resources plays a significant role in academic performance (Aggrey et al., 2022; Majid & Shuhidan, 2017).

The Ghanaian traditional setup, characterized by the nuclear family and extended family, contributes to most parents gambling with their children's education as resources are competed for in our homes. The stimulation and experiences are provided to the student through home educational resources provided by parents and interactions within the family, as most rural communities have large families (Cools & Patacchini, 2017). Family background plays a key role as competition for home educational resources among siblings seems to affect the academic performance of most Ghanaians (Boateng, Asare, Manu, Sefah & Adomako, 2021).

Arguably, as discussed in "the quantity-quality" paradigm, there is a link between family size and children's outcomes (Azumah & Nachinaab, 2017). This relationship leaves heads of household to rationalize home educational resources among siblings in order to be prudent in their decisions. The amount and accessibility of home educational resources significantly contribute to ensuring students have equitable opportunities by reducing the



influence of socioeconomic variables on academic success (Majid & Shuhidan, 2017).

Contrarily, a school resource center is a physical and digital learning environment where reading, inquiry, investigation, thinking, imagination, and creativity are key components of students' information-to-knowledge journeys as well as their personal, social, and cultural development (IFLA, 2015). Aggrey et al. (2022), studied the impact of the utilization of educational resources on academic performance in Ghana, and the study revealed a weak, positive, and insignificant correlation between the utilization of educational resources and the academic performance of a student.

Results from earlier studies on variables that influence academic performance, as identified above, have been shown to have significant effects on pupils' academic progress. On the basis of this, numerous suggestions have been made regarding how to raise pupils' academic performance. Aside from the fact that these studies have increased our knowledge and informed those involved in education about what needs to be done, student academic performance does not appear to have shown improvement tremendously in the public junior high schools in the K.E.E.A.

Consider, for instance, how well pupils in the public JHSs in the Ayensudo circuit performed academically on the Basic Education Certificate Examination (BECE) throughout the most recent years. The average grades of B.E.C.E. graduates are not what stakeholders in education in the municipality expect. This is because very few of the graduates obtain very good grades. The pass rate in the circuit keeps increasing in some schools while decreasing in others. This is well illustrated in the table below.

Table 1: BECE Pass Rates of Public Junior High Schools in Ayensudo Circuit  
(2018 – 2020).

**Table 1: Comparative Analysis of Basic Education Certificate Examination of the Komenda Edina Eguafo Abrem Municipal**

Name of School	2018 No presented	%Passed	Average grade	2019 No presented	%Passed	Average grade	2020 No presented	%Passed	Average Grade
Ayensudo M/A	35	63	34	35	69	33	48	79	31
DBE M/A	41	56	34	75	27	41	87	47	36
Brenu Akyinim	35	31	38	28	36	40	30	80	31
Abeyee M/A	19	32	39	41	32	41	40	95	29
Ayensudo Islamic	16	38	40	39	26	40	34	97	30
Ayensudo A.M.E Zion	22	41	41	20	65	33	31	97	26
Ampenyi M/A	37	19	41	41	24	42	44	52	36
Dwabor M/A	16	25	42	15	87	33	25	88	29

Source: GES, K.E.E.A (2018–2020)

The few of the students who get higher grades may, to some extent, be privileged to be exposed to a lot of home educational resources. This situation is in line with the assertion that regardless of their parents' educational background, employment, or socioeconomic status, children can benefit from the home library's educational resources (Evans, Kelley, & Sikora, 2014).

This study investigates the influence of home educational resources on the academic performance of students in the Ayensudo circuit in the Komenda Edina Eguafo Abrem Municipality of the Central Region of Ghana.

### **Statement of the Problem**

Academic performance of student worldwide is influenced by factors including home environment and school environment. To expand the conversation, for instance, access to physical, financial, and material resources, the parent's educational level, the occupation of the parent, the size of the family, and the engagement of the parent (Darko-Asumani & Sika-Bright, 2021). It has been the wish that findings of the numerous studies help curtail challenges students continue to face in their academic pursuit.

Upon all recommendations from literature, a worrying situation still exist in Ayensudo circuit as students to some extent struggle to meet most of their educational needs at home. This is because focus on specific home educational resources that parents are to provide to students to depend on to influence their academic performance and the location where such problems dominate has not been explored, as life experiences differ in geographical locations and the size of a family is considered to vary by society (Dollar, 2007).

To fill this knowledge gap, the study utilized a concurrent mixed method to uncover the influence of home educational resources on the academic performance of students in Komenda Edina Eguafo Abrem municipality.

### **Purpose of Study**

The study seeks to assess the influence of home educational resources on academic performance of students in basic school students in the Ayensudo circuit of Komenda Edina Eguafo Abrem in the central region of Ghana. Specifically, it sought to:

1. Identify socioeconomic factors of parents at home and how it supports provision of home educational resources;
2. examine the home educational resources parents are responsible for providing for their wards;
3. find out how students use the home educational resources available to them;
4. determine the challenges students face in accessing home educational resources; and
5. establish how the provision of home educational resources influences the academic performance of students.

### **Research Questions**

1. What socioeconomic factors influence the provision of home educational resources?
2. What home educational resources are parents responsible for providing for their wards?
3. In what ways do students use the home educational resources available to them?
4. What are the challenges faced by students in accessing home educational resources?

### **Research Hypothesis**

The research problem and research objective five (5), necessitated that an alternative hypothesis (H1) is formulated and tested.

There is a significant relationship between provision of home educational resources and students' academic performance.

### **Significance of the Study**

The study is significant in the area of assessing the influence of home educational resources on the academic performance of students. As low performances in our schools drag the image of educational institutions into the mud, a deeper understanding of this phenomenon will help stakeholders in future decisions in our societies. Parents will get to understand the need to improve on their home background to be able to provide appropriate educational resource for their wards at home. Teachers will further broaden their knowledge to tailor counselling services to parents on the need to provide home educational resources to their wards to minimize the challenges student face in accessing home educational resources. It is also intended to recommend possible solutions to the problems that prompted this research. The study will also benefit prospective researchers on the topic who would like to replicate the study in a different situation or circumstance in the future.

### **Delimitations**

The study was delimited to the Ayensudo circuit of Komenda Edina Eguafo Abrem municipality in the Central Region of Ghana. This study was also delimited to the educational resources provided to the students in basic school in this municipality including food, water, school uniform, stationaries,

technological facilities, cubicles with table, chairs to study in and parents time to service student learn at home and private teachers to teach student at home.

### **Limitations**

This research had two limitations: difficulty in ensuring the questions to be answered will be able to strongly answer the research questions and difficulty in assessing parent respondents and 2021 BECE graduate respondents since most of this category of study participants have travelled far from the study area. Again, some parents or graduates refused participation even though their parents had participated. Consequently, the duration of data collection exceeded the anticipated time, and not all of the sample size was reached.

### **Definition of Terms**

*Academic performance* is the degree to which a student has met their immediate and long-term educational objectives.

*Graduate* is an individual who has just finished an educational institution.

*Circuit* is a unit consisting of a cluster of schools put together to be managed by a supervisor at the educational office.

*Educational resources* are resources that directly influence the performance of students when provided to the student and it is used effectively.

*Socioeconomic status* is an individual's position in a society which is determined by wealth, occupation and social class.

## **Organisation of the Study**

This study is grouped into five chapters. Chapter one deals with the introduction and it covers the background to the study, statement of the problem, the purpose of the study, research questions, significance of the study, delimitation, limitations, definition of terms and organisation of the study. Chapter two presents a review of related literature. This covers theoretical, conceptual and empirical studies. Chapter three focuses on the research methods employed for the study, detailing the research design, study area, population, sampling procedures, instruments, data collection procedure, and data analysis. Results and discussion of the study were done in chapter four. Chapter five presented the summary, conclusions, recommendations and suggestions for further research.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter reviews relevant literature to situate the study in the required perspective. In order to better equip the researcher to approach the research challenges with deeper insights and more concrete knowledge, the researcher will benefit from knowing what others have done in the field (Saunders & Rojon, 2011). The review covers the theoretical review, conceptual review, and empirical review.

#### Theoretical Review

Descriptive research uses theory to generate explanations that are based on the individual experiences of participants and provide a guide to aspects of the problem that benefit the study (Amina, 2015). The major theories used to explain how home educational resource influences the academic performance of students are resource dilution theory (Blake, 1981) and Abraham Maslow's (1943), hierarchy of needs.

#### Resource Dilution Theory

One of the major theories that underpins this study is the resource dilution theory by Blake 1981. Resource dilution theory explains that resource is considered as a finite commodity. From the theories' position, as number of children increases in a household, educational resources available to the household cannot serve the educational needs of all dependents. As a result of this, when the resources of parents are increasingly dependent on them, it leads to less academic performance in students (Azumah & Nachinaab, 2017).

Applying resource dilution theory to home educational resource and academic performance of students in Junior High School in Ayensudo Circuit better explain the situation that exist in the study area making performance to be dwindling always aside numerous efforts by school authorities. In the study area, most of the student comes from larger family sizes where these students stay with their relatives together with other family members. The researcher's engagement within the circuit exposes this.

At the school level, it is observed during Parent Teacher Association meetings, to a greater extent, adults who attend such meetings are not biological parents and do not care much to provide adequately for students when recommendation are made at P.T.A meetings to provide certain educational resources. Mostly, it is uncles and grandparents with few biological parents with low socioeconomic status who attend such meetings when schools call for one. Attendance sheets of the meeting indicates this and most of them record names of more than two students at a meeting.

Again, one can count other siblings of student in the school as student share stories of having to share limited educational resources including food and stationaries with other sibling in the school. It is observed again that in most cases when recommendations are made to the students to get resources including graph books and mathematical sets for lessons, a great number of students will come to class without those resources with the reason that their parent said they do not have money to buy it for them.

### **Resource Dilution and Academic Performance.**

In studying the influence of home educational resources on the academic performance of students, resource dilution theory best explains how quantity and availability of resources play a role. As a result, the growth in the number of siblings reduces academic performance of students in that household (Jaeger, 2009). Regardless of this motion, if parents make a conscious effort to provide for all of their children's educational needs at the same time rather than just catering for only one, the parents are likely to secure the wellbeing of their offspring (Tanskanen & Danielsbacka, 2016).

