

UNIVERSITY OF CAPE COAST

INFLUENCE OF PARENTS' SOCIO-ECONOMIC STATUS ON PUPILS'
EDUCATION IN NSUAEM COMMUNITY, GHANA



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EDUCATION IN NSUAEM COMMUNITY, GHANA

BY

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DECLARATION

Candidate's Declaration

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

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

Name:

Supervisors' Declaration

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

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

Name:

ABSTRACT

The purpose of this study was to examine the influence of parents' socio-economic status on basic school pupils' education in the Nsuaem Community of Western Region, Ghana. Concurrent mixed methods design was used. The population comprised 315 pupils, 15 teachers and 161 parents. The sample size for the study was 208. This comprised 173 pupils, 15 teachers and 20 parents. Data were collected using questionnaire and interview guide. Quantitative data were analysed using frequencies, percentages, means and standard deviations, and independent samples t-test. Qualitative data were analysed using thematic analysis. The study revealed that parents' economic status had an influence on pupils' education through the provision of money for feeding at school as well as buying exercise books and pens, textbooks and uniform for school. Also, pupils' education were influenced by parents' occupation in a positive way as parents were able to make time to help pupils in their homework, attended school meetings, kept eyes on their children to stay in school and pushed their children to do their best. Further, the social status of parents influenced pupils' education as this made parents invest more in the education of their children and encourage their children to excel academically. The study again revealed that parents' educational level influenced pupils' education as parents were able to check books of pupils, assist in homework and sign homework. Also, there was a statistically significant gender difference in the influence of economic status of parents on pupils' education. It was recommended that school authorities should use parent-teacher meetings to encourage parents to financially invest in their children's education.

KEYWORDS

Socio-economic status

Economic status

Occupation

Educational level

Social status

Education

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DEDICATION

To my parents, husband and children.

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CHAPTER ONE

INTRODUCTION

Education stands as a pivotal social institution exerting significant influence upon and being reciprocally influenced by other societal frameworks (Fekadu, Negassa & Tegegne, 2019). It assumes a crucial role in fostering human capital development and correlates closely with individual well-being and prospects for enhanced livelihoods (Twum Ampofo & Osei-Owusu, 2015). Accordingly, Darko-Asumadu and Sika-Bright (2021) contends that education facilitates the process of getting knowledge and competencies, thereby empowering individuals to augment their productivity and enhance their overall quality of life. Given the paramount importance accorded to education, educators place utmost priority on the quality of students' academic performance (Mohamed, Dahie & Warsame, 2018). Consequently, educators, scholars, and various stakeholders in education have long harbored interest in elucidating the determinants influencing students' scholastic achievements. One of such factors which can influence the academic work of students is the socio-economic status (SES) of parents. The study therefore examined the influence of parents' socio-economic status on basic school pupils' education in the Nsuaem Community of Western Region, Ghana.

Background to the Study

Education is an important pillar in one life leading to different opportunities, income, and better life (United Nations, 2015). The development of a nation starts from the family. According to Marbuah (2016), education represents the most valuable inheritance a nation can bequeath to its citizens, particularly its youth. This assertion stems from the recognition that the

advancement of any nation or community is heavily contingent upon the caliber of its educational system. Therefore, formal education persists as the primary conduit for fostering socio-economic progress and societal cohesion within any given community. Put differently, as the level of education within a society increases, there is a corresponding elevation in its civility, discipline, and overall development (Fekadu, Negassa & Tegegne, 2019).

Goro (2018) observed that education serves not only as a conduit for imparting knowledge and skills but also as a vehicle for instilling values, cultivating instincts, and nurturing appropriate attitudes and behaviors. Similarly, according to Miller, Podvysotska, Betancur, and Votruba-Drzal (2021), education plays a pivotal role in fostering the intellectual growth, competence, and leadership capabilities of children, thereby preparing them for active participation in the global community. They further asserted that education significantly influences an individual's occupational choices and income levels, thus determining their societal position.

Even though all levels of education are important, basic education, covering education of children at the primary and lower secondary levels, is deemed more significant for the development of children (Darko-Asumadu & Sika-Bright, 2021). This occurs because it introduces the child to concepts and information that establish a groundwork for subsequent educational pursuits (Marbuah, 2016). Consequently, it becomes imperative to guarantee universal access to elementary education. The United Nations International Children's Emergency Fund (UNICEF, 2014) has underscored that access to primary education transcends being merely a fundamental human entitlement for every

child; it serves as a gateway to a prosperous and fulfilling future for the child (UNICEF, 2014).

Generally, the family has the responsibility of socializing children and transforming them to good citizens (Fekadu et al., 2019). Hence, the greater the engagement of parents in the educational upbringing of their children, the higher the likelihood that the children will excel in their academic endeavors and mature into industrious and conscientious contributors to society (Rafiq, Fatima, Sohail, Saleem & Khan, 2013). It is widely acknowledged that for learners to optimize their educational attainment, they necessitate the unwavering support of their families. According to Rumbaoa, Jose, Sanchez and Cabauatan (2022), academic performance of students can be determined by socioeconomic status of parents.

The notion of socioeconomic status encompasses a multitude of variables (Bofah & Hannula, 2017; Ego, Agbo-Peters & Egbo, 2020; Mukanziza & Singirankabo, 2024), with the principal indicators typically comprising parental occupation, parental education, family income/wealth, prestige, and household literacy resources. Hence, socioeconomic status can be delineated as the amalgamation of social and economic attributes characterizing a person or household, predicated on educational achievements, vocational standing, and familial income within society (Udayakumar, Rajendran & Rani, 2022). The American Psychological Association (2012) similarly asserts that socioeconomic status is usually construed as the social position or class of the person or collective. Synthesizing these various perspectives, socioeconomic status is frequently assessed as a composite measure encompassing education, income, and occupation.

Historically, family status elements such as socioeconomic status and parents' educational attainment have traditionally been viewed as determinants of children's academic performance (Anetor, 2021). However, emerging research indicates that instead of exerting a direct influence on children's academic work, socioeconomic status and parental education are integral components of a broader array of psychological and sociological factors that impact children's educational results (Nja et al., 2022).

Checchi, Peragine, and Serlenga (2016) highlighted that educational opportunities have historically been unequally distributed due to inadequate resources. Factors such as the social standing of families, parental educational history, familial attitudes toward education, and economic circumstances have collectively deprived students of equitable access to educational benefits. It is anticipated that families should play a part not only in the promotion of their own children's achievements but also more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of familial participation is a significant indicator of the quality of schooling (Gobena, 2018).

Numerous researchers worldwide have demonstrated that the socio-economic standing of parents can impact students' academic outcomes. For example, Solanke and Narayanaswamy (2015) found a notable positive correlation between and the academic accomplishments of children family socio-economic status. Likewise, Naite (2021) observed that parents highly engaged in their children's schooling experienced enhanced academic outcomes and achieved high scores across all courses of study.

From the forgoing, it is evident that socioeconomic status influences academic work of students. The consistent relationship between academic outcomes and socio-economic status underscores that learners from backgrounds of high standing are likely to achieve higher academic success compared to their counterparts from lower socio-economic backgrounds (Bofah, 2015; Erberber, Stephens, Mamedova, Ferguson & Kroeger, 2015; Jurdak, 2014). However, there is a possibility for learners from low-SES homes to be academically successful despite their challenging backgrounds (Organisation for Economic Co-operation and Development [OECD], 2016).

In many African nations, including Kenya and Nigeria, the socio-economic status of parents often exerts a notable influence on students' academic outcomes. Within certain Kenyan communities, Orodho, Waweru, Getange, and Miriti (2013) emphasized that academic achievements were compromised by both parental socio-economic status and political dynamics. This observation was reinforced by Nadenge (2015), who asserted that the socio-economic standing of parents significantly impacted students' academic performance in Nairobi. Idris and Rufus (2021) also showed that socio-economic standing of parents was significantly associated with the academic outcomes of students in Nigeria. A similar finding has been noted by Eshetu (2015) in Ethiopia.

In Ghana, Adzido, Dzogbede, Ahiave, and Dorkpah (2016) unveiled that the family finances could significantly influence the learning of learners, their motivation, and ultimately, their academic outcomes. This phenomenon is attributed to the diverse cultural backgrounds and varied experiences of children (Bofah & Hannula, 2017). While policymakers strive for equitable access to

quality education for all learners, extensive research over the years have consistently highlighted the correlation between family socio-economic status and the options available in education (Barbarin & Aikens, 2015). In Ghana specifically, statistics reveal a significant disparity: 87% of learners from low socio-economic backgrounds enroll in primary school, but 72% graduate, when contrasted with 100% enrollment and 80% graduation rates for learners from high socio-economic backgrounds (UNESCO, 2013).

The UNESCO (2013) report also indicated that in Ghana, 60% of children from low socio-economic backgrounds enter basic school at minimum two years older than the average age, whereas only 32% of children from high socio-economic backgrounds fall into this category. In Ghana, it has been noted that not only is socioeconomic status influential in enrollment of students, it is also major determinant of academic achievement (Marbuah, 2016). Regardless, there are a lot of economically challenged people in Ghana and this can affect the education of children (Yelkpieri, 2016).

In 2023, a head of private school in Ghana urged parents to support their children's education for a better future (Arthur, 2023). This claim was made because most school heads realized that parents rarely supported their children's education, except with the payment of mandatory fees. Also, in diagnosing some of the reasons for the decline in standards of education in Ghana, a press statement published in 2024, indicated insufficient parental involvement as a major cause of decline in performance of students (Bimpong, 2024). In the same press release, it was asserted that in many parts of Ghana, there is limited parental involvement in children's education and this was often due to socioeconomic factors, where parents are preoccupied with making ends meet

and have little time or resources to support their children's learning. This shows the relevance of socio-economic status of parents in the education of children.

This current study therefore sought to investigate how the socio-economic status of parents influences basic school pupils' education in Nsuaem community an illegal mining town in the Western region of Ghana.

Statement of the Problem

In Ghana, several studies have been conducted which are similar to the current study. For example, Yelkpieri (2016) explored "the impact of parental socio-economic status (SES) on students' academic performance within the Awutu-Senya and Effutu Educational Directorates in the Central Region of Ghana" and indicated that socio-economic standing and level of education of parents exerted influence on students' academic endeavors. Similarly, Marbuah (2016) delved into the connection between parents' income, educational achievements, and the duration of their children's schooling in Ghana. The research unveiled a positive link between parental income, educational attainment, and the educational progression of learners.

Recent research at "Kwaprow Basic School in Cape Coast" by Darko-Asumadu and Sika-Bright (2021) evaluated parents' socioeconomic position and how it affected their children's academic performance. They showed that parents' level of education had no impact on children's academic achievement. Boateng, Asare, Manu, Sefah, and Adomako (2021) additionally examined the connection between students' academic attainment in senior high schools in rural Ghana's Ashanti Region and their family history. They discovered that the students' family background had an impact on their academic performance.

In spite of the several studies carried out, there are some gaps in the literature. Firstly, it was noticed that most of the studies focused on socio-economic status as whole generalized concept (Boateng et al., 2021) while others focused on two specific aspects of socio-economic status like parental education and income at a time (Darko-Asumadu & Sika-Bright, 2021). The current study focuses on four different aspects of socio-economic status (parental income, education, occupation and social status) which appear not to have been combined in one study. Also, the study looks at how all these four aspects affect educational achievements of basic school pupils.

Additionally, there was a methodological gap that the current study sought to bridge. Specifically, most of the existing studies adopted quantitative approaches resulting in limited in-depth findings (Boateng et al., 2021; Darko-Asumadu & Sika-Bright, 2021). The current study however adopted with mixed methods approach so as to obtain in-depth outcomes from quantitative and qualitative data.

Moreover, even though extensive research exists in the areas of parent's socio-economic standing and its impacts on the schooling of children, barely does it reach and incorporate the private educational institutions especially at the basic education level. This is also a gap in the literature that the current study sought to address.

Further, in the context of the study, the Nsuaem Community is a rural community, with most people in the community having poor socio-economic status because most of them work in the informal sector (Ghana Statistical Service (GSS), 2021). This poor socio-economic status creates a situation where parental support in education becomes minimal because of the low financial

situation. In essence, the poor socio-economic status of parents in the community becomes a challenge affecting the academic work of the children in the community. This situation has backing in the literature, as it has been noted in the literature that low socio-economic status of parents increases the rate of failure and school dropout among school children (Rumbaoa, Jose, Sanchez & Cabauatan, 2022). This is a problem for the Nsuaem community because if a lot more pupils end their education at the junior high school level, the proportion of children who can grow to enter professional occupations may reduce.

Also, in the Tarkwa-Nsuaem Municipal, there is evidence that pupils struggle with academic work because they do not have maximum support within their schools (Ministry of Education, 2021). This was made known in 2021 School Performance and Inspection Aggregate Report. This means that children within the Nsuaem Community struggle academically. In spite of this, there have not been any study on the influence of socio-economic status on academic performance of pupils in the Nsuaem Community. On this basis, the study sought to establish how socio-economic status of parents influences basic school pupils' education in both private and public schools in the Nsuaem Community of Western Region, Ghana.

Purpose of the Study

The purpose of this study was to examine the influence of parents' socio-economic status basic school pupils' education in the Nsuaem Community of Western Region.

Objectives of the Study

The specific objectives of the study were:

1. To find out the influence of parents' economic status on pupils' education,
2. To examine the influence of parents' occupation on pupils' education,
3. To investigate the influence of parents' social status on pupils' education,
4. To examine the influence of parents' level of education on pupils' education, and
5. To find gender differences in the influence of parents' socio-economic status on basic school pupils' education.

Research Questions

The following research questions guided the study:

1. What is the influence of parents' economic status on pupils' education?
2. How does parental occupation affect pupils' education?
3. What influence does parents' social status have on pupils' education?
4. What is the influence of parents' level of education on pupils' education?

Hypothesis

The hypothesis below was tested in the study:

H_01 : There is no statistically significant difference in the influence of parents' socio-economic status on basic school pupils' education on the basis of gender of pupils.

H_{A1}: There is a statistically significant difference in the influence of parents' socio-economic status on basic school pupils' education on the basis of gender of pupils.

Significance of the Study

The main objective of this study was to examine how socio-economic status of parents influence the education of basic school pupils in the Nsuaem Community of Western Region. This research could be of immense benefit to NGOs as far as the development of the town is concerned and the lessons to be drawn could be extended in making educational decisions to help these parents and most importantly, the learners in the community. NGOs are relevant in this context because there are some NGOs who provide financial and material assistance to brilliant but needy pupils within the study area.

Also, this study will serve to enlighten parents about the impact their family dynamics can have on their children, recognizing that children may be influenced either positively or negatively in terms of their academic performance. By considering the recommendations provided, parents will have the opportunity to implement strategies aimed at nurturing their children in a manner conducive to academic success.

Additionally, the findings of this study will motivate parents to prioritize providing a conducive and comfortable learning environment for their children by providing them with the various essentialities the children need in order to focus on their academic and personal development. Moreover, educational and curriculum planners could use this study as a guide to develop flexible curricula that accommodate diverse cultural contexts. That is, more consideration could be given to learners in remote areas and their level of education so that when

planning a program or making amendments in the curriculum they can also be benefactors rather than using the urban communities in making decisions which is expected to be obliged by all. Ultimately, upon completion, this research may contribute to the existing body of literature, potentially stimulating further inquiry into the topic.

Delimitations

This study assessed how the socio-economic status of parents influences the education of basic school pupils in the Nsuaem community. The study was delimited to Nsuaem community because basic school pupils' education in the community struggle academically because of parents' poor socio-economic status hindering their involvement in the education of their children. The scope of this research covered both parents, pupils and teachers from public and private schools in Nsuaem community. Parents were included in the study because parents could speak of their socio-economic status and how this influence the academic work of their children. Teachers were also included in the study because they had information of how parents were providing the school materials of their children and paying their fees.

In all, two schools were used in the study. This included one private and one public school from the community. In the Nsuaem community, the public junior high schools are five while the private junior high schools are six. Two schools were selected to represent the schools in the community. The schools were Methodist Basic School which was the oldest public school and Rainbow Montessori International which was the oldest private school. The study focused on one public and one private school as a way of adequately representing the other schools. The two schools were selected based on their

specific characteristics. Specifically, the schools were those which had the largest population and also the most diverse in terms of socio-economic backgrounds of the parents were selected.

The study was delimited to four areas of socio-economic status. These were economic status, occupation, social status and educational level of parents. Data were collected in the study using questionnaires and semi-structured interview guide. The questionnaire was titled, “Socio-economic Status and Academics” (See Appendix A) and was adapted from the instrument of Kisache (2019).

Limitations

The study had some limitations. Firstly, in a mixed-methods study, there is the possibility that there would not be good focus on either the quantitative or qualitative part of the study. Thus, it is possible that one part of the study may overshadow the other. This is a limitation of the study and as such, readers should take caution when reading the outcomes of the study.

Also, there is a possibility that mixed methods research can reveal inconsistencies or conflicting findings between qualitative and quantitative results. This gives the indication that readers would have to be cautious in the drawing of general conclusions should there be some contradictions.

Definition of Terms

The following terms were operationalized in this research work:

Education: In this study, the education of students referred to the self-reported views of pupils regarding their learning and ability to succeed in specific academic tasks in school.

Socio-economic Status: This refers to a status of acknowledgment and esteem within society, which may not be inherited but attained through individual endeavours such as education, wealth accumulation, occupation, and social standing. It covers economic status (financial), occupation, social status and educational level.

Economic Status: This refers to the economic level or financial level of a parent indicating wealth of the individual.

