

UNIVERSITY OF CAPE COAST



PARENTS' SOCIO-ECONOMIC STATUS AND PARENTAL ACADEMIC  
SUPPORT FOR STUDENTS: THE MODERATING ROLE OF  
RELIGIOSITY

SALIFU NDEGO ATILATA

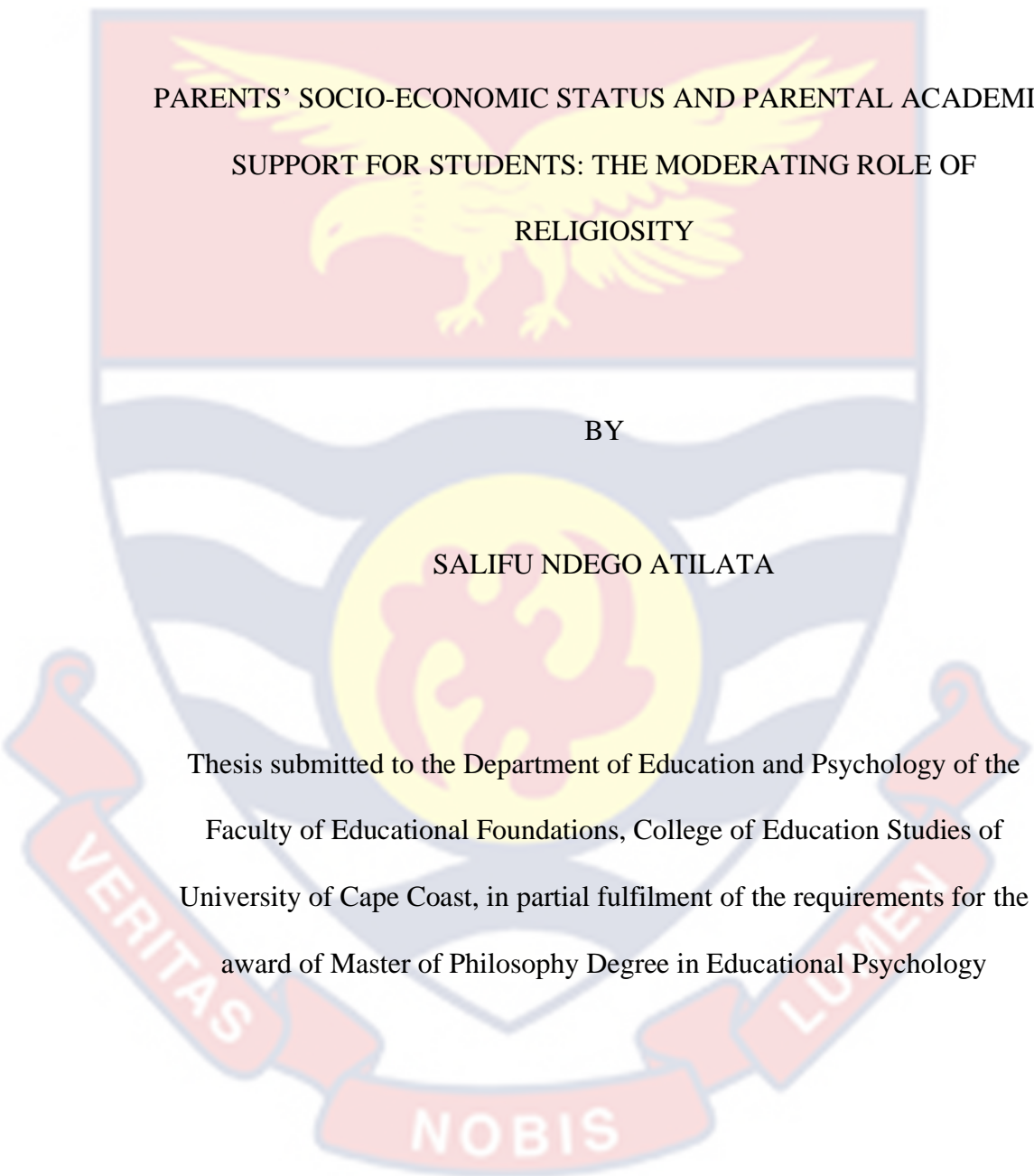
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PARENTS' SOCIO-ECONOMIC STATUS AND PARENTAL ACADEMIC  
SUPPORT FOR STUDENTS: THE MODERATING ROLE OF  
RELIGIOSITY

BY

SALIFU NDEGO ATILATA

This thesis submitted to the Department of Education and Psychology of the  
Faculty of Educational Foundations, College of Education Studies of  
University of Cape Coast, in partial fulfilment of the requirements for the  
award of Master of Philosophy Degree in Educational Psychology

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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: .....

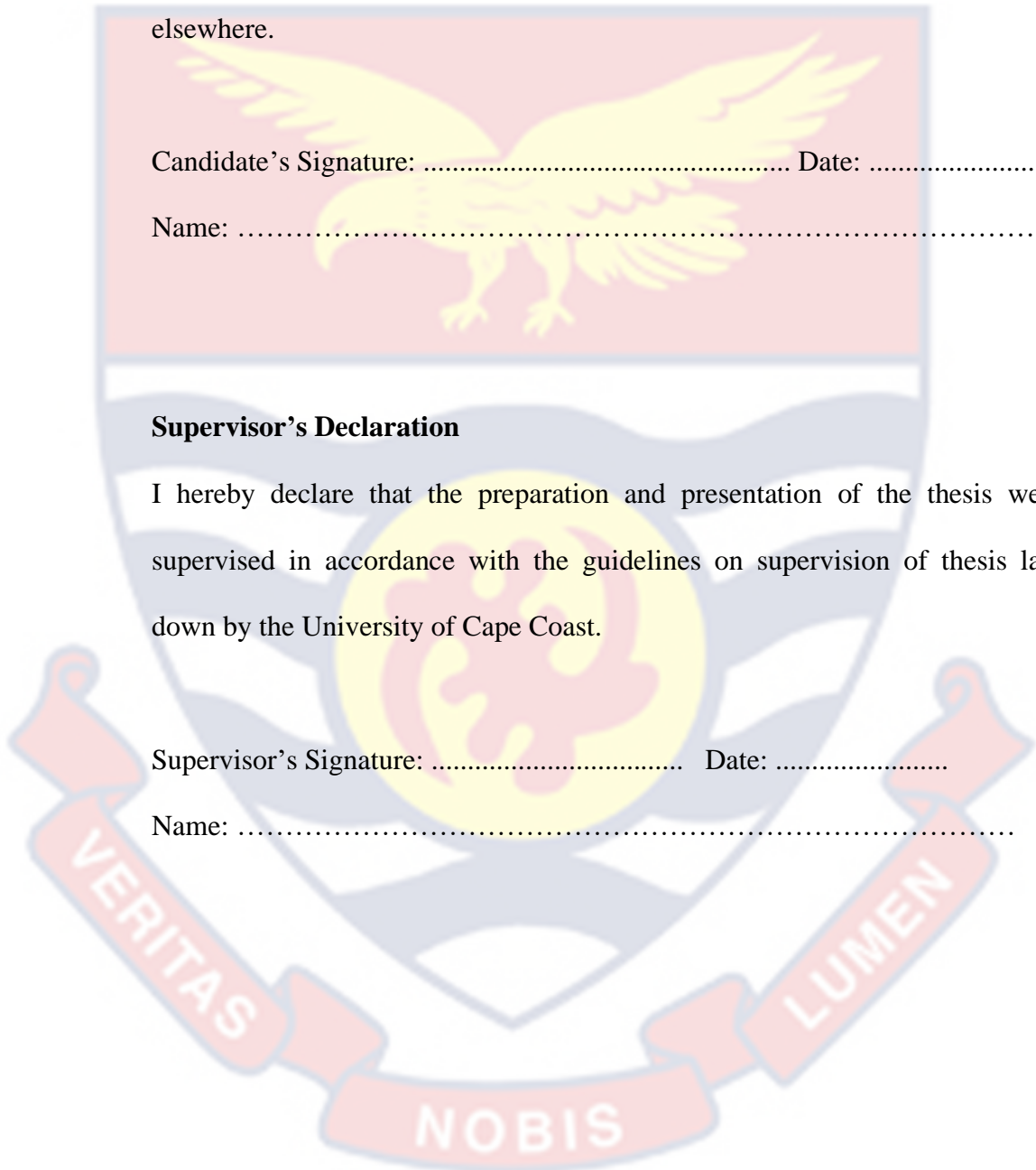
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### Supervisor's Declaration

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

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## ABSTRACT

This study examined the relationship between parents' socio-economic status and parental academic support for students and the moderating role of parents' religiosity. A descriptive cross-sectional design approach was used for the study. With a sample size of 400 junior high school students, 346 participants responded to structured questionnaires. Frequencies and percentages, multivariate analysis of variance, and moderation analysis with Hayes' PROCESS were the primary statistical methods used in this study. The study found that most parents having children in JHS at the Binduri District were within the middle-level socio-economic status. Autonomy support was the major form of academic support that JHS students in the Binduri Districts had from their parents. Again, parents' socio-economic status did not significantly predict parental academic support for JHS students in the Binduri District, while parents' religiosity significantly predicted parental academic support for JHS students in the Binduri District. However, parents' religiosity did not moderate the relationship between parents' socio-economic status and parental academic support. There was no gender difference in the academic support JHS students received from their parents. Based on the findings, it is recommended that parents should make an effort to raise their socio-economic status levels so that they would be able to support and provide for the needs of their kids in Junior High School. Parents should also give their kids the form of academic support that helps the students to be more relaxed and expressive. Parents are recommended not to take their religiosity for granted as it goes a long way to influence the academic support, they have for their kids in JHS.

## KEYWORDS

Academic Support

Autonomy Supportive Involvement

Controlling Parental Involvement Support

Parental Academic Support

Religiosity

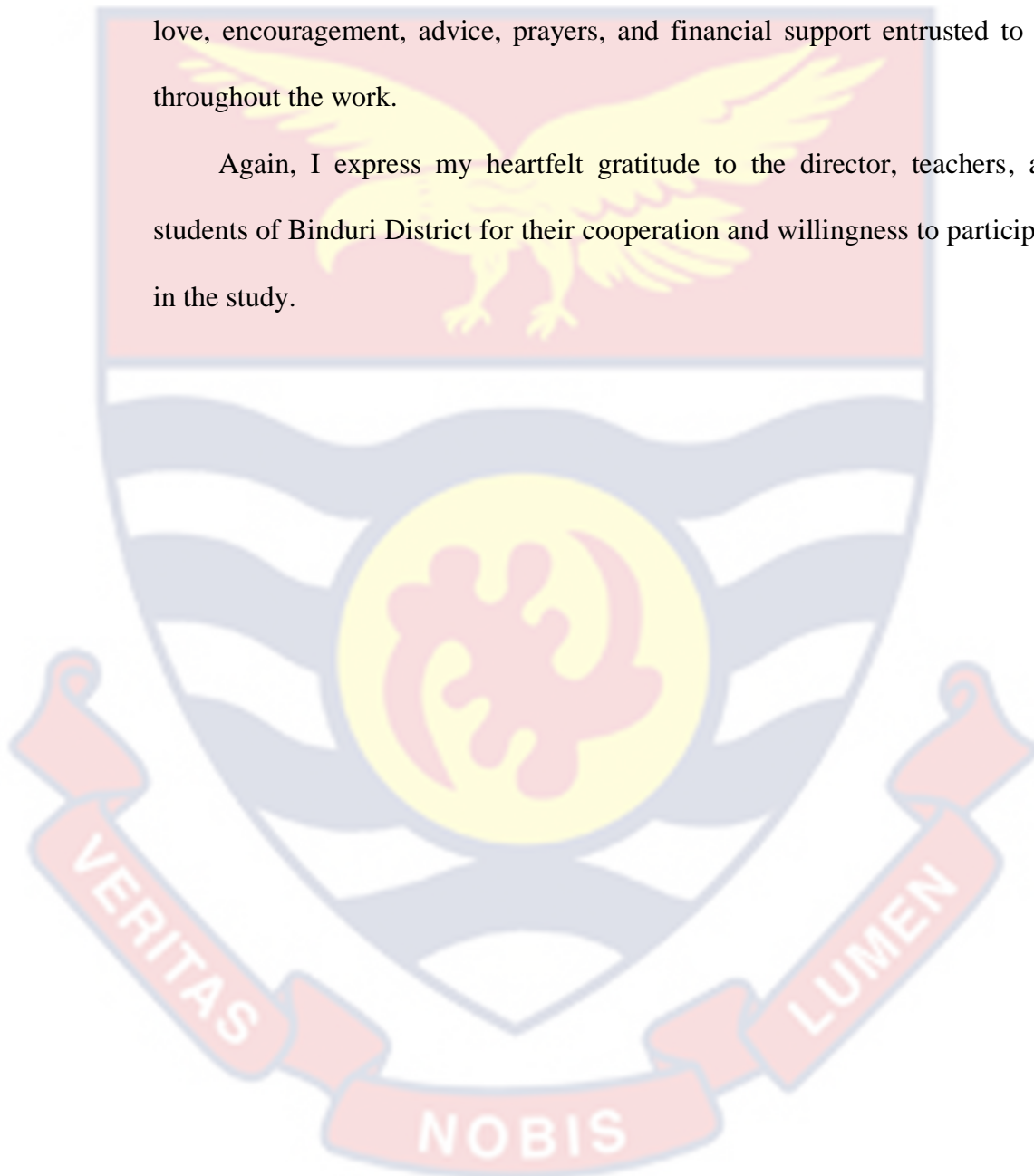
Socio-economic Status



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## DEDICATION

To my beloved and extended families for their devoted commitment to me in  
the realization of this write-up.





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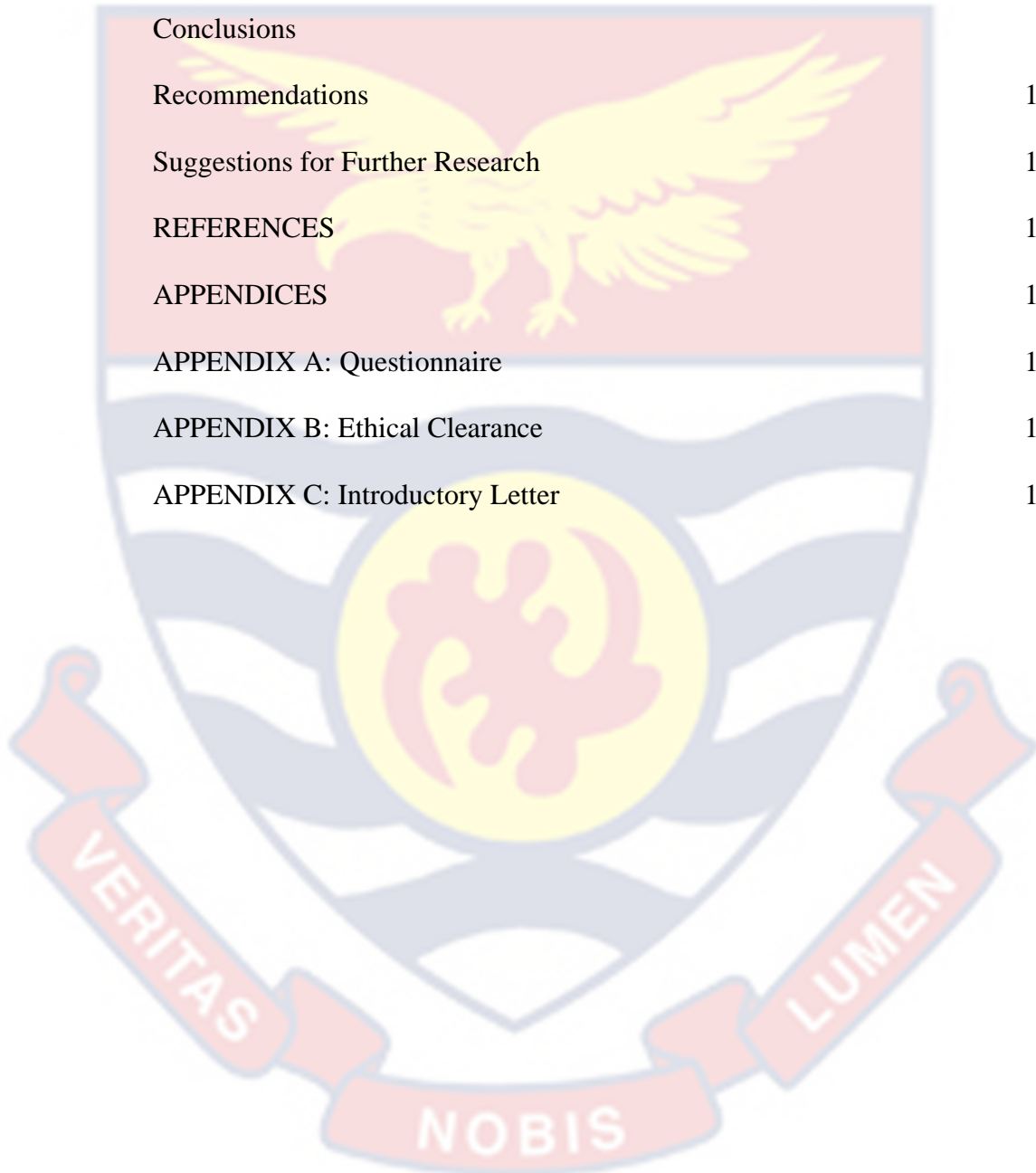
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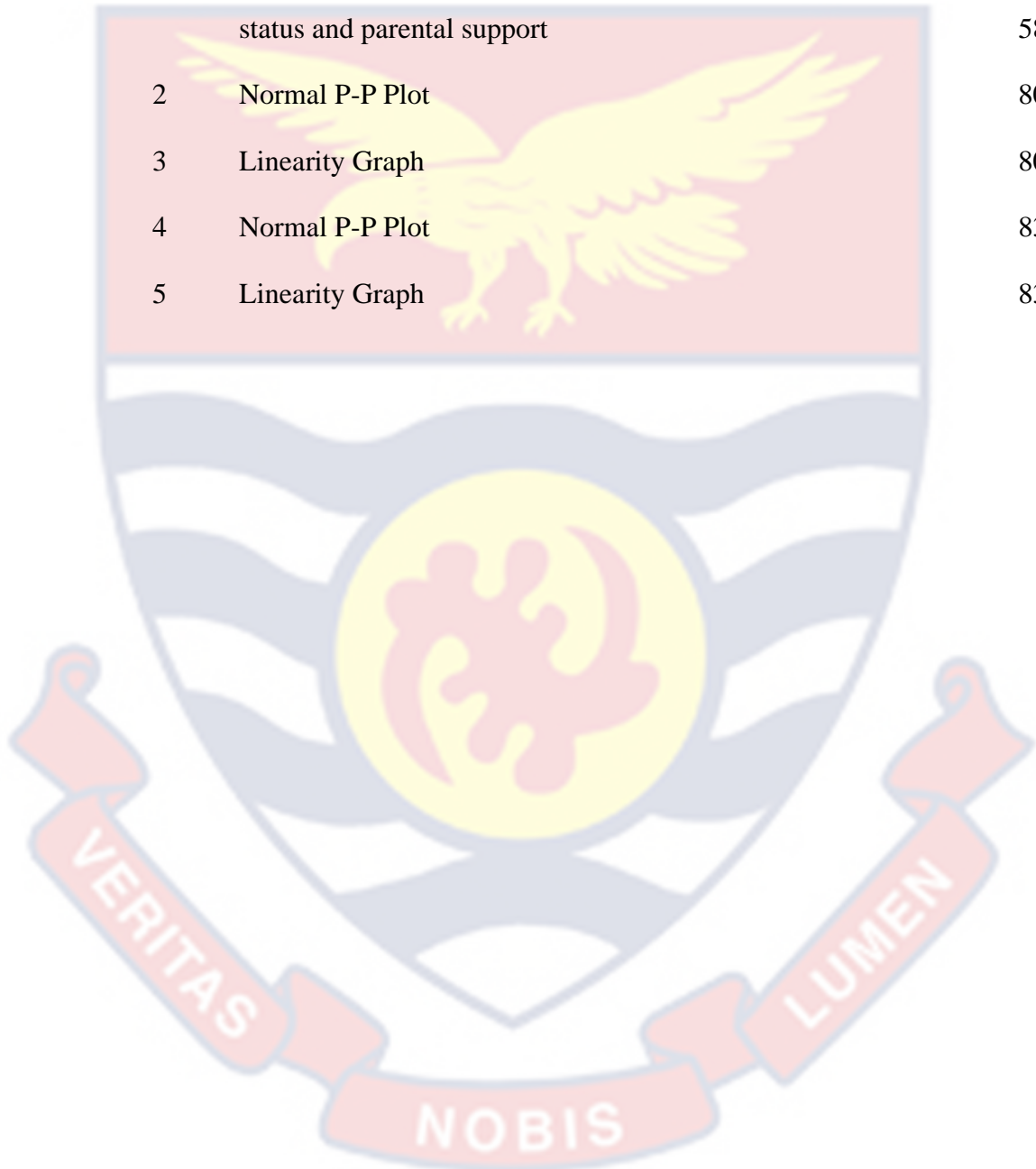