Parents exhibit this sense of responsibility to educate all of their wards by being prudent to rationalize the scarce educational resources at home for the ever-growing household educational demands of students. Parents are mindful that educational resources are essential for reducing the influence of socioeconomic variables on academic performance and guaranteeing that all students are provided with equal opportunities (Aggrey, Quainoo Jnr, Aggrey, 2022). Additionally, JHS students who may be catering for their younger siblings may have to sacrifice their educational development for their young ones because of scarce resources.

Studies further shows that students whose parents participate in their education do better with their academics (Durisic & Bunijevac, 2017). Additionally, there is some correlation between parental involvement and student success (Epstein, 2018; Honby & Blackwell, 2018). To add to the discussion, the lifeline of a child is dependent on the household's resource allocation since amount and makeup of a family have an impact on home

educational resource allocation and also determine survival chances (Riswick, 2018).

Though family resources are considered as subset of a parent's overall family resources, families do finances certain projects that are not directly beneficial to their children in order to meet other livelihood demands at home. This may have an impact on the choices parents make regarding what kinds of resources they feel are required to supply to each ward.

### **Abraham Maslow's Hierarchy of Needs**

Maslow's Hierarchy of Needs, proposed by Abraham Maslow in 1943, is a fundamental theory in psychology that categorizes human needs into a hierarchical structure. The theory posits that individuals have different needs at each level and must be fulfilled (McLeod, 2007).

The hierarchy is in an order of Physiological Needs: Basic needs such as food, water, shelter, and safety. Safety Needs: Needs related to security, stability, and protection. Love and Belonging Needs: Needs related to social connections, relationships, and a sense of belonging. Esteem Needs: Needs related to self-esteem, recognition, and respect. Self-Actualization Needs: Needs related to personal growth, creativity, and realizing one's full potential.

Maslow's Hierarchy of Needs and home educational resources emphasise the importance of considering the broader context of students' lives when examining the relationship between home educational resources and academic performance. The theory fits the context of this study as when student get access to educational resources, they are motivated to strive to improve on their academic performance. Motivation is a person's commitment to accomplishing one's responsibilities, ensuring appropriate effort, and

maintaining their continuation (Ayeni, Ogunnaike & Iyiola, 2021; Wambugu, 2018). Individual needs serve to motivate students based on their needs

### **Maslow's Hierarchy of Needs, Home Educational Resources and Academic Performance**

Maslow's Hierarchy of Needs relates to the study of home educational resources and academic performance in the following ways:

1. **Physiological and Safety Needs:** For students to excel academically, their basic needs must be met. Home educational resources, such as food, water, uniform, stationaries, a quiet study space, studies teacher, access to technology, can help ensure that students' physiological and safety needs are fulfilled.
2. **Love and Belonging Needs:** A supportive family environment, where parents are involved in their children's education, can foster a sense of belonging and motivation. Home educational resources, such as parental guidance and encouragement, can help meet students' love and belonging needs.
3. **Esteem Needs:** Recognition and praise from parents and educators can enhance students' self-esteem and motivation to learn. Home educational resources, such as personalized feedback and encouragement, can help meet students' esteem needs.
4. **Self-Actualization Needs:** Access to diverse home educational resources, such as online courses, educational software, and library resources, can provide students with opportunities for personal growth, creativity, and self-actualization.

## **Conceptual Review**

The conceptual review is grounded on four main components that impact on academic performance of students.

### **Socioeconomic factors and academic performance**

Socioeconomic factors as a sociodemographic characteristic have an impact on the individual's educational setting (Andrew, Cattán, Dias, Farquharson, Kraftman, Krutikova, & Sevilla, 2020; Sk & Banerjee, 2021). Students' ability to learn outside of the classroom depends on the setting of learning in which they reside (Sk & Banerjee, 2021). Socioeconomic factors include the parents' level of financial security, educational attainment, participation in classroom activities led by subject teachers, group of friends within the home, activities undertaken there, the type of food available there, and prevailing norms and views with regard to education (Ugulumu, 2016).

Academic performance on the other hand is the capacity to learn, remember, and understand how those facts fit together to construct bigger relationships of knowledge, enabling a student to communicate their understanding orally or in writing (Laddunuri, 2012). The pass rate of students in examinations defines academic performance in this study as socioeconomic factors at home influence academic performance of students.

The impact of sibling size on several demographic categories, including rural agricultural communities, poor and rich families, and literate and illiterate moms, found that children from lower social status, rural communities, lowest income households, and less educated mothers have a higher unfavourable effect on academic performance (Li & Qui, 2018; Kugler & Kumar, 2017; Li & Zhang, 2017). This assertion resonates with families

with higher socioeconomic status who can take advantage of their resources to enhance educational opportunities for their children, increasing their chances of attaining higher education (Reyes, 2021).

### **Home educational resources and academic performance**

Home educational resources are resources found at home to aid the understanding of the learning process. Educational resources contribute to diminishing the impact of socioeconomic factors on academic performance by providing students with equal opportunities (Aggrey et al., 2022). It is inferred a child from a home with good educational resources has an advantage over a youngster from a home with poor educational resources (Muola, 2010).

A student who comes from a household with educational materials such as newspapers, radio, television, books, a study table and chair, a study area, technological facilities, and so on is more likely to succeed in school. The unavailability of study materials at the student's house impedes learning, and it becomes difficult for one to finish his homework (Rahim, 2018). As a result, the student's academic performance deteriorates.

Younas and Noor (2020), indicated that family encouragement, expectations, and educational engagement at home have a connection with socioeconomic status, as enhancing teens' homes speeds up or impedes the academic performance of students greatly. In addition, the benefit of having private tutors is significant to student (Yale, 2019). Most students in the study area are not from affluent families. This makes them not to enjoy most of the educational resources. For example, owning a textbook as reference material at home and enjoying the services of a private teacher to assist students in their

specific learning needs at home is what these students are not privileged to have and it makes them to struggle to progress in the academic space.

### **Usage of home resources and academic performance**

The academic performance of the student to some extent is dependent on the availability of learning resources and the efficient usage of the available resources. The students might not be able to perform excellently in academics if they are not familiar with present educational resources and how to utilize them (Aggrey et al., 2022). The study focuses on home education resources, how well they are utilized, and their influence on academic performance. Exploring students' experiences in this regard is worth it. Efficient usage of parent time with a student at home, stationery provided at home, cubicles with table and chair at home, school uniform, food at home, water at home, technological facility, and a private teacher at home is what the study explores to seek its influence. It is common knowledge that educational resources can only be used when they are provided.

### **Challenges in accessing home educational resources and academic performance**

Considering home sociodemographic composition, if a student comes from a family with a higher level of education background and whose parents or guardians have decent jobs, he or she is more likely to have access to both material and immaterial resources that support studying at home. A student who has greater access to these resources has enhanced learning chances (Bol, 2020). As such, a student is likely to receive individualized attention, intervention, and instruction in the home.



Students face many challenges in accessing and utilizing educational resources. Lack of necessary knowledge and abilities for access and usage; inadequate archiving; insufficient provision of such instructional resources and lack of internet connections at home impact academic performance (Aggrey et al, 2022). Given these challenges, student performance will be low therefore innovation should be employed in creating suitable learning resources and dedicated to improvisation to raise the academic standing of students at home.

### **Empirical Review**

The academic performance of children may be improved by parents' involvement in education, such as talking with their kids about school issues, checking their homework, and taking part in school events (Gao & Xue, 2021; Smokoska, 2020), as the degree of parental participation varies according to social class. Academic performance is dependent on the family one finds oneself in. To buttress this assertion, the academic performance of children raised by single parents or stepparents is lower than that of children raised by both biological parents (Abuya, Mutisya, Onsomu, Ngware, & Oketch, 2019). This resonates with experiences gained at the start of life can streamline children's success in the future, and parenting is a vital component (Lui, Lau, Tam, Chiu, Li, & Sin, 2020). Educational achievement is thus influenced by family structure considering variables such as sibling size, birth order, and sibling sex composition (Shafina, 2021).

Interestingly, as revealed from literature, firstborns outperform students born later in the family in terms of academic achievement (AlSaleh, Alabbasi, Ayoub & Hafsyah, 2021). Several cross-cultural attributes that cause first-born children's superior academic achievement compared to later-born

children appear to exist, including parents' higher expectations for first-born children compared to middle- and later-born children, more opportunities for first-born children to interact with adults than later-born children, and parents' stricter expectations for first-born children's academic achievement in life.

### **Chapter Summary**

This chapter reviewed related literature on home educational resources and how they influence the academic performance of a student. The review was done under three themes: theoretical, conceptual, and empirical. The theoretical review was done on resource dilution, which indicates resources are finite; hence, additional children's dependency on educational resources influences the academic performance of a student. In addition, Abraham Maslow's Hierarchy of Needs was reviewed to see the relationship between human needs and how it affects the academic performance of students.