Educational Level: This refers to the educational experiences of the parent and the highest education qualification that the parent has.

Occupational Status: An individual's kind of work, vocation or the main activity through which the individual earns a living.

Social Status: This refers to the comparative level of social worth attributed to an individual. The social value encompasses attributes such as respect, honour, presumed proficiency, and reverence.

Family: In this study, it is a unit made up of husband, wife and children.

Challenges: Problems and issues that interfere with the quality of life or ability to achieve life goals. These include external issues that are beyond direct control such as cost of living increases and internal issues that you can control such as a bad habit.

Organisation of the Study

The study was structured into five chapters. The first chapter provided an introduction to the study, encompassing the study's background, statement of the problem, purpose, research questions, hypothesis, and significance. Additionally, it addressed the study's delimitation, limitations, and key terms. The second chapter examines the literature related to the study, encompassing

the theoretical and conceptual framework, as well as a review of relevant empirical studies. The third chapter concentrates on the research methods, which include the research design, population, sample and sampling procedures, the instrument employed, data collection procedures, and the subsequent data processing and analysis.

In the fourth chapter, the study presents and discusses the obtained results. The collected data will undergo analysis, interpretation, and discussion to address the research questions and test the hypotheses of the study. The fifth chapter provides a summary of the findings, conclusions, and recommendations based on the study's outcomes. Additionally, it suggests areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This research was to examine how the socio-economic status of parents influences basic school pupils' education in the Nsuaem Community of Western Region. This chapter deals with the literature review of the study. This entails the theoretical framework, conceptual review, conceptual framework and the empirical review.

Theoretical Framework

The purpose of the theories was to elucidate and provide guiding principles and direction for explaining and interpreting phenomena in relation to the present study (Otite & Ogionwo, 2006). This section reviews the theories which underpin the study. The theories reviewed are: Social Conflict Theory, Educational Productivity Theory, Theory of Socio-Economic Status and Ecological Systems Theory.

Social Conflict Theory

The Social Conflict theory, developed by Karl Marx (1884), posits that societies or organizations operate in a manner where individual participants and groups contend to maximize their gains, ultimately leading to social changes such as political upheavals and revolutions. There are some assumptions which underline the Social Conflict theory. In the first place, the theory assumes that all societies have structural power divisions and resource inequalities that lead to groups having conflicting interests (Nickerson, 2023). This means that conflict and inequality can be caused by power and status independently of class structures. Another assumption of the theory is that people from different

classes live differently and the class a person belongs to can have significant impact on the life of the person (Blakeley, 2015).

According to Blakeley (2015), Marx, the main proponent of the theory, looked at social conflict theory from a primarily economic perspective. He explained that most people in society are economically in a lower class where they work on behalf of their bosses who are economically in a higher class in society. In the view of Marx, individuals in low economic class usually experience feelings of isolation, misery, frustration, and anger. This is likely to affect every aspect of their lives.

Marx (1884) asserted that throughout the annals of human history, the trajectory of existing societies has been marked by a perpetual struggle between classes. This struggle manifests in various forms, such as the conflict between the powerful rulers and the ruled, the affluent and the impoverished, the educated and the uneducated, and those with economic privilege versus the disadvantaged. This perpetual tension underscores an enduring divide between the haves and the have-nots. In essence, there exists an unending struggle between those lacking privileges who seek to attain them and those endowed with privileges who endeavor to maintain or augment their advantages. According to Social Conflict theory, education is seen as an instrument by which the top tier in society to maintain social inequality by restricting educational opportunities to the masses (Mishra, 2013).

Additionally, in the social conflict theory, Marx proposed that the educational system perpetuates the status quo by indoctrinating the “lower classes” to become compliant workers (Bell, 2013). Also, he argued that the educational system engages in sorting, with schools segregating students along

varied cultural and societal class systems. According to the social conflict theory, schools play a role in shaping the perceptions of individuals from working-class backgrounds, potentially reinforcing their acceptance of their lower-class status within society and this role of education is usually seen as the “hidden curriculum” (Godofsky, Zukin, & Van Horn, 2011).

Moreover, in the view of social conflict theory, education is not merely seen as a social opportunity, but rather as a potent tool used to perpetuate existing power dynamics within society (Dillon, 2014). The theory posits that teachers tend to view lower-class children as less competent students, resulting in their placement in lower "tracks" within the educational system. This is because lower-class children generally have not had a lot of options to build up their social skills, critical thinking, and language before entering school compared to those of the middle- and upper-class (Delaney & Madigan, 2015). Consequently, in the lower tier of society, these children are often prepared for blue-collar types of jobs through an insistence on obeying and being adherent to rules, instead of fostering creativity, independent thinking and innovation. Children from low socio-economic backgrounds are often subjected to similar conditions, both within the school environment and in society as a whole, in comparison to those from higher socio-economic backgrounds (LeFebvre & Franke, 2013).

Social conflict theorists like Marx and Weber highlight the disparity between private and public schools, where private institutions, typically catering to the affluent, enjoy ample resources, while public schools serving the underprivileged are often plagued by inadequate funding and staffing issues, exacerbating their decline (Bell, 2013). Moreover, schools wield significant

influence as agents of socialization, enabling certain groups to assert dominance over others. For instance, by mandating English proficiency, schools perpetuate the domination of English-speakers over students from places where English is not the main language. However, there exists an argument suggesting that schools alone cannot mitigate inequality without broader societal changes (Blakeley, 2015).

It is documented in the literature that the saying that all animals are equal but some are more equal than the others (Ndukwe, 2017). By the above assertion one can coin out that all students are equal in their prospect of educational performance but some are more equal than others based on their socio-economic status, or that of their parents. In essence, the socio-economic status of parents can have an influence on their education. In the argument of Gawronski and Bodenhausen (2015), the presence of class structure in society usually affects students from poor socio-economic background compared to students from homes with high socio-economic stand. This is because learners from poor socio-economic background may be less likely to be favoured compared to those from high socio-economic background.

The social conflict theory argues that the primary function of education is to maintain the status-quo where society upholds the dominance of those in power. Certain authors argue that disparities in societal resources are the root cause of conflicts in students' academic performance (Nickerson, 2023). Given that schools are closely tied to the economic prospects available to people, the socio-economic background of individuals can profoundly influence their life trajectories.

In the social conflict theory, society is based upon class relations and that those from different class groups live different lives within the society (Nickerson, 2023). Individuals from lower class groups usually struggle achieving high standards in society compared to individuals from upper class groups. In this current study, the theory is applicable because the study focuses on how socio-economic status of parents have an impact on the academic work of learners. Thus, basing on the social conflict theory, it is anticipated that students from poor socio-economic background may not be able to perform academically in school compared to their peers from high socio-economic background.

Educational Productivity Theory

The theory of educational productivity was propounded by Walberg (1981). Walberg proposed that productivity in education is dependent on several factors and that outcomes of education are not in isolation. The theory therefore makes an attempt at finding out which elements can be influential in determining the outcomes of education among students.

The theory of Walberg has some assumptions. Firstly, the theory assumes that factors relating to the individual student, teaching and learning process, and the school environment are influential in the academic outcomes of students (Akhiehiero, 2011). Secondly, the theory assumes that each of the factors appears to be necessary but insufficient by itself for classroom learning; that is, all four of these factors appear required at least at minimum level. Finally, the theory assumes that the factors may substitute, compensate, or trade-off for one another in diminishing rates of return (Maina, Marafa & Daful, 2018).

Walberg developed his theory subsequent to conducting a series of research studies (Walberg, 1981; Frederick & Walberg, 1980). From these research endeavors, Walberg delineated three groups comprising nine factors categorized into “affective, cognitive, and behavioural skills” crucial for optimizing learning and impacting the quality of academic attainment. These factors encompass “aptitude (ability, development, and motivation), instruction (quantity and quality), and environment (home, classroom, peers, and media)” (Roberts, 2007). Termed as productive factors by Walberg, these nine elements were recognized through syntheses of approximately 3000 different research works pertaining to factors associated with learners’ academic work (Abdulazeez & Abdulwahab, 2018). Numerous research works have endeavored to ascertain the efficacy of these factors in influencing learning outcomes, revealing that no one factor predominates in influencing academic work (Akhiehiero, 2011).

Walberg proposed that the nine factors can be grouped into three covering the student, the teacher and his instruction, and the school environment (Roberts, 2007). If a student has the ability and the willingness to learn, he will need a teacher with the appropriate instructional strategies, and a conducive classroom learning environment. Following Walberg's earlier studies, he conducted a large-scale causal modeling research project in which nine distinct educational productivity factors were hypothesized to interact in a multifaceted manner to explain learning outcomes (Maina & Ibrahim, 2019). Essentially, all the nine factors interact synergistically to shape the academic work of learners.

In this current study, the theory is relevant because among the factors identified by Walberg as influential on academic performance, the kind of

background a child comes from can be related a lot to the factors. For instance, if a student comes from a high socioeconomic background, he or she is likely to be supplied with things needed for school work and this can enhance the students' motivation to learn. Also, with a high socio-economic background, the student can attend the best of schools with the best instruction both in quality and quantity. The kind of home environment a child grows in is influenced by the socio-economic status of the family. Academic work of students can be affected by these. On this basis, the theory of educational productivity is considered appropriate in examining the impact of socio-economic background of parents on the academic performance of students.

Max Weber's Theory of Socio-economic Status

The theory of socio-economic status was propounded by Max Weber in 1920. Weber's theory focused on the structure of society and acknowledged that the structure of society is stratified according to social class. Weber's theory was based on some assumptions. Firstly, the theory assumes that people can be divided or classified on the basis of economic and non-economic factors (Weber, 2015). Another assumption of the theory is that classification of people is ingrained into the very essence of society (Ridgeway, 2014). This means that for every society, there is a classification system that naturally exists in the society.

Weber developed his theory of socio-economic status by considering two factors. These factors are economic and non-economic factors (Blakeley, 2015). Economic factors have mainly to do with money and wealth of individuals. Weber argued that in most societies, the main form of classification is through the wealth or money of the people within the society (Ridgeway,

2014). For Weber, non-economic factors such as life chances. Life chances can vary greatly by the occupations of the individual. Thus, Weber believed that life chances are tied greatly to occupation due to the levels of income different occupations hold. Consequently, non-economic factors like the skills and qualifications people hold affect the types of occupations they can have and the relative wealth that comes from these (Weber, 2015).

Weber (2012) paints a more complex picture of social stratification than most sociologists. He was of the view that social stratification describes the way society is structured into a hierarchy of unequal strata or layers (Kahan, 2012). Hierarchy refers to a ranking order, where some have power and authority over others and usually depicted as a pyramid. A social hierarchy ranks according to privilege with the most privileged being at the top of the pyramid, and the least privileged being at the bottom (Ritzer, 2011). Privilege can take the form of greater social and economic resources, and opportunities awarded to different groups or individuals. Greater resources may include wealth, income, power, access to private education, and access to private healthcare.

Further, Weber proposed a social stratification system done on the basis of social class, status and power (and authority). Regarding social class, Weber argued that the higher social class an individual finds himself or herself, the greater the opportunities provided to the individual (Ridgeway, 2014). Alongside social class, Weber saw status as another form of social stratification impacting life chances. Status refers to how much prestige or social standing a group or individual has (Ritzer, 2011). Weber argues that different groups have different levels of status and this can influence the life of the individual.

Another important form of social stratification according to Weber is power. For Weber, the influence of 'power' is shown in how it affects the life chances of others. Power is the ability to exercise one's will over others and Weber highlighted that power can be exerted through force and coercion as well as through authority (Ritzer, 2011). These are two ways Weber believes that power is exerted. As a result, Weber saw power greatly tied to authority and described three types of authority including traditional authority, rational-legal authority and charismatic authority (Weber, 2012).

Weber's theory clearly depicts that there is a stratification system in society. The social stratification system is based on class, status and power. In this study, all the three dimensions were considered to be related to socio-economic status of parents. Parents who belong to high class, status and power are likely to have a lot of resources to aid in the education of their children. This means that the academic performance of learners is likely to be impacted by the class, status and power (elements of socio-economic status) of parents.

Ecological Systems Theory

American psychologist Urie Bronfenbrenner formulated the Ecological Systems Theory in 1977 to explain how social environments affect children's development. This theory emphasizes the importance of studying children in multiple environments, known as ecological systems, in the attempt to understand their development (Bronfenbrenner, 1977).

Bronfenbrenner (1977) proposed that the environment of the child is a nested system of structures, each contained within the next. He organized them in order of how much of an impact they have on a child. He named these structures the microsystem, mesosystem, exosystem, macrosystem, and the

chronosystem. The theory has some assumptions. The theory assumes that the five systems are interrelated (Sincero 2012). This means that the various systems can influence or affect each other. Also, the theory assumes that because the five systems are interrelated, the influence of one system on a child's development hinges on its relationship with the other systems (Evans, 2023).

Bronfenbrenner's ecological systems theory is one of the most accepted explanations regarding the influence of social environments on human development. The theory argues that the environment an individual grows up in affects every facet of the individual's life (Renn & Arnold, 2003). Also, the theory proposes that social factors determine an individual's way of thinking, feelings, likes and dislikes. Also, the ecological systems theory holds that people encounter different environments throughout their lifespan that may influence their behavior in varying degrees.

According to Bronfenbrenner's ecological systems theory, children typically find themselves enmeshed in various ecosystems, from the most intimate home ecological system to the larger school system, and then to the most expansive system which includes society and culture (Lippard, La Paro, Rouse & Crosby, 2017). The systems proposed by Bronfenbrenner are shown pictorially in Figure 1.

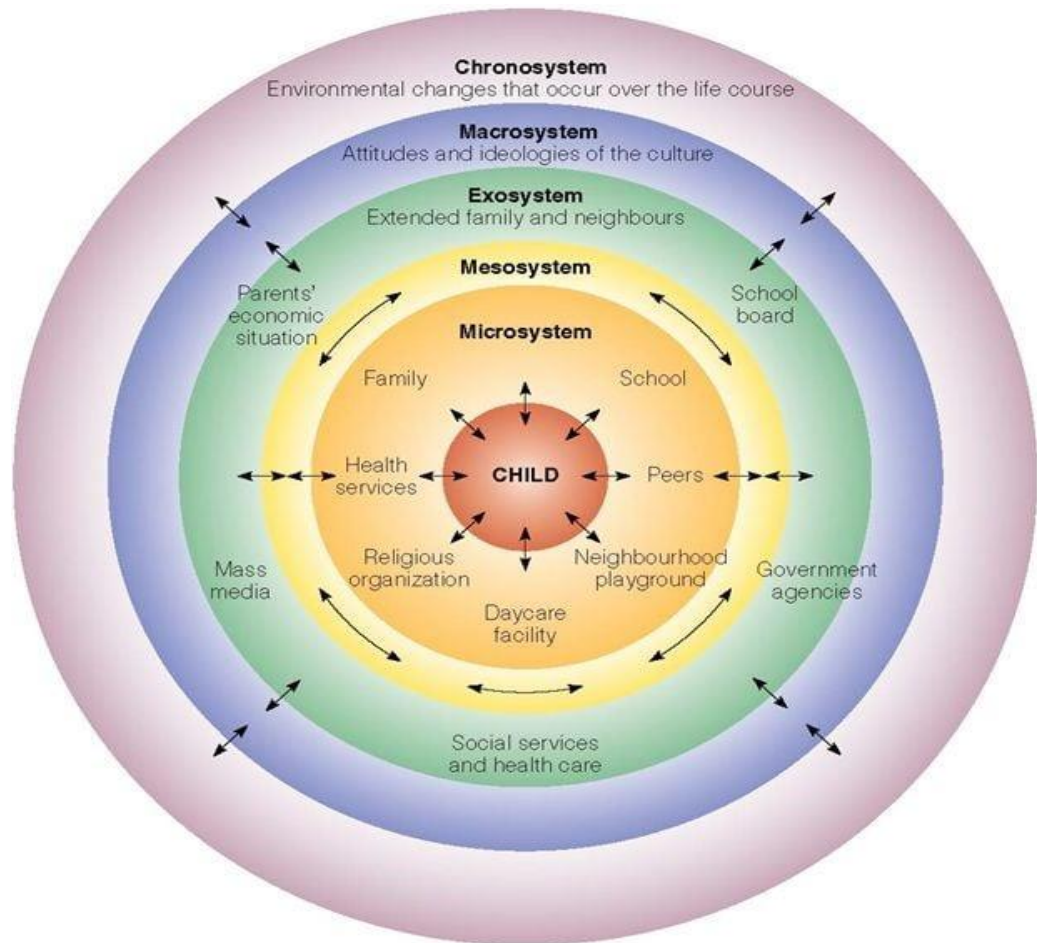


Figure 1: Bronfenbrenner's Ecological Systems Model

Source: Rhodes (2013)

The microsystem

The microsystem is the first level of Bronfenbrenner's theory and refers to the things that have "direct contact with the child in their immediate environment", such as parents, siblings, school peers, and teachers (Evans, 2023). In a microsystem, relationships are characterized by bi-directional influence, signifying that the child can be influenced by others in their environment, while also possessing the ability to impact the beliefs and actions of those around them. The theory thus states that individuals are not passive recipients of what happens in the micro system but plays a part in how the micro system works (Sincero, 2012). Interactions within microsystems are typically

intimate and play a pivotal role in nurturing and bolstering the child's development. A strong, nurturing relationship between a child and their parents is believed to exert a positive influence on the wellbeing of the child, whereas distant and unaffectionate parental dynamics may have detrimental effects on the child (Lippard et al., 2017).