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**LIST OF ACRONYMS**

DUREL Duke University Religiosity Index

GSS Ghana Statistical Service

IR Intrinsic religiosity

NORA The Non-organizational religious activity

ORA The Organizational religious activity

PTA Parent Teacher Association

SES Socio-Economic Status

SSA Sub-Saharan Africa

UCC University of Cape Coast





## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Over decades, cross-cultural studies have found that children success in school has been made possible due to a combination of factors (Foy & Olson, 2009; Mullis, Martin, Foy, & Arora, 2012). Consequently, researchers have looked into whether factors—such as parental socioeconomic position, parental support, and parental religiosity—play a role in this achievement.

The moderating role of religiosity appeared critical in students' school successes (Fan, 2001; Hong & Ho, 2005; Kung & Lee, 2016). Bichi (2012) described socio-economic status as a family's resource, such as accommodation, stimulating home environment for intellectual growth, and opportunities for general growth. The educational impact of a child may be adversely influenced by family conditions such as unsatisfactory accommodation. The interest and the attention of learners could be distracted, which could impact the whole process, from large families with inadequate facilities due to poor economic conditions.

According to the American Psychological Association, a person's socio-economic status can be determined by income, education level, and occupation. It can also be determined by looking at the position of the person's family in society and the resources they have access to (Ghaemi & Yazdanpanah, 2014; Mueller & Parcel, 2018). How financially and socially successful one is in relation to one's contemporaries is quantified by one's socioeconomic status (SES) (National Center for Statistics on Education, 2008).

According to Parsons, Hinson, and Sardo-Brown (2001), “socio-economic status” is used to differentiate between relative positions/status among persons in terms of family income, political influence, educational background, and occupational standing. This quality reflects society’s social structure (Oakes & Rossi 2003). A parent’s socioeconomic position can be defined as their degree of education, occupation, and income (Jeynes, 2002).

The term “parental support” refers to a methodical strategy for informing families of their obligations to their children’s schools, encouraging parents to become actively involved in their children’s learning, strengthening families as partners in their children’s education, fostering open lines of communication between schools and families, and incorporating parents’ expertise and perspectives into lesson plans (Bower & Griffin, 2011; Lindberg & Demircan, 2013).

According to Agbo-Peters and Egbo (2020), education is a welcome addition because children from unsatisfactory backgrounds or those without certain facilities or services are going to school with the expectation of discovering the basic qualities that are missing in their homes. Of course, these two types of students have different requirements. The family’s socioeconomic status has implications for the achievement of education. Some parents cannot afford school fees regularly because of adverse economic conditions, so they are forced to send their children to substandard schools (Agbo-Peters & Egbo, 2020).

Lack of access to these resources makes it more probable that a child’s scholastic progress may suffer due to diminished parental involvement and involvement. Research into parents’ roles has led to a growing shared

understanding over the years, but some important points still need to be addressed. In particular, attention should be given to the lack of agreement on the substantive or substantive nature of parental support. The extent to which parents encourage their children to learn and grow in specific contexts at home and school has been operationalized in various ways (Agbo-Peters & Egbo, 2020). It is not that they do not care as much as parents who have more financial means, but rather that they cannot afford to provide the same level of care for their kids (Blake, 2002; Aliyu, 2006).

Students from low-income families may struggle academically due to a lack of resources and parental encouragement for independent study. Parental involvement in their children's education was shown to be higher among those from better socioeconomic status in a study conducted by Ewijk and Slegers (2011) compared to those from lower socioeconomic status (Turney & Kao, 2009). Because most families in low-income socioeconomic brackets rely on earnings from manual labour to meet their basic needs (such as food and shelter), this is the case (Ratcliff & Hunt, 2009). Hunger, physical and emotional maltreatment, and chronic sickness are only some of the health-related characteristics that Carlson et al. (2008) found to be associated with worse academic achievement. Poor parents cannot afford to offer their children the myriad resources and support systems essential to their children's academic success. It is not that they are not driven by money but rather that their resources are inadequate to meet their needs in the social and economic spheres (Blake, 2002).

Having supportive parents is a major indicator of a student's future success in school. The term "parental support" is commonly used to describe

the effort parents put into their children's schooling (Larocque Kleiman, & Darling, 2011). Children's academic success is positively correlated with parental involvement in their education (Barnard, 2004; Bower & Griffin, 2011; Hill & Craft, 2003; Hill & Taylor, 2004). Researchers have therefore advocated using the parental support of different student groups to reduce success gaps (Bower & Griffin, 2011; Jeynes, 2011). Therefore, researchers must investigate the causes of varying degrees of parental support to inform school policy reformers of all viable strategies for boosting parental involvement, which will, in turn, improve student performance and narrow achievement inequalities (Alghazo & Alghazo, 2015). Parental involvement in schools has been studied extensively, and its effects have been found to extend beyond simply improving students' academic outcomes (Bower & Griffin, 2011). Incorporating parents into their children's education is one example of how increased social capital has given youngsters an edge in the classroom (Bower & Griffin, 2011). Many global efforts aimed at bettering schools will implement new academic programmes and curricula with an emphasis on rallying parental involvement and raising student accomplishment (Al-Jabery & Zumberg, 2008; Fayez, Sabah & Rudwan, 2011). That is why it is crucial to consider anything that can influence parents' interest in their kids' schooling (Agbo-Peters & Egbo, 2020).

Parental support contributes to students' academic success at school (Vellymalay, 2012). The greater the socio-economic status, the greater the degree of parental support is predicted to be (Altschul, 2011; Lau, Li & Rao, 2011). Increasingly, parental support has been associated with parental involvement. Numerous studies have also revealed that stronger parental



support and academic achievement are correlated with higher socioeconomic positions (McNeal Jr, 2001). Some researchers have even concluded that a child's socioeconomic situation predicts the degree to which their parents would encourage their education and, in turn, their child's success in school (Vellymalay, 2012).

Numerous factors affect parental involvement in their children's schools, such as the parents' socioeconomic status (SES), educational attainment, and employment and school hours (Qasem, 2018). Parents who encourage their children's education offer their children the tools they need to succeed (Phillips, 2009). Parents that are enthusiastic about their children's academic success highlight the importance of not only getting their homework done but also doing it properly. In order to help their children to succeed in school, involved parents carefully monitor their children's progress and help them identify areas of strength and improvement (Reilly, 2008).

Family involvement was proven to be equally effective in academic success as schooling. Multiple other studies have examined the role of families and their influences on the learning process, adding to the one already cited. Evidence suggests that when parents are engaged in their children's education, student accomplishment and learning benefit (Lawson, 2003; Jeynes, 2015; Castro et al., 2015). Some research also suggests that families' socioeconomic status affects the priority they place on their children's education (Cetin & Taskin, 2016). These studies show that a student's enrolment in school, parental support, and academic performance are all affected by the family's socioeconomic status (Lindberg & Demircan, 2013; Hair, Hanson, Wolfe & Pollak, 2015).

Religiosity is significant in human life as it affects actions and personality development, relaxed emotions, increased self-esteem, and satisfaction. Religiosity refers to a ritual, worship, and prosocial behaviour (Hamzah, Suandi, Hamzah & Tamam, 2014). Religiosity is one of the key pillars of youth growth and spiritual need (Imam, Nurullah, Makol-Abdul, Saodah, and Hazizan 2009). Hamzah et al. (2014) argue that an individual's feeling of purpose in life and their resulting behaviour can be enhanced by integrating religious belief and spiritual needs with their surrounding environment.

The role of socio-economic status in the current religious situation in most countries has become increasingly difficult to ignore because research has shown that religiosity affects economic outcomes (Tomalin, 2018; Abdussalam, Johari, & Alias, 2015; Aslam, 2014; Beyes, 2014; Plouffe & Tremblay, 2010). Religion is a significant social institution, both cultural and universal. It has a tremendous impact on the attitudes, beliefs, and actions of individuals as well as society, and religiosity is a degree that can include all aspects and dimensions of religious activities. Over-observance of religious rites and customs, or religiosity, is also considered extreme (Gallagher & Tierney 2013). McBride (2016), Koenig (2012), and Gebauer, Sedikides, and Neberich (2012) are just a few of the studies that have linked particular religious activities to improved mental health, greater happiness, and a more charitable outlook on the world.

Research conducted by Gallup (2009) in 114 countries found that most religious countries have a poor per capital GDP of below \$5000, reflecting the strong relationship between a country's socioeconomic status and residents'

religiosity levels, high levels of anxiety, joblessness, and poverty are the results of discord in a nation's economic, political, and social systems (Tomalin, 2018). Ighadalo (2012) pointed out that there are deficits in income and material resources in most developing countries where people are highly religious, which hinder the optimum production of basic needs, including food, health, education, clothing, and shelter.

The degree to which religion is practiced, encompassing all forms and dimensions of religious practices, is known as religiosity. People's beliefs and practices in religious communities have far-reaching effects on their personal and collective worldviews (Ajoke & Sunday, 2019). Extreme belief in and adherence to religious rites and customs constitute what some call "religiosity" (Gallagher & Tierney, 2013).

Religion is all-encompassing, touching every facet of a person's existence (Stearns & McKinney, 2018). Recent polling has shown that an overwhelming majority of the population (89%) has faith in God, while another 13% have faith in some supernatural being (Pew Forum on Religion and Public Life, 2014). In addition, parents affect their children's religiosity through their actions, such as encouraging them to do well in school (Jacobs, Miller, Wickramaratne, Gameroff, & Weissman, 2012; Stearns & McKinney, 2017, 2018b).

There appears to be a favourable correlation between parental religiosity and parenting flexibility, as shown by the research (Mahoney et al., 2001). According to research by Pearce and Axinn (quoted by Duriez, Soenens, Neyrinck, & Vansteenkiste, 2009), maternal religion is a strong predictor of mother-child relationships and academic support. Snider,



Clements, and Vazsonyi (2004) state that parents who are perceived to be extremely religious are more supportive of their children's academics, whereas King (2015) claims that more religious fathers are interested in their children's education. According to Gunnoe, Hetherington, and Reiss (as stated in Duriez, Soenens, Neyrinck, & Vansteenkiste, 2009), religious parents are more likely to be authoritarian yet still want their kids to have a good education.

Research has shown that religiosity has an impact on economic outcomes, making it increasingly problematic to ignore its impact on the socioeconomic position and academic assistance for students (Tomalin, 2018; Abdussalam, & Alias, Johari, 2015; Aslam, 2014; Beyes, 2014; Plouffe & Tremblay, 2017). Unquestionably, Ghana seems to be one of the most religious nations in the world, and its people rely on their faith in God for their hope and sense of security in life. Even Nevertheless, religious institutions continue to strongly support religion as a major factor in reducing poverty. Ajoke and Sunday (2019) assert that religion significantly contributes to establishing a balanced socioeconomic status and parental academic support.

Only a small number of studies—among them Aslam (2014), Abdussalam, Johari, and Alias (2015), Taiwo and Agwu (2016)—investigated the connection between parental socioeconomic position and parental support for education, but none of these examined the moderating effect of religion. These writings confirmed that religion gives rise to a new mode of thought that shapes cultural norms and standards. According to Businelle et al. (2013), lower levels of parental socioeconomic status are linked to detrimental mental health outcomes like attention-deficit hyperactivity disorder, depression, and conduct disorder. Conversely, higher levels of parental socioeconomic status

are linked to positive psychological outcomes like optimism, self-esteem, and control (Fassbender & Leyendecker, 2018).

Ghana, like any other “third world country,” is suffering from the religious and economic crisis, which principally influences the socio-economic status of its populace and how parents involve themselves in educating their younger ones (Osei-Owusu, Ampofo, Akyina, Ampomah, & Osei-Owusu, 2018). Ghana is a lay country legally, but Ghanaians are strongly religious in behaviour (Pobee as cited in Osafo, Asampong, Langmagne, & Ahiedeke, 2014). In Ghana, there are three major religious branches. Christianity is 65%, Islam is 15%, and 20% are orthodox religion (Osafo, Asampong, Langmagne & Ahiedeke, 2014). Religion is a strong social force that has had such an impact on culture that it now permeates the entire national public sphere with its ideas and actions (De Witte, 2003; Gifford, 2004; Assimeng, 2010).

For instance, faith, globalization, and development are unified by social and cultural convergence (Heaton, James & Oheneba-Sakyi, 2009). However, the links between religion and other social structures are not well known. Busia (as cited in Heatan et al., 2009) argues that religion in Ghana is the core organizing framework in which all else is structured. Lorimer (as cited in Heatan et al., 2009) found that Ghanaian culture and institutions, such as reproductive behaviour and marriage, were soaked and conditioned by religion. In Ghana, one’s religious affiliation, belief system, and religiosity are becoming public, and private issues and prominent rituals such as funerals and weddings are endorsed in religious situations. Social networks are enabled by one’s religion, and the lack of religion can lead to shame in one’s life.

According to Yirenkyi (2000), Ghana's culture, identity, and politics are mostly shaped by religion.

Heatan, James, and Oheneba-Sakyi (2009) argued that in Ghana, their children's socioeconomic status and parental academic support are formed by the outlines of religious involvement, the content of religious communication, and the connections between religious groups. Faith in God, obedience to his teachings, petitioning for his help, and providing generous support to religious institutions are all messages that echo one another in religious discourses and texts, promising prosperity and a better future for God's children. This message can be found in a wide variety of settings; however, it takes on a number of different forms depending on the particulars of the setting in question. Concepts like God's ability to solve difficulties and shower his people with prosperity are central to this view (Gifford, 2004).

Repetition of the message may encourage materialistic pursuits and boost feelings of self-efficacy, as suggested by the research of Heatan, James, and Oheneba-Sakyi (2009). The religious houses reiterate the value of education that is emphasised by society at large. The message is strengthened if religious leaders are financially successful and their peers adopt the same message. Concern that secular education would weaken religious beliefs may also contribute to some groups' lower levels of educational attainment and academic support for kids. Parents' reluctance to invest in their children's education has been proven to be influenced by their concerns about secular influence (Lehrer, 2004). If deeply religious people believe that outcomes come from God rather than their efforts to invest in their children's education for the future, then religious participation may impede success and

advancement in life. It is possible that investing time and money in religious organisations is less effective than investing in other forms of investments like employment, education, and other economic endeavours.

The socio-economic status of parents is believed to affect the parental academic support of their children (Heyneman, 2005). However, the direct or indirect effects of parents' socio-economic status on parental academic support of their children seem unclear. "Of these, a particularly interesting one is the role religiosity has on either a direct or an indirect effect of socio-economic status on parental academic support. While most studies to date have focused on how one's upbringing can affect one's ability to complete high school and college, it is important to remember that education is a process, not a destination and that one's early successes can have a profound impact on their children's later successes through their parents' religious worldviews (Li & Qiu, 2018; Long & Pang, 2016).

Again, studies conducted by Aslam (2014), Abdussalam, Johari, and Alias (2015), and Taiwo and Agwu (2016) examined the role played by religion in alleviating poverty, influencing socioeconomic status and the values of the society. These studies were enormous but fell short of how religiosity influences the link between socio-economic status and parental academic support. Not only that, but research on these variables as a whole has largely ignored their unique domains and dimensions in favour of broad, overarching definitions and metrics (Fassbender & Leyendecker, 2018; Businelle et al., 2013). Given these facts, it should be expected that the high rate of religiosity among parents could mediate the relationship between parents' socio-economic status and parental academic support. However, less



is documented about the moderating role of religious beliefs and practices on parental socio-economic status and academic support”.