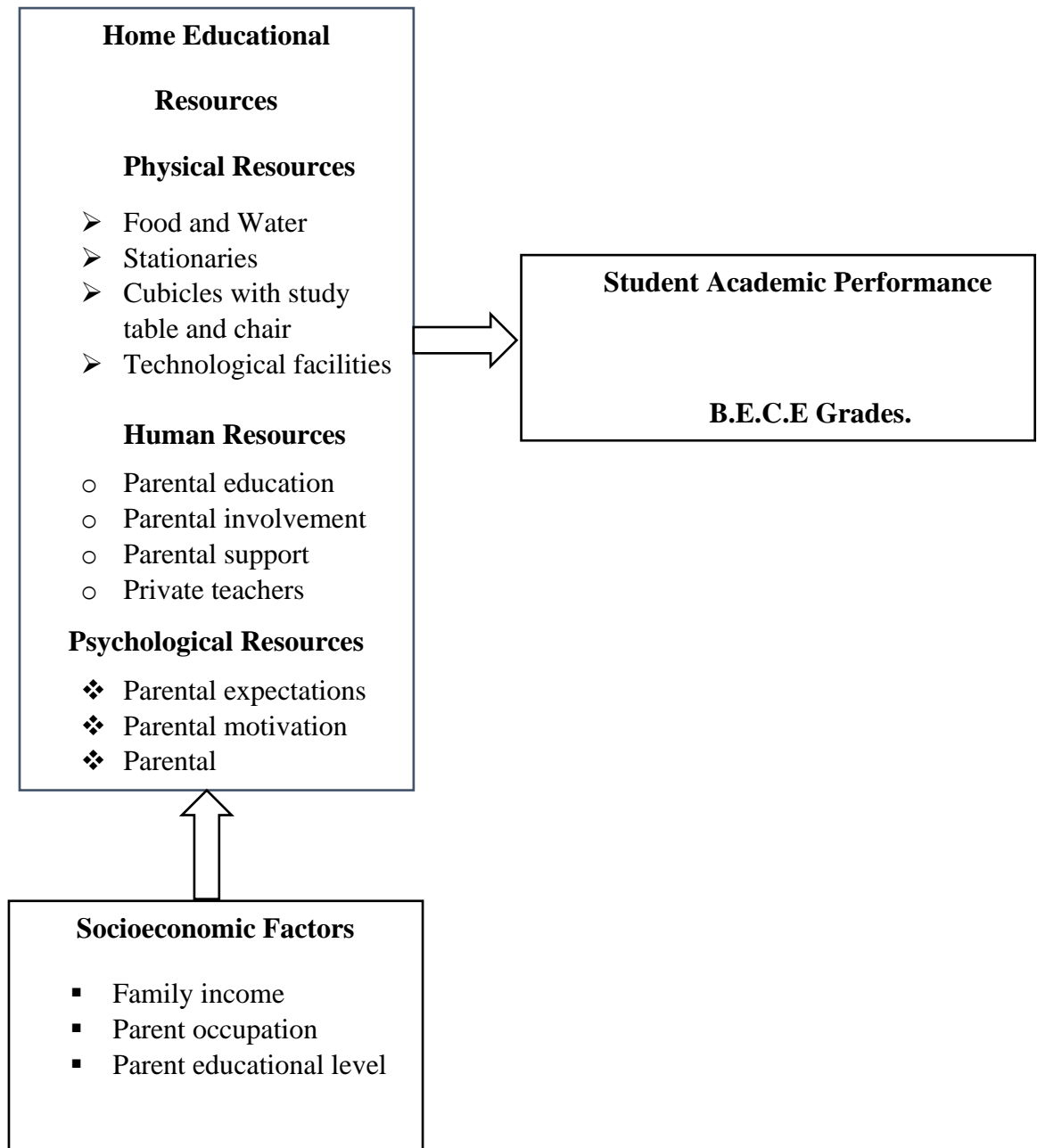
Socioeconomic factors define the sociodemographic characteristics of the home that affect the home learning environment. This background includes the parents' level of financial security, educational attainment, participation in classroom activities led by subject teachers, a group of friends within the home, activities undertaken there, the type of food available there, and prevailing norms and views with regard to education.

Further review was done on challenges in accessing educational resources, which span lack of necessary knowledge and abilities for access and usage; inadequate archiving; insufficient provision of such instructional resources; unavailability of educational resources; and lack of internet connections at home. On the influence of home educational resources on academic performance, it was revealed that the home environment

significantly affects student learning in terms of a child's academic capability and achievement.

### **Conceptual Framework**

A conceptual review is used to further elaborate the relationship between the dependent and independent variables in a study (Asibu, 2022). In this framework, socioeconomic factors are carefully listed to influence provision of home educational resources. Access to these home educational resources influences the academic performance of the student. The framework starts to look at the socioeconomic factors that influences the provision of home education resources, the home resources parents are to provide their wards, and how home education resources influence academic performance of students. It is believed that favorable home characteristics will influence the academic performance of students.



*Figure 1: Conceptual Framework for Home Educational Resources and Academic Performance of Students in Junior High Schools: It depicts the interplay between Home educational Resources and Students performance*

**Source:** Author's own construct

## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter discusses the procedures that are adopted in conducting the research. The chapter considers the study area, research design, choice of population, sampling procedure, data collection instruments, data collection procedures, and data processing and analysis.

#### Research Design

According to Yin (2009), a research design is a road map for data collection, calculation, and analysis, as well as a plan and structure of inquiry aimed at elucidating research questions. Wyk (2012), further posits that research design is the overall strategy for linking the relevant empirical research to the conceptual research challenge. This study employs a pragmatist worldview using a cross-sectional survey. It is a survey as it seeks to extend the sample's results to the entire population (Dangal, 2021). Concurrent mixed method is used to collect both qualitative and quantitative data from different categories of respondents at a single point in time with a questionnaire and interview guide.

Whilst closed ended questions in questionnaire marginalised respondent to express their views, the interview allowed respondent to add their voices to the conversation. The design entails series of steps to simultaneously gather quantitative and qualitative data, analyze both sets of data independently, compare and consolidate the distinct results, and produce an extensive summary on the degree to which the separate results conform with or complement one another (Clark & Creswell, 2014).

The preference for a concurrent mixed-methods design is to ensure research triangulation. Triangulation enables researchers to systematically include both the qualitative and the quantitative data gathered into the research, using both to support the results that were obtained (Nudzor, Agbevanu, Ansah, Ampah-Mensah, BoakyeYiadom, Danso, & Adosi, 2018) and it reduces the risk of being biased. Again, research triangulation ensures that the study results have been routed through the evidence acquired and have gone beyond mere guesswork (Nudzor,et al, 2018).

A study's vulnerability to errors is increased when only one approach is used (Wilson, 2014). This study is done at the same time as a snapshot event. Cross-sectional studies document several facets of social life, such as demographic traits, individual behavior, relationships with others, and facets of social organizations, institutions, and hierarchies (Blaikie, 2009). The study used cross-sectional survey as it makes a study quick and inexpensive to conduct, has fewer ethical issues to deal with, and data on variables collected at one-time points and findings can be used to create an in-depth research study. A developed questionnaire is used in survey research along with a scientific sampling technique to measure the characteristics of a specific population while using statistical techniques for the investigation (Sukamolson, 2007).

### **Study Area**

Ayensudo circuit consists of a cluster of community schools found in the Komenda Edina Eguafo Abrem municipality. Schools in Ayensudo, Abeyee, Dwabor, Daber Benyadze Egyei, Brenu Akyinim and Ampenyi townships constitute the Ayensudo circuit (GES, KEEA,2022). Farming is the

predominant economic activity that prevails in the area. Fishing is also done in Brenu Akyinim and Ampenyi aside from farming.

Average grade of students in schools in the study area is not what educational stake holders are boastful of. This is because a greater percentage of students do not get adequate educational resources to assist them in their studies at home. Most students come from households of larger family size marginalizing them to get access to adequate home educational resources to use to improve on their academic performance. Based on the sociodemographic characteristics of parent in the study area, the academic performance of student in the study area will remain unchanged if appropriate measures are not put in place.



*Figure 2: Map of Ayensudo*

**Source:** Google map

### **Population**

According to Gay (2009), the population is the group of persons who are relevant to the study's objectives and to whom the study's conclusions

should be applied, and for this study, the population comprise of parents, teachers, and students in JHS's in the Ayensudo circuit, precisely the Public Basic Schools. The target schools for the study include Ayensudo M/A Basic, DBE M/A Basic, Brenu Akyinim M/A Basic, Abeyee M/A Basic, Ayensudo Islamic Basic, Ayensudo A.M.E. Zion Basic, Ampenyi M/A Basic, and Dwabor M/A Basic, which are public schools in the circuit. JHS teachers, 2021 graduates, and parents of such graduates from JHS in the public schools in the Ayensudo circuit constitute the target population for the study in the schools mentioned.

The inclusion of parents in this study has as its foundation that, parents have the ultimate responsibility of providing their wards with home educational resources (an independent variable), which influences the academic performance (a dependent variable) of students, and if parents neglect such responsibilities, it affects the students greatly. Teachers interact with students and parents in their work and are familiar with educational resources that should be provided to students by their parents and caregivers to enhance their academic performances. Teachers are also familiar with how students should use educational resources provided to them to their advantage since teachers are also parents and have wards aside from being teachers.

The JHS teacher population for the circuit totals 50. The graduates of the 2021-year group are also 339, and the parents of these graduates are 281 in the target schools making the total population to be 670 (GES, KEEA, 2022). The number of parents did not match the number of graduates because some parents had more than one ward in the school while other graduates cared for themselves.



**Table 2: Population Distribution Per school**

Name of School	Number of JHS Teachers	Number of Graduate	Number of Parents
Ayensudo M/A	8	50	43
D.B.E M/A	5	58	50
Brenu Akyinim	6	35	30
Abeyee M/A	6	39	35
Ayensudo	7	35	29
Islamic			
Ayensudo Zion	6	31	28
Ampenyi M/A	7	57	36
Dwabor M/A	5	34	30
Total	50	339	281

**Source:** Fieldwork, (2022)

### **Sampling Size and Sampling Procedure**

A sample is a portion of the target population that has been chosen for research, and the researcher carefully selects the sample from this defined population (Amedahe, 2012). This study employed a multistage sampling procedure using stratified, proportional, and snowball sampling techniques. A probability sampling technique known as stratified sampling divides the population into groups according to certain features such as age group, household income, and level of education, after which the researcher randomly selects from each group based on its size. Adopting a stratified sampling technique helps the researcher get respondents in their natural groupings or characteristics, as the stratum is grouped into JHS teachers, 2021 BECE

graduates, and parents of said graduates. Two hundred and forty-eight (248) participants were selected from a target population of 670 using proportional sampling for each stratum, and it was estimated as Sample Size/Population Size \* Stratum (Abdul & Bukhari, 2021; Krejcie & Morgan, 1970).

JHS teachers' participant =  $248/670 \times 50 = 19$

2021 graduate participant =  $248/670 \times 339 = 125$

Parent participants = determined as  $248/670 \times 281 = 104$

**Table 3: Distribution of Respondent in each Stratum**

Strata	Total persons in the strata	Sample size
JHS teachers	50	19
2021 BECE graduate	339	125
Parent	281	104
Total	670	248

Source: Fieldwork, (2022)

In this study, at least 2 teachers, 15 BECE graduates, and 13 parents were selected from each participating school to give a fair representation of the schools. This number of participants was arrived at by dividing the sample size in each stratum by the number of schools. Therefore,  $19/8 = 2.375 \approx 2$ ,  $125/8 = 15.625 \approx 16$  and  $104/8 = 13$ .