The mesosystem

The mesosystem comprises the interactions between the various microsystems in the life of the child, including interactions between the child's parents and teachers, as well as interactions between school peers and siblings (Evans, 2023). The mesosystem is the place where a person's many microsystems interact and exert influence over one another rather than operating separately. For instance, if a child's parents communicate with the child's teachers, this interaction may influence the child's development. Essentially, a mesosystem is a system of microsystems. According to the ecological systems theory, if the child's parents and teachers maintain a positive and cooperative relationship, it is expected to have beneficial effects on the child's development. Conversely, if there is discord or conflict between teachers and parents, it may have detrimental effects on the child's development (Sincero, 2012).

The exosystem

The exosystem incorporates other formal and informal social structures, which do not themselves contain the child but indirectly influence them as these social structures affect one of the microsystems (Evans, 2023). Examples of exosystems encompass environments such as the neighborhood, parents' workplaces, parents' social circles, and the mass media. These are contexts in

which the child is not directly involved but nonetheless exert influence on the child's development.

The macrosystem

The macrosystem focuses on how cultural elements affect a child's development, like poverty, socio-economic status, wealth, and ethnicity (Sincero, 2012). Thus, the culture that individuals are immersed within may influence their beliefs and perceptions about events that transpire in life.

The chronosystem

The fifth and final level of Bronfenbrenner's theory is referred to as the chronosystem. This system encompasses all environmental changes occurring throughout the lifespan that influence development, including major life transitions and historical events (Evans, 2023). These changes may entail typical life transitions, such as starting school, as well as non-normative life events, such as parental divorce or relocating to a new residence.

The ecological systems theory provides a holistic approach that is inclusive of all the systems children and their families are involved in, accurately reflecting the dynamic nature of actual family relationships (Hayes & O'Toole, 2017). In modern times, the systems proposed by Bronfenbrenner could be expanded. For instance, the exosystem of a child could be expanded to take into account influences from social media, video gaming, and other modern-day interactions within the ecological system. This suggests that the ecological systems are still valid but may expand over time to include new modern developments.

Bronfenbrenner's ecological systems theory is considered relevant in this study because it demonstrates the diversity of interrelated influences on child development. Awareness of the contexts that children are in give insight into

why children may act differently in different settings. Paat (2013) suggested that children's experiences in various ecological systems are likely to be shaped by background differences. In this sense, the kind of socio-economic background of a child can affect the child's experiences and actions in different settings. In the school setting, a child who is from a high socio-economic background is likely to have different experiences in his education compared to a child from a poor one.

Also, each of the ecological systems inevitably interact with and influence each other in all aspects of the children's lives (Evans, 2023). For instance, children from different socio-economic background will have different microsystems (immediate environment) which will likely affect the mesosystem (interactions between microsystems like home and school). In the same way, children's exosystem (neighbourhoods and workplace of parents) can be connected to the child's macrosystem (family wealth and socio-economic background) as well as the chronosystem (environmental changes like moving to a new neighbourhood).

As a practical example, a child who has rich parents is likely to attend a school that is considered to have a high standing in society and the teachers in this school are likely to treat the child well and relate well with the family of the child. Also, such a child with rich parents is likely to live in a high-class neighbourhood with family wealth that can provide all the resources that the child may need to succeed in school.

How the Theories in Combination form the Basis for the Study

The Social Conflict Theory has some existing deficiencies. Some of the deficiencies are that the theory oversimplifies the complexity of social issues by

attributing all social problems to economic inequality (Blakeley, 2015). It neglects the role of other factors, such as individual agency.

The Educational Productivity Theory has some deficiencies. For instance, the theory has a narrow focus on academic achievement and usually overlooks the broader purposes of education, such as preparing students for citizenship, critical thinking, and lifelong learning (Hattie, 2009).

Max Weber's Theory of Socio-economic Status considers socio-economic status as a single dimension, neglecting the intersectionality of multiple factors, such as culture, gender, and disability and overlooks the ways in which these intersecting factors can compound and exacerbate socio-economic disadvantage (Wright, 2005). Weber's theory also focuses on the distribution of resources and opportunities, neglecting the power dynamics that underlie socio-economic status (Ritzer, 2011). These are deficiencies of the theory.

Bronfenbrenner's (1977) Ecological Systems Theory has deficiency in relation to neglecting the power dynamics that exist within and between the different ecological systems. The theory also overlooks the ways in which dominant groups can exert power and control over marginalized groups (Lerner, 2002).

The four theories in the study are all suitable for the study because they complement each other. Social Conflict Theory provides a framework for understanding how socio-economic status is shaped by broader social and economic structures, such as capitalism and inequality. Max Weber's Theory of Socio-economic Status adds to this understanding by highlighting the role of status and power in shaping socio-economic outcomes. Educational

Productivity Theory provides a framework for understanding how resources available can impact educational attainment. Bronfenbrenner's Ecological Systems Theory adds to this understanding by highlighting how environmental factors, such as family resources can impact students.

By combining these four theories, the researcher can gain a more comprehensive understanding of the complex relationships between socio-economic status and student outcomes. In this regard, all the four theories together contribute to explaining how socio-economic status influence students.

Conceptual Review

The concepts in this research work are reviewed in this section. The concepts revolve around socio-economic status.

Socio-economic Status (SES)

According to Onyancha, Njoroge, and Newton (2015), socio-economic status (SES) denotes an individual's standing within a specific group or society, dependent on factors such as wealth, occupation, education, and social class. SES encompasses two distinct variables: social status, acquired through one's societal position, and economic status, associated with an individual's wealth. Notably, SES has consistently been assessed using these parameters by experts across diverse fields, including psychology, sociology, and education.

According to Parson, Stephanie, and Deborah (2001), the term "socio-economic status" refers to a group of people's relative standing in the community with respect to their family income, level of education, political influence, and employment. SES, according to Saifi and Mehmood (2011), is a composite indicator of a person's or family's income and social standing relative to other people or families, taking into account factors such as employment,

education, and income. According to Oakes and Rossi (2003), it is a distinct home element that symbolises a component of the social structure in a community.

Three categories (high, middle, and low) are commonly used to characterize the socioeconomic position into which a family or an individual could be found. Therefore, the idea of "class" or "status" suggests that certain individuals are better or worse than others in certain ways. There is one at the top, centre, or bottom. Therefore, a person's socio-economic position refers to how their money, education, employment, and influence relate to their social and economic standing. In fact, Agyemang (2017) notes that this indicator of social position uses domicile, employment, and education to determine a person's place in the status ladder.

In this study, socio-economic status was conceptualised as covering educational level, occupation, social status and economic (financial) status. These conceptualisations are discussed below:

Educational level

Educational level is a fundamental aspect of SES, as it directly impacts an individual's access to better job opportunities, higher earnings, and improved social mobility (Bowles & Gintis, 2002). In this study, education level is often measured by the highest level of education completed, such as primary, secondary, or tertiary education. According to Duncan and Melle (2011), education is a primary pathway to upward social mobility and a strong predictor of long-term economic success. Thus, individuals with higher levels of education tend to have better job prospects, higher salaries, and greater social status.

Occupation

Occupation is another critical aspect of SES, as it reflects an individual's position within the labor market and their access to resources and opportunities (Goldthorpe & McKnight, 2006). Occupation reflects the type of work an individual performs and is often categorized based on prestige, skill level, and income. Occupations can be classified into various categories, such as managerial, professional, technical, or manual labor. Individuals in higher-status occupations tend to have greater autonomy, better working conditions, and higher earnings.

Social status

Social status refers to an individual's position within the social hierarchy, influencing their access to social resources, networks, and opportunities (Wiederkehr et al., 2015). Social status can be measured by factors such as prestige, respect, and influence. It impacts access to resources and opportunities, including quality education, healthcare, and social networks. Individuals with higher social status tend to have greater access to social capital, better health outcomes, and improved mental well-being.

Economic (Financial) status

Economic (financial) status is a critical aspect of SES, as it reflects an individual's or group's access to financial resources, influencing their ability to meet basic needs, achieve financial security, and invest in their future (Oliver & Shapiro, 2006). Economic status can be measured by factors such as income, wealth, and financial assets. Financial resources directly influence access to essential goods and services, including housing, food, healthcare, and education. Individuals with higher economic status tend to have greater

financial security, better health outcomes, and improved educational opportunities.

Conceptual Framework

The conceptual framework underpinning this research work is shown in Figure 2. The conceptual framework comprises the key variables in the study.

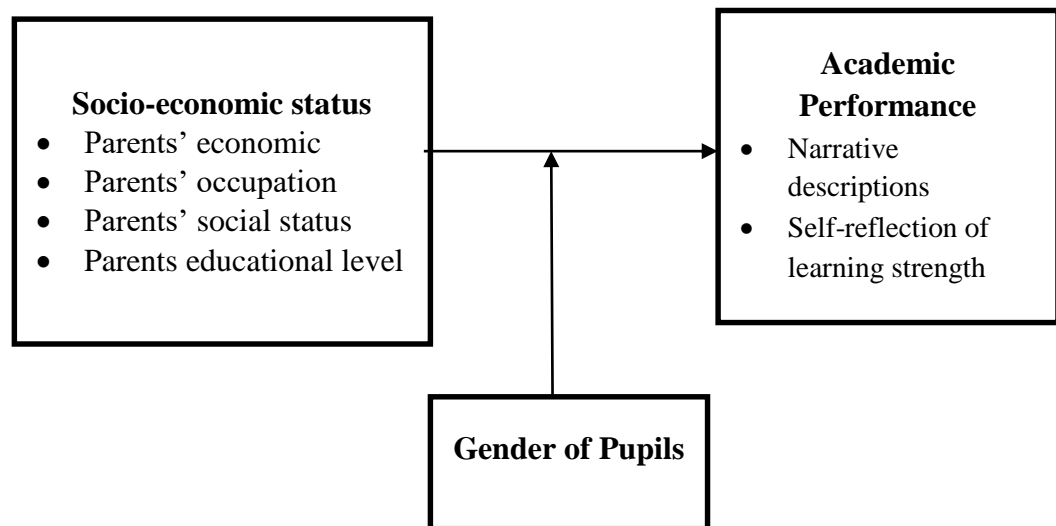


Figure 2: Influence of Socio-economic status on academic performance

Source: Researcher's Own Construct

From Figure 2, the dimensions or aspects of socio-economic status have a relationship with academic performance. The aspects of socio-economic status include the income, occupation, level of education and social status of parents. The direct arrow suggests that socio-economic status can influence the academic performance of students. Students from higher socio-economic backgrounds tend to have greater access to resources, opportunities, and support, which can contribute to better academic outcomes (Bradley & Corwyn, 2002). Conversely, students from lower socio-economic backgrounds may face challenges like limited access to resources, food insecurity, and less parental support due to work demands or limited education, all of which can negatively

impact academic performance. Academic performance in the current study was measured qualitatively using narrative descriptions and reflections of students.

Also, in the conceptual framework, it can be seen that there is an arrow pointing from gender to the arrow connecting socio-economic status and academic performance. This arrow indicates that gender does not directly cause academic performance in this model. Instead, it influences the strength or direction of the relationship between socio-economic status and academic performance. Research suggests that the impact of socio-economic status on academic performance can vary depending on the student's gender (Riegle-Crumb & Humphries, 2012). For example, socio-economic status might have a stronger influence on academic performance for one gender compared to the other.

Empirical Review

Existing research works related to the current study are reviewed in this section. The review is done under following sub-headings:

1. Parents' Economic Status and Education of Pupils
2. Parents' Occupation and Education of Pupils
3. Parents' Social Status and Education of Pupils
4. Parents' Educational Level and Education of Pupils
5. Gender Difference in Influence of Socio-Economic Status on Education of Pupils.

Parents' Economic Status and Education of Pupils

There have been some studies on parents' economic status and education of students in the literature. Some of these studies have been discussed in this section. Tahir, Ishfaq, Begum and Sharjeel (2021) examined "the effect of

socio-economic status of parents on the students' academic achievement at secondary level in Pakistan". The sample comprised 171 students with questionnaire used in collecting data. From their results, they concluded that parents' financial status and financial support affected student academic achievement. This happened because parents were able to ensure an environment that could support learning in the house and also give incentives to their children.

Soharwardi, Fatima, Nazir and Firdous (2020) investigated "the role of socioeconomic status in the academic performance of students". Through questionnaire, data were retrieved from 200 students in Bahawalpur in Pakistan. The research findings indicated that the income of the father and the education levels of the two parents positively influence students' academic performance. The influence of mothers' education on their children's academic performance is, nevertheless, stronger than that of fathers' education. In addition, the pupils in the sample who had good familial backgrounds and who had access to government-funded education also performed better.

Chevalier, Harmon, O'Sullivan, and Walker (2013) used data from the "UK Labour Force Survey (LFS), a quarterly survey of British households, to examine the association between early school leaving and parental education and income". Parental information may only be connected to a child's record when the kid is living with their parents, since children between the ages of 16 and 18 who were living at home were questioned for the LFS. Their sub-sample included of children who were observed in LFS between the ages of 16 and 18, inclusive, and who had already made up their minds about participating in post-compulsory schooling. Their findings revealed that high education level of

fathers enhances the likelihood of children continuing her education. Conversely, maternal education did not exhibit a statistically significant impact on the likelihood of either sons or daughters remaining in education.

In Africa, analogous studies have been conducted. For instance, Nja et al. (2022) investigated the correlation between parental socioeconomic status and the academic outcomes of students pursuing science in senior secondary schools in Nigeria. The research sample was 548 students chosen from 11 schools in “Calabar Municipality, Cross River State, Nigeria”. Using simple random technique, 938 students responded to a questionnaire. The outcomes demonstrated a correlation between family income and academic performance.

Idris and Rufus (2021) investigated “the impact of parental socioeconomic status on the academic performance of their children within selected senior secondary schools in Taraba state, Nigeria”. The researchers collected data using questionnaires. The study showed that socio-economic status of parents particularly in terms of finances had a recognizable impact on how students performed in school.

Further, Fekadu, Negassa and Tegegne (2019) investigated “the impact of parents’ socioeconomic status on academic achievement in case of grade twelve students Dire Dawa city, Ethiopia”. Questionnaire was used in gathering the data and the outcome showed that financial level of parents can affect academic performance of students. Specifically, parents from lower socioeconomic backgrounds may not have the means to adequately foster their children's growth and prepare them for school.

Mogaka's (2012) research in Keumbu division Kisii County, parents' socioeconomic position has a substantial influence on their children's success in

the KCPE. The study also revealed that the number of siblings, parents' background, and income level all have a significant role in a student's academic accomplishment. According to the study, students from households with a large number of children and illiterate parents performed worse academically than students from homes with a smaller number of children and educated parents.

In Ghana, there have been studies on economic status and academic performance. Boateng, Asare, Manu, Sefah, and Adomako (2021) investigated “the connection between senior high school academic achievement in rural Ashanti Region, Ghana, and the home background of the students”. The ex-post facto correlation design was chosen in this research. A multistage sampling procedure was employed to choose 275 students who were seniors in high school. The information from the respondents was gathered via a questionnaire. The outcomes revealed that students' academic performance was impacted by family wealth. The study also showed a substantial relationship between students' academic achievement and their parents' educational backgrounds.

Martey, Etwire, and Koomson (2022) investigated “the relationship between parental poverty, child labor, and school attendance in Ghana, utilizing data from the sixth and seventh rounds of the Ghana Living Standard Survey (GLSS6 and GLSS7)”. Their findings indicated a progressive decrease in child enrollment in public schools (9% to 6%) among households headed by individuals experiencing poverty. In addition, poverty creates a situation where children have to walk several hours to and from school.

The literature reviewed in this section have shown clearly that the economic status of parents can affect the education of students. With high

economic or financial status, parents can afford to provide the best resources and environment for students to succeed academically and vice versa.

Parents' Occupation and Education of Pupils

The occupation of parents has been studied as to its relationship with the education of students. Some of such studies are discussed in this section. Usaini and Abubakar (2015) investigated “the impact of parents' occupation on students' academic performance in Kuala Terengganu, Malaysia”. The study was descriptive and collected data from 377 respondents through self-administered questionnaires chosen through stratified sampling. Their findings indicated that students with parents engaged in formal occupations tend to perform better academically in comparison to those with parents in informal occupations. However, the specific types of occupations were not highlighted in their study.

Castillo, Ruiz, Chillón, Jiménez-Pavón, Esperanza-Díaz, Moreno, and Ortega (2011) explored “the relationships between parental occupational levels and academic performance in Spanish adolescents”. Their study revealed positive linkage between parents' education as well as occupation and academic outcomes. Suman (2011) investigated “how family size, parental profession, and parental education affected secondary school science students' performance in western Uttar Pradesh, India”. The outcomes showed a substantial association between family characteristics, such as parental education, and their children's accomplishment. Separate calculations were made to determine the impact of the parents' occupations on their children's academic success. It was discovered that the children of housewives had the lowest average scores of any other category. Parental factors and students' academic achievement were

significantly correlated. The children of mothers who worked as teachers had the highest average scores. Students from labor-intensive or farming households were seen to have the lowest test results. The researcher came to the conclusion that the mother's profession had a favourable impact on the child's academic success. Additionally, he discovered that the parents' occupations had a favourable impact on their child's academic ability, with the mother's employment having a greater effect than the father's.

In a study by Ezhilrajan (2012), it was discovered that “parental qualification positively and significantly influenced the mathematical problem-solving ability of IX standard students in Tindivanam city, India, while parental occupation did not exhibit a significant role in this regard”. Meanwhile, Muhammed (2012) investigated “the impact of parents' profession on their children's English learning in Pakistan”, finding a positive linkage between parental profession and their children's English learning, with variations observed depending on the specific professions of the parents.