Stokes (2008) noted that religion and education usually might not focus on the impact of religiosity on educational outcomes; however, some documented literature showed a linkage between individual religious behaviours and educational outcomes. As stated by Stokes (2008), academics have speculated that religious affiliation provides a form of social capital from which youth might either benefit or suffer in their interactions with community elders in schooling. A number of investigations have somewhat supported this notion. Despite the inter-generational essential effect in the various social capital explanations, studies may not have directly explored the role of parental religiosity, parents' socio-economic status, and parents' academic support for their children, hence this study in Binduri District, Ghana.

### **Statement of the Problem**

Ghana's government has, for some time now, made steady investments in facilities, programmes, and staff to guarantee that its citizens have access to top-notch academic training. Despite these efforts, Ghana still struggles with poor levels of educational attainment, particularly at the primary and secondary school levels (Ani-Asamoah, 2016). Therefore, it is important to investigate why only 16% of the population is educated to the tertiary level despite the fact that 56.0% of the population (about 26 million) is between the ages of 14 and 64 in this country (Ghana Statistical Service, 2010).

It is undeniable fact that most parents in the Binduri District are made up of farmers and traders, of which activities they are able to fund their wards

education. Sometimes, they engage the children in farming and hawking activities during school days without considering the corresponding effects on their wards' performance. A good number of parents who are Christians also fault in committing their children to religious activities. Muslims, at times, engage the children in Arabic recitation and attending weekly prayers, commonly referred to as Jumah prayers, at the expense of their wards' education. At worst, the children are used for begging on the principal streets in the name of Zakat, a pillar in Islam. The observations are consistent with the findings of Pajarariato (2020), Poza et al. (2014), and Gomes et al. (2013), who indicated that parents' religiosity influences parental academic support children do receive from their parents. This is not an exemption to Binduri District, a specific study would help unravel issues.

Children's educational outcomes can be affected by various factors, including family income, school resources, and religious affiliation (Ani-Asamoah, 2016). Since they have the means, the family has decided to send one of their children to school. If parents know the value of education for their children, why does the United States continue to struggle with such low achievement rates? There is evidence linking parents' income and religiosity to their children's success in school (Altschul, 2011; Lau, Li & Rao, 2011).

According to Willingham (2012), the direct contribution of parental socio-economic status to children's educational attainment is not very clear but could be possible in the long-run when parental religiosity moderates parental academic support. Inference can be made from here as the reason for not attaining 100 percent basic education even with the "Free Compulsory Universal Basic Education Program" in Ghana. With this, it is possible that

parents with high levels of socio-economic status, academic support and religiosity are likely to create opportunities for their children to advance their education than those with less of it. It is therefore defensible to examine whether parental religiosity positively or negatively moderates the relationship between parents' socio-economic status and parental academic support, using junior high school students in the Binduri District in the Upper East Region, Ghana.

### **Purpose of the Study**

The study sought to establish whether religiosity moderates the relationship between parents' socio-economic status and parental support in Binduri District in the Upper East Region, Ghana. Specifically, the study sought to:

1. Find out the level of socio-economic status of parents having their children in junior high schools.
2. Find out the type of parental academic support of junior high school students in the Binduri District.
3. Establish the influence of parents' socio-economic status has on parental academic support of students in junior high schools in the Binduri Districts.
4. Find out the extent to which parental religiosity affects the parental academic support for students in the Junior high schools in the Binduri District.
5. Establish the moderating role of parental religiosity in the relationship between parents' socio-economic status and parental academic support of students in the Binduri District.



6. Examine the gender differences in parental academic support for students in Junior High Schools in the Binduri District.

### Research Questions

1. What is the level of socio-economic status of parents having their children in junior high schools?
2. What type of parental academic support do students in junior high schools in the Binduri District have?

### Research Hypotheses

1.  $H_0$ : Parental socio-economic status does not influence parental academic support for students in junior high schools in the Binduri Districts.

$H_1$ : Parental socio-economic status influences parental academic support for students in junior high schools in the Binduri District.

2.  $H_0$ : Parental religiosity does not have effects on the parental academic support for students in the junior high schools in the Binduri District.

$H_1$ : Parental religiosity has effects on the parental academic support for students in the Junior high schools in the Binduri District.

3.  $H_0$ : Parental religiosity does not moderate the relationship between parental socio-economic status and parental academic support of students in junior high schools in the Binduri District.

$H_1$ : Parental religiosity moderates the relationship between parents' socio-economic status and parental academic support of students in the Junior High Schools in the Binduri District.

4.  $H_0$ : There is no gender difference in parental academic support for students in junior high schools in the Binduri District.

$H_1$ : There is gender difference in parental academic support for students in junior high schools in the Binduri District.

### **Significance of the Study**

Given the importance of parents' socioeconomic status to their children's academic success, the study's findings will have broad implications for parents, educators, and researchers in the field of education. The parent has complete control over their child's educational outcomes. This study will inform policymakers and educators in the Binduri District about how students' family incomes impact their success in public junior high schools. The Ministry of Education and other education policymakers could use the research results to combat the issue of low academic achievement due to uninvolved parents. The findings of this study would be extremely relevant to today's children. Those from low-income homes and those without parental support would benefit greatly from this realisation that their academic struggles may not be entirely their fault. By using the resources available to them in the school library, they will become more self-reliant, experience less stress, and be inspired to work hard in their studies.

This research will also benefit the scientific community as a whole by paving the way for additional studies on related subjects in the future. The findings of this research will help religious groups and other non-state actors better understand the impact of parents' socio-economic situation on their children's academic performance.

### **Delimitation**

The study was delimited to junior high schools in the Binduri District. Data for the study was drawn from JHS students in public Junior high schools.

The variables of interest were delimited to parents' socio-economic status, parental academic support, and religiosity.

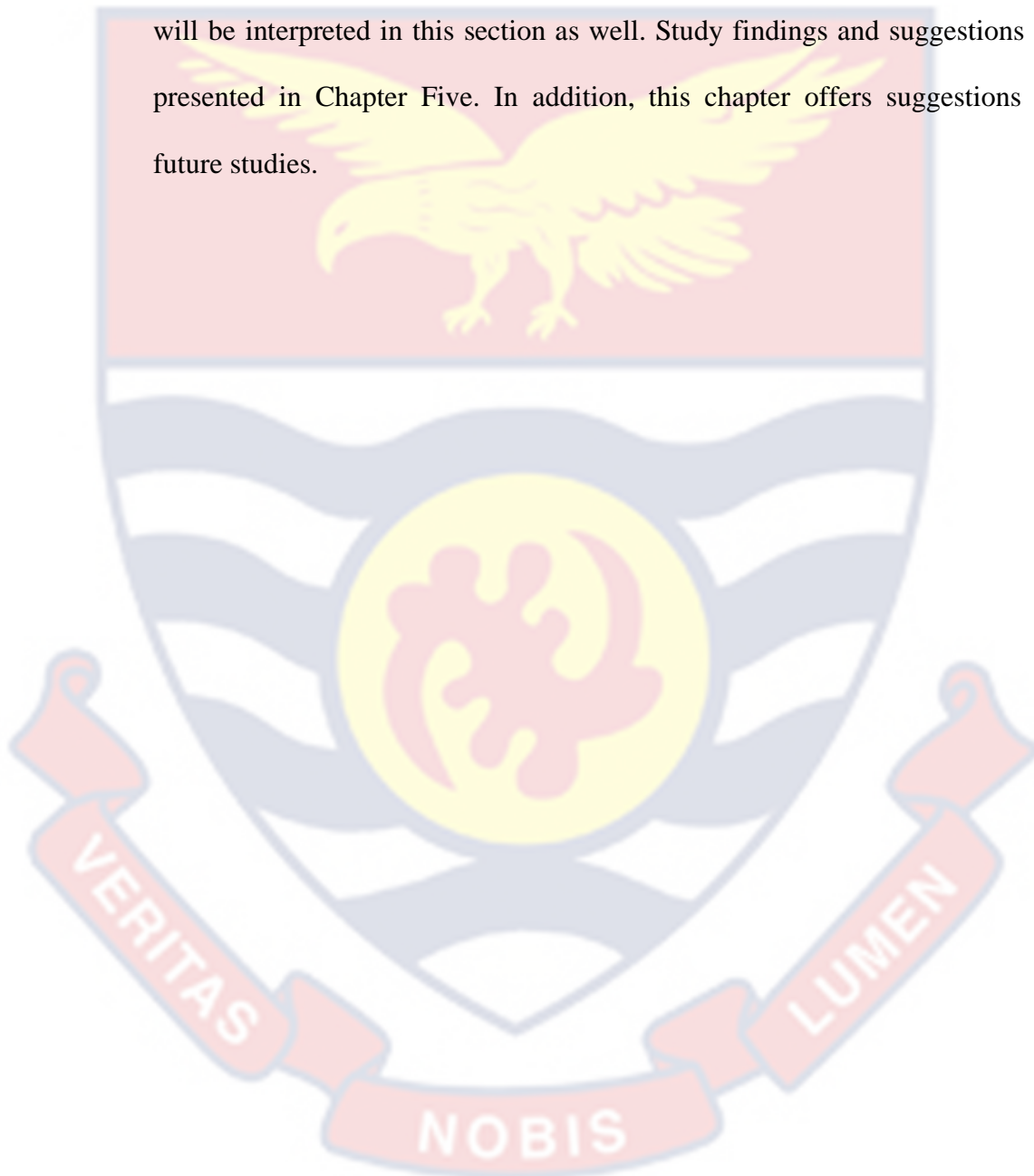
### **Limitations**

The use of a questionnaire to collect quantitative data in this study was fraught with problems due to methodological limitations. It is possible that some respondents were dishonest about relevant information for reasons only they know. Because of the subjectivity of the respondents, it is possible that this affected the results of the study. The search for local-oriented literature was challenging, but then, an effort was made to review literature related to the studies within the African Sub-Region. Finally, there were difficulties in getting data from institutional authorities due to personal and ethical concerns, but then, protocols were used to break-through such barriers.

### **Organisation of the Study**

There are five chapters in this report, the first of which consists of the introduction to the study, statement of the problem, research questions, the study's purpose, the research hypotheses of the study, the significance of the study, delimitation, and limitation. In Chapter Two, there is the theoretical, conceptual, and empirical context of the study. It included conceptual review, which is concepts of curriculum innovation or change, curriculum implementation, and factors that influence the implementation of educational innovation, theoretical review, which is theories to curriculum implementation; and empirical review related to the work. Chapter Three outlines the methodologies employed to respond to the research questions, describing participants and procedures for data collection, including a description of the statistical analysis. Chapter Four presents the findings of the

data analysis. Descriptive statistics, which include (frequencies and percentages, means of means, and standard deviation) will be provided for research questions one and two, and results will be discussed. **Interviews will be transcribed and used to analyse the third research question.** The results will be interpreted in this section as well. Study findings and suggestions are presented in Chapter Five. In addition, this chapter offers suggestions for future studies.



## CHAPTER TWO

### LITERATURE REVIEW

The study's background, problem statement, purpose, research questions, research hypotheses, significance, delimitations, and limitations were all covered in the preceding chapter. The proposed conceptual model, the study's theoretical foundation, and a survey of relevant literature are all presented in this chapter. To make reading easier, the literature review is divided into different headings.

#### **Theoretical Framework**

A study's theoretical framework is the basis upon which the study's hypotheses can be tested (Swanson, 2013). Theoretical frameworks present and explain the theoretical underpinnings of a research problem. The theoretical linkages between the study's variables were explained using the Social Conflict (Differentiation) Theory and the Classical Liberation Theory. These theories are relevant to the present investigation because of their theoretical connection to the variables. The following are some explanations of these hypotheses.

#### **Social Conflict (Differentiation) Theory**

Karl Marx's The Class Struggle forms the theoretical foundation of the study of social conflict. Marx demonstrates that disparities or contrasts exist in society between various demographics, such as the impoverished and the wealthy. Karl Marx developed the social conflict approach to understand society and bring about positive change to narrow social divisions (Marx, 1973). The Social Conflict theory holds that inequality and conflict coexist to produce social development and that societies are complex multifaceted



entities. The members of a society are not allocated an equally weighted share of authority and privilege. Caste, ethnicity, gender, and sexual orientation all play a role in determining who holds what privileges. Karl Marx argued that this method was necessary to comprehend and transform society (Marx, 1973).

According to Differentiation Theory, social order is not upheld by consensus and compliance but rather by dominance and power. According to Conflict Theory, those in positions of wealth and power will use coercion and other forms of violence to defend their position. The primary tenet of conflict theory holds that people and groups in any society will work toward their own financial and political advantage (Sears & Cairns, 2015).

The hypothesis sheds light on research showing that competition among individuals for scarce resources generates inequity. It is difficult for parents to provide their kids with quality time when they are unequally distributed. Successful parents can invest much time and resources into their children's education. However, time is spent trying to make ends meet for families unable to contribute financially. Their children's needs suffer as a direct result of this. A lack of financial resources means parents cannot put as much effort into supporting their children's education.

### **Classical Liberation Theory**

This view holds that an individual's socio-economic status (SES) is largely determined by their upbringing and the culture in which they were raised (Gabriel, Ngesu, Muasya, Maonga, & Mukhungulu, 2016). The principle of equal opportunity requires everyone to have the same chances in life, without discrimination based on any factor that is not a factor unless there is a compelling reason to treat some people differently. The central

government's failure to provide equal opportunities in the informal economy has severe consequences for social and economic inclusion, which has an adverse effect on educational attainment (Gabriel, Ngesu, Muasya, Maonga, & Mukhungulu, 2016). The quality of education and its potential to enhance living conditions are both impacted by socio-economic factors such as parental occupation, household income, and educational attainment. Inequality in education, income and career prospects all have a snowball effect on society as a whole that is exacerbated by low socio-economic status. Increasing disparities in wealth and living conditions are seen in the slums (Gabriel, Ngesu, Muasya, Maonga & Mukhungulu, 2016).

### **Conceptual Framework**

The various concepts that relate to the work are explained below.

#### **Parental Academic Support**

The term "parental involvement" was broadened to encompass many parent interactions with and contributions to their children's schools. Parents can support their children's education by participating in school events, fulfilling school requirements (such as attending parent-teacher conferences), and helping their children with academics. Parents actively tutor their children by providing positive reinforcement, creating a conducive study environment, setting a good example (by, for example, reading for pleasure), keeping a close eye on assignments, and providing feedback when necessary (Henderson & Berla, 1994).

It has long been held that parents and guardians play a key part in their academic success by controlling their children's home and school surroundings. School staff and other service providers have long recognised

the need to offer families resources for raising children (Powell, 1990). Many believe that a child's parents or other close relatives serve as his or her first formal educators (Fan & Chen, 2001). The parents of children are the primary educators of that child and integral collaborators with the school (Kayal, 2008). In nearly any form, parents' involvement is shown to positively affect their children's academic performance (Dixon, 1992, p. 16). The family unit is often seen as a crucial social institution for maintaining social cohesion and fostering the civically responsible citizens society requires (Marsh, 2000; Levin & Trost, 1992; Aslan & Cansever, 2007).

Help for parents with the end goal of improving their children's academic performance can take several forms, from teaching families new techniques to encouraging harmonious dynamics between members (Kayal, 2008). The parents who keep tabs on their children monitor their assignments, chat with them about their days, take them to new and interesting places (the movies, museums, zoos, etc.), establish regular bedtimes, and limit their exposure to screen time (Fletke, 1997).

According to studies, parental involvement greatly affects a child's success in school. Numerous aspects, including people, environment, outside of school, processes, and institutions, play a role in students' success and adjustment. Estimates of intensive parental or family-oriented early childhood programmes for low-income populations show positive short-term impacts on child competence and maternal behaviours and long-term benefits on family characteristics like education level, family size, and financial self-sufficiency (Powell, 1989). It is generally accepted that students require their families' complete support to maximise the benefits of their educational experiences. A

good attitude and proactive behaviour toward education are two examples of the kinds of assistance we are talking about here. An example of this would be maintaining consistent communication and cooperation with one's school and its faculty. Because of this encouragement, the student's confidence grows. An underexplored aspect of the educational experience is how family members' involvement and support affect pupils (Sanders, 2001). Parents who take an interest in their children's schooling are more likely to raise children who are academically successful and socially competent (Desforges & Abouchar, 2003).

### **Epstein's Six Types of Parental Academic Support**

Experts in the field of education all agree that having supportive parents is crucial for a child's development in the realm of learning. Traditional parental academic support includes things like volunteering in the classroom, communicating with teachers, assisting with homework, and attending school events like open houses, back-to-school nights, and parent-teacher conferences (Hill & Taylor, 2004; Epstein et al., 2009; Bower & Griffin, 2011). Parental academic support was characterised by Lopez, Scribner, and Mahitivanichcha (2001) as encouraging academic success for children and taking part in school activities. The six categories of parental academic assistance described by Epstein et al. (2009) form the basis of their system.

1. Type 1 parental responsibilities include protecting a child from harm (through activities like parenting, child-rearing, constant supervision, discipline, and guidance at each developmental stage) and creating a



nurturing environment in which the child can learn and behave appropriately.

2. Type 2 fundamental school responsibility refers to students' required contact with their institutions regarding their academic standing (e.g., memos, notices, report cards, conferences).
3. School Type 3's primary responsibility is to encourage parental involvement in the classroom (e.g., events, workshops, or programmes for their own educational growth).
4. Type 4 of the school's fundamental responsibilities include informing, consulting, and coordinating with parents about their children's educational pursuits (homework, extracurriculars, etc.).
5. Type 5 basic requirement of schools refers to parents assuming decision-making responsibilities in committees that oversee school progress (e.g., Parent Teacher Association [PTA], advisory councils, or other committees or groups at school).
6. Type 6 of schools' fundamental responsibilities entails community partnerships, which include working with outside groups to improve academic and extracurricular offerings "(such as Title 1 and after-school programmes and parent institute committees)" (Epstein, Coates, Salinas, Sanders, & Simon, 1997).

Aside from the six types of parental academic support proposed by Epstein, Rogers, Hickey, Wiener, Heath, and Noble (2018) also proposed two types of learning. Academic support from parents comprised both directive and permissive involvement.



### **Controlling Parental Involvement Support**

Adolescents' reports of their parents' controlling behaviour toward them in regard to schooling are the primary topic of the Controlling Parental Involvement Support. Examining these questions reveals that most statements reflect psychological control tactics instead of more behavioural control strategies. It is crucial to make this distinction since a large body of research shows that controlling parenting styles, especially during adolescence, are linked to various undesirable effects, both within and outside the home. It has been hypothesised that when applied to adolescents' academic development and schoolwork, a small number of unfavourable results may be linked to a greater probability of early school withdrawal.