All research participants responded to the questionnaire, whereas five (5) teachers and five (5) parents were sampled for the interview to have equal representation for both strata. Again, because the teachers handle students and can respond appropriately to issues concerning them, responses from five participants were enough to verify responses of the parents.

Snowballing was used to reach out to participants in the graduate and parent strata. This approach was adopted over others because there was a higher possibility that not all the graduates and parents might still be staying in the study area. They might have moved out of the study area and would never return, and using probability sampling to select participants from a stratum, one could be picked and could not be traced to take data from. Moreover, both the graduate and a parent or guardian from the same household were to respond to the instrument. The JHS teacher participant was selected using a simple random sampling approach because they were at post in their schools.

### **Data Collection Instruments**

A research tool is a method or technique used by a researcher to capture, manipulate, or interpret data (Leedy & Ormrod, 2005). Data collection instruments used were questionnaire and an interview guide. The use of mixed methods for data collection was intended to enable the triangulation of data and make an assessment of the balance of evidence given.

### **Questionnaire**

Questionnaires were used as a research tool (see Appendix C, D, E) in this study. A questionnaire is a set of questions used to collect data for a research project (Burns & Grove, 2010). The use of a questionnaire enables a huge amount of data to be obtained in a short period of time, and it ensures uniformity in responses as the options to choose from are the same for all study participants. Close-ended questions were employed for JHS teachers, 2021 graduates, and parent participants in this survey. Three sets of closed-ended questionnaires were administered in this study to solicit responses from JHS teachers, 2021 BECE graduates, and parents of the graduates.

JHS teachers questionnaire were made up of five sections (A–E). Section A was made up of demographic characteristics of teacher participants; Section B was made up of (4) items to collect responses on home background that influences the provision of home educational resources; Section C contained (8) items to collect responses on home educational resources parents are to provide their wards; Section D consisted of (9) items to take responses on how students use home educational resources; and lastly, Section E had (7) items to take responses on challenges students face in accessing home educational resources.

The questionnaire for 2021 BECE graduates was made up of five sections (A–E). Section A was made up of demographic characteristics of the graduate participants; Section B was made up of (10) items to collect responses on home educational resources parents are to provide their wards; Section C contained (8) items to collect responses on how students use home educational resources; Section D consisted of (7) items to collect responses on challenges students face in accessing a home educational resource; and lastly, Section D requested respondents to state the BECE grade obtained during BECE 2021.

Lastly, the questionnaire for parent respondents comprised of three sections (A–C). Section A was made up of demographic characteristics of parent participants; Section B was made up of (4) items to collect responses on home background that influences the provision of home educational resources; and Section C contained (8) items to collect responses on home educational resources parents are to provide their wards.

## **Interview Guide**

A semi-structured interview was used to interview the selected teachers and parents in this study. The semi-structured interview guide is a question-and-answer document prepared ahead of time, but it also permits the interviewer to divert from the guide and make follow-up inquiries whenever required (Creswell, 2013). The study's semi-structured interview guide (see appendix F, G) allows for participants' responses to vary. A semi-structured interview is assigned themes based on the study questions as a qualitative research method. Using semi-structured interviewing approaches, the interviewer can respond swiftly to the responses of the participants by modifying the next set of questions in light of the details they have provided (Burns & Grove, 2010). Parents were interviewed on the first two items, whereas teachers will be interviewed on all four items.

## **Pretesting of instrument**

Pretesting of data collection instruments is critical in a study as it helps identify weaknesses in the instrument and also affirms whether concepts have been used appropriately (Dikko, 2016; Cohen, Manion, Morrison, 2007). Researchers can check the validity and dependability of their research instrument through pretesting (Cohen et al. 2007). Reliability is the extent to which an instrument yields reliable and consistent results, whereas validity refers to the accuracy with which an item measures what it wants to assess (Gay, Mills, & Airasian, 2011; Kimberlin & Winterstein, 2008).

Both the questionnaire and interview guide developed for the study were pretested at the Dominase circuit in the Komenda Edina Eguafo Abrem Municipality, as it has similar characteristics to the Ayensudo circuit. The

survey instrument tested gave reliability at a Cronbach alpha of 0.72 for the parent questionnaire, 0.7 for the 2021 graduates questionnaire, and 0.65 for the teacher questionnaire. Cronbach's alpha exhibits a correlation with values between 0 and 1. When reliability is close to 1, it indicates that the test instrument is more reliable, and when reliability is close to 0, it indicates that the test instrument is less reliable (Gay et al., 2011).

The overall alpha level for the three set of questionnaire items was 0.69 which is approximately 0.7 and was accepted to be used for the study (Gay et al., 2011). Before the pretesting, the instrument was handed over to the research supervisor to look at the clarity of the questionnaire items and general layout of the instrument and approve it, as face or content validity may be assessed through professional judgment (Gay et al., 2011).

### **Data Collection Procedure**

An introductory letter was collected from the Institutional Review Board (IRB) of the University of Cape Coast and then proceeded to the K.E.E.A. Municipal Education Directorate to seek permission to undertake a study within its jurisdiction. The researcher then visited the schools for the study to seek their approval and assistance in collecting data. Information on 2021 BECE graduates was obtained from the headteachers to trace them and their parents and schedule a convenient time to take data from them.

Data collection for the study was via the distribution of questionnaires for the participants to respond to the questions and also conduct interviews with selected parents and teachers. Respondents' confidentiality and anonymity were assured before they responded to both the questionnaire and interview.

### **Data Analysis**

The data gathered from the questionnaire and interview was cleaned, summarized, coded, and analysed using descriptive and regression analysis with the help of SPSS software. Research questions 1, 2, 3, and 4 were analysed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation and while research question 5 was analysed using linear regression analysis, thus ANOVA.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **Overview**

This chapter presents the results of the data collected to investigate the influence of home educational resources on the academic performance of students in JHSs in the Ayensudo circuit in the central region. This chapter is divided into two sections. The first section presents the results of the demographic characteristics of the respondents, and the second section presents the results of the data analysed to answer the specific research questions that guided the study.

#### **Results of Demographic Characteristics of Respondents**

The demographic analysis of data of the respondents sampled for the study is presented in this section. The respondents to this study are parents, teachers and students. In total, there were 248 respondents sampled for the study; however, data were collected from 189 respondents which gives a return rate of 76.21%

#### **Parents**

Data was collected from 83 parents out of 104 parents selected for the study. This represents a 79.8% response rate, which the analysis found to be sufficient.



The Table 4 below presents the result of the demographic characteristics of parents.

**Table 4: Results of Demographic Characteristics of Parents**

Variable	Frequency	Percentage
Sex		
Male	32	38.6
Female	51	61.4
Age (in years)		
30-39	16	19.3
40-49	47	56.6
50+	20	24.1
Marital Status		
Single	20	24.1
Married	46	55.4
Divorced	9	10.8
Widow	7	8.4
Widower	1	1.2
Number of Children		
1-3	31	37.3
4-6	45	54.2
7-10	7	8.4
Highest Educational Qualification		
No school	10	12.0
Basic	57	68.7
Diploma	10	12.0
Bachelor's Degree	5	6.0
Master's Degree	1	1.2
Occupation		
Farming	32	38.6
Trading	26	31.3
Civil/Public servant	9	10.8
Unemployed	8	9.6
Other(s)	8	9.6

Source: Fieldwork (2023)

## Teachers

The number of teachers sampled for this study was 19, and data were collected from all 19 teachers making a 100% response rate.

The table 5 below present the result of the demographic characteristics of teachers.

**Table 5: Results of Demographic Characteristics of Teachers**

Variable	Frequency	Percentage
Sex		
Male	11	57.9
Female	8	42.1
Age (in years)		
30-39	9	47.4
40-49	7	36.8
50+	3	15.8
Marital Status		
Single	9	47.4
Married	10	52.6
Number of Children		
1-3	11	57.9
4-6	7	36.8
7-10	1	5.3
Highest Educational Qualification		
Diploma	4	21.1
Bachelor's Degree	11	57.9
Master's Degree	4	21.1

Source: Fieldwork (2023)

## Students

Data on students were collected from 87 students out of 125 students sampled for the study. This represents a 69.6% response rate and was deemed adequate for the analysis.

The table 6 below present the result of the demographic characteristics of students

**Table 6: Results of Demographic Characteristics of Students**

Variable	Frequency	Percentage
Sex		
Male	36	41.1
Female	51	58.6
Age (in years)		
15-18	62	71.3
19-21	22	25.3
22+	3	3.4

Source: Fieldwork (2023)

In this study, data were collected from parents, students and teachers. For each research question, there was a target group to take data from. For research question one, data was taken from parent and teachers. Also, data was taken from parent, teachers and students to answer research question two. In addition, students and teachers gave the data to answer research question three. Research question four was answered using data from students and teachers. Finally, only student respondent gave data to answer the research hypothesis.

Data were collected from the study participant using a 5-point Likert-type questionnaire (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). Since the data was collected on a 5-point Likert

scale, ‘Strongly disagree and Disagree’ are merged and taken as “Disagree” whereas ‘Agree and Strongly Agree’ are combined and regarded as “Agree.” Further, mean and standard deviations were used for the analysis. Thus, a mean of 3.0( $1+2+3+4+5 = 15/5$ ) was used as a neutral point. All items that had mean values greater than 3.0 were regarded as items that the respondents agreed to whereas all items that had mean values less than 3.0 were taken as the items that the respondents disagreed with

**Research Question One:** What socioeconomic factors influence the provision of home educational resources?

The table 7 below present the result of Parents’ Perceived socioeconomic factors that influence the Provision of Home Educational Resources to their Wards.