Juma (2016) came to the conclusion that children's academic achievement and parents' occupations significantly positively correlate. Okwan (2014) found that academic performance was higher in children whose parents were in "skilled" occupations like teaching, nursing, banking, and the like than in children whose parents were in "unskilled" occupations like petty trade, subsistence farming, and day labourers at work sites. As a result, pupils with parents who hold formal jobs with adequate compensation tend to achieve better academically than students whose parents lead nomadic, rural lifestyles or are jobless.

Further, Mudassir and Abubakar (2015) conducted a study on the influence of parental occupation on the academic performance of secondary school students in Malaysia. Their findings indicated that students with parents engaged in formal occupations tended to achieve better academic performance compared to those with parents in informal occupations.

In addition, Jenks (2018) conducted a study on “The impact of Parents’ occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia.” The findings indicated that students with parents possessing formal education exhibited better academic performance than those with parents having informal education. Regardless, the researchers never specify details regarding how time at work influenced students’ academic work in spite of the nature of work.

In Africa, there have been some similar studies. Abosede (2015) investigated “the influence of gender, parents' job type, and family size on the academic performance of selected junior secondary school students in Ijebu-Ode Local Government Area of Ogun State, Nigeria”. The study was descriptive and sampled 400 students. Data collection was facilitated through the use of a structured questionnaire. The findings indicated that there was “no significant relationship observed between parents' job type and students' academic performance”.

Nabaasa (2020) sought to determine “the influence of parents’ socio-economic status on pupils’ academic performance in primary schools in Kabale Municipality”. Using a mixed-methods approach, data were obtained from 368 respondents through questionnaire and interview, it was shown that parents’ education impacted academic work of learners.

Additionally, Nurudeen and Usman (2010) undertook “a detailed analysis of government expenditure and economic growth in Nigeria, focusing on disaggregated data”. Their findings indicated that there was “no significant relationship between expenditure on education and economic growth in the country”.

In Ghana, Mensah (2013) investigated the impact socioeconomic factors have on the academic outcomes of students of Saint Monica’s College of Education in Mampong Ashanti. The sample was made of 100 students, 10 tutors and 12 parents and data were collected using questionnaires. The results showed that parent’s occupation, educational background, income levels and family size affected the performance of learners. Specifically, when parents do not earn a lot from their occupations, they may not have the ability to provide for the needs of their children as expected.

Moreover, Kwarteng, Asiamah, Twumasi, Nkansah, Issaka and Afetorgbor (2022) assessed “the socioeconomic status and levels of parental involvement on the academic performance of Junior High School Students in the Upper West Akim District in Ghana”. Using a quantitative method, the design was descriptive and data were obtained using questionnaire. The study concluded that educational, occupational, and income statuses have a positive linkage with the academic performance of students.

The studies discussed in this section show clearly that the nature or kind of occupation of parents can impact the education of learners. This can be direct where students watch their parents and if their occupations are desirable, they would be willing to study well so as to be in that same occupation while if the occupation is not desirable, they would study well to avoid that occupation.

Indirectly, parents with occupations that earn them a lot of income can provide the resources needed to facilitate the learning of their children and this can affect the academic performance of students. However, if the parents are in occupations which does not earn them a lot of income, then the children are likely to not have the needed learning resources and this affect their performance in a negative way.

Parents' Social Status and Education of Pupils

The social status of parents within their society has also been examined as so to how this influences the education of pupils. This section discusses some of the studies on this phenomenon. Pant (2020) looked studied the connection between students' academic success and their parents' socioeconomic level. In all, 15 people were involved in this qualitative investigation. The data was collected using in-depth interviews, focus groups, and observation approaches. Thematic narrative analysis was utilised to examine the data. The majority of students from disadvantaged socioeconomic backgrounds perform poorly academically, according to the report. It has been observed that parents from lower socioeconomic backgrounds show less interest in their kids' education.

India, Rather, and Sharma (2015) looked into how students' academic grades were affected by their socioeconomic background. In the Aligarh area of Uttar Pradesh, 200 secondary school pupils were chosen using the basic random sample approach. Data was gathered via a questionnaire. The findings demonstrated a close connection between pupils' academic grades and their socioeconomic condition.

Further, in 2018, Qasem looked at how parents' participation affected their kids' academic achievement and whether it was related to the

socioeconomic level of the household. Through questionnaire data were gathered. The findings showed that there was a connection between the socioeconomic status and active participation in the education of children.

Rumbaoa, Jose, Sanchez, and Cabauatan (2022) investigated “the correlation between socioeconomic status and parental involvement in the academic performance of undergraduate college students”. Employing an online survey methodology, the study found that while parental participation significantly correlated with student academic success, socioeconomic status did not. The finding of this study was contradictory to most of the studies discussed in this section. This is because most of the studies found socioeconomic background to have an influence on academic performance of students while the study of Rumbaoa et al. found no such influence.

In Africa, Goro (2018) investigated how “parents' socioeconomic position affected their children's academic performance in public primary schools in Kenya's Kisumu West Sub County”. For the study, correlational research and descriptive survey designs were used. There were 46 instructors and 44 head teachers in the research. Thirty parents were chosen at random. It was concluded that students' academic performance in public primary schools is somewhat influenced by the socioeconomic standing of their parents.

Also, In Ekiti State, Nigeria, Abdu-Raheem (2015) examined “the impact of parents' socioeconomic condition on the academic achievement of secondary school pupils”. In all, 960 students were involved in the study. Students' academic achievement in secondary school was found to be significantly correlated with their parents' socioeconomic level, specifically their social class.

Esther, Ruffina, and Anastecia (2018) investigated “the impact of parents' socio-economic status on the academic achievement in biology of public senior secondary school students in Orlu LGA, Imo state, Nigeria”. The study sample comprised 200 students from 10 randomly selected secondary schools, and data were collected using a questionnaire. The findings revealed that parental socioeconomic position had an effect on their children's academic performance.

Additionally, Onwukwe, Anyanwu, and Agommuoh (2017) examined how parental socio-economic status could determine academic outcomes of students in high schools in Nigeria, focusing on the Owerri Education Zone in the Imo State. The study involved a total of 387 randomly selected students. The results revealed that learners coming from poor socio-economic homes predominantly enroll in public schools and they tend to have poor performance compared to those from higher socio-economic homes.

Aliyu (2016) investigated how senior secondary school students' academic success was impacted by their family's socioeconomic position in Kano State, Nigeria's Nassarawa Zonal Education Area. Out of the six thousand nine hundred and thirty-five pupils in total, three hundred and eighty-two were selected from 10 different schools to make up the sample. It was realized that a strong link exists between academic success and the socioeconomic status of the family.

Anetor (2021) carried out an investigation of parental influence on academic work of students in Rivers State in Nigeria. The focus was on socioeconomic status. The study was descriptive, and data were gathered using questionnaire from 800 students. At the end of the study, it was realized that

parents' socio-economic status was influential on academic performance of students.

Moreover, Onyancha, Njoroge and Newton (2015) aimed at finding out "the influence of parents' socio-economic status on students' academic performance in public secondary schools". In all, 150 respondents were sampled from 16 secondary schools in Keumbu Division, Kenya. Data were gathered in this study using questionnaire and interview guide. At the end of the study, socio-economic background was identified to be key in the academic work of students. Parents with lower social status lead to poor academic performance while parents with higher social status lead to high academic performance.

In Ghana, there have been similar studies. Donkor, Ding, and Adu-Boateng (2019) conducted an investigation to ascertain whether gender disparity in senior secondary schools in Ghana is affected by the economic expectations parents hold for their children's education. Utilizing data from the Ghana Living Standard Survey round 6 (GLSS 6), the findings indicated that, on average, Ghanaian parents anticipate their male children to yield greater economic gains from education than girls. This perspective translates into increased investment in boys' education, placing their female counterparts at a disadvantage in senior secondary schools.

With an emphasis on the KNUST Primary School in Kumasi, Akrofi (2020) investigated the home environment variables influencing low academic performance. Using a mixed-methods model, the study gathered data from 60 parents of the institution and 120 students through interviews and questionnaires, respectively. The results showed that a sizable portion of

students believed their houses were unsuitable for learning, and they mostly associated this belief with the socioeconomic position of their parents.

Clearly, from the studies reviewed, the social status of parents can have an impact on the education of pupils. This is because, it was realized in the literature that high social class parents would be able to provide what is needed by their children and this facilitates their academic work while low social class parents would be unable to give to their children what they need for schooling.

Parents' Level of Education and Education of Pupils

The level of education of parents and its relationship with education of pupils has gained attention in the literature. As a result, there have been some studies which have sought to examine the nature of this relationship. Some of these studies are discussed below. Al-Matalka (2014) looked at the link between Jordanian parents who had enrolled their kids in public schools and their parents' socioeconomic position and methods of parental involvement in their kids' education. A total of 150 respondents were included in the study's sample. The results showed that parental work and money had less of an effect on parental participation tactics than did the parents' educational attainment. In summary, parents' level of education increased their engagement in their kids' schooling, which in turn affected the kids' academic achievement.

Neupane and Gurung (2021) carried out a study on “the relationship between parent's socioeconomic status and student's academic performance in different graduate and undergraduate programs offered by constituent colleges of Pokhara University in Nepal”. In all, 301 students sampled through purposive convenient sampling. Questionnaire was used to collect the data. The results indicated that while parents' socio-economic status and the level of parental

education did not exhibit a significant linkage with students' academic work, the occupation of parents had a more pronounced impact on academic performance. Additionally, the findings suggested that family financial status played a crucial role in determining academic grades at the school level, although its influence on college-level grades was relatively limited. Furthermore, parental educational attainment was associated with academic achievement, with the nature of the father's employment and the level of family expenditure identified as the highly significant determinants of academic performance of students.

Also, Udayakumar, Rajendran and Rani (2022) studied how impactful socio-economic status was in influencing academic performance of high school students in India. In all, 764 students in the Salem District of Tamil Nadu took part in the study. The study found that mothers' occupations and educational backgrounds had a noteworthy influence on the academic success of their offspring. Father's work and educational background have a rather large impact.

Similarly, In Pakistan, Azhar, Nadeem, Naz, Perveen, and Sameen (2014) investigated the relationship between a student's socioeconomic level and parental education and academic achievement. The study involved 250 students who were chosen at random from various disciplines, and the results are expected to apply to all students at the University of Sargodha. The results of the study demonstrated that parents' education improves their kids' performance.

In Africa, Mwariri, Marete, and Mwenda (2017) conducted a study on “the impact of socioeconomic status on students' academic performance in public secondary schools in Kieni East Sub County, Nyeri County, Kenya”. The research findings suggested that when there are a lot of family members in

formal occupations, their income is increased and this can be associated with increased academic performance among students.

Similarly, Goro (2018) examined how parents' socio-economic status could influence academic work and success in Kisumu West Sub County in Kenya. It was realized that parental level of education and income have positive influence on pupils' academic success.

Additionally, using a survey study approach, Maghra, Galadima, and Rufus (2019) studied "the impact of parents' socioeconomic position on their children's academic achievement in government secondary schools in Taraba State, Nigeria". There were 246,785 students in the study's population. A stratified random selection method was employed to choose 400 pupils. Based on the data, it was shown that children's academic success is affected by both the educational attainment of their parents and their household income.

Eshetu (2015) investigated how socio-economic background of parents could determine students' academic performance in regional examinations in Ethiopia. The findings highlighted a strong association between the socio-economic status of parents which was measured in terms of their education and career, and the academic performance of learners. Essentially, learners from educated and more affluent homes achieved high scores in the examinations compared to those from less affluent homes.

In the same vein, Gobena (2018) investigated "the effect of family socio-economic status on students' academic achievement in Ethiopia". The study was descriptive and 172 students were sampled using stratified random sampling. It was found that family income did not bring anything new to students' academic achievement, but family education level contributed greatly.

Abdu, Babakura, and Tela (2020) explored how parents' socio-economic status was influential in how students performed with the study area being public high schools in Maiduguri, Nigeria. Employing a descriptive survey, the study involved 158 students, 17 teachers, and 11 parents. Quantitative data collected through questionnaires. The study's outcomes let it known that factors parental income, education, occupation, and engagement in their children's education had a significant impact on students' academic performance.

Ego, Agbo-Peters, and Egbo (2020) investigated the impact of parental socio-economic status on how students performed academically, with a focus on high schools in Enugu State, Nigeria. Adopting a descriptive study, information were gathered using questionnaire. The results showed that parental qualification influence students in their academic work and made them excel. In spite of this, males and females did not significantly differ with regard to how parents' qualification was influential on academic performance of students.

In addition, Alokun, Osakinle, and Onijeringin (2013) examined the disparity in academic performance between students whose parents have higher educational backgrounds and those whose parents have lower educational backgrounds in Ondo State, Nigeria. In all, 240 pupils from six randomly chosen schools made up the sample. It was shown that a statistically significant disparity in academic performance of children whose parents had higher educational backgrounds compared to children whose parents had poor educational backgrounds. The academic performance of pupils with materials and resources to study in the house and those without such resource was also shown to differ significantly.

Ogwen, Kathuri, and Obara (2014) aimed to find out if family characteristics ("family income, family size, and family level of education") could affect the performance students pursuing Agriculture in Rachuonyo North District, Kenya. The study employed a correlational design and sampled 254 students who responded to questionnaires. It was shown that a positive correlation existed between the education of parents and academic performance of learners.

A different study focusing on parental education was conducted by Nannyonjo (2007) in Uganda. The findings indicated that pupils with parents who either did not complete basic school or only completed basic education, as well as those with parents who completed high school or university education, exhibited notably better academic performance. Particularly noteworthy was the significant increase in scores observed among pupils whose fathers held university degrees. Additionally, the study highlighted that education of fathers exerted an influence which was strong on children's academic performance compared to mothers. The findings likely underscore the importance of parental support in students' schoolwork and the beneficial interactions facilitated by literate parents, including their ability to assist with homework or provide guidance on challenging academic tasks.

Similar studies have also been conducted in Ghana. For instance, Marbuah (2016) investigated the influence of parental income and education on children's duration of schooling in Ghana, utilizing the "Ghana Living Standards Survey 2012/2013" data. A positive connection existed between parents' income and education attainment of both fathers and mothers with their children's duration of schooling. An intriguing observation was made regarding

the predictive power of parental education, highlighting that the father's level of education emerged as a more robust predictor of duration of schooling in comparison to the mother, when children were in basic school. However, at the senior high and tertiary levels, the educational achievements of both parents retained significance. Finally, the father's educational attainment emerged as the primary predictor of years of schooling for male children, while mothers' educational attainment held more sway for female children.

Yelkpiri (2016) also investigated “how much influence the SES of parents has on students’ achievements in the Awutu-Senya and Effutu Educational Directorates of the Central Region of Ghana”. The study adopted a cross sectional and a multi-site case study designs. A total of 531 respondents was chosen for the study and information were obtained through questionnaires, semi-structured interviews, focus group discussions, direct observation and secondary data. It was found that to some extent, educational qualifications of parents influenced students’ academic success. The participants argued that parents’ educational attainments enhanced home environment for students’ learning.

A recent research work by Darko-Asumadu and Sika-Bright (2021) looked at the connection between parents' socio-economic status and academic outcomes of their children, with a particular focus on the role that parental participation plays in that relationship. Ten parents, five instructors, and 120 randomly chosen students from Kwaprow Basic School participated in the study. Academic performance of students was not shown to be significantly impacted by the educational background of their parents.

Generally, the literature has shown that educational level of parents can be influential on the education of pupils. In most cases, parents with high educational level were shown in the literature reviewed to influence education of pupils more positively.

Gender Difference in Influence of Socio-Economic Status on Education

There have been some existing studies which have examined gender differences in the influence of socio-economic status on education. For example, Acar, Büber, and Tola (2015) investigated how Turkish eighth graders' gender and socioeconomic background affected their conceptual knowledge, scientific reasoning, and understanding of the nature of science (NOS). The findings demonstrated that, on a test of conceptual understanding in physics, women outperformed men in all socioeconomic categories.

In a similar vein, Chubaienla and Imsutula (2022) examined “the influence of socioeconomic status on academic performance of higher education students in Mokokchung district, Nagaland”. Data were collected from 30 students purposively using a questionnaire. It was revealed that males and females from different socio-economic background differed in their academic performance. Rahman, Munam, Hossain, Hossain and Bhuiya (2023) also explored how academic performance of students can be impacted by socio-economic status focusing on Bangladesh. Information were obtained using questionnaire and it was pointed out that gender as a variable played a role along with socio-economic status in determining performance of students.

Shaheen and Gul (2014) investigated “the impact of gender and socio-economic status (SES) on the academic achievement of secondary level students”. In all, 200 students from Lahore partook in the study after being

selected through multi-stage sampling. It was found that a significant variation in performance of learners was based on socio-economic status, but no discernible difference was observed in achievement scores based on gender.

Furthermore, Alordiah, Akpadaka, and Oviogbodun (2015) looked at how socioeconomic status (SES), school location, and gender affected pupils' academic performance. An ex-post factor design was employed, meaning that no variable manipulation nor control was done. A questionnaire was utilised to collect data from 1900 students who were sampled using the stratified random sampling technique. The outcome also demonstrated that, regardless of socioeconomic status, male students outperformed female students in terms of performance.

In Nigeria, Alade, Nwadingwe and Igbinosa (2014) investigated “socio-economic status and gender as predictors of students’ academic achievement in Economics”. The sample comprised 350 students selected randomly in Isheri, Lagos State and data were obtained using questionnaire. The results showed that gender was significantly linked with socio-economic status and academic outcomes.