### **Autonomy Supportive Involvement**

In contrast, the Supportive Autonomy Involvement emphasises how caring and understanding parents give their children space to make decisions about their education. These parenting styles have been shown to increase teenagers' competence and motivation (Pomerantz, Moorman, & Litwack, 2007), and some research has also found that they increase adolescents' feelings of safety and closeness to their parents (Gonzales-DeHass, Willems & Holbein, 2005). Children whose parents model autonomy-supportive behaviours are more likely to feel confident in their abilities and intrinsically motivated. Children who are more intrinsically motivated are, in turn, more likely to graduate from high school than their less intrinsically motivated counterparts (Hardre and Reeve 2003).

## Socio-economic Status

The term “socio-economic background” or “status” is used to describe an individual’s standing in a society or culture based on their level of material comfort, level of education, and profession. In her article, “The Effect of Socio-economic Status on Children’s School Readiness,” Amutabi (2003) examines this relationship. He argued that children’s readiness to learn might be stunted since youngsters of different social classes and ethnicities are often kept apart. Differences in the neighbourhood, housing, access to resources, and learning of particular value systems are strongly influenced by socio-economic status and ethnicity factors.

One’s socio-economic standing is based on a number of factors (SES). According to Inglebret et al. (2017), it is a complicated multidimensional phenomenon for which there is no comprehensive definition. The American Psychological Association’s (APA) Task Force on SES has proposed three ways to define it: by looking at how people from different socio-economic backgrounds use resources, by comparing people to each other along a continuum, and by considering the privileges and advantages that come with higher social status. One’s socio-economic position is mostly determined by education, income, and profession (Netten, Luyten, Droop, & Verhoeven, 2016). One’s High, Average, or Low Social Class (Fan, 2012). Although this definition of social class is simpler than the alternative, it still requires consideration of the aforementioned factors.

Some researchers believe that children inherit their parents’ socio-economic level and cultural capital (Almquist, Modin, & Ösberg, 2010). Cultural capital is a person’s education, social background, and cultural

preferences. Parental socio-economic status (SES) is the benchmark against a child's own SES (Almquist, Modin, & Ösberg, 2010). SES is the resources distributed at the macro-level of society that affects the child via the parents. Parental occupational status is used by Jerrim, Chmielewski, and Parker (2015) to categorise individuals into five socio-economic classes: professionals, managers and technicians, skilled workers, semi-skilled workers, and the unskilled. The higher the parent's income, the higher the child's socio-economic status will be. In studies of social stratification, this categorization is frequently employed (Jerrim et al., 2015).

### **Levels of Socio-economic Status**

The Rahudkar (1960) scale, the Jalota (1970) scale, the Udai Pareekh (1964) scale, the Kuppuswamy (1976) scale, the Shrivastava (1978) scale, the Kulshrestha (1972) scale, and the Bharadwaj (2001) scale are just some of the scales that have been proposed and reported to evaluate the socio-economic classes of families in specific circumstances, such as in an urban or rural setting.

The SES, which includes both social and economic factors, is typically measured using composite scales. Wani (2019) notes that while there currently exist no instruments for directly measuring an individual's socio-economic position, many scholars and social scientists have attempted to develop a composite index to do so on numerous occasions. However, the quick pace of social change and economic development has rendered these scales obsolete for gauging SES in the present. It is important to frequently update the Consumer Price Index to account for inflation in social and economic scales

that rely on income for their calculations. Aggarwal et al. (2005) created the SES scale, which can track the rapid pace of societal change.

Psychologists made early attempts to determine a person's social status (Aggarwal, et al., 2005). Cattell connected 25 professions with the five most essential indicators of social status: prestige rating, intelligence quotient, annual income, and years of schooling. Cantril classified Americans into the elite, middle, and working classes. He concluded that there is no direct correlation between self-reported social class and reported income (Aggarwal et al., 2005). Two methodologies developed by Warner, Meeken, and Eells (1960), known as Evaluated participation and index of status features, respectively, provide reliable estimations of social standing. The concept of evaluated participation encompassed a variety of rating methods predicated on the hypothesis that community members rank one another based on their evaluations of one another's participation in the community's social system and that these individuals are either consciously or subconsciously aware of their rankings. Occupation, income, housing type, and square footage of the home were all factored into the seven-point Index of Status Characteristics. Hollingshead and Redlich (1958) used the Index of Social Position to categorise people and households. This index has been widely used because it uses three indicators: a) the residential address of the household, b) the occupational position of the head of the family, and c) the years of schooling the head of the family had completed. Originally developed in 1961 based on per capita monthly income and revised in 1968 and 1970. The Kuppuswami scale assesses a person's socioeconomic status in a contemporary urban setting by considering their education, occupation, and income. Many people have



also utilised a modified version of the Kuppuswami scale, which uses factors including the monthly per-person income and the education and occupation of the family breadwinner to define a family's socio-economic standing. The most up-to-date version of the SES scale was developed by Aggarwal et al. (2005). The Aggarwal et al. (2005) scale is useful for urban and rural families, unlike the more widely used Kuppuswami Scale and its subsequent update. Furthermore, it is intended for use by people from all walks of life in today's society.

High, moderate, and low are the traditional categories used to classify a person or family's socio-economic standing (Palta et al., 2015). However, there are just six (6) categories on the Parents SES scale developed by Aggarwal et al. (2005). Upper-middle-class, middle-class, lower-middle-class, poor, and very poor (below the poverty line) comprises the socio-economic ladder. Income, level of education, and occupation are the three factors that might be considered when classifying a household or a person. The three major levels are described below.

### **High Socio-economic Status Level**

According to Man (2021), someone with a high socio-economic status has high-paying employment that allows them to live an extravagant lifestyle. A physician, for instance, can expect an average annual pay of GHS 350,000 if they work at one of Ghana's premier academic medical centres. They can comfortably provide for themselves and their loved ones with this money.

### **Middle Socio-economic Status**

A person of a moderate socioeconomic class can pay their bills and provide for themselves. They will nevertheless enjoy a tolerable level of



comfort. If they stop working, they will have to reduce their living standard, which would be unacceptable (Man, 2021). A teacher, for instance, may count on a stable income that will cover all of his or her living costs. But he or she should start putting money aside and paying insurance premiums because if she suddenly lost her job, she would not have enough money to maintain her current standard of living.

### **Low Socio-economic Status**

A person with a low socio-economic standing cannot afford to maintain even a minimal level of comfort in their daily lives. This group typically consists of people who did not do well academically, making it difficult to find jobs that paid well (Man, 2021). For instance, someone who did not complete high school would have few possibilities in terms of careers available to them. As a result, individuals can expect a very low standard of living and be considered to be of the lowest socio-economic standing.

### **The Concept of Religiosity**

When combined with spirituality, the phrase religiosity becomes a multifaceted phenomenon that defies a single definition (Mattis, 2000). Religion has been defined in many ways by different authors. For some, it simply refers to a group of people with a set of shared values and morals, while for others, it encompasses a collection of shared beliefs about the nature of the universe (Mattis, 2000; Mattis & Jagers, 2001). To put it simply, religion is a system of thought and practice that regulates how humans relate to deities and the forces of the supernatural (Mattis & Jagers, 2001). That is why the religious fervour of various faiths may share some commonalities. However, religiosity encompasses more than a simple 'belief' in one or more

gods. Understanding religion is the first step toward defining religiosity so that we can convey the concept in our own words. This is an amalgamation of numerous important definitions of religion advanced by various sociologists, anthropologists, and psychologists:

Glock and Stark (1965) described religion as an institutionalized system of symbols, beliefs, values, and rituals centered on concerns of ultimate significance that cultures consider sacrosanct. One possible definition of religiosity in this context is how a person bases his or her day-to-day decisions about what is true about the world on one of these guiding systems of symbols, beliefs, values, and practices.

According to Geertz (1993), religion is a symbolic system that induces strong, pervasive, and long-lasting human emotional states and behavioural patterns. To do this, it is necessary to construct conceptions of a general order of reality and to make these concepts so true that emotions and motives seem uniquely realistic. Unlike organised religion and the supernatural, Geertz's concept is broad enough to encompass occurrences that resemble religion. As Atran puts it, "supernatural agents who master people's existential worries, such as death and lying, cost much money and are very hard to fake out in the community" (2002; p 420). Religions may differ, but religiosity is significantly less so, as they all adhere to the same religious principles. As a result, it is preferable to discuss religiosity both within and outside formal religious institutions.

According to Holdcroft (2006), the term "religiosity" can be defined in a number of different ways depending on the person's academic background. Theologians would claim that religion is faith (Ratzinger, 2004), psychologists

might say that it is devotion and piety (Groome & Corso, 1999), and sociologists might say that it is membership in a church, frequent attendance at that church, or familiarity with the beliefs of that church (Cardwell, as cited by Holdcroft, 2006).

Words like “religious,” “orthodox,” “faith,” “belief,” “pious,” “devotion,” “mysticism,” “God-power,” and “sanctity” all come up in discussions of religion (Groome & Corso, 1999). In place of notions equivalent to religiosity, these substitutes reflect what religious studies researchers call features of religion. Mattis and Jagers (2001) describe religiosity as an “individual’s degree of dedication to a religion’s beliefs, doctrines, and practices.” (p;520). According to Hill and Hood (1999), religious fervor encourages the average institutionalised seeker to connect with the sublime.

Bergan and McConatha (2000) attempted to describe the full range of religious observance by defining religiosity as a set of factors connected with religious beliefs and practices. They settled on this definition after noting that most of the earliest study of religion is based on a simplistic concept of religious participation. These scholars argue that it is risky to consider regular church attendance as a proxy for global religiosity. For instance, a study of religiousness that uses religious attendance as a statistic can label non-religious elderly people whose health problems prohibit them from visiting church frequently. For this group of people, perhaps more reliable measures of religiosity can be found in aspects or dimensions like personal devotions and religious beliefs (Pedersen, Williams & Kristensen, 2001).

A person's religiosity can be defined as their set of ideas and actions in regard to what they see as more important than themselves or what they call "ultimate" (Pargament, Scott & Zinnbauer, 1999). Glock and Stark argue that there is little interaction between the many characteristics of religious belief. Someone may adhere to the core tenets of religion (ideological) but never set foot inside a temple (ritualistic) (Glock & Stark, 1965), suggesting that a comprehensive analysis of a person's religion is preferable to a superficial inspection of a few isolated factors. It has been widely agreed upon, and Tarakeshwar, Mahoney, Pargament, and Swank (2001) agree that it is impossible to assess a person's religiosity with a composite score formed from numerous factors of religiosity. Tarakeshwar, Pargament, and Swank argue that individuals' differences in dimension scores can impact overall scores. Individuals may be very religious in their private lives yet unable to actively participate in public religious life because of obstacles such as physical disability (public practice religiosity). A person's overall score on the scales measuring both private and public religious behaviour may lead to a less religious impression of that person. Tarakeshwar and colleagues concluded that it was critical to individually examine different aspects of religion that were of interest to scholars.

### **Religiosity vs. Spirituality: What is the Difference?**

Following some basic definitions of religiosity, an attempt is made to examine several definitions of spirituality to better grasp how these two concepts differ or merge. The term "spirituality" has been defined in many different ways. According to Mickley, Carson, and Soecken (1995), Lindholm (2013) defines spirituality as the awareness of and participation in a web of



interdependence among people and between people and their natural surroundings.

A way of being and experiences emerging from consciousness of a transcendent dimension marked by unique recognised values with reference to self, other, nature, and life,” write Elkins, Hedstrom, Hughes, Leaf, and Saunders (1988). Elkins and his collaborators are attempting to broaden the notion of spirituality to incorporate practices and beliefs from all faiths and none.

Based on Elkins and colleagues’ definition of spirituality and spiritual dimensions, The four pillars of spirituality, as proposed by Woods (2007), are as follows:

- (1) Belief in the worth of one’s own life
- (2) interconnectedness
- (3) The transcendence of life
- (4) Belief in the sacredness of life.

Spirituality is a wider concept that covers religion and some parts of secular activities, according to Koenig et al. (2012). As a result, religion has been subsumed within the broader umbrella of spirituality. One might reason from this exchange that one can be spiritual without being religious and vice versa. Individuals who practice religion may realise that their faith is a potent instrument in their personal spiritual development.

### **Dimensions of Religiosity**

Multiple theological beliefs have emerged from the age-old discussion of whether religion is monolithic or multifaceted (Wearing & Brown, 1972). In his attempt to build a theoretical framework to describe religion, Verbit



(1970) offered the concept of ‘components’ instead of the term ‘dimension.’ Thus, several different psychometric measures, each with particular psychometric properties, have been developed to gauge religious commitment. Due to the lack of agreed-upon components, many of these instruments have focused on what various writers characterise as the aspects of religiosity rather than a genuine image of what makes religiosity. Successful completion of this task required an analysis of the literature, as mentioned above, with respect to the central models and traits of religious commitment, as well as an appreciation of the complementary and contrasting nature of the various theoretical perspectives. One’s perspective on religiousness will be widened, and the framework for choosing a valid psychometric test to assess parental religious commitment will be laid. Cardwell (1980) summarized Fukuyama’s (1960) four elements of religiosity, which he classified as cognitive, cultic, creedal, and devotional:

1. In the first place, the mind-based set is curious in people’s religious literacy (for example, The Ten Commandments in the Bible).
2. A person’s religious rituals, or their tendency toward ritualistic action, are what the cultic dimension is all about (for example, congregational observance).
3. Individual religious convictions (such as faith in the existence of a “Supreme Being”) make up the creedal aspect.
4. The fourth dimension is the one of devotion, also known as Glock’s experienced dimension, which consists of a person’s religious sentiments and occurrences (1962).

Cardwell argued that one may provide evidence of religiousness by religious knowledge even if they lacked the other three traits (cultic, creedal, and devotional). Cardwell, echoing the work of Glock and Stark (1965), argues that learning about one aspect of religion does not inevitably lead to learning about the others.

Allport and Ross (1967) separated the external and internal factors that contribute to religious adherence. They saw externalist religion as a practical and materialistic way to heaven (externalising the creed of faith through religious attendance, religious membership, among others). People who are religious for the wrong reasons—to boost their reputation, make friends, or feel better about themselves—are “extrinsically religious.” But intrinsic religiosity transcends casual churchgoing by entailing an internalisation of the full tenets of one’s faith. This group can follow their religious beliefs and practices while also having their material necessities addressed.

People who are only motivated by external factors often use religion, but those who are internally driven do the work of the faith. This finding is comparable to that of Lenski (1963), who found four primary forms of religious expression: associational, communal, doctrinal, and devotional. Like Glock and Stark (1965), Lenski believed that one might be religious in one sense while not being religious in another. Someone may be well-known in a certain religious group without subscribing to its tenets. A person may know about or believe in certain components of religion, but they do not have to incorporate them into their daily lives in any way.

Other recent studies of religion have likewise placed emphasised taking a multidimensional approach to the topic, one that takes into account

concepts like the “subjective,” “cognitive,” “behavioural,” “social,” and cultural components of religion (Chumbler, 1996; Ellison, Gay & Glass, 1989). Attendance at religious services is important, as is personal devotion to one’s faith.

There has been a lot of focus on studying different aspects of people’s religiosity as a direct result of the need to quantify it. Lenski (1963) proposed a four-dimensional model of religiosity, with the first two dimensions addressing one’s religious orientation and level of group participation. These were doctrinal orthodoxy (knowledge and acceptance of one’s religion’s prescribed doctrines), communal preference and frequency of engagement, doctrinal orthodoxy (religious involvement in worship and prayer services), and devotional zeal (deep and frequent involvement in one’s primary type of relationships) “(private or personal communion with God through prayers, meditation, and religious behaviour).” However, rather than being considered dimensions of religion, the described traits are often seen as manifestations of religious belief (Lenski, 1963).

Glock (1962) put up a five-dimensional framework for studying religious variation that is still widely employed today. Although religions have vastly different practices, tenets, and beliefs, Glock argues that they exhibit similar patterns of religiosity in certain areas. The five pillars upon which Glock’s theory of religion are experience, ritual, ideology, intellect, and consequences.

Experiences like coming to know the ultimate reality or feeling religious feelings like awe, terror, guilt, pride, joy, and peace are important to many religions. There is an ideological dimension because believers in any

religion are expected to share and act in accordance with a common set of beliefs.

Considering ritual: Faulkner and DeJong (1966) define this dimension as the set of public and private religious rituals that adherents of a religion are obliged to do. Participating in religious activities such as praying, attending religious services, and joining a religious organisation.

The 'intellectual dimension' of Glock's definition meant that believers were also expected to have a basic familiarity with their faith's major tenets and canonical texts.

On the other side, the 'consequential dimension' incorporates a man's relationship with a man. This indicates that the 'consequential dimension' contains religious prescriptions that shape believers' attitudes due to their religious convictions. Glock claims that different religions worldwide have three essential features of religiosity.

Himmerlfarb (1975) suggested a religion classification system, suggesting that there are at least two parts to religion: doctrinal beliefs and ceremonial practices. More evidence suggests that religion has many facets, with additional ones being uncovered every so often (King, 1967; Verbit, 1970; Ellison, Gay & Glass, 1989; Bridges & Moore, 2002). Koenig and Bussing created the Duke University Religiosity Index (DUREL) in 2010 to measure religiosity along three dimensions.

#### **Duke University Religiosity Index (DUREL) by Koenig and Bussing (2010)**

This five-item scale was developed to measure the three main aspects of religious engagement discussed at a National Institute on Aging and Fetzer



Institute conference (16-17 March 1995) on Methodological Approaches to the Study of Religion, Aging, and Health. Organizational, non-institutional, and internal/subjective religiosity were the dimensions considered.

**The Organizational religious activity (ORA)** entails going out into the public for religious purposes, such as going to a church service or praying with a group (prayer groups, Scripture study groups, etc.).

**The Non-organizational religious activity (NORA)** consists of private religious practices such as praying, reading the Bible, viewing religious programmes on TV, or listening to religious programming on the radio.