**Table 7: Parents’ Perceived socioeconomic factors that influence the Provision of Home Educational Resources to their Wards**

	M	SD
As my family size increases, the quantity of educational material to provide to each of my wards reduces at home	4.66	0.51
My level of education makes me understand the need to provide home educational resources to my ward(s)	4.55	0.91
My income level gives me the financial ability to provide educational material to my wards(s) at home	3.98	1.19
My occupation gives me time to assist my ward(s) in their home learning	3.89	1.13

Source: Fieldwork (2023)

To obtain further details on socioeconomic factors that influences the provision of home educational resources by parents qualitatively, responses from participants were to some extent in contrast to the information gathered from the qualitative data in Table 7. A parent respondent indicated:

Respondent one:

*The kind of work I do does not permit me time to teach my wards after school, even though I would love to see my wards learn under my supervision. I am a dressmaker, and sometimes I do not even go home to sleep. By God's grace, I get a quiet, appreciable amount of money from the work I do as a dressmaker, and this enables me to buy books and uniforms for my ward as well as any other things my ward will need for studies (a 45-year-old parent).*

A similar view was shared by respondent two:

*We all know how hard the economy is in our country. I have four children, and it becomes difficult for me to meet all their school needs when school reopens. Things would have been different if I had fewer of the wards I already have. Again, my occupation does not earn me much, and it makes life a bit difficult sometimes when I have to provide for the needs of all my wards at the same time since they are all in school. I am in the fruit business. I buy fruit from farmers in smaller quantities and go to Takoradi to sell it. I am not in the house on many occasions to supervise the children's learning. I finished J.H.S., and when my wards come to inform me of the reading books their teacher wants them to have and read to help their studies, I feel guilty that it takes a longer time before I can get some of them (a 37-year-old parent).*

The table 8 below presents Teachers' Perceived socioeconomic factors that influence the Provision of Home Educational Resources to their Wards.

**Table 8: Teachers' Perceived socioeconomic factors that influenced the Provision of Home Educational Resources.**

	M	SD
Parent level of education makes one understand the need to provide home educational resources	4.84	0.37
Parent occupation make one time to assist their wards in their home learning	4.68	0.48
As family size increases, the quantity of educational material to provide to each ward reduces at home	4.58	0.51
Parent income level gives them the financial ability to provide educational material for their wards at home	4.32	0.48

Source: Fieldwork (2023)

Aside from this descriptive information, teachers had this to say in summary during an interview session and it does not contradict the descriptive data in Table 8:

Respondent one:

*Certain factors indeed influence the provision of a home educational resource by parents. Parents who did not have any form of formal education to some extents do not see the need to provide their wards with what they need at school and in the house to enhance their studies. Another factor that influences the provision of educational resources is the kind of work the parent does. If the work requires that s/he stay at job place for more hours such a parent cannot make time to assist the wards do personal studies at*

*home. Again, if your wards are many, it will be difficult to be able to provide their educational needs at all times. The cost of educational resources is expensive and everyone is complaining about how much is paid to you after rendering a service. Many parents cannot buy enough educational resources from their income for their wards. But those who have more than enough can buy all educational resources for their wards because they have the financial ability( a 27-year-old teacher at Ayensudo circuit)*

Respondent two

*Parents in this area are peasant farmers who do not earn much from their farm produce and they also have multiple wards they care for in school. Because these parents do not have much money, they are not able to buy all educational resources for their ward when asked to and it is not only one child they are to provide for too. Another disturbing thing to consider is parental level education which makes it difficult for teachers to make the parent understand that it is their responsibility to provide for the educational needs of their wards. To most of them, teachers have to do the “magic” to make the student perform excellently and not worry parents about books and other things. Some parents do not even honour teacher’s invitations to discuss issues concerning how their wards will progress academically and this is a worrying situation here( a 40-year-old teacher in the Ayensudo circuit)*

**Research Question Two:** What home educational resources are parents responsible for providing for their wards?

The table 9 below presents Teachers’ Perceived Home Educational Resources Parents are to provide for their wards.

**Table 9: Teachers' Perceived Home Educational Resources Parents are to provide for their wards**

	M	SD
Parents are to provide food for their ward to eat when hungry	4.68	0.58
Parents are to provide stationery to their wards to support their studies.	4.68	0.48
Parents are to make time to monitor and supervise the ward's homework	4.68	0.48
Parents are to provide school uniforms to their wards to wear to school	4.68	0.48
Parents are to provide water for their ward to drink when thirsty	4.56	0.61
Parents are to provide technical facilities to their wards to study with	4.47	0.61
Parents are to provide private teachers to give extra tuition to the ward	4.42	0.51
Parents are to provide cubicles with tables and chairs at home for their wards to sit on it to study privately at home	4.26	0.65

Source: Fieldwork (2023)

Aside from this descriptive information, teachers had this to say in summary during an interview session with them, which aligns with descriptive table 9, as it validates the responses from the parents and graduates in this study.

Respondent one narrated:

*As a teacher, I know parents have many roles to play in their ward's education. Parents are responsible for providing the following to their wards if they want them to do better academically: Students should be provided with*



*stationery, school uniforms in good shape, good meals (balanced diet) for good nutrition, extra tuition at home, a study table, and a chair. Because the world is now technologically changing, if a parent can afford to buy a computer for the ward to study with, it is fine as it will help the student in research work (a 35-year-old teacher in the Ayensudo circuit).*

Again, respondent two gives this account:

*It is an undeniable fact that parents have many responsibilities towards their wards' education to ensure performance is exceptionally good. For this to come through, parents are to provide educational resources, including additional reading material for the ward, pens and pencils, basic needs such as food and water, school uniforms, paying for levies for the ward at school, providing the ward with a private teacher if one can afford it, and providing a television or computer so the ward can get current information circulating the world. It may interest you to know that the kind of school parents choose for their wards to attend is among the resources available to them in this current dispensation. These resources will, to a large extent, help the student improve his or her academic performance tremendously. (a 43-year-old teacher in the Ayensudo circuit)*

The table 10 below presents Parents' Perceived Home Educational Resources they are to provide to their wards.

**Table 10: Parents' perceived Home Educational Resources they are to provide to their wards.**

	M	SD
I provide food for my ward(s) to eat when hungry	4.89	0.31
I provide school uniforms for my ward(s) to wear to school	4.72	0.48
I provide water for my ward(s) to drink when thirsty	4.61	0.49
I provide stationaries for my ward(s) to support their studies	4.51	0.57
I provide cubicles with tables and chairs at home for my ward(s) to sit on it to study privately at home	3.81	1.10
I make time to monitor and supervise my ward(s) homework	3.69	1.28
I provide private teachers to give extra tuition to my ward(s)	3.25	1.27
I provide technological facilities to my ward(s) to study with	3.08	1.10

Source: Fieldwork (2023)

The interview session gave the following narratives from parents, which correlate with the descriptive data in Table 8.

*Respondent one had this to say:*

*For students to perform extremely well, parents have the responsibility of providing educational resources at home. The student must be provided with stationery, a school uniform, food and water, and a convenient place to sit to study privately. Again, if one can afford a private teacher for the ward, it will be an advantage to the ward. (a 42-year-old parent at Egyeikrom)*

Another respondent narrated:

*As a parent, I understand education to some extent, so I provide my ward with educational resources at all times. I buy every book suggested to me by my ward's teacher. I have contracted a teacher to give my ward extra tuition after*

*school because I don't have time to assist my ward in doing homework. I make sure the school uniform is in good shape at all times, and I have also arranged with a food vendor at my ward's school to provide meals to my ward whenever it is break time. In the house, there is a table and a chair for my ward to use to study (a 48-year-old parent at Ayensudo).*

The table 11 below presents Students' Perceived Home Educational Resources they are to provide to their wards

**Table11: Students' Perceived Home Educational Resources Parents are to Provide to Their Wards**

	M	SD
My parents provide water for me to drink when thirsty	4.91	0.61
My parents provide a school uniform for me to wear to school	4.90	0.52
My parents provide food for me to eat when hungry	4.45	0.85
My parents provide stationaries me to support my studies	4.01	0.98
My parents monitor and supervise my homework	3.23	1.20
My parents provide cubicles with tables and chairs at home for me to sit on it to study privately at home	3.15	1.08
My parents provide technological facilities for me to study with	3.11	1.14
My parents provide private teachers to give extra tuition to me at home	2.88	1.10

Source: Fieldwork (2023)

**Research Question Three:** In which ways do students use home educational resources available to them?

To determine ways in which students use home educational resources available to them, data were collected from teachers and students.

The table 12 below presents Students' Perceived usage of Home Educational Resources available to them

**Table 7: Students' Perceived Use of Home Educational Resources Available to Them**

	M	SD
I eat food when hungry	4.83	0.49
I drink water when thirsty	4.72	0.45
I wear school uniform nicely to school	4.64	0.51
I study with stationaries.	4.55	0.57
I sit in cubicles with tables and chairs at home to study privately at home	3.34	1.11
I enjoy time with my parent as they supervised and monitored my homework and private studies in the house	3.25	1.25
I study with technological facilities to keep up with the current technological world	3.05	1.14
I benefit from the extra tuition of a private teacher to supplement what is studied at school	2.80	1.14

Source: Fieldwork (2023)

The table 13 below presents Teachers' Perceived Use of Home Educational Resources available to students.

**Table 8: Teachers' Perceived Use of Home Educational Resources Available to Students**

	M	SD
Students eat food when hungry	4.63	0.60
Students study with their stationaries	4.58	0.51
Students enjoy time with my parent as they supervised and monitored their homework and private studies in the house	4.58	0.51
Students drink water when thirsty	4.42	0.61
Students study with technological facilities to keep up with the current technological world	4.32	0.82
Students wear their dress nicely to school	4.21	0.79
Students sit in cubicles with tables and chairs at home to study privately at home	4.11	1.05
Student benefit from extra tuition from a private teacher to supplement what is studied at school.	4.05	0.91

Source: Fieldwork (2023)

Interestingly, the interview responses of teachers corresponded with the descriptive data in Table 12 and Table 13.

Respondent one:

*Students use home educational resources in many ways to improve their academic performance. Depending on the educational resources a student has, those resources are used in the following areas: reading, writing, and when a teacher is teaching in the class. Again, the student wears their school uniform to school when it is provided to them by their parent. This makes students feel proud that they also have people who care for them. At home, the*

*fortunate student sits on their study table and chair to study if there is light. A computer is not a priority for the majority of parents. But the few that are provided with one use it to find information about what they learn at school for research purposes( a teacher in Ayensudo Circuit).*

Respondent two:

*As a teacher and a parent, I know students use home educational resources in many ways, including searching for information on the internet using ICT tools and enjoying the services of a private teacher if a student has a personal teacher at home. The student also wears their school uniform to school every day and writes in their exercise books as well as reads from their readers during their private study time. Students benefit from private studies if they sit comfortably in a quiet place devoid of any distractions to study (a 45-year-old teacher in the Ayensudo circuit)*

**Research Question Four:** What are the challenges faced by students in accessing home educational resources?

The Table 14 below shows Challenges Students Faced in Accessing Home Educational Resources.