In a related research work conducted in Nigeria, Ewumi (2012) examined into the relationships between socioeconomic class and gender and the academic success of high school students. In all, 108 learners took part in the study and it was discovered that no significant association existed between academic success and socioeconomic level, although there was a negative significant linkage between gender and academic achievement.

Additionally, Osadebe and Oghomena (2018) investigated “the relationship between gender, location, socio-economic status, and students’

performance in Mathematics in the Senior Secondary Certificate Examination in the Delta Central Senatorial District of Delta State”. In all, 759 students partook in the study after being chosen through stratified and simple random sampling. After responding to questionnaires, it was reported that gender and socio-economic status were significantly influential on the academic outcomes of students.

Summary of Literature Review

This chapter covers the literature review of the study. It deals with the theoretical framework, the conceptual framework and the empirical review of the study. In the review, it was realized that the social conflict theory, education productivity theory, Max Weber’s theory of socio-economic status and ecological systems theory of Bronfenbrenner all explain how the environment and background of parents can influence the education of their children.

In the studies reviewed, it was clearly shown that socio-economic status of parents which comprise their finances, occupation, social status, and educational level are all significant determinants of education of pupils. In most of the studies reviewed, it was clearly shown that having high financial and social status along with high level of education can significantly enhance the chances of students excelling. The studies were carried out in various places across Africa and the world as whole. In terms of the approaches used, quantitative approach was the most common method used in most of the studies reviewed.

CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to examine how the socio-economic status of parents influence basic school pupils' education in the Nsuaem Community of Western Region. This chapter covers the research methods involved in conducting the study. Specifically, the chapter covers the research design, study area, population, sample and sampling procedures, data collection instrument, data collection procedure and the data processing and analysis.

Research Approach

The mixed methods approach was used in this study. According to Schoonenboom and Johnson (2017), mixed methods research refers to a research approach wherein a researcher integrates elements from both qualitative and quantitative research methodologies. In connection to the current study, the use of mixed methods approach was intended to help achieve a more nuanced understanding of the influence of SES on academic performance. By employing mixed methods, the researcher was able to leverage on the strengths of both qualitative and quantitative approaches to sufficiently show how socio-economic status influence pupils.

Additionally, the quantitative and qualitative findings were compared and contrasted to identify areas of convergence and divergence, providing a more comprehensive understanding of the influence of SES. The method allowed for the collection of both numerical data (e.g., Socio-economic status) and rich, contextual data (e.g., student perceptions, experiences). Overall, the mixed methods approach was considered useful in this study because it helped

gain in-depth data from the respondents on how socio-economic status affects pupils through a mixture of approaches (quantitative and qualitative).

Research Design

The design for the study was the concurrent mixed methods design which is rooted in pragmatism. Concurrent mixed methods design is defined as the method of collecting both quantitative and qualitative data, analyzing both datasets, and then integrating the two sets of analyses in order to cross-validate or compare the findings regarding the relationship among variables (Creswell, 2015). In this design, the researcher collected both quantitative and qualitative data concurrently and compared the two to determine if there was convergence, differences, or some combination. In this study the approach took the form of corroboration. Thus, evidence from the qualitative and quantitative data were used in supporting or reinforcing each other.

This approach entailed the use of separate quantitative and qualitative methodologies to mitigate the limitations existing in one method by leveraging the strong points of the other. In essence, the quantitative approach provided large amounts of data while the qualitative approach provided in-depth information which would otherwise not be possible through only the quantitative approach. This made the design appropriate in investigating the influence of socio-economic status on the academic performance of pupils.

Study Area

The study was conducted in Nsuaem Community in the Tarkwa-Nsuaem Municipal District, which is one of the fourteen districts in Western Region, Ghana. Originally it was formerly part of the then-larger Wassa West District in 1988, which was created from the former Wassa-Fiase-Mpohor District Council, until the northern part of the district was split off to create Prestea-Huni Valley District on 29 February 2008; thus the remaining part has been renamed as Tarkwa-Nsuaem District, which was later elevated to municipal district assembly status on that same year to become Tarkwa-Nsuaem Municipal District (Ghana Statistical Service (GSS), 2010). The municipality is located in the eastern part of Western Region and has Tarkwa as its capital town. Tarkwa-Nsuaem Municipal District is located between Latitude 400'N and 500 40'N and Longitudes 10 45' W and 20 10'W. It is bounded to the north by the Wassa Amenfi East District, to the south by the Ahanta West District, to the West by the Nzema East Municipal and to the East by Mpohor Wassa East. The municipality has a total land area of 2354 km² with a population of 218, 664 as at 2021 (GSS, 2021).

In the Nsuaem Community in the Tarkwa-Nsuaem Municipal, the focus on mining as the main occupation sometimes occupies parents to the point that they do not get enough time for their children. Tarkwa Nsuaem is an area with a large population of small-scale mining thus, illegal mining popularly known as 'Galamsey' where majority of the parents fall under Galamsey menace, school going children are often forced to support their parents to earn a living and neglect or dropout from school due to poverty.

Access to private school in these areas appears to be costly and this makes it not easily accessible to children due to the socio-economic status of their parents. Even children who attend public school in the town are not regular in school due to the same financial issues in their respective families and this affect their education and their general developments. Considering all these, the Nsuaem Community was chosen for the study.

Population

The target population of this study includes all basic schools in the Tarkwa Nsuaem municipality. The primary accessible population is the pupils from two selected schools in the Nsuaem Community. However, because the study adopted concurrent mixed methods design, teachers and parents from the two selected schools in the Nsuaem Community also formed part of the population. This was to help obtain information from teachers and parents as a means of corroborating the information provided by the pupils. The triangulation population therefore comprised pupils, teachers and parents.

In terms of specifics, the pupils were made up of only those in junior high schools (JHS), the teachers were those who teach at the JHS level and the parents were the parents of the students at the JHS level. The pupils were chosen from JHS 1 and 2. This is because those in JHS 3 had just written their BECE at the time of the study and as such could not be involved in the study.

Two schools were selected to represent the schools in the community. These are Methodist Basic School, which was the oldest public school and Rainbow Montessori International which was the oldest private school. The two schools were selected based on their specific characteristics.

Specifically, the schools were those which had the largest population and also the most diverse in terms of socio-economic backgrounds of the parents were selected. Also, these schools were the schools that were recognised in the community as the oldest.

I visited the schools to obtain the population of pupils, teachers and parents in the schools. The total number of pupils from the two schools was 315 comprising 177 males and 138 females. Also, the total number of teachers as obtained from the schools was 15. Specifically, Rainbow Montessori had eight junior high teachers while Methodist Basic School seven junior high teachers. The data was obtained from the schools.

On the side of the parents, the total number of parents who have their children in JHS 1 and 2 as obtained from the records of the schools was 161. This comprised 83 parents from Rainbow Montessori and 78 from Methodist Basic School. All of these figures were obtained from the schools.

Table 1 shows the breakdown of the population of the study.

Table 1: Population Distribution

School	Pupils			Teachers	Parents
	Male	Female	Total		
Rainbow	98	67	165	8	83
Montessori					
Methodist Basic	79	71	150	7	78
Total	177	138	315	15	161

Source: Data from Schools (2023)

Sampling Procedures

The sample size for the study was chosen on the basis of the population values. The sample size was determined by referring to the table of Gill, Johnson and Clark (2010). For the students, the appropriate sample size was 173. This was obtained from Gill et al.'s Table. In their table, a sample of 173 is fit for population of 315.

The method of sampling employed was proportional stratified random sampling. This sampling procedure entailed categorising the population into distinct groups so that random sample can be taken from each group. In sampling the pupils, the population was put into groups based on their schools and their gender. After putting the population of pupils into groups based on their schools and gender, simple random sampling was used in selecting the required number of pupils from each group.

The calculation used to determine the number to take from each sub-group was based on this formula = $n / N \times S = s$

where:

n = population of specific group

N = Total population

S = Sample Size

s = sample for specific school.

The sample of students for Rainbow Montessori was calculated as shown below:

$$165/315 \times 173 = 91.$$

The sample of students for Methodist Basic School was calculated as shown below:

$$150/315 \times 173 = 82.$$

The sample of students for males was calculated as shown below:

$$177/315 \times 173 = 97.$$

The sample of students for females was calculated as shown below:

$$138/315 \times 173 = 76.$$

The sample distribution for students is shown in Table 2.

Table 2: Sample Distribution

Schools	Male	Female	Total Sample
Rainbow Montessori	54	37	91
Methodist Basic School	43	39	82
Total	97	76	173

Source: Author's Calculation

For the teachers, all the 15 teachers were selected using the census approach. Since the teachers spend time with the students in the school, it is likely that they can comment on how the different backgrounds of the students affect them in the classroom.

Regarding the parents, 20 of them were sampled using convenience sampling. Since the parents were part of the qualitative part of the study, a sample of 20 is appropriate. This was made up of 10 each from the two schools. According to Latham (2016), in qualitative research, a sample of at least 15 participants is suitable. However, other researchers like Francis et al. (2010) showed that a sample of 17 to 20 is suitable for qualitative studies. Hagaman and Wutich (2017) also noted that a sample of 20 to 40 is appropriate for qualitative studies. On this basis, a sample of 20 parents is considered suitable for the study. Thus, the 20 parents (10 from each school) were conveniently sampled to be interviewed.

In using convenience sampling for the parents, the researcher coordinated with the chairman of the Parent-Teacher Associations in both schools and on their scheduled parent-teacher conferences, the researcher visited the schools to reach out to the parents. Parents who had children in JHS 1 and 2 were the focus. Since, convenience sampling, parents who were willing to be part of the study were those who were sampled. Thus, at Rainbow Montessori, 10 parents with children in JHS 1 and 2 who were willing to take part in the study were interviewed. The same was carried out at Methodist Basic School.

Overall, the sample size for the study is 208. This comprised 173 students, 15 teachers and 20 parents. As already indicated, the teachers and parents were included in the study to provide information which helped in triangulation. Thus, the information from the teachers and parents was useful in corroborating what was obtained from the pupils.

Data Collection Instruments

Questionnaire and interview guide were used in collecting the quantitative and qualitative data respectively. The questionnaire titled, “Socio-economic Status and Academics” (See Appendix A) was adapted from the instrument of Kisache (2019). Kisache’s instrument was called: “Parental Socio-Economic Status and Academic Performance” (PSESAP). Kisache’s (2019) instrument comprised 22 items and sought to identify how parental socio-economic status affect academic performance of students. The instrument addressed “parents’ income”, “parents’ level of education” and “parents’ involvement in children’s education”. This was adapted because the current study did not specifically

focus on parents' engagement in children's schooling. Therefore, that portion of the instrument was not used in the study.

Kisache's (2019) instrument did not measure academic performance as a separate construct. It measured academic performance qualitatively in the form of reflective narrations of students about their performance. This is the same way education of the pupils was measured in the study.

Kisache (2019) established the content validity of the instrument along with the reliability. The test-retest reliability had a co-efficient of 0.78. No confirmatory factor analysis was conducted for the PSESAP since that was the instrument of Kisache (2019), which some portion was adapted for the current study. Reliability and validity tests were done for the portion adapted for the study.

The questionnaire had five sections. Section A of the students' questionnaire sought information about their demographic characteristics of the students. Section B required the views of students on the economic status of their parents and how this affects their education. Section C looked for the occupational data of the parents and how this affects their children's education. Section D of students' questionnaire sought for information on how parental social status affects pupils' education. The final section which is Section E, solicited for information on parents' educational level of parents and how this affects pupils' education.

In this study, the impact on the education of pupils was the self-reported rating of pupils regarding their learning and ability to succeed in specific academic tasks in school. This was how Kisache (2019) whose instrument was adapted, measured the education of learners and as a result, a similar thing was

done in this study. Kisache did not measure academic performance as a separate construct but in the form of reflective narrations of students about their education.

The other instrument that was used was an interview guide. Interviews were used to obtain information from teachers and parents. Ofori and Dampson (2011) have highlighted interviews as important data collection method in qualitative research works. In interviews, the interviewer leads and manages the interaction to gather pertinent data from participants. The interview guide (see Appendices B and C) was adapted from the instrument of Nabaasa (2020). Nabaasa's (2020) instrument was titled: "Socio-Economic Status and Academic Performance" and addressed how parents' education, income and education affect children's education. For the purpose of determining the content validity, consultations and discussions with specialists were carried out in Nabaasa's instrument. Also, respondent validation was established after pilot testing of Nabaasa's instrument.

The interview guide was semi-structured and was meant for only the parents and the teachers in the study. It was semi-structured because a main question from the interview guide was posed to the respondents and depending on their responses, follow-up questions were asked. The researcher opted for a semi-structured interviewing format to grant participants the liberty to articulate their opinions and emphasize areas of specific concentration (Horton, Macve & Struyven, 2011). The use of the interview guide in the semi-structured manner helped to get in-depth information from the respondents.

Overall, the questionnaire (quantitative part) was administered to only the pupils in the study while the interview guide (qualitative part) was

administered to the parents and the teachers in the study. The questionnaire covered the four research questions as well as the hypothesis.

The interview for the parents covered the four research questions only. On the other hand, the interview for the parents addressed only the first research question which was focused on the influence of parents' economic (financial) status on pupils' education.

Pilot Testing

Pilot testing is conducted to assess the feasibility and practicality of the questionnaire in a real-world setting while pre-testing is conducted to identify and address any potential issues or problems with the questionnaire (Hurst et al., 2015). Several researchers have confirmed that for a research work, using 10% or above of a sample for pilot test is appropriate (Bullen, 2022; Hertzog, 2008). Pilot testing was done with 20 pupils from Presby 'A' Basic School. Since the sample of students for the study is 173, 10% would be 17.3. However, as suggested by several researchers (Burmeister & Aitken, 2012; Heo 2014), to take care of attrition in sampling, a required sample size should be increased. On this basis, 20 pupils were sampled for the pilot test. Two teachers and two parents each were used for the pilot test.

Validity and Reliability of Instrument

According to Hallinger, Wang and Chen (2013), validity is concerned with establishing whether an instrument accurately assess what it is intended to assess. Content validity of the questionnaire was verified by experts such as my supervisor. The content validity indicates the extent to which the content of an instrument accurately covers what it was meant to address (Ogah, 2013) and

this was verified by my supervisor and other experts in the field of guidance and counselling.

Reliability is the degree to which the measure of a construct is consistent or dependable (Bhattacharjee, 2012). The reliability of the questionnaire was ascertained by calculating the Cronbach co-efficient alpha. This was done after carrying out a pilot-test of the instrument.

An overall reliability co-efficient of 0.834 was realised in this study. For Section B, the reliability co-efficient was 0.824. For Section C, the reliability co-efficient was 0.845. For Section D, the reliability co-efficient was 0.855. The final section, E, had reliability co-efficient of 0.812.

Respondent validation of interview data

Respondent validation is a crucial step in qualitative research, particularly when working with interview data. It involves verifying the accuracy and authenticity of the data collected from respondents to ensure that it truly reflects their thoughts, feelings, and experiences. In this study, the researcher engaged in member checking. Member checking involves testing the emerging findings with the research participants, in order to increase the validity of the findings (Kriukow, 2020). To do this, I shared some of the transcripts of the interviews with those who were interviewed to verify accuracy and clarify any misunderstandings. The purpose of the member checking was to help in validating the interview data.

Data Trustworthiness of Qualitative Data

In qualitative research, validity and reliability are seen in distinct ways. Therefore, researchers that use the qualitative technique focus on the trustworthiness of the data rather than reliability and validity. Data

trustworthiness consists of the following components: (a) credibility; (b) transferability; (c); dependability; and (d) confirmability. These were established in ensuring trustworthiness of the data.

Credibility: In establishing credibility, the researcher used triangulation of sources. To do this, the researcher gathered data from parents and teachers as a means of ensuring that data was credible. Also, member checking can be used to ensure that data were credible.

Transferability: This involves establishing if the findings can be generalised. In this study, the researcher accurately described the procedures for the study so that it will be possible for the findings to be applied to contexts which are similar to the original context of the study. This meant that transferability could be possible.

Dependability: Regarding dependability, the researcher conducted an inquiry audit which involves an independent researcher examining the entire research process. To do this, the researcher asked her supervisor and other experts to audit the procedures used in carrying out the study along with results. This helped establish that results are actually dependable and can be deemed to be consistent.

Confirmability: In ensuring credibility, the researcher ensured that the data, findings, and interpretations align rightly with the participants' intentions, rather than being influenced by the researcher's biases. In doing this, the researcher kept an Audit Trail, which involved meticulously documenting every aspect of the research process. Additionally, some participants were given the opportunity to review the transcribed interviews to verify their accuracy and alignment with their experiences. This helped to ensure confirmability.

Ethical Considerations

In the first place, I obtained ethical clearance from the Review Board of the College of Education Studies Board, University of Cape Coast. I also considered several ethical issues such as anonymity, autonomy and confidentiality. In ensuring anonymity, the identities of the respondents were not made known. This is why the names of the respondents were not required on the questionnaire and in relation to the interview guide.

Regarding autonomy, the consent of the study sample was sought and so participation in the study was solely voluntary. Consent of both the parents and teachers were also sought before the interviews were done. Further, in ensuring confidentiality and privacy, the data obtained from the respondents were kept securely and the results of the study only served the academic purpose for which the study is intended to serve.

Since the pupils in the study were young aged between 12 and 18 years, it was noted that most of them were below the age of giving consent. As a result, they were considered as children who had to give assent. According to Cotrim, Granja, Carvalho, Cotrim and Martins (2021), assent is a term used to express the willingness to participate in research by persons who are too young to give informed consent but who are old enough to understand the proposed research in general, its expected risks and possible benefits and the activities expected of them as subjects. However, Cotrim et al. proposed that assent by itself is not sufficient and that if assent is given, informed consent must still be obtained from the subject's parents or guardian.