**Intrinsic religiosity (IR)** measures one's religious devotion or inspiration. The concept of "intrinsic religiosity" (IR) has been contrasted with "extrinsic religiosity" (ER), which refers to a form of religion practiced primarily for display and not out of any genuine interest in the religious community itself but rather as a means to an end (such as material gain, social standing, personal comfort, or simply as a pleasurable social activity). As opposed to this, the goal of IR is religious devotion. Allport and Ross (1967) provided the following definition of IR: For those with this inclination, spirituality drives them most. Other equally pressing requirements are seen as less ultimate in importance and are, to the extent possible, harmonised with religious beliefs and prescriptions. After committing to a set of beliefs, the adherent makes a concerted effort to incorporate them into everyday life. This is how he puts his faith into practice.



## **Empirical Review**

### **Level of Socio-economic Status of Parents of Children in the Junior High Schools**

Rippe et al. (2016) investigated the effects of hair-splitting on cortisol levels and how children's hair cortisol and cortisone levels are linked to factors like family income, race/ethnicity, hair colour, and gender. This study aims to (1) determine whether there is an association between socio-economic position and hair cortisol and cortisone concentrations and (2) determine whether there is an association between ethnicity and hair cortisol and cortisone concentrations. As such, a prospective cohort study tracked participants from infancy into their early 20s. The population-based cohort from which the selected sample was drawn included people of various ethnic backgrounds. Totaling 2484 people, this study saw much interest. Data were collected using various forms of questionnaires concerning the variables. According to the data, most of the kids in the sample came from low-income homes. The children's life, especially their cortisol levels, reflected this. Higher levels of the stress hormones cortisol and cortisone were found in the hair of people from poor socio-economic status families, as revealed by the study. This suggests that students need for academic support may be exacerbated by their socio-economic backgrounds.

Ahmadi, Black, Velazquez, Chapman, and Veenstra (2015) examined the correlations between socio-economic status and the food consumed by a group of Vancouver students in grades 5-8. The purpose of this research was to look at the relationship between students' socio-economic status (SES) and their diet during the school day, as well as the influence of their parents and

peers. Nutritional intake of fruits, vegetables, whole grains, low-fat milk, packaged snack foods, and sugar-sweetened beverages was assessed in a cross-sectional study conducted during the school day. The research included 26 public schools in Vancouver, with 950 students in grades 5-8. The study's authors compiled items from established instruments into a self-report questionnaire that participants could complete online. The data analysis showed that the parents' socio-economic status was low. Unfortunately, less than half of the students reported consuming enough fruit, vegetables, whole grains, and low-fat milk daily during the school day because their parents had a low socio-economic status. It was reported that students rarely, if ever, ate fast food or packaged snacks with little to no nutritional value during the school day.

Hartas (2013) did similar research, looking at how socio-economic status affected preschoolers' language, literacy, and social development. The effects of homeschooling and parents' socio-economic status on young children's language/literacy and social/emotional competency were studied. The children and their families in the new millennium were the subjects of large-scale, longitudinal research. Over fifteen thousand children born to a single mother were included as the study's working sample. Interview schedules and teacher evaluation surveys were the primary data collection tools. The Foundation Stage Profile, homeschooling, and socioeconomic status were the three measures employed in this study (FSP). In-person discussions with families provided insight into family finances and methods of education used at home. The information was sorted and analysed. The study's results showed that the vast majority of parents had salaries above the median. Most

parents' access to top universities directly results from their high socio-economic status. It was shown that parents from higher socio-economic backgrounds were more likely to take proactive measures to improve their children's circumstances.

Children's overweight and obesity have been linked to parental weight and socio-economic level, according to research by Keane, Layte, Harrington, Kearney, and Perry (2012). This study aimed to examine the link between parental weight and the likelihood of childhood obesity and the role of socio-economic level in the family. Ireland served as the site for this cross-sectional investigation. Children of the appropriate age were asked to join from a pool of schools chosen from schools across the country. About 8,568 young people took part in the research. Participants completed a number of different types of instruments, each tailored to a different set of factors. Means and standard deviations and multinomial logistic regression were employed in the analysis of the data gathered. It was determined through statistical research that parents raised the vast majority of the children from low-income backgrounds. The children's academic performance is just one area where their family's lack of economic stability profoundly impacts them. It has been hypothesised that parents of lower socio-economic class are more likely to forbid their children from participating in extracurricular activities, which has been linked to adiposity. Due to their inactivity, people may gain weight from eating and not moving about.

Studies revealed from different contexts showed mixed results and findings. As some showed low levels of socio-economic status of parents, some showed high levels of socio-economic status of parents. Thus, there

could be some inconsistencies that need to be looked at most especially in the Ghanaian context.

### **Types of Parental Academic Support of Junior High School Students**

Students can benefit from parental involvement if the school community and families are viewed as a whole and their diversity is celebrated and embraced. Overall, a favourable association between parental academic support and a child's academic achievement has been discovered, and this holds across racial and socio-economic lines, across the sexes, and regardless of a child's motivation level (Patrikakou, 2005).

There is no singular definition of parental academic assistance. Parental school involvement includes a wide variety of activities that have been shown to improve students' academic outcomes, including but not limited to: volunteering in the classroom, talking to teachers, doing homework, talking up the importance of school, and participating in the parent-teacher relationship (Epstein & Sanders, 2009; Hill & Craft, 2003).

Pajariato (2020) looked at how students' religion, teachers' and parents' support, and students' ability to study at home affected their resilience in the face of academic pressure during the COVID-19 epidemic. The goals of this research were to (1) examine how religious beliefs affect academic stress, (2) examine how teacher support affects academic stress, (3) examine how family support affects academic stress, and (4) examine how school support affects academic stress. The sample size, drawn through the use of non-probability methods and purposeful sampling approaches, totaled 210 people. Primary data were gathered through the administration of questionnaires. Data



were analysed using a structural equation modelling technique and descriptive statistics.

The study's findings evidenced that parents' verbal and nonverbal support for their children's education included expressions of emotion, admiration, and instrumental assistance. The research concluded that for kids to feel safe and secure while completing academic tasks, teachers and parents need to offer them support. This support can take many forms, including emotional, spiritual, and instrumental.

Okeke (2014) conducted an in-depth interview with thirty parents whose children attended a primary school in the Greater London area. Parents were polled on how to better encourage parental involvement in their children's education. This research aimed to determine whether or not parents actively helped their children with schoolwork. In light of his research, Okeke came to the conclusion that many adults lack the skills necessary to effectively engage with and support their children. While the numbers show that many parents want to pitch in, some may feel too overwhelmed by the school's bureaucracy to do so. Okeke found that parents need to be more aware of specific tactics to become involved in their children's schools and the education they provide. Okeke argues that informing parents of these methods is crucial to eliciting their active participation and positive support in their children's educational experiences.

Garn, Matthews, and Jolly (2012) conducted research into the impact of parents on the academic success of brilliant adolescents. In order to better understand how to encourage and support children's academic endeavours at home, this study set out to identify the most influential elements. Parents of



talented children were surveyed for this descriptive study. A parent and their child(ren) were among the participants. Individuals filled out both closed- and open-ended surveys. Data analysis showed that parents helped their kids with school in several ways (autonomy support, competence support, and homeschooling assistance).

To sum up, it was realised that parents significantly impact their children's academic motivation by providing the necessary academic support. In reality, most parents employ a hybrid approach, drawing from various techniques to best meet their children's unique developmental needs. But it is ideal for encouraging them in a way that makes them want to learn more.

The synthesis of the scarce literature showed that from various contexts, different parents gave different academic support to the children in JHS. Parents gave the support they deemed appropriate and helpful for their children. However, literature seemed absent in the Ghanaian context and must be looked into the academic support parents give their children.

### **Influence of parents' socio-economic status on parental academic support**

Hemmerechts, Agirdag, and Kavadias (2017) looked at the effects of parents' socio-economic status on their children's reading competency and found a positive correlation between them. This study investigated the association between parental literacy activities, children's socio-economic status (SES), and reading proficiency. Descriptive data from a sample of 43,870 students (average age 10 years) from 10 regions of Western Europe show a favourable correlation between parental involvement in literacy activities before primary school and later reading proficiency and parental education. Subjects filled out a number of different types of questionnaires

according to the variables of interest. The study indicated that both low- and high-SES pupils' reading literacy and attitudes toward reading were poorer than those of middle- and upper-SES students. Again, the study found that children with a lower SES have more late parental academic support than children with a higher SES. This implies that the socio-economic status level of parents has some form of influence on the academic support children receive from their parents. The study also demonstrated that late parental academic support is a moderating factor for poorer or better reading proficiency in primary school. It was clear from this work that the study of the dynamics between parental background factors and the educational setting is an area that needs further exploration. The involvement of parents in their children's home literacy and language learning activities is stratified by socio-economic status and is not immune to other influences. Moreover, the research showed that parents' socio-economic situation had a long-lasting impact on their willingness to help their children with schoolwork.

Tana River County, Kenya, public secondary school pupils were surveyed by Juma (2016) to assess the impact of parental socio-economic status on students' academic achievement. The major purpose of this research was to determine if and how students' parents' socioeconomic status affected their academic performance in secondary school in Tana River County, Kenya. The study's major objective was to investigate the effects of parental socioeconomic status, parental occupation, and parental involvement on their children's academic performance. A total of 158 kids, 17 educators, and 11 parents were surveyed for this descriptive study. Questionnaires were distributed to students and instructors, and interviews were scheduled at

predefined times with parents. Quantitative information gathered from the surveys was analysed using descriptive and inferential statistics using SPSS (SPSS). Qualitative data was organised thematically for management. The intended recipients were parental leaders, educators, and kids in Tana River County. The results showed that parental involvement in their children's education significantly affected their academic success. The results also demonstrated that the educational background, profession, and financial stability of parents had an impact on their children's academic success. Conclusions from the study suggest that informing parents about the benefits of parental involvement and support in education, increasing bursary allocation to students from low-income families, and implementing systems to increase parental involvement and support in education are the most effective ways to improve students' academic performance.

Hartas (2013) looked into how socio-economic background influenced children's linguistic, literacy, and social development. The study's overarching objective was to investigate the role of a child's home learning environment and parents' socio-economic status in shaping the latter's offspring's language and literacy skills. The children and their families in the new millennium were the subjects of large-scale, longitudinal research. Over fifteen thousand children born to a single mother were included as the study's working sample. Interview schedules and teacher evaluation surveys were the primary data collection tools. This research used three instruments: socioeconomic status, home-based education, and the Foundation Stage Profile (FSP). In-person interviews with parents and their kids yielded data on socioeconomic status and homeschooling practices. The data collected were

screened and analysed. The results showed that parents' socio-economic status influenced the academic support and involvement parents gave their kids. This means that most parents within the high-level socio-economic status were able to make effective interventions for their kids. Parents were able to invest in financial and intellectual resources.

The impact of students' socio-economic backgrounds on their academic performance at universities was also investigated by Okioga (2013), who used Kisii University College students as a case study. This research looked at the income levels of students' families in relation to the national average. The study's primary goals were to assess the factors that affect students' grades and the connection between students' socio-economic status and the resources available to them in the classroom. This research employed a retrospective strategy based on descriptive statistics and an explanatory approach to data analysis. Using a simple random sampling method, 186 students from each of Kisii University College's six departments were chosen. Respondents were given questionnaires to fill out. Research assistants gave students copies of the questionnaires to fill out, and additional data was collected from faculty members. To make sense of the data, both descriptive and inferential analyses were performed. Researchers discovered that middle-class parents actively participate in their children's education and development by providing them with a sense of entitlement through structured, regulated activities and fostering open discussion.

The lack of parental involvement in raising their children's economic level is a major contributor to the stifling environment experienced by many children from low-income homes. This suggested that parents' socioeconomic



situation affects the extent to which they encourage their children's education. It was suggested that parents reevaluate their financial and other academic support for their children, as this is seen as the primary factor in their children's academic success.

The effects of parents' income and education on their children's success in school were studied by Kainuwa, Binti, and Yusuf (2013) in Nigeria. The purpose of this research was to analyse the relationship between parental socio-economic status and their children's educational outcomes in Nigeria. This descriptive study used multiple questionnaires to gather information from students and their parents. A total of 598 people were randomly selected to fill out the surveys. There was some data organisation and inferential analysis done using the information gathered. Higher-income, higher-education parents were shown to be more invested in and encouraging their children's academic pursuits. Students from more affluent backgrounds may be more invested in their schooling, have more optimistic views of their abilities, be more committed to their jobs, and employ more productive study habits than their peers from less privileged backgrounds. To paraphrase, this means that parents' socio-economic situation significantly affects the academic help they provide their children. Most studies have shown that parental involvement in their children's public schooling is one of the most crucial yet often overlooked variables in their children's academic success.

Despite the varied settings in which the studies were conducted, a synthesis of the data revealed that parents' socio-economic situation significantly affects and can determine the academic aid they provide for their children at school.



## **Influence of parental religiosity on parental academic support for their children**

Due to a dearth of research on parents' religion and academic support for their children in junior high school, Pajarianto (2020) performed a descriptive survey on study from home during the COVID-19 pandemic: an examination of religiosity, teacher, and parents' support against academic stress. The goals of this research were fourfold: (1) to examine the impact of religious belief on academic stress; (2) to examine the impact of teacher support on academic stress; (3) to examine the impact of parental support on academic stress; and (4) to examine the impact of school, teacher, and parent support in concert on academic stress. The sample size was 210 participants, and the sampling strategy was based on non-probability techniques with purposeful sampling. Primary data were gathered through the administration of questionnaires. Means, standard deviations, and a structural equation model were used to examine the data. The results indicated that parents' religious levels significantly influenced the nature of their academic assistance for their children. The research concluded that for kids to feel safe and secure while completing academic tasks, teachers and parents need to offer them support. This support can take many forms, including emotional, spiritual, and instrumental.

Poza, Brooks, and Valdés (2014) also conducted a study on *Entre Familia: Immigrant Parents' Strategies for Involvement in Children's Schooling*. The study's main purpose was to find out why parents were not giving enough academic support to their kids in school. Teachers and administrators in schools with sizable working-class Latino populations

frequently lament the lack of parental interest in or support for their children's education due to their low visibility at school events and the relative lack of face-to-face interaction with them. So that we might get to the bottom of things, this research used a phenomenological methodology. Findings from the study's semi-structured interviews with Latino immigrant parents provided insight into the research's aims. In total, 24 interviews with varying degrees of the structure were done. According to the results, many families do not value education for their children. The parents' degree of religiosity was undoubtedly a contributing element here. Some parents were so engulfed in their religion that they would not have time for their children. It was thus concluded that parents' religiosity has some influences on the kind of academic support parents give their children.

A national survey on religion as a buffer against drug use among Brazilian college students was done by Gomes, Andrade, Izbicki, Moreira-Almeida, and Oliveira (2013). The survey's primary aim was to learn more about how parents in Brazil's poor urban neighbourhoods supported their children academically and how that support was related to their children's levels of religious observance and drug usage at university. Twelve thousand five hundred and ninety-five college students participated in the study. They filled out a standardised, confidential questionnaire about the variables. The relationship between faith and substance abuse and faith and academic success was examined using separate multivariate logistic regression models. The study's results showed that belonging to a religious group was significantly associated with being encouraged to pursue higher education. This supports

the hypothesis that parents' religious fervour might be used to predict or influence their involvement in their children's schooling.

More research is needed to determine how religious beliefs affect students' willingness to invest in their education, as was suggested by this study. The three articles reviewed above implied that parents' religiosity levels influence and can determine the academic support parents give their children in school. Though different methods were used in different settings and contexts, they all had similar findings.

### **Moderating role of parental religiosity in the relationship between parents' socio-economic status and parental academic support of students**

However, little research has examined the role of religiousness in the relationship between parents' socio-economic status and the support they give their children during the adjustment to their academic years, despite the fact that being religious is associated with positive outcomes in health, happiness, and other domains of life.

During the COVID-19 pandemic in Indonesia, Saputri and Yumarni (2021) researched the relationship between social media use and students' mental health. This research aimed to determine whether or not parental connection quality and religious practice may buffer the negative impacts of social media on university students' mental health in Indonesia. This survey study aimed to describe the population. Seven hundred and nine college students from across the United States provided data. Participants filled out surveys that included religiousness scales. The acquired data were inferentially analysed in light of the goals. The findings indicated that students from the high socio-economic background were more likely to be addicted to social

media. However, these students had parents who were more religious and more willing to support them in their academic works. The study implied that parental religion significantly moderated the extent to which they supported their children's academic endeavours. Therefore, the results of this study argued for the importance of promoting healthy family and religious ties and discouraging excessive use of social media among today's college students to reduce the negative impact of these factors on students' mental well-being.

Somefun (2019) asked the same question: can parental religion influence young people's religious commitment and chastity in Nigeria? The primary purpose of this research was to examine the effect of religious belief and parental encouragement on young people's decisions to abstain from sexual activity. Cross-sectional research was conducted in Nigeria. 2339 young people participated in the study using a three-stage cluster random sampling method. All participants were Nigerians; however, they came from four different states. Participants completed surveys testing their levels of religion, parental approval, and sexual abstinence. Data collected was analysed with percentage distributions and regressions. Findings from the study indicate that parental religiosity considerably changes the connection between sexual abstinence and parental support. Parental teachings about the importance of spiritual purity may influence teens' abstinence from alcohol use. More devout young people were more likely to adopt the beliefs and customs of their religious community. Youth abstinence was also linked to having supportive parents at home. Therefore, it was suggested that future research may look at how children maintain their parents' faith in contexts where religious patterns are shifting rapidly.



The significance of religion in warding off depression was the subject of studies by Longo and Kim-Spoon (2013), who also examined homesickness among college students. The research method utilised by the authors was a descriptive survey. This research aimed to examine the connections between world religion and feelings of homesickness, sadness, and academic support. The association between homesickness, depression and academic support was examined, with religious belief as a potential moderator. Recruitment occurred via the university's psychological extra credit system, and all entering students were notified via mass e-mail. Three hundred and eleven first-year students (116 males and 195 women) from a major institution in the southeastern United States took part. Questions from the CES Depression Scale, the Global Religiousness Scale, and the Homesickness Scale were among those answered by the participants. SEM with maximum likelihood estimation was used for the statistical analysis in the Amos 16.0 software. The results showed that religiousness mediated the link between homesickness and sadness. Students from more affluent backgrounds experienced more homesickness because they lacked the emotional ties to and parental guidance provided by those back at home. The students' feelings of parental and attachment loss were significantly mediated by their level of religiosity. As a result of this investigation, it was determined that campus mental health professionals and educators should be aware of the significant role that students' religiosity plays in their adjustment to college life, particularly in coping with homesickness and attachments resulting from socioeconomic status and parental support. Therefore, to increase the generalizability of the findings, it



was suggested to replicate them using groups that include a wider range of racial and socioeconomic backgrounds.