**Table 9: Challenges Students Faced in Accessing Home Educational Resources**

	M	SD
There is inadequate provision of stationaries to study with	4.83	1.97
There is inadequate provision of food to eat when hungry	4.82	0.62
There is inadequate provision of water to drink when thirsty	4.72	0.64
There are inadequate cubicles with study tables and chairs for students to sit comfortably and study	4.40	0.88
There are inadequate technological facilities to study with	4.20	0.96
My parents do not provide private teachers to give extra tuition and assistance to me at home	4.14	1.38
My parents do not support and encourage me to study during private studies	3.86	1.39
Source: Fieldwork (2023)		

The Table 15 below shows Teachers' Perceived Challenges Students Faced in Accessing Home Educational Resources.



**Table 10: Teachers' Perceived Challenges Students Faced in Accessing Home Educational Resources**

Challenges students face accessing home educational resources are in the area of:	M	SD
Insufficient parental support and encouragement to students during private studies	4.68	0.58
inadequate provision of stationaries to study with	4.47	0.61
Lack of technological facilities to study with	4.37	0.83
inadequate provision of food to eat when hungry	4.21	0.98
Inadequate cubicles with study tables and chairs for students to sit comfortably and study	4.21	0.92
inadequate provision of water to drink when thirsty	3.89	0.94
Lack of private teachers to provide extra tuition and assistance to students at home	3.89	1.24

Source: Fieldwork (2023)

Interview responses from teachers gave the following accounts, which were in line with Table 14 and Table 15:

Respondent one:

*One factor that hinders student academic performance is the challenges they face in accessing educational resources at home. In many instances, a student finds it difficult to access stationery at home because it is inadequate for them since every student needs access to the limited stationery in the house. Again, not every parent is able to provide a private teacher to every ward because there is no financial ability to pay for their service, so most students cannot access such resources. In some cases, some students report to school on an*

*empty stomach and stay hungry at school because they did not get any food to eat from the house (a teacher in the Ayensudo circuit).*

Respondent two

*I think students face challenges accessing educational resources, though parents are trying their best to educate them. Some students are not able to learn in the house because there is no table with a chair to sit on to study, and there is an abundance of noise that distracts their attention too. Aside from this, because parents do not have money to buy reading books for some of the students, they do not revise what they are taught at school because they do not have reference materials at home. Come to think of it, some students even have to come to school on an empty stomach and also stay hungry till school closes because there is no money for these students to buy food with (a teacher in the Ayensudo circuit).*

### **Research Hypothesis**

There is a significant relationship between provision of home educational resources and students' academic performance. A simple linear regression model was adopted for the analysis. The results are presented in Tables 16, 17, and 18.

The Table 16 presents the ANOVA test to determine the influence of the independent variable on the dependent variable.

**Table 11: ANOVA<sup>a</sup>**

Model		Sum of Df	Mean	F	Sig.
		Squares	Square		
1	Regression	314.659	1	314.659	11.890
	Residual	2170.027	82	26.464	.001 <sup>b</sup>
	Total	2484.686	83		

a. Dependent Variable: Performance of students in BECE

b. Predictors: (Constant), Provision of home educational resources

The Table 17 presents the Model Summary to tests how well the regression model fits the data.

**Table 12: Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.356 <sup>a</sup>	.127	.116	5.14429

a. Predictors: (Constant), Provision of home educational resources

b. Dependent Variable: Performance of students in BECE

The Table 18 below shows the coefficient test to determine the relationship between the dependent variable and the independent variable.

**Table 13: Coefficients <sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	29.538	1.810		16.321	.000
Provision of home educational resources	1.536	.445	-.356	-3.448	.001

a. Dependent Variable: Performance of students in BECE

## Discussion of Findings

### Demographic Characteristics of Respondents

The outcomes of the demographic characteristics analysis of parent respondents and teachers gave a series of revelations that are of interest and contribute to the focus of the study. This finding indicates that within the Ayensudo circuit, most of the parents have a large family. It is obvious that the majority of the parents attain an average level of education.

Aside from these characteristics, it was pointed out that parents in the study area are of low socio-economic status because a greater percentage are not gainfully employed with better remuneration and may face economic challenges as farming and trading done in the Ayensudo circuit are not on a large scale. That is peasant farming, and petty trading is done in the area. It is a known fact that occupation dictates the time parents spend with their wards, participate in their learning process, and enable the parent to pay their wards' fees and provide for other needs (Nadenge, 2015).

Comparing parent characteristics to those of teacher respondents in this study, it was revealed that teachers had small to average family sizes. To some extent, it may be inferred that because teachers are more educated than the parents in the study area per the demographic characteristics, they have smaller family sizes as compared to the parents in the study area. This revelation resonates with the findings of Arthur (2005) on ideal family size. In his study, the majority of the respondents preferred 1–3 children because of health, education, income, culture, and accommodation, of which the teacher respondent seems knowledgeable about comparing the findings of the parent respondent and the teacher respondent.

**Socioeconomic factors that influence the provision of home educational resources.**

The result of the current study from both descriptive data and interview is that socioeconomic factors influence the provision of home educational resources. Furthermore, if socioeconomic factor had been higher in the study area, adequate home educational resources could be provided to wards to diminish resource dilution effect on them.

Findings in this current study are in line with the socioeconomic factors being a sociodemographic feature, influences the learning environment (Andrew et al., 2020b). Findings of this study on the other hand contradict the findings of Li and Qiu (2018), comparative to kids in the rural setting, urban students' performance is greatly controlled by their families' socioeconomic status as the distribution of educational resources between rural and urban locations is heterogeneous. Parents are committed to the task of providing the best home educational resources they could to support their wards education

even though it is limited in most cases because of their family size. The current study is also in line with the assertion sibling size impact on several demographic categories and it has to a greater extent, a higher unfavorable effect on academic performance (Kugler and Kumar, 2017; Li and Zhang, 2016). Again, families with a higher socioeconomic level have the ability to take advantage of their resources to provide better educational opportunities for their children, increasing their chances of attaining higher education (Li & Qui, 2018).

**Home educational resources parents are responsible for providing for their wards.**

Surprisingly, all parent respondents agreed to be responsible for providing the afore mentioned home educational resources and confirmed that they had provided same to their ward when in school. Their response validates that of teachers in this study. Even though the findings of the current study indicate the majority of parents have large families, this does not limit their ability to provide educational resources for their wards. This finding debunks the position of resource dilution theory (Jaeger, 2009) to some extent, which posits that as the number of children increases in a household, educational resources available to the household cannot cater for all dependents. Though the socioeconomic status of parents in the study area is low due to their occupation, they can provide for their wards' educational needs. This finding, on the other hand, contradicts Kalil (2005): low-occupational status people have limited resources to meet the needs of their homes.

On the part of students, they agreed to the fact that they were provided educational resources but only disagreed with parents providing private

teachers to give extra tuition at home. From the above revelation, though astonishing, comparing the demographic characteristics of the parent, this current study indicates teachers, to a greater extent, know what students need in their educational lives in order to attain higher academic performance. In the same vein, parents in the study area are aware of the educational needs of their wards as they strive to provide the educational resources needed, hence making them very responsible. This responsive character of parents may be due to the good counseling provided by teachers in the study area to the parents during their engagement discussions, of which Abraham Maslow's hierarchy of needs might have been presented to these parents. The current findings is in line with that of Muola (2010) a child from a home with good educational resources has an advantage over a youngster from a home with poor educational resources. In the current study these resources are provide to wards in the study area.

Results gathered from teachers, parents, and students, respectively, on perceived home educational resources parents are to provide their ward are similarly consistent with the views expressed by (Aggrey et al., 2022; Afshar et al., 2019; Majid & Shuhidan, 2017; Ugulumu, 2016).

### **Ways students use home educational resources available to them.**

The finding was that teachers and students agreed that students eat food when hungry, drink water when thirsty, wear school uniforms nicely to school, study with stationery, sit in cubicles with tables and chairs at home to study privately, enjoy time with a parent as they supervise and monitor their homework and private study, study with the technological facility to keep up with the current technological world, and lastly, benefit from the extra tuition

of private teachers. It is an indisputable fact that the socioeconomic status of parents is low in the study area yet they are responsible as their wards affirmed it.

The current study's finding is consistent with the assertion (Aggrey 2022) that making proper use of educational resources in the classroom brings success in learning as it inspires students. Again, the current study's findings are in line with Wanjiku's (2013) finding that the availability and effective utilization of educational resources influence students' performance and Osei-Mensah's (2012) finding that having educational materials available encourages children to learn more easily about topics that are practical based and quickly accessible to their senses

#### **Challenges faced by students in accessing home educational resources.**

The current study shows that both teachers and students strongly affirm that there is insufficient parental support and encouragement from a parent to a student during private study, inadequate provision of stationary to study with, lack of technological facilities to study with, inadequate provision of food to eat when hungry, inadequate cubicles with study tables and chairs to sit comfortably and study, inadequate provision of water to drink when thirsty, and a lack of private teachers to provide extra tuition and assistance to a student at home.

As the demographic characteristics of the current study indicate the majority of parents are of low socioeconomic status, the challenges above resonate with the assertion of Bol (2020). In consideration of a home's sociodemographic structure, a student who comes from a family with a greater socioeconomic background level is more likely to have access to both material



and immaterial resources that speed up learning at home, as a student with more resources has abundant and better learning opportunities.

As students are challenged in assessing these educational resources, it affects their academic performance. Asibu (2021), posits that having stationary, technological facilities, and a comfortable study area at your disposal positively influences academic performance to a large extent. The findings in this study are also in line with Ugulumu (2016), who asserts that educational resources contribute to the poor academic performance of students in their terminal or annual examination, which is inadequate.