In this study, parents and teachers provided consent while assent was obtained from the learners since they were below 18 years of age. In getting

assent, the reason for the research work was explained to the children and I ensured that they had every information needed before taking part in the study.

Data Collection Procedure

In obtaining data from the selected schools, an introductory letter was taken from the Department of Guidance and Counselling and sent to the various schools. This helped obtain permission from the schools to collect the data. This letter was taken after receiving ethical approval from the Review Board of the College of Education Studies Board of the University of Cape Coast. In each school, consent was sought from the respondents before carrying out the study. The aim of the research work was explained to them and an opportunity was given for the respondents to ask questions and seek clarifications.

According to Creswell (2014), while a researcher may validate findings, it is important for the researcher to employ strategies to check for accuracy of the findings and gain the confidence of readers. Member checking was used to verify from the participants if the data presented was accurate representation of what they said.

During the questionnaire administration, the items on the questionnaire were explained in local language to ensure that all the respondents understood every single item. In the view of Harper and Cole (2012), such explanations help obtain accurate information from participants since they would get a better understanding of the items on the questionnaire.

The respondents were also given the opportunity to decide whether to be a part of the study or not. After responding to the questionnaires, the completed copies of the questionnaire were taken from the respondents. Respondents were not allowed to take the questionnaires to their homes in order

to increase the return rate. Specifically, the filling of the questionnaire lasted for about 20 minutes.

Regarding the interview data, I introduced myself to the respondents and agreed on dates to conduct the interviews. I recorded the interviews with the permission of the participants. This was to ensure accurate transcription. Each interview session lasted between 20 to 30 minutes. I conducted all the interviews personally. A period of four weeks were utilized in collecting the data.

Data Processing and Analysis

Data analysis was done for both the quantitative data and the qualitative data. The quantitative data were obtained from the pupils while the qualitative data were obtained from the parents and teachers. The quantitative data were cross-checked manually for errors in the responses. The data were coded and entered into the Statistical Product and Service Solution (SPSS) version 22 software. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to analyse the data collected. Specifically, the data for the demographic characteristics were analysed using frequencies and percentages.

Data for research questions one, two, three and four were analysed using means and standard deviations. This means that the data for all the research questions were analysed using means and standard deviations. The hypothesis was tested using the independent samples t-test.

For the qualitative data obtained from, thematic analysis was used in analysing data. The thematic analysis, according to Braun and Clarke (2006), involves systematically identifying, analyzing, and reporting patterns or themes within qualitative data. Specifically, data obtained from the parents and teachers

in the interviews were analysed using thematic analysis. For the parents' data, thematic analysis was used in response to the four research questions. However, for the teachers' data, thematic analysis was used in response to the first research question.

Thematic analysis was used because it offered flexibility and was applied across various research questions and contexts. Thematic analysis aimed to uncover meaningful patterns of data, interpreted in relation to the research objectives, and present them in a coherent and meaningful way. Using thematic analysis gave the researcher the chance to gain insight and in-depth information about the influence of parents' socio-economic status.

Overall, the questionnaire (quantitative part) was used in answering the four research questions as well as the hypothesis. The quantitative data were obtained from the pupils. However, the interview (qualitative part) from the parents focused on only the four research questions. Aside this, the interview data from the teachers focused on the first research question. Since the design for the study was concurrent mixed methods, the data from the qualitative part obtained from the parents and teachers were presented along with the quantitative data obtained from the pupils and compared to see whether the data confirmed or disconfirmed the quantitative data.

Chapter Summary

Mixed methods approach was chosen for the study and specifically, the concurrent mixed methods design was used. A sample of 173 students, 15 teachers and 20 parents were involved in the study. Total sample size for the study was thus 208. Data were collected using questionnaire and an interview guide. Quantitative data were analysed using frequencies, percentages,

means, standard deviations and independent samples t-test. Qualitative data on the other hand were analysed using thematic analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of this study was to examine the influence of parents' socio-economic status on basic school pupils' education in the Nsuaem Community of Western Region. This chapter presents the results and discussion of the study. The results of the demographic data of the respondents are presented first before the results of the main data. After this, the results of the main data are discussed in relation to previous studies.

Results of Demographic Data

Demographic data comprising gender, age, class level and residential background of respondents are presented in Table 3.

Table 3: Demographic Data of Pupils

N=173

Item	Frequency (f)	Percentage (%)
Gender		
Male	97	56.1
Female	76	43.9
Age		
12-15 years	96	55.5
16-18 years	77	44.5
Class		
JHS 1	81	46.8
JHS 2	92	53.2
Who do you live with?		
Mother	44	25.4
Father	39	22.5
Grandparent	9	5.2
Both parents	81	46.8

Source: Field Survey (2023)

As shown in Table 3, 97(56.1%) respondents were males while 76(43.9%) were females. This means that there were more males in the study than females. Table 3 also shows that in terms of age, majority of the

respondents (55.5%) were between the ages of 12 to 15 years while the remaining respondents were within the ages of 16 and 18 (44.5%). By implication, most of the respondents were in their early adolescence.

Further, it is shown in Table 3 that 81 (46.8%) of the respondents were in JHS 1 while 92 (53.2%) were in JHS 2. This means that there were more pupils from JHS 2 than from JHS 1. Finally, that 81 (46.8%) of the respondents lived with both parents. However, 44 (25.4%) of the respondents lived with their mothers while 39 (22.5%) lived with their fathers. The demographic data of the respondents are relevant in the current study because the influence of socio-economic status on pupils' academic performance can vary on the basis of their demographic characteristics.

The data on occupation of parents are presented in Table 4.

Table 4: Occupation of Parents of Pupils **N=173**

Parent	Frequency (F)	Percentage (%)
Father		
Mining	95	54.9
Trading	45	26.0
Government work (e.g. teaching)	33	19.1
Mother		
Trading	78	45.1
Mining	55	31.8
Government work (e.g. teaching)	40	23.1

Source: Field Survey (2023)

It is shown in Table 4 that the common occupation of the fathers was mining; this was indicated by 54.9% of the respondents. Aside mining, trading (26%) and government works like teaching and nursing (19.1) were also identified by the respondents as occupation of their fathers. With regard to the

mothers, the respondents indicated that the common occupation was trading (45.1%), followed by mining (31.8%) and government work (23.1%).

From Table 4, it is evident that mining was a common occupation for both fathers and mothers of the pupils in the study. This is not surprising since the study area is a predominantly mining area.

Demographic Data of Parents

The background characteristics of the parents who were interviewed are presented in Table 5 below.

Table 5: Background Characteristics of Parents		N=20
Item	Frequency (f)	Percentage (%)
Gender		
Male	10	50.0
Female	10	50.0
Age		
25-40 years	8	40.0
Above 40 years	12	60.0
Occupation		
Mining	12	60.0
Trading	4	20.0
Government work	4	20.0

Source: Field Survey (2023)

Data in Table 5 shows that the study comprised 50% male and 50% female parents. In terms of age, 60% of the parents were aged above 40 years while 40% were between 25 and 40 years of age. Finally, with regard to occupation, majority of the parents (60%) were into mining. This confirmed what was indicated by the pupils regarding the occupation of their parents.

Demographic Data of Teachers

The background characteristics of the teachers who were interviewed are presented in Table 6.

Table 6: Background Characteristics of Teachers **N=15**

Item	Frequency (f)	Percentage (%)
Gender		
Male	8	53.3
Female	7	46.7
Age		
20-40 years	9	60.0
Above 40 years	6	40.0
Class Taught		
JHS 1	8	53.3
JHS 2	7	46.7

Source: Field Survey (2023)

It is shown in Table 6 that 53.3% of the teachers in the study were males while 46.7% were females. Essentially, there were more male teachers in the study than female teachers. In terms of age, 60% of the teachers were within 20 to 40 years while 40% were above 40 years of age. Finally, in terms of the class taught, 53.3% were teaching JHS 1 class while 46.7 were teaching JHS 2 classes. The demographic data of the parents and teachers presented gives insight into the background of the respondents. This helps to understand the views they would express concerning the issue under study.

Results of Main Data

The results of the main data are presented in this section. They are presented according to the research questions and hypothesis of the study. The data for the research questions were analysed using means and standard deviation. Since the questionnaire was on a four-point Likert-type scale, there was the need for cut-off point to be set. Researchers have documented that with a four-point Likert scale (Strongly Disagree=1, Disagree=2, Agree=3 and Strongly Agree=4), a mean score of “2.5” can be set as the cut-off point (Kurioka, Inoue & Tsutsumi, 2013). This cut-off point is arrived at through this calculation $(1+2+3+4=10/4=2.5)$. In this study, the 2.5 cut-off point was used

in interpreting the mean scores. A mean value below 2.50 was interpreted as disagreement while a mean value of 2.50 and above was interpreted as agreement to all the statements that related to the mean. The implication is that high means (above 2.50) showed more influence on pupils' academic performance than low means (below 2.50).

Moreover, a standard deviation value of less than 1.0 was accepted to imply homogenous responses and a standard deviation value of more than 1.0 was accepted to be heterogeneous responses. This was based on the views of O'Neill (2017) who posited that in interpreting standard deviation values on a four-point Likert scale, a cut-off point of 1.0 is appropriate.

The qualitative data obtained from parents and teachers are presented in support of the data from the pupils. The main themes are presented and direct statements from the interviewed participants quoted to support the themes.

Research Question One: What is the influence of parents' economic status on pupils' education?

This research question was intended to find the influence of parents' economic status on pupils' education. The data were analysed using mean and standard deviation. The results are presented in Table 7.

Table 7: Influence of Parents' Economic Status on Pupils' Education

Statement	Mean	SD
My parents pay school fees on time	3.30	0.93
My parents buy me enough text books	3.24	1.08
My parents buy me required school uniform	3.18	0.84
My parents provide me with enough exercise books, pens	3.34	0.94
My parents provide me with enough money for my feeding	3.42	0.76
Mean of Means/Average of Standard Deviation	3.29	0.91

Source: Field Survey (2023)

It is shown in Table 7 that parents provided pupils with enough money for feeding ($M=3.42$, $SD=0.76$), enough exercise books and pens ($M=3.34$, $SD=0.94$) and paid school fees on time ($M=3.30$, $SD=0.93$). Also, the parents bought enough text books ($M=3.24$, $SD=1.08$) and bought the required school uniform ($M=3.18$, $SD=0.84$). The mean of means obtained was 3.29. This confirmed that parents' economic status influenced the education of pupils in positive light. This happened through the provision of money for feeding at school, exercise books and pens for academic work, textbooks and uniform. Regarding the standard deviations, it is observed that all the standard deviation values are below 1.0. According to the cut-off point indicated earlier, this means that the responses of the respondents were homogenous. This implies that the respondents mostly responded in similar ways.

Data from Parents

The parents who were interviewed were asked to indicate the influence of their economic status on their children's education. From the interviews, two main themes were identified in response to the research question. These were "paying fees at the right time" and "buying required school materials". The parents made it clear that their economic status influenced academic performance of their children through these two main ways. The two themes are explained below:

Pay fees at the right time

The interviewed parents were of the view that their level of finances and economic strength enabled them to pay fees of their children at the right time. This helped the children because they were not sent home for fees during class

hours. Also, because of this, the children had the peace of mind to be in school and study.

Some of the actual statements of the parents are quoted below:

“I am able to afford the school fees of my child so I pay right from the beginning of school. Because of this, he (child) is able to stay in school with a peaceful mind to study. I know some children in the neighbourhood who are mostly sent home for school fees. This is why I think my ability to pay fees helps my child in school.” – Parent 3

“I am not extremely rich but I make sure I always have money to pay the fees of my children. I do this because I want them to study peacefully in school. I think if the fees are not paid, the child’s academic performance will suffer.” – Parent 6

“Having money helps improve your children’s academic work oo madam...I am able to pay school fees so my children are not sacked but I know some parents who do not pay school fees on time and always their children are sent home and their academic work is affected negatively.” – Parent 3

Buy required school materials

Some of the parents who were interviewed were also of the view that their economic status affected the education of their children because they are able to afford school learning materials. They believed that if children do not get the right materials like textbooks, their academic performance will be affected negatively. Some of the actual comments of the interviewed parents are shown below:

“I buy every textbook that the school will list from the beginning of the term. This helps my child study well. If I was not able to afford it, I am sure my child would have suffered in her school work.” – Parent 9

“I am educated so I know that textbooks and school materials are important for academic work. I always make sure I buy all the materials needed for my child to succeed in school work. I believe strongly that my financial level can affect the performance of my children in school.”
– Parent 11

Data from Teachers

The data obtained from the teachers were used to answer this first research question. From the interviews of the teachers, the common themes identified were “parents providing required school materials” and “some parents paying fees promptly”. These themes are explained below:

Parents provide required school materials

The teachers who were interviewed indicated that parents’ economic status influenced education of pupils because they were able to provide required school materials. The teachers believed that pupils who have the required school materials are able to perform well in school. Some of the actual comments are shown below:

“I think the finances and economic status of parents affect their children because children who are provided with required school materials usually do well and have fewer academic struggles.” – Teacher 3

“I have seen parents buy the needed textbooks and materials for their children and this helps the children. Such children are able to focus and learn better.” – Teacher 7

Some parents pay fees promptly

The teachers who were interviewed also expressed that the economic status of parents affect pupils' education because of the prompt payment of school fees. They were of the view that parents who were economically sound, they were more likely to pay the fees of their children promptly. Some of their comments are shown below:

“Parents’ finances and economic level is important in the academic performance of pupils if the parents are able to pay school fees in a prompt manner. When this happens, the children are not disturbed at school and they are able to focus and study well.” – Teacher 2

“Some parents pay the fees of their children as soon as school reopens. This helps so that their children are not sent home for school fees. I have noticed that some of such children are able to learn and perform better in their school week.” – Teacher 9

The data from the pupils, parents and teachers in answer to research question one, appear to be very similar. From the results, it can be said that parents' economic status has an influence on the education of pupils. This is because of the provision of money for feeding at school as well as buying exercise books and pens, textbooks and uniform for school. Also, economic status of parents influenced the payment of school fees which ultimately affected the education of pupils in school.

Research Question Two: How does parental occupation affect pupils' education?

This research question was intended to find out how parental occupation affects pupils' education. The data obtained from the pupils were analysed using mean and standard deviation. The results are presented in Table 8.

Table 8: Influence of Parental Occupation on Pupils' Education

Statement	Mean	SD
My parents are available to help me in homework all the time	3.09	0.99
My parents are too busy because of their jobs to attend my academic issues	2.77	0.91
My parent's occupation does not allow them to attend school meetings	3.02	1.01
My parent's occupation makes me absent at school most of the time	2.95	1.17
My parents push me to study so I can get jobs like theirs	2.82	1.06
Mean of means / Average of Standard Deviation	2.93	1.03

Source: Field Survey (2023)

In Table 8, some of the statements are negative statements and those statements were reverse scored as: "Strongly Disagree=4", "Disagree=3", "Agree=2" and "Strongly Agree=1". On this basis, high mean scores on negative statements give the indication that the respondents disagreed with the negative statement.

The results in Table 8 show that parents were available to help pupils in their homework all the time ($M=3.02$, $SD=1.01$) and also pushed pupils to study so they can get jobs like theirs ($M=2.82$, $SD=1.06$). The negative statement, "My parents' occupation does not allow them to attend school meetings" recorded a mean score of 3.02 which implied that the respondents disagreed

with the statement. The indication is that parents were able to attend school meetings.

Also, the pupils disagreed with the statements “My parent’ occupation makes me absent at school most of the time” ($M=2.95$, $SD=1.17$) and “My parents are too busy because of their jobs to attend my academic issues” ($M=2.77$, $SD=0.91$). These imply that parental occupation did not make pupils absent from school and did not make parents too busy to attend to academic issues of pupils. The standard deviation values were greater than 1.0 in some situations and less than 1.0 in other situations. This implies that in some situations, the responses given by most of the respondents were similar but not so in other situations.

The mean of means value obtained was 2.93 which implied that generally, pupils’ education was influenced by parental occupation in positive sense. This was shown in the sense that parents got time away from their work to help pupils in homework, attend school meetings, keep pupils in school and pushed them to do their best.

The data from the parents on the influence of parental occupation are presented below:

Data from Parents

The parents who were interviewed were asked how their occupation influenced the education of their children. From the interviews, two common themes were identified. These were “my job allows me to make time for children” and “my job makes me want my children to achieve more”.

My job allows me to make time for children

The parents indicated that their job allowed them to make time for their children's education. According to the interviewed parents, their job does not make them ignore their children's academic work. Some of the actual comments of the parents are quoted below:

"Even though my job is difficult, I always try to make time for my children's academic work. I review their homework and I attend all school meetings." – Parent 12

"I make sure my work does not interfere with taking care of my children. There are times I do not go to the market so I can attend a meeting in my daughter's school." – Parent 1

"My job gives me room to support my children's education. I am not too busy because as a teacher by 2pm I have closed from work and I have to help my children at home." – Parent 15

My job makes me want my children to achieve more

The parents also indicated that their jobs make them want their children to achieve more in life. They were of the view that their jobs have exposed them to high class lives and so they wanted more for their children.