Due to the dearth of research on the moderating role of parental religiosity, only a few related pieces of literature could be reviewed. From the literature reviewed, it was realised that parental religiosity played significant moderating roles in some relationships of concern. Though the various studies were conducted on different participants from different contexts, they all indicated that parental religiosity was a critical moderator. Recommendations were made for future studies to consider the influence religiosity could have on some relationships.

#### **Gender differences in parental academic support for students**

The gender gap in STEM fields was investigated by Wang and Degol (2017), who published their findings under the title, Current knowledge, implications for practice, policy, and future directions. Females have closed the course-taking and performance gap in mathematics over the past few decades but remain underrepresented in STEM (Science, Technology, Engineering, and Mathematics). Therefore, this study was set off to find if there were differences in the kind of academic support students received from their parents. This was a cross-sectional survey study. The participants included students from “Science, Technology, Engineering, and Mathematics.” All 300 students participated in the study as they responded to various questionnaires concerning the variables”. The analysis of the data collected indicated that there were gender differences in family support which accounted for the differences in their performance on some subjects. The

authors proposed evidence-based recommendations for policy and practice to improve STEM diversity and recommendations for future research directions.

Student perceptions of peer attitudes about school, but not those of parents or teachers, are associated with gender variations in motivation, engagement, and accomplishment, according to research by King (2016). This research set out to determine if gender variations in students' motivation, engagement, disaffection, and accomplishment can be explained by social factors such as parental involvement, instructor support, and student attitudes about schoolwork. The researchers used a cross-sectional approach. Eight hundred forty-eight students from two Philippine public high schools participated. Students completed surveys measuring parental approval, teacher approval, and peer acceptance. Data collected were screened and analysed. There were no statistically significant differences between the sexes in terms of parental encouragement. However, there were clear gender variations in how they performed, with females often outshining their male counterparts in the classroom. It was recommended that teachers and parents give equal attention and support to the school children.

Similarly, Liu, Mei, Tian, and Huebner (2016) looked at how students' age and gender affected their perceptions of social support at school and how it translated into their level of satisfaction with their education. The purpose of this study was to examine the impact of social support at school (from parents, teachers, and peers) on students' subjective well-being (SWB) at school (measured by their levels of school satisfaction and their feelings about their time at school). 2,158 Chinese students from fourth through eleventh grades were polled twice for this study. Participants filled out surveys measuring

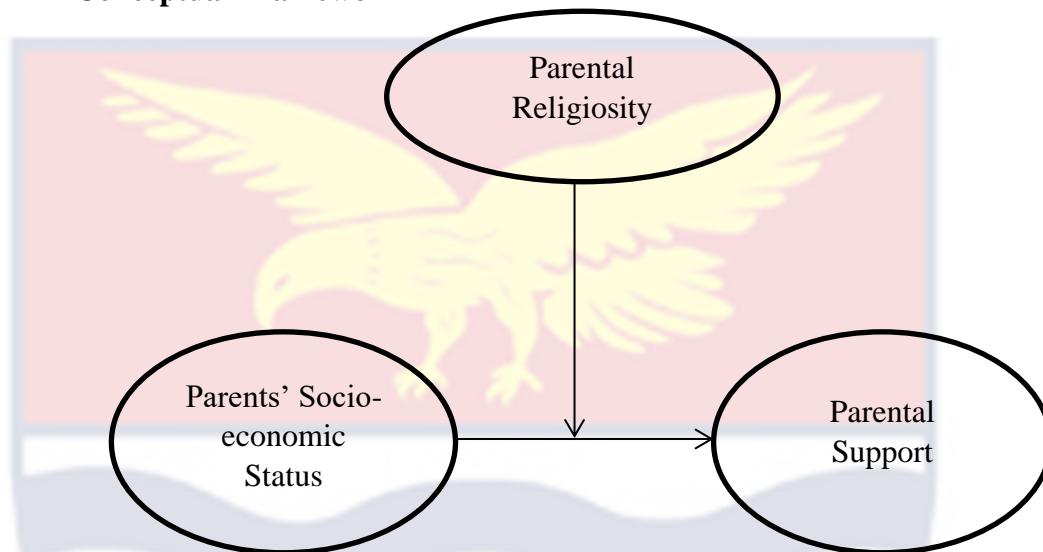
social connections and happiness in their social lives. The results indicated that boys and girls differed significantly in the encouragement they received from their educators and caregivers. For this reason, female students expressed more happiness with their education than male students. As a result, it was proposed that student aid should not be discriminatory because one gender would receive preferential treatment.

D'Lima, Winsler, and Kitsantas also looked into how freshmen differed from seasoned college students in terms of their motivational styles, focusing on both extrinsic and internal factors (2014). This research aimed to examine how different motivational characteristics correlated with the grade point average (GPA) of first-year college students over the course of the year. The intrinsic and extrinsic motivation subscales of the Motivated Strategies for Learning Questionnaire, each with four items, were used. The Patterns for Adaptive Learning Scales were utilised to evaluate students' academic self-efficacy and other aspects connected to goal orientation (PALS). A total of 591 students volunteered their time. The findings revealed significant differences in parental and family motivation and support for students based on gender. The authors posited that substantial disparities between the sexes might warrant further, more systematic investigation.

From the literature reviewed, it was realised that as most authors reported gender differences in parental academic support, one reported no gender difference. However, it must be emphasized that the variable of concern in some studies was general parental support and not the specific parental academic support of this current study. Again, different approaches in terms of instruments, study designs, and participants might have also

contributed to the differences in the results of the various research. Recommendations were made for future studies to consider giving equal support to both genders.

### Conceptual Framework



*Figure 1:* A framework showing the moderating role of parental religiosity in the relationship between parents' socio-economic status and parental support. Author's Construct (2021)

### Literature Summary

Aspects of the relevant variables, such as parental academic support, religiosity, and socioeconomic position, were investigated in the literature mentioned above. Social Conflict (Differentiation) Theory and Classical Liberation Theory: A Literature Framework reviewed the theoretical foundation explained the correlation between the study's variables.

In the review, it was realised that researchers from different contexts showed mixed results and findings. As some showed low levels of socio-economic status of parents, some showed high levels of socio-economic status of parents. Thus, there could be some inconsistencies that need to be looked at, especially in the Ghanaian context



According to the various studies reviewed, different parents gave different academic support to the children in JHS. Parents gave the support they deemed appropriate and helpful for their children. However, literature seemed absent in the Ghanaian context and must be looked into the academic support parents give their children.

It was seen that though the research was conducted in different contexts, all their findings indicated that parents' socio-economic status level influences and can determine the kind of academic support parents give to their children in school.

The articles reviewed the influence of parental religiosity on parental academic support and implied that parents' religiosity levels influence and can determine the kind of academic support parents give to their children in school. Though different methods were used in different settings and contexts, they all had similar findings.

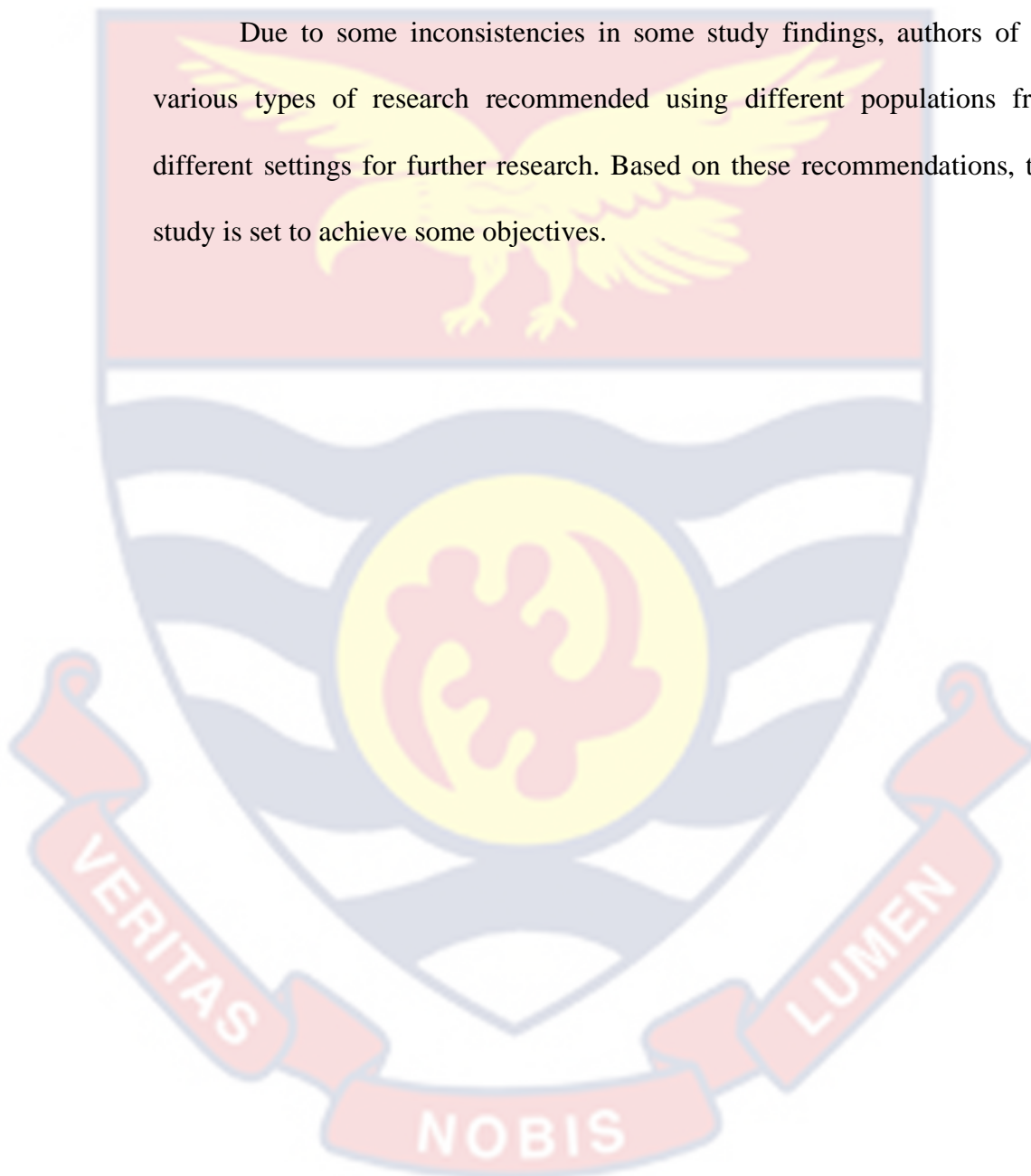
Research on the moderating role of parental religiosity showed that parental religiosity played significant moderating roles in some relationships of concern. Though the various studies were conducted on different participants from different contexts, they all indicated that parental religiosity was a critical moderator. Recommendations were made for future studies to consider the influence religiosity could have on some relationships.

From the literature reviewed, it was realised that as most authors reported gender differences in parental academic support, one reported no gender difference. However, it must be emphasized that the variable of concern in some studies was general parental support and not the specific parental academic support of this current study. Again, different approaches in



terms of instruments, study designs, and participants might have also contributed to the differences in the various research results. Recommendations were made for future studies to consider giving equal support to both genders.

Due to some inconsistencies in some study findings, authors of the various types of research recommended using different populations from different settings for further research. Based on these recommendations, this study is set to achieve some objectives.



## CHAPTER THREE

### RESEARCH METHODS

This study seeks to investigate whether religiosity moderates the relationship between parents' socio-economic status and parental support in Binduri District in the Upper East Region, Ghana. The procedures used to carry out the study are described in this section. It encompasses the population, sampling techniques, data gathering tools, validity and reliability of the tools, data collection techniques, ethical considerations, and data processing and analysis.

#### Research Design

According to Mishra and Alok (2017), the core of every research project is a rationally-based methodology that serves as a road map or framework for systematizing the investigation. The research design is a methodical plan for conducting the entire study. In this context, "design" means the overall framework of the study (Singleton & Straits, 2010) and the strategy used to bring together all of the study's many parts so that the research problem is thoroughly explored (Labaree, 2009). Morse and Niehaus (2009) state that researchers build the reasoning behind their final interpretations and the procedures and decisions they make throughout their studies using study designs. It provides a framework for the investigation of information. It is the primary premise upon which the research is based. According to Rockinson-Szapkiw (2012), a researcher's research design dictates every aspect of the research process, from the frequency and timing of data collection to the types of data collected, sources of those data, and analyses performed.

Quantitative, qualitative, and mixed methods are the three main schools of thought in research, and each of these can be applied in a wide variety of study designs. Quantitative research is a systematic data collection and analysis approach that uses a computer, statistical, and mathematical methods to arrive at conclusions (Goertzen, 2017). According to Creswell and Clark (2018), quantitative research requires acquiring numerical data that can be examined quantitatively and statistically to evaluate an alternative knowledge claim found in the literature. Quantitative research, as stated by Wellington (2015), relies significantly on numerical data when reporting findings. Qualitative research aims to establish participant-specific themes to describe and explore meaning using text, narrative, or visual-based data (Glesne, 2011). Accordingly, qualitative studies seek to characterise and analyse social norms, cultural norms, and human experiences. Ethnography, narrative analysis, phenomenology, and grounded theory are a few examples of the many qualitative research methods available. The third approach integrates quantitative and qualitative approaches, using statistical and exploratory techniques (Cohen, Manion & Morrison, 2011).

The descriptive cross-sectional design was used for this investigation. This layout was conceived to amass information from numerous individuals over a specified time frame. Setia (2016) defines a descriptive cross-sectional study as one in which the condition and potentially relevant factors are measured at a given time for a defined population. A cross-sectional study is a snapshot of time revealing a disorder's prevalence and features in a community. In cross-sectional studies, data are collected, but variables are not changed (Allen, 2017).

In contrast to longitudinal and experimental designs, which make many observations across time, all of the observed data in a cross-sectional design are collected at a single point in time (Allen, 2017). Several groups with similar outer characteristics are studied using descriptive cross-sectional designs, which compare only one variable. Human participants are the primary units of analysis in most descriptive cross-sectional designs, which involve collecting data through survey questionnaires or structured interviews. Research questions or comparison hypotheses may be posed in such designs, but characterising an interest population or comparing segments of that population across a set of measures should be the overarching goal (Allen, 2017).

Since data for all variables can be collected in a single snapshot, descriptive cross-sectional designs are user-friendly and cost-effective. Researchers can finish data gathering and move on to analysing and reporting data more rapidly than they would be able to use other methods of social scientific enquiry because they are more cost-effective and take less time to conduct. Because cross-sectional designs do not follow participants over time, there is no need to worry about dropping out of the study's target group (Allen, 2017). However, descriptive cross-sectional designs have trouble providing precise evidence regarding causal links; therefore, they do not provide a clear chronological order of causes and consequences. Data are taken in a single instant; hence the "snapshot" description may exclude events that occur before and after the data collection (Allen, 2017).



## Population

An organised group of people or things that share key features is called a study population (Alzahrani, 2012). Scientists use the term “population” to refer to any substantial group that serves as the focus of their research. Typically, everything in a given community shares one overarching quality or trait (Creswell, 2013). Research is carried out for the general good of society. Researchers would like to examine every member of a population, but doing so would be prohibitively costly and time-consuming. In order to get around this problem, scientists employ sampling. In a scientific study, there are two distinct populations: the intended participants and the overall population that can participate (Saha & Paul, 2016). The term “target population” is used to describe the whole group to which the results of a study will be generalised. The research population that can use the findings is called the accessible population, and it typically varies from the target audience, also called the theoretical population (Asiamah, Mensah & Oteng-Abayie, 2017). In addition to being a part of the ultimate audience, this group is also referred to as the study population (Saha, & Paul, 2016). Scientists collect data from the easily available populace. Depending on the circumstances, the available population may be restricted to a specific country, state, municipality, or establishment.

The target population in this study included all JHS students. The accessible population, on the other hand, was all public junior high school students (form 1 to form 3) in the Binduri District, with a population figure of 3,678. The district has five (5) circuits with twenty-eight (28) public junior high schools. Of the estimated population, male students are 1,109, while female students are 1,769. The ages of the students are estimated to be

between 12-18years, which implies that they may fall within adolescence categories such as early, middle, and late adolescence.

### **Sample and Sampling Procedures**

Research is frequently limited to drawing one or more samples from a population because the population typically contains too many individuals to study in a practical manner. This is accomplished through sampling, which can be accomplished through various sampling techniques. Sampling is a term used in the fields of statistics and survey methodology. It refers to the process of selecting a subset “(also known as a statistical sample)” of individuals from within a statistical population to estimate the entire population’s characteristics (Lance & Hattori, 2016). Within a large population, the objective of sampling is to concentrate on a specific subset, or sample, of individuals to use for research purposes (Creswell, 2013). A study’s sample is the collection of elements (whether people or objects) chosen to take part in the investigation; individuals who participate in the research are called subjects or participants. Krejcie and Morgan’s (1970) table for determining sample sizes from available populations yielded a sample size of 400 students within a 0.05 confidence interval for the study. The study’s sample was drawn from the general population by stratified, systematic, and simple random sampling methods. Selecting different numbers of schools from each circuit in the district was done using the simple random sample method. All the data is in Table 1.

Table 1- *Circuits, Schools, and Sampled Schools*

Name of Circuit	Number of Schools	Sampled Schools
Kaadi/Atuba	5	4
Bazua	6	5
Binduri Central	7	6
Binduri East	5	4
Bansi/Zawsi	5	4
Total	28	23

**Source: Binduri District Education Office Data (2019/2020)**

The stratified-proportionate was used to select a fair representative sample for all 23 schools and the various class levels. This is appropriate because it allows for less bias and an opportunity to compare responses from different sub-groups within a particular population. A proportionately stratified sample is one in which each stratum of the sample has the same number of observations as it does in the population, as stated by Salkind (2010). In all strata, the sampling fraction, defined as the size of the sample stratum divided by the size of the population stratum ( $n_h/N_h$ ), is equal to one. If a researcher wants to estimate values in a population and has reason to believe that there are meaningful differences between population subgroups on the variable of interest, then proportionate stratification is likely to be an effective method. For the stratification factor to have any meaning, it must be connected to the outcome of interest. Students' opinions on the fee hike vary by major, but they tend to be consistent with those of their peers within the same major; therefore, separating the population into its component majors allows for a more accurate approximation of overall student opinion (Salkind, 2010).