**Extent provision of home educational resources influence the academic performance of students.**

The F-statistic ( $F = 11.890$ ,  $df = 83$ ,  $p < 0.05$ ) leads to the conclusion that the study's linear regression model is adequate for explaining the influence of the provision of home educational resources on the academic performance of students. Again, R-square value of 0.127 means that the provision of home educational resources account for 12.7% of the variances in students' academic performance, whereas the remaining 87.3% is explained by variables not included in this study. Lastly, the results revealed that the provision of home educational resources ( $\beta = 1.536$ ,  $p > 0.05$ ) had a significantly positive influence on students' academic performance.

The finding of the current study is consistent with Nambuya's (2013) that the adequacy and quality of physical materials have a high impact on student performance in examinations. This corresponds to the assertion of Muola (2010) that when a child comes from a home with enough learning

resources, they have an advantage as compared to a child from a home with inadequate resources.

On the other hand, the study findings contradict the findings of Aggrey et al. (2022) on the relationship between the usage of educational resources and the academic performance of students, which showed a insignificant relationship between the two variables.

A close look at the findings in this current study points out that home background influences the provision of home educational resources by parents to their wards, students' use of home educational resources at home influences their academic performance, students face challenges assessing home educational resources, and the provision of home educational resources has a significantly positive influence on students' academic performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Overview

This chapter presents a summary of the study, key findings, conclusions, and recommendations based on the research objectives. Additionally, it highlights areas for further research to build upon the findings. The study investigated the influence of home educational resources on students' academic performance in Junior High Schools within the Ayensudo Circuit, Komenda Edina Eguafo Abrem Municipality.

#### Summary of Findings

The study employed a concurrent mixed-method approach to explore how home educational resources impact students' academic performance. Using questionnaires and interviews, data were collected from parents, teachers, and students. The findings revealed the following:

Socioeconomic factors affect provision of Home Educational Resources in the following area; Parental income level directly influences the availability of educational resources at home. Parents with higher earnings provide more learning materials, private tuition, and better study environments. Again, family size affects the distribution of educational resources. Larger families often struggle to meet each child's academic needs due to resource dilution.

Parental education level plays a critical role in wards education. Educated parents tend to prioritize their children's academic needs and provide better guidance and study support. Parental occupation impacts time

availability for home supervision. Parents in demanding jobs, such as traders and farmers, often have limited time to assist their children in home learning.

Parents are primarily responsible for supplying various educational resources for their wards including Basic Needs such as adequate food, water, and school uniforms to support students' physical well-being and classroom attendance. Also, Learning Materials such as stationery, textbooks, and technological devices like computers and tablets for research and assignments. Availability of study cubicles with tables and chairs, ensuring a comfortable space for private learning is the duty of parents to provide for their wards. Parents are to hire private tutors to provide extra tuition for students who require additional academic support.

Students utilized the available home educational resources in the following ways: consuming food and water to maintain energy levels for learning. Student wear school uniforms to ensure regular attendance and participation in school activities. Students again use stationery and textbooks for personal study and homework completion. Additional learning is engaged through technological facilities where available. Students benefit from private tuition where parents could afford to hire private tutors.

Despite the importance of home educational resources, students faced several challenges, including inadequate provision of learning materials like stationery and textbooks, making personal studies difficult. Limited access to private tutors affected students who needed additional academic support outside school hours. Insufficient parental involvement in home supervision due to work schedules or lack of interest was a challenge. Unstable home study environments characterized by noise or lack of designated study spaces.

Limited access to technological resources affected students' ability to conduct research and complete digital assignments.

The study established a significant positive correlation between home educational resources and students' academic performance. Regression analysis confirmed that students with access to essential home learning resources performed better in the Basic Education Certificate Examination (BECE) compared to those with limited resources.

### **Conclusion**

The study concludes that home educational resources is significant in improving students' academic performance. Parental socioeconomic factors such as income level, educational background, occupation, and family size determine the quality and quantity of resources provided at home. The findings reaffirm the Resource Dilution Theory, which suggests that increasing family size can reduce per-child educational investment, as well as Maslow's Hierarchy of Needs, which emphasizes the importance of meeting students' basic and psychological needs to enhance learning outcomes.

While some parents provide adequate learning resources, many students struggle due to financial constraints, lack of parental involvement, and insufficient study environments. Addressing these challenges requires a multi-stakeholder approach involving parents, educators, and policymakers.

### **Recommendations**

The findings of this study highlight the critical role that home educational resources play in shaping students' academic success. While schools contribute significantly to students' learning, the foundation is often laid at home. Strengthening parental support, enhancing resource accessibility,

and implementing supportive policies will go a long way in improving the academic performance of JHS students in Ghana.

Parents are to prioritize educational investments in order to allocate resources efficiently to ensure that all children have access to essential learning materials. Parents are encouraged to improve home learning environments by creating a designated study space to significantly enhance students' focus and academic engagement. Parents should actively monitor homework, provide guidance, and encourage a culture of learning at home. Low-income parents should explore educational support programs, scholarships, and community initiatives to provide better learning opportunities for their children.

School teachers should organize parental education programs to sensitize parents on the importance of home educational resources in academic success. There should be development school-based support initiatives such as lending libraries or shared technological resources, to bridge the gap for students lacking essential materials. Teachers should encourage school-community partnerships where stakeholders can sponsor students from low-income families with basic educational resources.

Government and Educational Policymakers are to introduce policies to support low-income families by subsidizing school supplies and learning materials. There should be an expansion of digital learning programs to provide students from underprivileged backgrounds access to online educational resources. Enhance school feeding programs to cover the Junior High School students to ensure they receive adequate nutrition, improving their focus and learning capabilities. Government and educational stake

holders should invest in community-based learning centers where students can access free study spaces and technological facilities.

### **Suggestions for Further Studies**

This study focused on the Ayensudo Circuit in the Komenda Edina Eguafo Abrem Municipality. Future research can explore a comparative study between rural and urban settings to analyze differences in home educational resources and academic performance. A longitudinal study can be done to track how home educational resources impact students' performance over time. Intervention-based research to evaluate the effectiveness of community-driven programs aimed at improving access to home educational resources can also be done as well as gender-focused studies to determine whether male and female students face different challenges in accessing home educational resources.

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## APPENDICES

APPENDIX A: LETTER OF INTRODUCTION FROM IEPA- IRB  
(UCC)

 Institute for Educational Planning and Administration at University of Cape Coast, Ghana.	 University of Cape Coast Ghana.	 <b>unesco</b> Centre Under the auspices of UNESCO
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24<sup>th</sup> October, 2022

Our Ref.: IEPA-UNESCO /1.2/VOL.2/0008

The Chairman  
Institutional Review Board  
UCC

Dear Sir,

**REQUEST FOR ETHICAL CLEARANCE – JACOB AWOTWE (EO/EAP/20/0008)**

We write to introduce to you Jacob Awotwe with registration number (EO/EAP/20/0008) an MPhil student pursuing Educational Administration.

We wish to inform you that the Institute has approved Jacob Awotwe's research proposal.

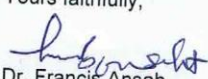
We would be grateful if ethical clearance could be granted to him to collect his data. His research topic is: **"The Influence of Home Educational Resources on the Academic Performance of Students in JHS' in Ayensudo Circuit in the Central Region"**.

Kindly find attached a copy of his proposal for your perusal.

Counting on your usual support.






Thank you.

Yours faithfully,

  
Dr. Francis Ansah  
**HEAD, ACADEMIC PROGRAMMES**  
**For: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)**

cc: Director-General  
Jacob Awotwe, IEPA

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 <b>Address :</b> CC 145-9167	 <b>Phone :</b> +233 3320-91478 / +23303321-30571	
 <b>Email :</b> <a href="mailto:iepa@ucc.edu.gh">iepa@ucc.edu.gh</a>	 <b>Website :</b> <a href="http://iepa.ucc.edu.gh">iepa.ucc.edu.gh</a>	

## APPENDIX B: ETHICAL CLEARANCE

# UNIVERSITY OF CAPE COAST

## INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309

E-MAIL: [irb@ucc.edu.gh](mailto:irb@ucc.edu.gh)

OUR REF: IRB/C3/Vol.1/0081

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0011497

21<sup>ST</sup> MARCH 2023

Mr Jacob Awotwe

Institute of Educational Planning and Administration

University of Cape Coast

Dear Mr Awotwe,

**ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/169)**

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **The Influence of Home Educational Resources on the Academic Performance of Students in JHS' in Ayensudo Circuit in the Central Region**. This approval is valid from 21<sup>st</sup> March 2023 to 20<sup>th</sup> March 2024. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh

**Ag. Administrator**

ADMINISTRATOR  
INSTITUTIONAL REVIEW BOARD  
UNIVERSITY OF CAPE COAST

**APPENDIX C: QUESTIONNAIRE FOR PARENTS****UNIVERSITY OF CAPE COAST****INSTITUTE FOR EDUCATIONAL PLANNING AND****ADMINISTRATION****QUESTIONNAIRE FOR PARENTS**

This study is being conducted to determine the influence of home educational resources on the academic performance of students in JHSs' in the Ayensudo circuit in the central region. The study is for academic purposes only, and your honest response will contribute greatly to its success. Your names and contacts are not required, so feel free to answer the questions as well as you can.

INSTRUCTION: Please (✓) tick the most appropriate response.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF****RESPONDENTS**

1. Sex: ☐ Male ☐ Female
2. Age: ☐ 30-39 ☐ 40-49 ☐ 50+
3. Marital status: ☐ married ☐ single ☐ divorced ☐ widow : ☐  
widower
4. Number of children: ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 10+
5. Highest Educational Qualification: ☐ No School ☐ Basic ☐  
Diploma ☐ Bachelor's Degree ☐ Master's Degree  
☐ Other specify .....
6. Occupation of parents/guardians. ☐ Farming ☐ Trading ☐ Civil/Public  
Servant ☐ Unemployed. ☐ Other specify.....

**SECTION B: SOCIOECONOMIC FACTORS THAT INFLUENCE  
PROVISION OF HOME EDUCATIONAL RESOURCES**

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1- Strongly Agree (SA), 2- Agree (A), 3- Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>The socioeconomic factors that influence the provision of home educational resources.</i>	1	2	3	4	5
7	My level of education makes me understand the need to provide home educational resources to my ward(s).					
8	My occupation gives me time to assist my ward(s) in their home learning.					
9	My income level gives me the financial ability to provide educational material to my wards(s) at home.					
10	As my family size increases, the quantity of educational material to provide to each of my wards reduces at home.					