One parent made the comment below:

"I am into mining and I see the amount of money that those who have gone high in education earn. Because of this, I always want my children to learn and perform well academically. I realized that education lifted people in any occupation." – Parent 10

Another parent made a similar comment below:

“I see a lot of educated people through my job and because of this I always encourage my children to push in their academic work so as to achieve a lot.” – Parent 16

The views of the teachers were not sought in answering this research question. This is because teachers could not speak very accurately on the occupations of parents of their pupils and how this influenced pupils’ education. Therefore, only data from pupils and parents were used to answer the second research question.

From the results of the pupils and parents, it can be said that, pupils’ education was influenced by parental occupation in a positive way. It was realized that parents got time away from their work to help pupils in their homework, attended school meetings, keep eyes on their children to stay in school and pushed their children to do their best. The occupation of parents thus influenced how they were involved in the school work of their children and how they pushed their children to pursue academic work seriously.

Research Question Three: What influence does parents’ social status have on pupils’ Education?

This research question aimed at finding out the influence of parents’ social status on pupils’ education. The data were analysed using mean and standard deviation. The results are presented in Table 9.

Table 9: Influence of Parents' Social Status on Pupils' Education

Statement	Mean	SD
My parents recognize education to be important in society	3.35	1.03
My parents believe education is important in their social circle	3.24	0.85
My parents financially invest in my education because of their social circle	3.07	1.08
My parents make me study together with children of their friends and colleagues	2.70	0.99
My parents pay for me to join extra classes because of their status in society	3.27	0.94
Mean of means / Average of Standard Deviation	3.13	0.98

Source: Field Survey (2023)

As shown in Table 9, parents recognise education to be important in society (M=3.35, SD=1.03) and believe education is important in their social circle (M=3.24, SD=0.85). The pupils also indicated that their parents pay for them to join extra classes (M=3.27, SD=0.94) and financially invest in their education (M=3.07, SD=1.08) because of their status in society and their social circle.

The mean of means was 3.13 and was above 2.50. This means that generally, the social status of parents influenced the education of pupils. Parents' social status made them feel education is important in society and their social circle and made them invest more in the education of their children.

Data from Parents

From the views of the parents who were interviewed, it was realized that the parents noted that their social circle affected their children's education and that their status in society influences their children's academic work. These views are explained further below:

My social circle affects my children's education

The parents who were interviewed were of the view that their social circle influenced their children's education. They made this comment because through their social circle and interactions, they realized that education was important and as such pushed their children to take their academic work seriously. Some of the comments of the parents are as follows:

"All the people I meet and interact with are highly educated. Because of this I invest more in the education of my children. this ultimately improves their academic performance." – Parent 12

"Most of the people I come into touch with have their children rising through the educational ladder and this influences how I push my children's education. Thus, because of the people I move with, I always encourage my children to excel academically." – Parent 17

Status in society influences my children's education

The parents also expressed the view that their status in society influenced the education of their children. This is because according to the parents, their status in society made them want their children to excel. In this sense, they encouraged their children and engaged them even in extra tuition so that the children can excel academically. Some of the actual comments are shown below:

"I am very respected in our neighbourhood and because of that I always want my children to excel academically. The people in the neighbourhood watch me and use me as a standard of excellence. Because of this I encourage and even engage my children in extra tuition to enhance their academic work." – Parent 2

“My children know that a lot is expected of them because of how I am recognized in the society. Therefore, I always encourage them to put up their best.” – Parent 13

The views of the teachers were not used in answering the third research question. This is because teachers did not have much information on the social status of parents of their pupils and how this influenced pupils. Therefore, only data from pupils and parents were used to answer the second research question.

The results from the pupils and parents share some similarities. Therefore, in answer to the third research question, it can be said that the social status of parents influenced the education of pupils. This is because parents’ social status made them feel education is important in society and in their social circle and this made them invest more in the education of their children. Also, the status and social circle of parents made them encourage their children to excel academically and even engaged them in extra tuition.

Research Question Four: What is the influence of parents’ level of education on pupils’ education?

This research question addressed the influence of parents’ level of education on pupils’ education. Data were analysed using mean and standard deviation. The results are shown in Table 10.

Table 10: Influence of Parents’ Level of Education on Pupils’ Education

Statement	Mean	SD
My parents are able to check my books and homework	3.46	0.89
My parents assist me in doing my homework	3.14	0.94
My parents sign my academic homework	2.86	0.98
My parents write comments about my homework	2.77	1.06
My parents read and reply the letters from school	3.08	0.97
Mean of means / Average of Standard Deviation	3.06	0.97

Source: Field Survey (2023)

Table 10 shows that parents were able to check pupils' books and homework ($M=3.46$, $SD=0.89$). Parents also assisted pupils in doing homework ($M=3.14$, $SD=0.94$). It was also shown that parents are able to read and reply to letters from school ($M=3.08$, $SD=0.97$) and are able to sign academic home works of pupils ($M=2.86$, $SD=0.86$). Parents also wrote comments about homework of pupils ($M=2.77$, $SD=1.06$).

The mean of means score of 3.06 gives the indication that all together, parents' educational level influenced the education of pupils. This is because the parents were able to check books of pupils, assist in homework, sign homework, comment about homework and even respond to letters and notices from schools. Ultimately, these enhanced education of pupils.

Data from Parents

The interviewed parents confirmed the idea that their educational level influences the education of their children. Their views revolved around two main themes which are "assisting children with homework" and "involvement in school activities."

Assisting children with homework

The parents who were interviewed mentioned that their educational level influenced the education of their children because they were able to assist their children with homework. In this sense, they contributed to their children learning. Some of the comments are as follows:

"I am able to help my child sometimes with her homework. Because I am a teacher, there are some of the things I know them, and it makes it easier to help." – Parent 4

“I am educated so I am able to contribute to the learning of my child.

Sometimes I correct him with his homework.” – Parent 7

Involvement in school activities

The parents noted again that their educational level influenced the education of their children because they were able to involve themselves in school activities due to their own educational level. Thus, because they knew about schooling and the school system, it was easier to get involved in the school activities of their children.

One parent made the comment below:

“I get involved in my child’s education. I sometimes write notes to teachers when I notice something is not right with my child. This helps to monitor my child’s education and his performance is improved.” –

Parent 5

The data from the parents and from the pupils were similar. Thus, it can be confirmed that parents’ educational level influenced the education of pupils. This is because the parents were able to check books of pupils, assist in homework, sign homework, comment about home works and even respond to letters and notices from schools. These meant that parents monitored and ensured that their children were learning and taking academic work seriously and ultimately, academic work of pupils got improved.

Hypothesis

H_{01} : There are no statistically significant differences in the influence of parents’ socio-economic status on basic school pupils’ education on the basis of gender of pupils.

H_{A1} : There are no statistically significant differences in the influence of parents' socio-economic status on basic school pupils' education on the basis of gender of pupils.

This hypothesis sought to find out the statistically significant gender differences in the influence of parents' socio-economic status on basic school pupils' education. The hypothesis was tested using an independent samples t-test with a significance level of 0.05. The influence of socio-economic status was categorized into the four aspects (economic, occupation, social and education). The Levene's test for homogeneity of variance was the first to be used to assess the equality of variances. Table 11 summarises the findings.

Table 11: Levene's Test for Equality of Variances

Areas of Parents' Socio-Economic Status	F	Sig
Economic		
Equal variances assumed	3.454	.064
Equal variances not assumed		
Occupation		
Equal variances assumed	2.142	.145
Equal variances not assumed		
Social Status		
Equal variances assumed	0.416	.519
Equal variances not assumed		
Education		
Equal variances assumed	1.259	.263
Equal variances not assumed		

Source: Field Survey (2023)

It can be observed in Table 11 that the significant values for the different areas of parents' socio-economic status were above .05. For the influence of parents' economic status, the significant value obtained was .064 while for the influence of parents' occupation, the significant value obtained was .145.

Influence of parents' social status also recorded a significant value of .519 while influence of parents' education recorded a significant value of .263. From the results in Table 11, it can be seen that equality of variance can be assumed for the different areas of parents' socio-economic status.

After establishing the homogeneity of variances, the mean scores of males and females were compared to establish the significant differences in them using the independent samples t-tests. The results of the independent samples t-test are presented in Table 12.

Table 12: Differences in Influence of Parents' Socio-Economic Status on Male and Female Pupils' Education

	N	Mean	SD	Df	t-value	Sig (2-tailed)
Economic						
Male	97	15.68	3.86	171	-	.000
Female	76	17.50	2.20		3.669	
Occupation						
Male	97	14.53	3.22	171	-.579	.563
Female	76	14.78	2.22			
Social Status						
Male	97	15.85	1.82	171	1.191	.235
Female	76	15.34	3.36			
Education						
Male	97	15.10	2.22	171	-1.072	.285
Female	76	15.59	3.73			

Source: Field survey (2023)

The results of the independent samples t-test are shown in Table 12. In terms of the influence of parents' economic status, there was a statistically significant difference between male and female pupils [$t(171) = -3.669, p < .05$]. This was the only area with significant differences between male and female

pupils. In terms of specifics, females ($M=17.50$) were more influenced by parents' economic status than males ($M=15.68$).

No statistically significant difference was observed in the influence of parents' occupation on male and female pupils [$t(171) = -.579, p > .05$]. Also, regarding influence of parents' social status, no statistically significant difference was observed between male and female pupils [$t(171) = 1.191, p > .05$]. Finally, no significant difference was found in the influence of parents' education on male and female pupils [$t(171) = -1.072, p > .05$].

From the results, it was realised that significant difference was only observed in the influence of parents' economic status on male and female pupils' education. Across the other areas of parents' socio-economic status, male and female pupils did not differ significantly. In conclusion, the null hypothesis that there are no significant differences in the influence of parents' socio-economic status on the academic performance of basic school pupils in the Nsuaem Community on the basis of gender of pupils was retained. This is because for three of the various aspects of socio-economic status, there was no significant difference between male and female pupils.

Discussion

Influence of Parents' Economic (Financial) Status on Pupils' Education

In answer to the first research question, it was shown that parents' economic status had an influence on pupils' education. This happened through the provision of money for feeding at school as well as buying exercise books and pens, textbooks and uniform for school. Also, economic status of parents influenced the payment of school fees which ultimately affected the education of pupils in school.

The results obtained imply that economic level or the level of finances of a parent can influence how pupils perform in school. As was found in the study, parents who have the economic resources are able to pay fees promptly and provide the needed school materials for their children. The results of the current study are in line with the results of Tahir, Ishfaq, Begum and Sharjeel (2021) that parents' financial status and financial support affect students' academic achievements. Tahir et al. noted that this happened because parents were able to provide conducive learning environment at home and also provide incentives to their children.

The results of the current study that financial level of parents affect education of students also support the results of Fekadu, Negassa and Tegegne (2019) in Ethiopia that financial level of parents can affect academic performance of students. Poor parents may lack sufficient resources to effectively promote and support their children's development and readiness for school. Nja et al. (2022) supported this when they found that a correlation existed between family income and academic achievement.

The results that parental income affected education of students are further consistent with the results of Boateng, Asare, Manu, Sefah and Adomako (2021) that parental income affected academic performance of students. Idris and Rufus (2021) also added that socio-economic status of parents particularly in terms of finances influence the academic performance of their children in schools.

In the theories reviewed in this study, the Educational Productivity Theory assumed that factors relating to the individual student, teaching and learning process, and the school environment are influential in the academic

outcomes of students (Akhiehiero, 2011). In relation to the results obtained, the Educational Productivity theory can be said to have been confirmed because the theory identified the kind of background a child comes from as a factor that can influence academic outcomes. Essentially, children from high economic or financial background are likely to be supplied with materials needed for schoolwork and this can enhance the students' motivation to learn.

In my opinion, the finding that parents' economic (financial) status influences pupils' education through the provision of essential resources like food, school supplies, and the ability to pay school fees is, unfortunately, not surprising. It is an undeniable reality that access to basic necessities plays a crucial role in a child's educational experience and as such highlights the unfair advantages or disadvantages that pupils' face based on their parents' financial situation. This study thus confirms what many people already know instinctively that poverty poses serious obstacles to academic success. The outcomes highlight the pressing need for policies and programmes that tackle socioeconomic inequality and guarantee that all children, irrespective of their parents' financial situation, have fair access to education and the tools they require to succeed.

The results discussed in this section have shown clearly that the economic status of parents can affect the education of students. With high economic or financial status, parents can afford to provide the best resources and environment for students to succeed academically and vice versa.

Influence of Parents' Occupation on Pupils' Education

In answer to the second research question, the study found that, pupils' education were influenced by parental occupation in a positive way. It was

shown that parents were able to make time away from their work to help pupils in their homework, attended school meetings, kept eyes on their children to stay in school and pushed their children to do their best. The occupation of parents thus influenced how they were involved in the school work of their children and how they pushed their children to pursue academic work seriously.

The results in context of the current study imply that even though most of the parents were involved in mining as shown in the demographic data, they were still able to make time to get involved in the education of their children. Those who met very highly educated people through their work, realised how education changed lives and as such wanted their children to get the chance to work at high levels too. Based on this, they encouraged their children to push to study more.

The findings of the present study align with those of Juma (2016), indicating a correlation between parents' occupation and students' academic performance. This is consistent with the findings of Usaini and Abubakar (2015), who similarly demonstrated that students whose parents have formal occupations tend to perform better academically compared to those from parents with informal occupations. Usaini and Abubakar explained their finding by noting that parents with formal occupation saw how important education was and invested as well as encouraged their children to excel academically. The results of Mudassir and Abubakar (2015), who found that pupils of parents in formal employment outperform those of parents in informal employment, corroborated similar findings.

Furthermore, the findings that parental occupation can influence students' performance are consistent with those of Suman (2011) in Western

Uttar Pradesh, India, who found that family factors, such as parental occupation and education, had a significant relationship with their children's achievement. According to Okwan (2014), children whose parents work in "skilled" occupations like teaching, nursing, banking, and the like outperform their peers whose parents work in "unskilled" occupations like petty trading, subsistence farming, and day labour on construction sites, wood and cocoa loading sites. Okwan explained that the reason for the variances in the performance was attributed mainly to the involvement and investment of parents in the education of their children. Thus, parents in the "skilled" or formal jobs invested more resources and time in their children's education.

The ecological systems theory which was reviewed in the study has some connection to the results obtained. Paat (2013) explained that parents who worked in high level jobs created a certain environment where their children would be encouraged to pursue high level of education. Also, each of the ecological systems interact with and influence each other in all aspects of the children's lives (Evans, 2023). Thus, children from parents in high class occupations are likely to interact with other families of such occupations and this would encourage them to study and pursue such occupations in future life.

Personally, while the finding that parental occupation positively influences pupils through increased involvement in their education is encouraging, it also reveals a potentially problematic disparity. It suggests that parents with more flexible or less demanding occupations are better positioned to support their children's schooling. This raises concerns about children whose parents work long hours, multiple jobs, or in occupations that offer little flexibility.

From the forgoing discussion, it can be said that the nature or kind of occupation that parents have can affect the education of pupils. Based on the results, I believe that parents should be in jobs that can earn them much to contribute to their children's education while at the same time giving them some freedom or time to be involved in the education of their children.

Influence of Parents' Social Status on Pupils' Education

In answer to the third research question, the results showed that the social status of parents influenced pupils' education. This is because parents' social status made the parents feel education is important in society and in their social circle and this made them invest more in the education of their children. Also, the status and social circle of parents made them encourage their children to excel academically and even engaged them in extra tuition.

The results of the current study are in agreement with the results of India, Rather and Sharma (2015) that there was an established relationship between social status of parents and academic grades of students. In a similar vein, Qasem (2018) found that there was a connection between the social status and active involvement in the education of children. Qasem added that parents who had high social status felt that education was important and as such got very involved in the education of their children. This essentially improved the academic work of the children.

Additionally, in line with the results of this study, Goro (2018) found that parental social status or standing moderately influences pupils' academic achievement in primary schools. Several other researchers have found a connection between the social status of parents and the academic achievement of children. For instance, Aliyu (2016) showed that there was a significant

relationship between the family social status and academic achievement. Anetor (2021) also revealed that parents' social status influenced students' academic performance. All of these have been confirmed in the current study.

In agreement with the results of the current study that social class influenced the education of pupils, Onyancha, Njoroge and Newton (2015) revealed that parents with lower social class lead to poor academic performance while parents with higher social standing led to high academic performance. This happened because in the view of Onyancha et al. when parents are in a high social class, they are likely to see and meet people who are highly educated and through that invest and help their children to rise in education.

In relation to the theories reviewed in the study, the social conflict theory was confirmed. In the social conflict theory, society is based upon class relations and those from different class groups live different lives within the society (Nickerson, 2023). Individuals from lower class groups usually struggle achieving high standards in society compared to individuals from upper class groups. This means that parents from high social class would be motivated to achieve high standards compared to parents from low social class.

Also, the theory of socio-economic status of Weber depicts that there is a stratification system in society. The social stratification system is based on class, status and power. Parents who belong to high class, status and power are likely to have a lot of resources to aid in the education of their children (Ridgeway, 2014). This means that the academic performance of students is likely to be impacted by the class, status and power (elements of socio-economic status) of parents.

My personal opinion is that while it is a possibility that parents with higher social status may have more resources to invest in their children's education (financial, social, and informational), and that their social circles might reinforce the importance of education, this does not mean that parents of lower social status value education any less. Although many parents from all socioeconomic backgrounds place a high value on education, they might not be able to assist their children to the same extent due to structural obstacles. These barriers could include lack of access to quality schools, financial constraints, limited time due to multiple jobs, and lack of social capital. There is therefore the need for equitable access to resources and support for all students, regardless of their background.

Overall, from the discussion which has been done, it is clear that social status of parents can affect the education of pupils. This is because, parents from high social class background would invest and support their children to seek high standards in their education compared to parents from a low social class.