Systematic sampling was used to select cases within strata after establishing a decision figure. The population was used to divide the sample size, and the resultant figure was used. Using this resultant figure, the researcher started with a random selection of a case and followed it to select the next cases based on the established figure. As defined by Salkind (2010), systematic sampling is the process of selecting a subset of a population. To create a sample, we pick every  $k$ th individual from a list of  $N$  people, where  $k$  is the number of people picked in between each pair. The researcher chooses  $k$  to get a sample of size  $n$ .  $N$  is the total population, and  $n$  is the number of people who made up the sample used to calculate  $k$ .

#### **Data Collection Instrument**

The primary instruments utilized in this research project were various types of questionnaires. Researchers often resort to questionnaires to collect information, which are sets of questions presented in written form. In order to achieve the purpose of the study, it is necessary for respondents to first read, then interpret, and finally record their responses (Howitt & Cramer, 2010). In this study, parental academic support was the dependent variable, while parents' SES was the independent variable. Parental religiosity served as the moderator. Described below are the modified questionnaires used to collect data on these characteristics.

#### **Parents' Socio-economic Status Scale**

A new tool (scale) measuring family socioeconomic position was developed by Aggarwal, Bhasin, Sharma, Chhabra, Aggarwal, and Rajoura (2005) to assess participants' socioeconomic standing. After conducting an in-depth literature analysis and consulting with numerous experts.



Before its contents, format, and scoring were finalized, it first underwent pilot testing on a sample size of five percent drawn from various socio-economic strata within the community. The instrument was validated by comparing it to the Kuppuswamis modified scale of the urban population, which is the only one of its kind currently available. The questionnaire has been tested in a different context and has proven to have good internal consistency. The reliability coefficient of the instrument ranges from .79 - .89.

The measure has 16 items with multiple response options ranging from 1 to 5. The questionnaire is unidimensional, which means that it has no subdimensions. The responses are calculated to form one composite score and interpreted. However, items were reverse-scored before calculations were done. The composite scores were categorised into three levels low, middle, and high SES. Scores from 6-23 were interpreted as a low-level SES, a score of 24-41 was regarded as a middle-level SES, and a score of 42-58 was regarded as a high-level SES.

### **Parental Academic Support Scale**

The Parental Support for Learning Scale: Adolescent Short-Form (PSLS-ASF) developed by Rogers, Hickey, Wiener, Heath and Noble (2018) was adopted to measure students' perceptions of their parents' educational support in the home. The initial version of this scale was applied to the evaluation of the perceptions of elementary school-aged children. It found a stable factor structure and demonstrated strong psychometric properties (Rogers, Markel, Midgett, Ryan, & Tannock, 2014). The scale is an 18-item questionnaire measured on a four-point Likert-type scale. Each item has a corresponding agreement rating, from strongly disagree (=1) to disagree (=2)

to agree (=3) to strongly agree (=4). Responses are calculated to form composite scores for interpretation. The PSLS-ASF has two dimensions: Controlling Parental Support (11 items) and Autonomy Supportive Involvement (8 items). The sub-dimension with the highest composite or mean is interpreted as the most perceived parental academic support received.

The PSLS-ASF is a brief survey that can be finished in ten to fifteen minutes. It provides a differentiated assessment of respondents' perceptions of their parents' support, has a high degree of internal reliability, and is connected to the anticipated concepts. The Cronbach Alpha reliability for the Controlling Parental Support scale is 0.87–0.90, and the Autonomy Support scale has a similar range of 0.86–0.90. Total score and subscale correlations between the two-factor PSLS-AS and *Décrochage en Milieu Scolaire* (DEMS) varied from 0.32 to 0.51. Both were extremely significant at the ( $p < 0.001$ ) level, supporting the idea that the PSLS-AS components share convergent validity.

### **Parents' Religiosity Scale**

Duke University's Religiosity Index (DUREL), created by Koenig and Bussing, was used to quantify levels of religious commitment (2010). At a symposium hosted by the National Institute on Aging and the Fetzer Institute, a 5-item scale was developed to measure religious engagement. Here are some examples of what you can rate on the five-point scale: One, how frequently do you go to religious services? (Method of Religious Grouping). Answers: 1, never; 2, once a year or less; 3, several times a year; 4, several times a month; 5, once a week or more; 6, more than once a week. In (2), how often do you engage in personal religious pursuits like prayer, meditation, or Bible study? .

(Religious Behavior That Does Not Involve a Formal Organization) 1 - Extremely infrequently; 2 - Several times a month; 3 - Once a week; 4 = Twice or more every week; 5 = Daily; 6 = More than once per day. 3) I have personal encounters with the Divine (i.e., God) - (Intrinsic Religiosity) Definitely false (1), probably false (2), maybe false (3), probably true (4), and true (5) about me. (4) I base my entire philosophy on my religious convictions - (IR) There are five possible answers here: (1) Definitely not true; (2) Probably not true; (3) Maybe not true; (4) Probably true; (5) Definitely true of me. Five, I make a sincere effort to incorporate my faith into every aspect of my life - (IR) There are five possible answers here: (1) Definitely not true; (2) Probably not true; (3) Maybe not true; (4) Probably true; (5) Definitely true of me. A total score of 27 possible points is calculated based on how you answered these questions. A high score indicates a highly religious person, whereas a low score indicates a highly religious person who does not practice their faith.

Researchers have examined the psychometric features of the DUREL and found it to be a valid and reliable measure of religious commitment. The scale's internal dependability is high; its Cronbach's alpha is .91. Over two weeks, the DUREL shows excellent test-retest repeatability (intra-class correlation coefficient of 0.91). Third-party researchers have shown that the DUREL is reliable and valid; its internal consistency (Cronbach's alpha between 0.78 and 0.91), convergent validity with other established measures of religiosity ( $r$ 's between 0.71 and 0.86), and factor structure have all been confirmed across three samples.

### Pilot Testing of the Instrument

Creswell (2008) emphasised the importance of re-establishing validity and reliability whenever an instrument is updated or merged with other instruments in a study because doing so could affect the original validity and reliability. Pilot research tested the questionnaires to see if they would be beneficial in Ghana. Due to this, pilot tests were conducted on the study's questionnaires before the actual data collection began. This was done to verify the legitimacy of the research tools.

Schools not included in the main study served as “pilots” for the surveys. The schools were selected because they exhibited features compared to the rest. The questionnaires were tested on 30 JHS students from 5 schools. According to Lewis et al. (2021), there seems to be no consensus on the number to use for pilot testing; however, they recommended a number above 12. Through this preliminary work, the researcher was able to clear up any confusion and anticipate and handle any problems that might arise throughout the full exercise. Some phrases, for instance, were not applicable to the Ghanaian setting and needed to be revised since participants could not grasp their meaning. The pilot study let the researcher gauge the instrument's accuracy as well. The reliability coefficient was calculated following the administration of the questionnaire to a sample population (Cronbach alpha coefficient reliability). Internal consistency can be quantified with a statistic called Cronbach's alpha; according to Nunnally (1970), an alpha of .70 or greater denotes high levels of trustworthiness. The SES scale's Cronbach alpha after the pilot study was .70. Sub-scale Cronbach alpha values for the Parental Academic Scale were .74 for controlling support and .81 for



autonomy support. The total Cronbach alpha for the parental encouragement to study was .71. In terms of reliability, the DUREL scored a Cronbach alpha of .84. Cronbach's alphas generally indicated strong inconsistencies.

### **Data Collection Procedures**

Institutional and participant rights, as well as the veracity of the research, are safeguarded through the application of ethical concerns (Polit & Beck, 2008). Study completion required approval from both the CCTH and the University of Cape Coast's Institutional Review Board.

The researcher visited the participating institutions formally to present the study's rationale to their administration. Respondents were involved in a discussion of research ethics. This ensured that participants understood the study's goals and were provided with adequate information about providing informed consent, maintaining participant anonymity, and preserving confidentiality. Any potential infringement of privacy was also examined. Advantages that could be realised were discussed. Participants gave their consent by deciding to take part. It was decided not to ask for or record responders' identities because of ethical concerns. It was clear to participants that they could discontinue participation in the study without consequence. Subjects were given questionnaires once access could be gained. The chosen students were informed of the survey's goals and instructions for completing the questionnaire. If respondents had any questions or concerns about a particular item, they were given additional information. Over the course of three weeks, data were gathered. There was an 86.5% return rate or 346 questionnaires out of 400 sent out. For this type of investigation, this rate of

return was deemed adequate for statistical analysis (Saunders, Lewis & Thornhil, 2007).

### **Data Processing and Analysis**

Before the results of the surveys could be analysed, they had to be coded and scored using the (SPSS) version 22 software. An example is the SES scale, which was used to create a single score for each individual's socio-economic status. All items were reverse-scored. Scores from 6-23 were interpreted as a low-level SES, a score of 24-41 was regarded as a middle-level SES, and a score of 42-58 was regarded as a high-level SES. The categorised ranges were coded as 1, 2, and 3 for low, middle, and high SES, respectively for analysis in the SPSS. Again, the scores for the sub-dimensions of the parental academic support were computed. Higher mean and composite score were interpreted as the perceived form of support received by the students. Lastly, the composite score for the DUREL was computed. All potentially incorrect information in the entered data was removed after thorough screening. Inaccurate typing of numbers and the omission of some items were among the faults fixed.

Data collected for the research questions and hypotheses were analysed and tested descriptively and inferentially. Data for research questions 1 and 2 were analysed using frequencies, means and standard deviations. The questions asked for data on socio-economic status (SES) and educational support. As a result, it was reasonable to present these figures as percentages and frequencies. Regression analysis was used to assess the first two hypotheses in the study's data. Predictions, correlations, and the ways in

which one variable affects another can all be uncovered by employing regression analysis.

This method was thus suitable for identifying the connections between socio-economic status and religious affiliation and the effects each had on parental involvement in their children's education. Due to the need to look for evidence of moderation across variables, the Hayes PROCESS was used to analyse the data for research hypothesis 3. One method used by researchers to describe how one variable affects and interacts with another and how the presence of one variable magnifies or mitigates the influence of another is called a moderation analysis (MacKinnon, Fairchild & Fritz, 2007). The Hayes PROCESS, a widely-used technique for moderation analysis, was chosen to describe how parental religiosity moderates the relationship between socio-economic status and parental encouragement of their children's education. Multivariate analysis of variance was then applied to the data to assess research hypothesis 4. (MANOVA). The analysis of variance (MANOVA) is used to determine the significance of differences between three or more sets of variables. Thus, MANOVA was the appropriate tool to test the difference between males and females with regards to controlling parental academic support and autonomy parental academic support".

### **Chapter Summary**

In this section, we analysed the procedures used to complete this research. Methods included a descriptive survey design. The sample was chosen from JHS students in the Binduri district. The socioeconomic status (SES) scale, the parental support for learning scale (PSLS), and the depth of religious engagement scale (DUREL) were utilised to administer a

questionnaire and gather data for the study. Descriptive and inferential analyses were performed on the data to test the study's hypotheses and investigate the study's research topics.





## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

In this section, the research's findings, analysis, and commentary are presented. This study aimed to establish whether religiosity moderates the relationship between parents' socio-economic status and parental support in Binduri District in the Upper East Region, Ghana. The study's hypotheses and research questions informed the statistical analysis. 346 participants out of 400 were available for statistical analysis, yielding an 86.5 percent return rate. Frequencies and percentages were used for descriptive statistics, whereas Multiple Linear Regression and the Hayes PROCESS were used for inferential statistics and moderation analysis. The first section of this chapter is devoted to the respondents' demographic data regarding the study's hypotheses and research questions.

#### Presentation of Demographic Data

The respondents' gender was discussed in this section. The analysis of the respondents' gender-specific responses is shown in Table 2.

Table 2 – *Gender of the Respondents*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	169	48.8
<b>Female</b>	177	51.2
<b>Total</b>	346	100.0

Source: Field survey, (2021)

$n = 346$

Table 2 shows the gender distribution of the participants. From the table, the males were 169, with a percentage of 48.8, while there were 177

females representing 51.2%. This shows that there were more females compared to males.

**Research Question One: What is the level of socio-economic status of parents having their children in junior high schools?**

This research question aimed to determine the socio-economic status levels of parents having their children in JHS the in the Binduri District. The socio-economic status for Family Scale was used to gather data for this inquiry, which was then examined using frequencies and percentages. The level with the highest frequency indicated the dominant parents' SES reported by the students. Table 3 shows the analysis of the responses on socio-economic status levels of parents having children in the Binduri District.

Table 3 – *Socioeconomic Status Levels of Parents having Children in JHS*

<b>Socioeconomic Status</b>	<b>Frequency</b>	<b>Percentage</b>
Low socioeconomic status/Poverty line	52	15.0
Middle socioeconomic status	237	68.5
High Socioeconomic Status	57	16.5
Total	346	100.0

Source: Field survey, (2021)  $n = 346$

Table 3 shows that 52(15%) had low socio-economic status while only 237(68%) had middle socio-economic status. These figures clearly show that most parents having children in JHS at the Binduri district had middle socio-economic status.

**Research Question Two: What type of parental academic support do students in junior high schools in the Binduri District have?**

This research question aimed to determine the type of parental academic support children in JHS in the Binduri District gets from their parents. Data on this question was collected using the Parental Support for Learning Scale and analysed using means and standard deviations. Results were summarised by calculating means and standard deviations, with higher means indicating greater reports of parental encouragement of academic pursuits on the part of their children. Parental support for junior high school students in the Binduri District is analysed in Table 4.

Table 4- *Parental Support of JHS students in the Binduri District*

<b>Support</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Autonomy Support</b>	25.9306	4.64269
<b>Controlling Support</b>	23.0607	4.68538

Source: Field survey, (2021)

$n = 346$

Table 4 shows that Autonomy Support had a mean of ( $M=25.93$ ,  $SD=4.62$ ) while controlling support had a mean of  $23.06$ ,  $SD=4.68$ . These figures show that autonomy parental support was the major form of support students in JHS at the Binduri district had from their parents.

**Research hypothesis one**

***H<sub>0</sub>: Parents' socio-economic status does not influence parental academic support for students in Junior High Schools in the Binduri Districts.***

***H<sub>1</sub>: Parents' socio-economic status influences parental academic support for students in Junior High Schools in the Binduri District.***

This hypothesis was tested to find the influence of parents' socio-economic status on parental academic support for students in Junior High Schools in the Binduri District. To establish the significance and predictability of this hypothesis, a simple linear regression analysis was conducted. For the regression analysis to work properly, it was necessary to account for certain presumptions. The tests for normality, linearity, and multicollinearity were among those used to make these assumptions. Prior to running the main regression test, we made sure these presumptions held true. Normality, linearity, and homoscedasticity were examined using the P-P and scatter plots. The coefficient output for the collinearity statistics showed a VIF of 1.00, which is significantly less than the threshold value of 10. Each independent variable has a tolerance of 1.00, which is greater than .10 and consistent with no violation of the multicollinearity assumption. The results of the normality and linearity test for the dependent variables are depicted in Figures 2 and 3, respectively.



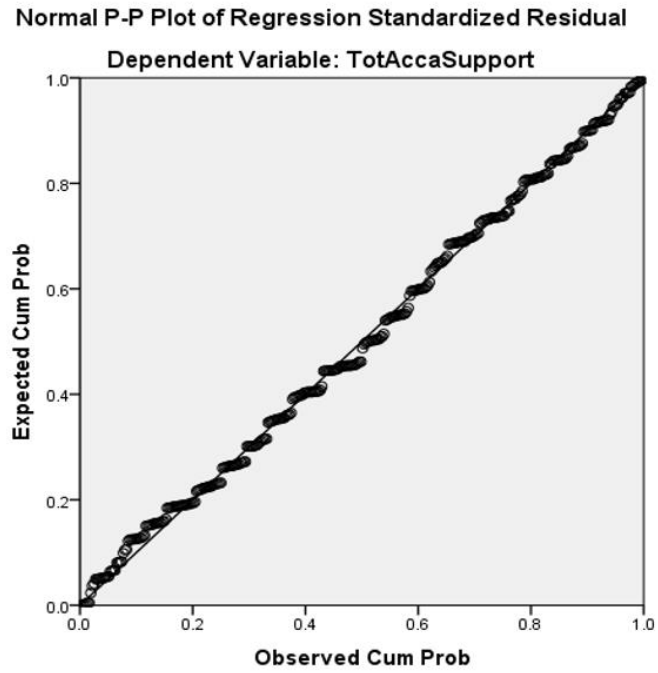


Figure 2: Normal P-P Plot

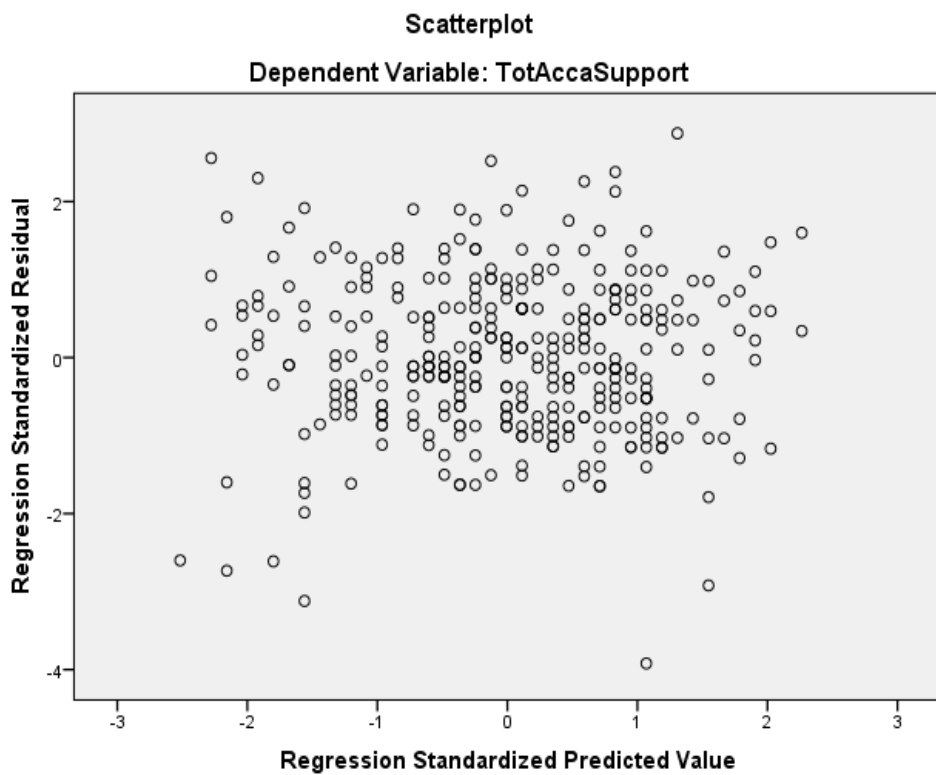


Figure 3: Linearity Graph

Figure 3 was used to check for normality. The figure showed that the data were normally distributed as a straight diagonal line could be drawn from

the bottom left to the top right. That the data was suitable for regression analysis. Figure 3 used a scatter plot with convergent case observations to test for a linear regression relationship between the independent and dependent variables. In the same vein, homoscedasticity was accommodated by this. All assumptions have been verified, and the results are shown in Table 5 below.