**SECTION C: EDUCATIONAL RESOURCES PARENTS ARE  
RESPONSIBLE TO PROVIDE FOR THEIR WARDS**

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1-Strongly Agree (SA), 2- Agree (A), 3-Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>Perceived home educational resources parents are to provide to their wards.</i>	1	2	3	4	5
11	I provide food for my ward(s) to eat when hungry.					
12	I provide water for my ward(s) to drink when thirsty.					
13	I provide school uniforms to my ward(s) to wear to school.					
14	I provide stationaries to my ward(s) to support their studies.					
15	I provide cubicles with tables and chairs at home for my ward(s) to sit on it to study privately at home.					
16	I make time to monitor and supervise my ward(s) homework.					
17	I provide technological facilities to my ward(s) to study with.					
18	I provide private teachers to give extra tuition to the ward(s).					

**APPENDIX D: QUESTIONNAIRE FOR TEACHERS****UNIVERSITY OF CAPE COAST****INSTITUTE FOR EDUCATIONAL PLANNING AND****ADMINISTRATION****QUESTIONNAIRE FOR TEACHERS**

This study is being conducted to determine the influence of home educational resources on the academic performance of students in JHSs' in the Ayensudo circuit in the central region. The study is for academic purposes only, and your honest response will contribute greatly to its success. Your names and contacts are not required, so feel free to answer the questions as well as you can.

INSTRUCTION: Please (✓) tick the most appropriate response.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF****RESPONDENTS**

1. Sex: ☐ Male ☐ Female
2. Age: ☐ 30-39 ☐ 40-49 ☐ 50+
3. Marital status: ☐ married ☐ single ☐ divorced ☐ widow : ☐  
widower
4. Number of children: ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 10+
5. Highest Educational Qualification: ☐ Cert A ☐ Diploma ☐  
Bachelor's Degree ☐ Master's Degree  
☐ Other specify .....

**SECTION B: SOCIOECONOMIC FACTORS THAT INFLUENCE  
PROVISION OF HOME EDUCATIONAL RESOURCES**

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1- Strongly Agree (SA), 2- Agree (A), 3- Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>The socioeconomic factors that influence the provision of home educational resources</i>	1	2	3	4	5
6	Parent level of education makes one understand the need to provide home educational resources.					
7	Parent occupation gives time to assist their wards in their home learning.					
8	Parent income level gives them the financial ability to provide educational material for their wards at home.					
9	As family size increases, the quantity of educational material to provide to each ward reduces at home.					



**SECTION C: EDUCATIONAL RESOURCES PARENTS ARE  
RESPONSIBLE FOR PROVIDING FOR THEIR WARDS**

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1-Strongly Agree (SA), 2- Agree (A), 3-Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>Perceived home educational resources parents are to provide for their wards.</i>	1	2	3	4	5
10	Parents are to provide food for their ward to eat when hungry.					
11	Parents are to provide water for their ward to drink when thirsty.					
12	Parents are to provide school uniforms to their wards to wear to school.					
13	Parents are to provide stationaries to their wards to support their studies.					
14	Parents are to provide cubicles with tables and chairs at home for their wards to sit on it to study privately at home.					
15	Parents are to make time to monitor and supervise the ward's homework.					
16	Parents are to provide technological facilities to their wards to study with.					
17	Parents are to provide private teachers to give extra tuition to the ward.					

## SECTION D: HOW STUDENTS USE HOME EDUCATIONAL RESOURCES.

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1- Strongly Agree (SA), 2-Agree (A), 3-Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>How students used home educational resources.</i>	1	2	3	4	5
18	students eat food when hungry.					
19	students drink water when thirsty.					
20	students wear their dress nicely to school.					
21	students study with their stationaries.					
22	Students sit in cubicles with tables and chairs at home to study privately at home.					
23	students enjoy time with my parents as they supervised and monitored their homework and private studies in the house.					
24	students study with technological facilities to keep up with the current technological world.					
25	Student benefit from extra tuition from a private teacher to supplement what is studied at school.					

## SECTION E: CHALLENGES STUDENT FACE IN ACCESSING HOME EDUCATIONAL RESOURCES

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1-Strongly Agree (SA), 2-Agree (A), 3- Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>Challenges students face accessing home educational resources are in the area of:</i>	1	2	3	4	5
26	inadequate provision of food to eat when hungry.					
27	inadequate provision of water to drink when thirsty.					
28	inadequate provision of stationaries to study with.					
29	inadequate cubicles with study tables and chairs for students to sit comfortably and study					
30	Insufficient parental support and encouragement to students during private studies.					
31	Lack of technological facilities to study with.					
32	Lack of private teachers to provide extra tuition and assistance to students at home.					

**APPENDIX E: QUESTIONNAIRE FOR 2021 GRADUATES****UNIVERSITY OF CAPE COAST****INSTITUTE FOR EDUCATIONAL PLANNING AND****ADMINISTRATION****QUESTIONNAIRE FOR 2021 GRADUATES.**

This study is being conducted to determine the influence of home educational resources on the academic performance of the student in JHS' in the Ayensudo circuit in the central region. The study is for academic purposes only, and your honest response will contribute greatly to its success. Your names and contacts are not required, so feel free to answer the questions as well as you can.

INSTRUCTION: Please (✓) tick the most appropriate response.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF****RESPONDENTS**

1. Sex:    ☐ Male            ☐ Female
2. Age:    ☐ 15-18        ☐ 19-21        ☐ 22+

**SECTION B: Home Educational resources parents are to provide for their wards.**

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1-Strongly Agree (SA), 2-Agree (A), 3-Neutral (N), 4- Disagree (D), 5-Strongly Disagree (SD)*

s/n	<b><i>Perceived home educational resources parents are to provide their wards.</i></b>	1	2	3	4	5
3	My parents provide food for me to eat when hungry.					
4	My parents provide water for me to drink when thirsty.					
5	My parents provide school uniforms for me to wear to school.					
6	My parents provide stationaries to me to support my studies.					
7	My parents provide cubicles with tables and chairs at home for me to sit on it to study privately at home.					
8	My parents monitor and supervise my homework.					
9	My parents provide technological facilities for me to study with.					
10	My parents provide private teachers to give extra tuition to me at home.					

## SECTION C: HOW STUDENTS USE HOME EDUCATIONAL RESOURCES.

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1- Strongly Agree (SA), 2-Agree (A), 3-Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	How students used home educational resources.	1	2	3	4	5
11	I eat food when hungry.					
12	I drink water when thirsty.					
13	I wear school uniform nicely to school.					
14	I study with stationaries.					
15	I sit in cubicles with tables and chairs at home to study privately at home.					
16	I enjoy time with my parents as they supervised and monitored my homework and private studies in the house.					
17	I study with technological facilities to keep up with the current technological world.					
18	I benefit from the extra tuition of a private teacher to supplement what is studied at school.					

## SECTION D: CHALLENGES STUDENT FACE IN ACCESSING HOME EDUCATIONAL RESOURCES

Tick in the box next to each statement to state your level of agreement or disagreement with your response to the statements below:

*Key: 1-Strongly Agree (SA), 2-Agree (A), 3- Neutral (N), 4- Disagree (D), 5- Strongly Disagree (SD)*

s/n	<i>Challenges students face accessing home educational resources are in the area of:</i>	1	2	3	4	5
19	There is inadequate provision of food to eat when hungry.					
20	There is inadequate provision of water to drink when thirsty.					
21	There is inadequate provision of stationaries to study with.					
22	There are inadequate cubicles with study tables and chairs for a student to sit comfortably and study					
23	My parents do not support and encourage me to study during private studies.					
24	There are inadequate technological facilities to study with.					
25	My parents do not provide private teachers to give extra tuition and assistance to me at home.					

**SECTION E: INFLUENCE OF USING HOME EDUCATIONAL  
RESOURCES ON STUDENT ACADEMIC PERFORMANCE**

Please indicate in the box provided below the grade obtained in BECE 2021  
conducted by the West African Examination Council(WAEC) in the year 2021

[       ]



**APPENDIX F: INTERVIEW GUIDE FOR TEACHERS****UNIVERSITY OF CAPE COAST****INSTITUTE FOR EDUCATIONAL PLANNING AND****ADMINISTRATION****INTERVIEW GUIDE FOR TEACHERS**

Dear Sir/Madam,

This study is being conducted to determine the influence of home educational resources on the academic performance of the students in JHS' in the Ayensudo circuit in the central region. This is a partial fulfillment of the award of a Master of Philosophy degree at the University of Cape Coast. The study is for academic purposes only, and your honest response will contribute greatly to its success. Any information provided will be handled with the highest anonymity and confidentiality and your responses will not be linked to you. You are free to ask any questions about the study to ensure your maximum satisfaction with participating in it. You are entreated to provide answers to the following questions:

1. What home background, in your opinion, influences the provision of home educational resources?
2. What home educational resources are parents supposed to provide their wards?
3. In your opinion, how do students use home educational resources provided by their parents to improve their academic performance?
4. What are the challenges students face in accessing home educational resources?
5. Any additional information?

**APPENDIX G: INTERVIEW GUIDE OR PARENT**  
**UNIVERSITY OF CAPE COAST**  
**INSTITUTE FOR EDUCATIONAL PLANNING AND**  
**ADMINISTRATION**  
**INTERVIEW GUIDE FOR PARENT**

Dear Sir/Madam,

This study is being conducted to determine the influence of home educational resources on the academic performance of the student in JHS' in the Ayensudo circuit in the central region. This is a partial fulfilment for the award of a Master of Philosophy degree at the University of Cape Coast. The study is for academic purposes only and your honest response will contribute greatly to its success. As a result, any information given would be treated with the utmost confidentiality. You are free to ask any questions about the study to ensure your maximum satisfaction with participating in the study. You are assured of the anonymity and confidentiality associated with your responses. You are also assured that your responses will not be directly linked to you. The researcher will not also disclose your identity to any third party. As a result, the study will not gather data on your identity. You are therefore kindly entreated to provide answers to the following questions.

1. What home background in your opinion influences the provision of home educational resources?
2. What home educational resource are parents supposed to provide their wards?
3. Any additional information?