Influence of Parents' Level of Education on Pupils' Education

In response to the final research question, the study showed that parents' educational level influenced pupils' education. This is because the parents were able to check books of pupils, assist in homework, sign homework, comment on homeworks and even respond to letters and notices from schools. These meant that parents monitored and ensured that their children were learning and taking academic work seriously and ultimately, academic performance of pupils got improved.

The results of the current study are in line with the results of Azhar, Nadeem, Naz, Perveen and Sameen (2014) that parental education boosts up

their children's performance. Similarly, Goro (2018) found that parental level of education and income level have positive influence on pupils' academic achievement. Other researchers like Maghra, Galadima and Rufus (2019) revealed that father and mother's educational level influence the academic performance of students.

The outcomes of the current study are also consistent with those of Alokun, Osakinle and Onijangin (2013) that there are significant differences between academic performance of students from parents with high educational background and those with low educational background. Alokun et al. revealed that parents with high level of education supported their children to achieve academic excellence. Yelkpiri (2016) also found that to some extent, educational qualifications of parents influenced students' academic success. The participants in the study of Yelkpiri argued that parents' educational attainments enhanced home environment for students' learning. This was confirmed in the current study.

Bronfenbrenner's ecological systems theory is relevant in and related to the outcomes observed for this research question. In the ecological systems theory, the circle that the parent is involved in can influence the overall development of the child (Evans, 2023). In the context of the results of the study, parents' educational level can determine their circle of friends and ultimately the exposure children will have. In this regard, highly educated parents are likely to have a circle made up of highly educated people and as such their children are likely to be encouraged to excel academically.

It is my personal view that, while it is reasonable to assume that more highly educated parents might be more equipped to provide certain kinds of

academic support, this does not automatically translate to better outcomes for their children. This is because it is not all educated parents who would have the time, resources, and inclination to engage in the education of their children. Also, many parents with limited formal education find creative and effective ways to support their children's academic development, even if they can't directly help with complex homework assignments. They might instill strong values about education, provide encouragement, create a supportive home environment, or seek help from other family members or community resources. Ultimately, every parent wants the best for their child, irrespective of their educational level.

The evidence from the discussion has shown that educational level of parents can influence academic performance of students. Parents' educational level can influence how they are able to get involved in their children's education and this can influence children to put up their best to improve their academic work in school.

Gender Difference in Influence of Socio-Economic Status on Pupils' Education

The results of the independent samples t-test showed that there was a statistically significant difference between male and female pupils in terms of the influence of economic status of parents on pupils' education. Females were more influenced by parents' economic status than males. No statistically significant difference was observed in the influence of parents' occupation on male and female pupils' education. Also, regarding influence of parents' social status, no statistically significant difference was observed between male and female pupils. Finally, no significant difference was found in the influence of

parents' education on male and female pupils' education. It can be concluded from the results that significant difference was only observed in the influence of parents' economic status on male and female pupils' education. Across the other areas of parents' socio-economic status, male and female pupils did not differ significantly.

The results of the current study are in line with the findings by Acar, Büber and Tola (2015) that economically, females' performance was influenced more than that of males. In a similar vein, in Nigeria, Alade, Nwadingwe and Igbinosa (2014) found that gender was significantly associated with how economic status influenced academic achievement. Rahman, Munam, Hossain, Hossain and Bhuiya (2023) also explored socio-economic factors affecting the academic performance of students in Bangladesh and found that gender was significant in the academic achievement along with the economic status of parents.

Regarding the other areas of socio-economic status where there were no significant gender differences, the results were in line with those of Ego, Agbo-Peters and Egbo (2020) that there was no significant difference in males and females in terms of the extent to which parental qualification influence academic performance of students. This meant that the extent to which educational level of parents influenced the academic performance of pupils did not differ on the basis of gender.

I believe the finding that female pupils are more influenced by their parents' economic status than male pupils is intriguing and warrants further exploration. This difference suggests that economic factors may have a disproportionate impact on the educational experiences and outcomes of female

students. This could be because parents may allocate resources differently for male and female children, with females receiving more support and encouragement to pursue education as a means of economic mobility. The lack of significant differences in the influence of parents' occupation, social status, and education on male and female pupils suggests that these factors may have a more universal impact on students' educational experiences. Overall, the findings highlight the importance of considering the intersections of gender, economics, and education when designing policies and interventions aimed at promoting educational equity.

Chapter Summary

This chapter presented the results and discussion of the study. Four research questions were answered in the study along with one hypothesis. The results showed that the economic status of parents influenced pupils' education. In the same vein, parents' occupation influenced pupils. Parents' social status also influenced pupils' education as well as parents' educational level. Finally, statistically significant difference was found in the influence of parents' economic status on pupils' education. However, no statistically significant difference was observed in the influence of parents' occupation, social status and educational level on pupils' education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusions and recommendations of the study. Also, implications for counselling and suggestions for further research are presented in this chapter.

Summary of Study

The main purpose of this study was to examine the influence of parents' socio-economic status on basic school pupils' education in the Nsuaem Community of Western Region. Specifically, the study answered four research questions and tested one hypothesis.

Research Questions

1. What is the influence of parents' economic status on pupils' education?
2. How does parental occupation affect pupils' education?
3. What influence does parents' social status have on pupils' education?
4. What is the influence of parents' level of education on pupils' education?

Hypothesis

The hypothesis below was tested in the study:

H_{01} : There is no statistically significant difference in the influence of parents' socio-economic status on basic school pupils' education on the basis of gender of pupils.

H_{A1} : There is a statistically significant difference in the influence of parents' socio-economic status on basic school pupils' education on the basis of gender of pupils.

The literature review of the study dealt with the theoretical framework, the conceptual framework and the empirical review of the study. In the review, it was realised that the social conflict theory, education productivity theory, Max Weber's theory of socio-economic status and ecological systems theory of Bronfenbrenner all explain how the environment and background of parents can influence the education of their children. Concepts and empirical literature related to the objectives of the study were reviewed.

Mixed methods approach was adopted for the study. Concurrent mixed methods design was used. A sample of 173 students, 15 teachers and 20 parents were involved in the study. Total sample size for the study was thus 208. Data were collected using questionnaire and interview guide. Quantitative data were analysed using frequencies, percentages, means, standard deviations and independent samples t-test. Qualitative data on the other hand were analysed using thematic analysis.

Major Findings

The study revealed that parents' economic status had an influence on pupils' education. This happened through the provision of money for feeding at school as well as buying exercise books and pens, textbooks and uniform for school. Also, economic status of parents influenced the payment of school fees which ultimately affected the education of pupils in school.

The study found that pupils' education were influenced by parents' occupation in a positive way. Specifically, parents were able to make time to help pupils in their homework, attended school meetings, kept eyes on their children to stay in school and pushed their children to do their best. The occupation of parents thus influenced how they were involved in the school

work of their children and how they pushed their children to pursue academic work seriously.

Further, the results showed that the social status of parents influenced pupils' education. This is because parents' social status made the parents feel education is important in society and in their social circle and this made them invest more in the education of their children. Also, the status and social circle of parents made them encourage their children to excel academically and even engaged them in extra tuition.

The study again revealed that parents' educational level influenced pupils' education. This is because the parents were able to check books of pupils, assist in homework, sign homework, comment about home works and even respond to letters and notices from schools. These meant that parents monitored and ensured that their children were learning and taking academic work seriously and ultimately, academic performance of pupils got improved.

The independent samples t-test results revealed a statistically significant difference between male and female pupils concerning the influence of parents' economic status on pupils' education. Females were more influenced by parents' economic status more than males. No statistically significant difference was observed in the influence of parents' occupation on male and female pupils' education. Also, regarding influence of parents' social status, no statistically significant difference was observed between male and female pupils. Finally, no significant difference was found in the influence of parents' education on male and female pupils' education.

Conclusions

Based on the findings of the study, it was concluded that the education pupils in Nsuaem Community were influenced by parents' economic status in terms of how they can financially invest in their children's education. Excellence in education can happen when parents have the financial means to support their children. This puts finances as a key resource for excellence in education.

Also, parents can positively or negatively influence their children's education due to their occupation. This is because the kind of occupation of a parent can influence the amount of time they can dedicate in their child's education and the amount of push they can give the child to excel academically.

Additionally, it can be concluded that the social status of the parents would determine how they invest in the education of their children and ultimately the academic work of the children would be affected. Involvement and support from parents can improve academic performance of students. Such involvement and support depend on the educational levels of parents. It is concluded based on this that, parents can help improve performance of their children if they are also well educated because that may make them more involved in the schooling of their children and give them the ultimate support.

Finally, it was concluded that the education of male and female pupils are influenced differently by the economic levels of parents. Females are more likely to be influenced by economics of parents than males. However, male and female pupils' education were not influenced differently by parents' occupation, social status and educational level. From this, it is concluded that financial level of parents can affect female students more than male students' academic work

but the occupation, social status and education of parents influence both males and females in similar ways.

Recommendations

On the basis of the findings of the study, the following recommendations are made:

1. School authorities should use parent-teacher meetings to encourage parents to financially invest in their children's education. This can help improve the education of pupils.
2. School authorities should encourage parents to make time out of their work schedules to be able to be involved in the education of their children.
3. School authorities should use parent-teacher to educate parents on the need to create the opportunity for their children to interact with other children of parents in their social circles who can have a positive influence on the children. This can ultimately improve their academic work.
4. School authorities should encourage parents regardless of their educational levels to pay attention to the academic work of their children particularly at home.
5. School authorities should organize workshops for parents with female children to educate them to invest more in their children's education since it was found that female pupils are more influenced by the economic status of parents than male students.

Implications for Counselling

The findings of the study have several implications for counselling.

Firstly, counsellors in schools should provide comprehensive counselling for pupils, particularly those from homes where there is not a lot of parental support. This counselling can help the pupils adjust to the socio-economic challenges they may have.

Secondly, school counsellors in collaboration with teachers should identify children from homes with socio-economic challenges who are at risk of struggling in their academic work so that early interventions can be provided for them.

Moreover, counsellors can play advocacy roles in helping bridge the socio-economic gap between students. It is documented that in recent times, counsellors are beginning to play more advocacy roles outside of the provision of individual and group counselling to students (Hodgkinson et al., 2017). In this regard, counsellors can identify students from poor socio-economic background and advocate for support for them.

Finally, school counsellors can liaise with community leaders to provide support services for parents on how they can manage their socio-economic challenges to benefit their children. This is significant since in contemporary counselling literature, it is shown that one major task of counsellors is seeking social justice and building community partnerships to provide the best of help to students (Amari, 2021).

Contributions to Knowledge

From the findings of the study, it can be seen that the study reinforces existing research on the positive influence of parental socio-economic status

(SES) on pupils' education. It provides specific examples of how different facets of SES (economic status, occupation, social status, and education) manifest in tangible support for children's education (e.g., providing resources, assisting with homework, emphasizing the importance of education). Even though this is not new, this confirmation within the Nsuaem Community adds to the existing body of knowledge.

A notable contribution to knowledge is the finding that females are more influenced by parental economic status than males in terms of their education. This suggests a potential gender disparity in how economic resources translate into academic outcomes. This suggests that further studies may be needed to understand the underlying mechanisms.

Finally, the study highlights the importance of considering multiple dimensions of socio-economic status. The study showed how different dimensions of socio-economic status (economic, social, occupational and educational) affect pupils. This therefore reinforces and supports the idea that socio-economic status is a complex construct.

Suggestions for Further Research

The following are suggested for further research:

1. Researchers can examine the challenges of parents in taking care of their children from the perspectives of the parents. This can help make recommendations to improve the lives of parents and the children.
2. Similar studies can be conducted in different study settings in different areas across the country. This can help establish whether similar situations are seen in other parts of the country.

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APPENDICES

Section B: Parental Economic Status and Pupils' Academic Performance

Please indicate whether you agree with the following statements. Use the scale:

1=Strongly Disagree (SD), 2= Disagree (D), 3= Agree (A) and 4=Strongly

Agree (SA)

Statement	1	2	3	4
1. My parents pay school fees on time				
2. My parents buy me enough text books				
3. My parents buy me required school uniform				
4. My parents provide me with enough exercise books, pens				
5. My parents provide me with enough money for my feeding				

Section C: Parental Occupation and Pupils' Academic Performance

Please indicate whether you agree with the following statements. Use the scale:

1=Strongly Disagree (SD), 2= Disagree (D), 3= Agree (A) and 4=Strongly

Agree (SA)

Statement	1	2	3	4
1. My parents are available to help me in home work all the time				
2. My parents are too busy because of their jobs to attend my academic issues				
3. My parents' occupation does not allow them to attend school meetings				

4. My parent' occupation makes me absent at school most of the time				
5. My parents push me to study so I can get jobs like theirs				

Section D: Parents' Social Status and Income and Pupils' Academic Performance

Please indicate whether you agree with the following statements. Use the scale:

1=Strongly Disagree (SD), 2= Disagree (D), 3= Agree (A) and 4=Strongly

Agree (SA)

Statement	1	2	3	4
1. My parents recognize education to be important in society				
2. My parents believe education is important in their social circle				
3. My parents financially invest in my education				
4. My parents make me study together with children of their friends and colleagues				
5. My parents pay for me to join extra classes				

Section E: Parents' Level of Education and Pupils' Academic Performance

Please indicate whether you agree with the following statements. Use the scale:

1=Strongly Disagree (SD), 2= Disagree (D), 3= Agree (A) and 4=Strongly Agree (SA)

Statement	1	2	3	4
1. My parents are able to check my books and home work				
2. My parents assist me in doing my home works				
3. My parents sign my academic home works				
4. My parents write comments about my home works				
5. My parents read and reply the letters from school				

APPENDIX B

INTERVIEW GUIDE FOR PARENTS

Introduction

I would like to thank you for agreeing to participate in this study.

Rationale

This interview guide is designed to examine the influence of parents' socio-economic challenges on the academic achievements of basic school pupils in the Nsuaem Community of Western Region. Your views are necessary to the outcomes of the study. The whole interview is likely to last for 30 to 45 minutes.

I would like to record this interview with your permission.

Confidentiality

I would like to assure you that any information you provide during this interview will be kept privately and confidential. Reference will not be made to your name if any information you provide is quoted verbatim. Therefore, your participation remains completely anonymous. If you are not comfortable talking about any sensitive issue, you have the right to wave your response. At any time within the course of this interview, you can decide to stop participating and it will be okay with me.

1. How old are you?
2. Are you married?
3. If yes, do you live with your spouse?
4. How many children do you have?
5. What job do you do?
6. How would you describe your economic standing and background?

7. Do you think your economic standing affects the academic performance of your children?
8. If yes, in what way does your economic standing affect the academic performance of your children?
9. Do you think your occupation affects the academic performance of your children?
10. If yes, in what way does your occupation affect the academic performance of your children?
11. Do you think your social status affects the academic performance of your children?
12. If yes, in what way does your social status affect the academic performance of your children?
13. Do you think your level of education affects the academic performance of your children?
14. If yes, in what way does your educational level affect the academic performance of your children?
15. Do you have any additional comment?

Thank you for your time.

APPENDIX C

INTERVIEW GUIDE FOR TEACHERS

Introduction

I would like to thank you for agreeing to participate in this study.

Rationale

This interview guide is designed to examine the influence of parents' socio-economic challenges on the academic achievements of basic school pupils in the Nsuaem Community of Western Region. Your views are necessary to the outcomes of the study. The whole interview is likely to last for 30 to 45 minutes.

I would like to record this interview with your permission.

Confidentiality

I would like to assure you that any information you provide during this interview will be kept privately and confidential. Reference will not be made to your name if any information you provide is quoted verbatim. Therefore, your participation remains completely anonymous. If you are not comfortable talking about any sensitive issue, you have the right to wave your response. At any time within the course of this interview, you can decide to stop participating and it will be okay with me.

1. How long have you been teaching in this school?
2. Do you know the families of your pupils?
3. If yes to question 2, how well do you know the families?
4. In your own view, do you think the economic background of parents can affect their children's academic performance?
5. In what ways, does the social status and income of parents affect their children's academic performance?

6. Do you think the occupation of parents affects the academic performance of their children?
7. Do you think the educational level of parents affects the academic performance of their children?
8. Do you have any additional comment?

Thank you for your time.

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD



UNIVERSITY POST OFFICER
CAPE COAST, GHANA

DATE 9th October 2023

Dear Sir/Madam,

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman CES-ERB

Prof. J. O. Omotosho

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Prof. Linda Dzama Forde

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The bearer, Dora Adebassah
Reg. No. Ef/ACT/22/0009
M.Phil. ~~Ph.D~~ student in the Department of Guidance and
Counselling in the College of Education Studies
University of Cape Coast, Cape Coast, Ghana. He/She wishes to
Undertake of research study on the topic:
Socio-economic challenges and academic
performance of Basic School children
in the Nsamen Community of the Western
Region

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirmed that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank You.

Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX E
INTRODUCTORY LETTER


UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Tel: 0332061854
Email: dp@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/FER/DGC/LL2/VOL.3/02
Your Ref:

11th March, 2024




TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Dora Adebassah a student pursuing an M.Phil programme in Guidance and Counselling at the University of Cape Coast. As a requirement, she is to submit a thesis on the topic: *"Socio-Economic Challenges and Academic Performance of Basic School Children in the Nsuaem Community of the Western Region"*. We are by this letter affirming that, the information she will obtain from your institution will be solely used for academic purposes.

We would be most grateful if you could provide her with the necessary assistance.

Thank you.



Dr. Sylvia Ocansey
HEAD OF DEPARTMENT