Table 5 – *Results of Descriptive Statistics*

Variables	Mean	SD	N
Academic Support	48.99	7.93	346
Socioeconomic Status	33.06	8.37	346

Source: Field Survey (2021)

Table 5 shows the test variables' descriptive statistics (means and standard deviations). The mean and standard deviation were both highest for students whose parents provided financial and emotional support for their education (M=48.99, SD=7.93), with parents' socio-economic status having the least mean (M=33.06, SD=8.36). Table 6 presents regression results:

Table 6- *Regression Analysis of Socioeconomic Status Predicting Parental Academic Support for JHS Students in the Binduri District*

Variables	B	SE B	B	t	p
Socio-economic Status	.016	.051	.017	.319	.75
$R^2$	-.003				
F	.102				

Source: Field Survey (2021)

N=346

Dependent Variable: Academic Support

Predictors: (Constant), Socioeconomic Status

The simple linear regression analysis was conducted to investigate how parents' socio-economic status predicted the parental academic support given to JHS students in the Binduri District. The regression analysis showed that the model only significantly predicted academic assistance by 0.3% of the

variance [ $R^2 = .003$ ,  $F(1,344) = 0.102$ ,  $p = .75$ ]. It was found that parents' socio-economic status did not significantly predict parental academic support ( $\beta = .017$ ,  $p = .75$ ). The results indicated a positive correlation between socio-economic status and academic support which means that a high level of socio-economic status may lead to high-level academic support that parent gives to the JHS students in the Binduri District and vice versa. However, the result implies that though the socio-economic status levels of parents may have some form of influence on the academic support parents give to students, this influence was not significant. In conclusion, the null hypothesis fails to be rejected.

#### **Research hypothesis Two**

***H<sub>0</sub>: Parental religiosity does not have effects on the parental academic support for students in the Junior high schools in the Binduri District.***

***H<sub>1</sub>: Parental religiosity has effects on the parental academic support for students in the junior high schools in the Binduri District.***

This hypothesis was tested to find the effect of parents' religiosity on parental academic support for students in junior high schools in the Binduri District. This hypothesis was tested, and the influence and prediction established, with a straightforward linear regression analysis. For the regression analysis to work properly, it was necessary to account for certain presumptions. The tests for normality, linearity, and multicollinearity were among those used to make these assumptions. Before running the main regression test, we ensured these presumptions were true. The P-P and scatter

plots examined normality, linearity, and homoscedasticity. The coefficient output for the collinearity statistics showed a VIF of 1.00, significantly less than the threshold value of 10. Each independent variable has a tolerance of 1.00, which is greater than .10 and consistent with no violation of the multicollinearity assumption. Figures 4 and 5 showed the normality and linearity test for the test variables:

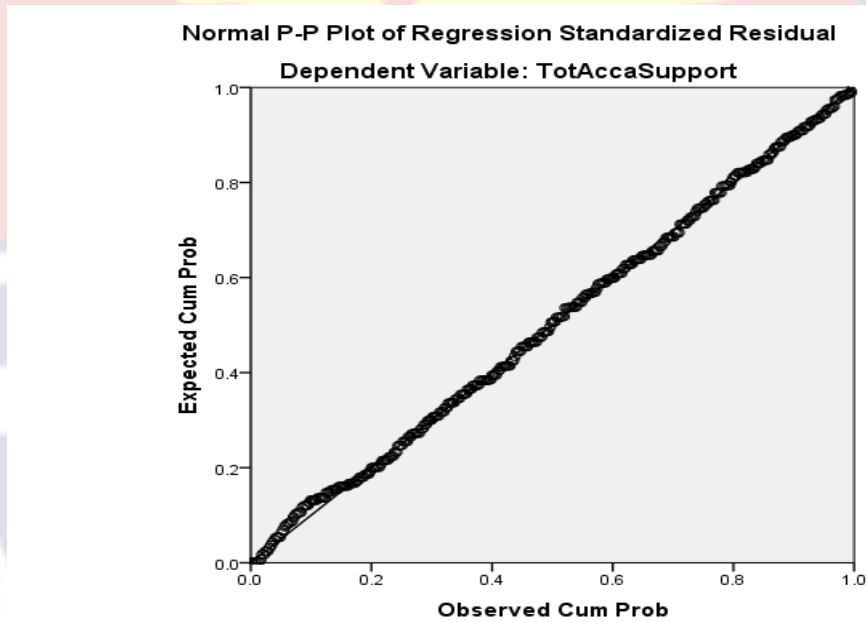


Figure 4: Normal P-P Plot

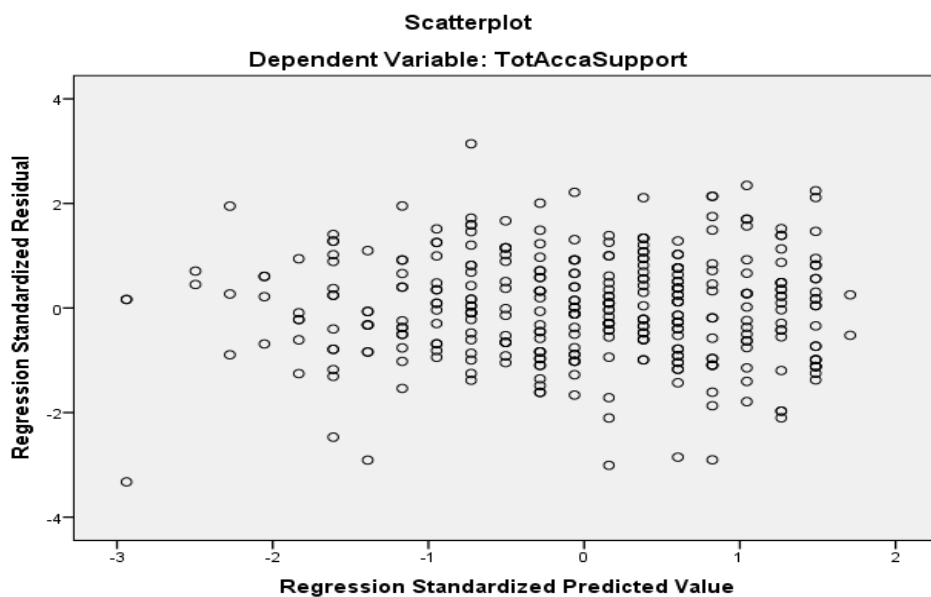


Figure 5: Linearity Graph

Figure 4 was used to check for normality. The figure showed that the data were normally distributed as a straight diagonal line could be drawn from bottom left to top right. This meant the data was suitable for regression analysis. Figure 5 depicts the convergent case-observation strategy we used to search for a linear regression between the independent and dependent variables. In the same way, this accounted for homoscedasticity. Assumptions were checked, and they were all found to be true; hence the descriptive statistics for the variables are shown in Table 7 below.

Table 7 – Results of Descriptive Statistics

Variables	Mean	SD	N
Academic Support	48.99	7.93	346
Parental Religiosity	18.28	4.52	346

Source: Field Survey (2021)

The averages and standard deviations for the test variables are displayed in Table 6. The mean and standard deviation were both highest for students whose parents provided financial and emotional support for their education (M=48.99, SD=7.93), with parents' religiosity having the least mean (M=18.28, SD=4.52). Table 8 presents regression results”:

Table 8- Regression Analysis of Parental Religiosity Predicting Parental Academic Support for JHS Students in the Binduri District

Variables	B	SE B	$\beta$	T	p
Socio-economic Status	.396	.092	.225	4.293	.000
$R^2$	.048				
F	18.43				

Source: Field Survey (2021)

N=346

Dependent Variable: Academic Support

Predictors: (Constant), Parental Religiosity



The simple linear regression analysis was conducted to investigate how parents' religiosity predicted the parental academic support given to JHS students in the Binduri District. The regression analysis revealed that the model was a significant predictor of academic support and accounted for 4.8% of the total variation [ $R^2 = .003$ ,  $F(1,344) = 18.428$ ,  $p < .01$ ]. It was found that parents' religiosity significantly predicted parental academic support ( $\beta = .225$ ,  $p < .01$ ). The results indicated a positive correlation between religiosity and academic support, which means that a high level of parents' religiosity may lead to high-level academic support that parent gives to the JHS students in the Binduri District and vice versa. In conclusion, the null hypothesis was rejected, which means that parental religiosity has effects on the parental academic support for students in the Junior high schools in the Binduri District.

### **Research hypothesis Three**

***H<sub>0</sub>*: Parental religiosity does not moderate the relationship between parents' socio-economic status and parental academic support of students in the Junior High Schools in the Binduri District.**

***H<sub>1</sub>*: Parental religiosity moderates the relationship between parents' socio-economic status and parental academic support of students in the Junior High Schools in the Binduri District.**

This research hypothesis sought to investigate the interaction effect of parents' religiosity on the relationship between parents' socioeconomic status and parental academic support of JHS students in the Binduri District. A moderation analysis was carried out to examine this possibility. Academic support from parents was the outcome variable in the moderation model, and

parents' religiosity served as both a predictor and a moderator. Hayes' (2018) Method was used for the moderation analysis (PROCESS). Five thousand bootstrap samples were used for the moderation analysis. Please refer to the Table below for the final findings.

Table 9 – Moderating Effect of Parental Religiosity in the Relationship between Parents' Socioeconomic Status and Parental Academic Support

Parameter	<i>B</i>	<i>BootSE</i>	<i>Boot95%CI</i>	
			<i>LLCI</i>	<i>ULCI</i>
Constant	49.04	.4181	48.22	49.87
Socioeconomic Status	.0269	.0509	-.0732	.1269
Religiosity	.3975	.0928	.2151	.5800
Socioeconomic Status*Religiosity	.0136	.0113	-.0085	.0358
Model Summary				
<i>R</i> <sup>2</sup>	<i>F</i>	df1	df2	<i>p</i>
.0565	6.8235	3	342	.0002
Unconditional interaction (X*W)				
$\Delta R^2$	<i>F</i>	df1	df2	<i>p</i>
.0040	1.4625	1	342	.2274

\*Significant,  $p < .05$  X- Socioeconomic Status, W- Parental Religiosity

The results in Table 9 show that the overall regression model with socioeconomic status, parental religiosity, and the interaction between socioeconomic status and age was statistically significant,  $F(3, 342) = 6.82$ ,  $p = .0002$ ,  $R^2 = .057$ . The model accounted for 5.7% of the variations in parental academic support for JHS students in the Binduri District. However, the results showed that the interaction between parents' socioeconomic status and parental religiosity was not a significant predictor of parental academic support,  $B = .0136$ , 95%CI [-.0085, .0358]. The interaction term added 0.4% of the variance in parental academic support, and this was not statistically

significant ( $p = .23$ ). In effect, it can be said that parents' religiosity did not moderate the relationship between parents' socioeconomic status and parental academic support for JHS students in the Binduri District.

#### **Research hypothesis Four**

***H<sub>0</sub>*: There is no gender difference in parental academic support for students in Junior High Schools in the Binduri District.**

***H<sub>1</sub>*: There is gender difference in parental academic support for students in Junior High Schools in the Binduri District.**

This hypothesis was tested to **find the difference** in parental academic support based on gender. Multivariate Analysis of Variance (MANOVA) was used to test this hypothesis to establish how males and females differed in parental academic support. Two dependent variables (Autonomy Academic Support and Controlling Academic Support) were used under parental academic support. The independent variable was gender. No major breaches of the presumptions of normality, linearity, absence of outliers (both univariate and multivariate), homogeneity of the variance-covariance matrices, and multicollinearity were found during the preliminary testing. Using a Box's M Sig. value of 8.552, which is statistically significant ( $p .001$ ), we can conclude that the variance-covariance assumption holds. The equality of variance for support of autonomy and control was also tested using Levene's Test. None of the data indicated that the equality of variance assumptions was not met, with both autonomy support (sig. =.344) and controlling support (sig. =.869) being more than .05. After ensuring that all presumptions have been met, Table 10 below displays the results on the descriptive statistics:

Table 10 – *Descriptive Statistics for Parental Autonomy Support and Teacher Parental Controlling Support*

Variable	Gender	Mean	SD	N
Autonomy Support	Male	25.9349	4.54756	169
	Female	25.9266	4.74464	177
	Total	25.9306	4.64269	346
Controlling Support	Male	23.1302	4.79654	169
	Female	22.9944	4.58939	177
	Total	23.0607	4.68538	346

Source: Field Data (2021)

Table 10 displays the descriptive results of the study variables, showing no statistically significant variations between the mean scores of male and female teachers with respect to Parental Academic Support (Autonomy Support and Controlling Support). The results suggested that males and females had almost the same mean scores on autonomy support and controlling support. This implied that descriptively, males and females did not differ regarding the academic support JHS students in the Binduri District received from their parents. Despite the fact that it was not possible to draw any firm conclusions from the descriptive data, it is nevertheless important to look at the MANOVA Multivariate Tests in Table 11:

Table 11 – *Multivariate Tests*

Effect	Value	F	s df	Error df	Sig.	Partial
						Eta Squared
Gender Pillai's Trace	.000	.043	2.000	343.00	.958	.000
Wilks' Lambda	1.000	.043	2.000	343.00	.958	.000
Hotelling's Trace	.000	.043	2.000	343.00	.958	.000
Roy's Largest Root	.000	.043	2.000	343.00	.958	.000

Source: Field Data (2021)

Table 11 shows the multivariate test results to check for gender differences in the sub-dimensions of parental academic support. There was no statistically significant difference between boys and females in the amount of academic support from their parents:  $F(2, 343) = .043, p = .958$ ; Wilks' Lambda=1.000; partial eta squared=.000. This indicates that there were no differences between male and female students in terms of academic support for autonomy and control.

### Discussion

The researcher compared and contrasted the study's findings with those of other studies and the scholarly literature in this section. The results are analysed, and their relevance to existing theories and practices is discussed. Findings are examined in light of the research questions and hypotheses that guided the investigation.

### Socio-economic Status of Parents of Children in the Junior High Schools

The results of the study found that parents of JHS students in the Binduri District were within the middle-level socioeconomic status. This finding goes contrary to the findings of Rippe et al. (2016), Ahmadi et al.



(2015), and Keane et al. (2012), who reported that parents were within the low-level socioeconomic status. However, this current finding is in consonance with that of Hartas (2013) who also found that most parents in the study were within the middle level of socioeconomic status. One probable explanation for the inconsistencies in findings could be that different instruments were used to measure parents' socioeconomic status in the various studies. Whereas some studies categorised socioeconomic status into high and low levels, others categorised it into high, middle, and low levels of socioeconomic status. The middle level of SES reported in this study means that parents of the JHS students in the Binduri districts may only be living within their means and, therefore, may not go the extra mile to do more to support their children in school. This situation is explained by Man (2021), who posits that persons with a middle-level SES are only able to make ends meet. Though they may live a comfortable life, it only means they would have to continually work harder to maintain it. This inability to raise more than greatly enough affects the individual, especially their ability to support others. For example, the Classical Liberation Theory holds that middle-level socioeconomic factors, such as family income level, affect the sufficiency of learning and teaching resources or materials for school children, which influences the quality of education and the capacity to improve the living conditions of the school children. For this reason, Gabriel et al. (2016) stipulated that all people, especially those in the informal sectors, are treated similarly and given equal opportunities unhampered by artificial barriers and prejudices.

### Parental Academic Support of Junior High School Students

This objective sought to determine the types of academic support parents gave their children in school. In this study, parental autonomy support was determined to be the most common form of academic help given to students in the Binduri district during junior high school. This implies that parents supported their children by allowing them to make choices regarding their learning, listening to their perspective when struggling, and supporting them in their school-related choices. On the other hand, parents give their children the opportunity to make their choices and support them instead of dictating what the children should do. This form of academic support goes contrary to some aspects of Pajarianto's (2020) findings which reported that parents gave instrumental support to their children in school. This means that parents gave support by providing materials for their kids. Okeke (2014) also reported that parents would not give any academic support at all to their children because they would not like to interfere with the structure of the school. However, this current study's finding is corroborated by Garn et al. (2012), who similarly found that parents academically supported their children in the form of autonomy support and competence support. The Social Conflict (Differentiation) Theory explains that there is an unequal distribution of power and rights among the members of a society; therefore, it is not very surprising that different parents give a different form of support to their kids in school.

In relation to this current study, the JHS students from the Binduri district indicated that they received autonomy academic support from their parents. This means they perceived their parents as a warm, patient, and providing independence in their school-related choices. Connecting this

finding to their middle level of SES reported earlier, it could be that because they may not have enough to support financially and buy almost everything for their kids, the parents compensated by giving the kids the necessary non-material support possible. However, this autonomy parental academic support fosters students' sense of competence and motivation and a sense of security and connectedness between students and their parents (Pomerantz et al. 2007).

### **Influence of parents' socioeconomic status on parental academic support**

This objective sought to determine the influence of SES on the academic support parents gave to their JHS students in the Binduri district. The results for this objective indicated that parental SES could not predict parental academic support, which means that the SES of parents did not influence the academic support parents gave to their JHS students in the Binduri district. This finding is very unexpected as it is inconsistent with the literature (Hemmerechts et al., 2017; Juma, 2016; Hartas, 2013; Okioga, 2013; Kainuwa, 2013). These studies' findings all indicated that the SES of parents influenced the academic support parents gave their kids. The inconsistency may be attributable to the fact that different instruments were used in the data collection, which might have produced different results. It is a known perception that a good SES implies that an individual enjoys a life where they can buy anything for their children (Man, 2021). This means that a high SES reflects in the students' lives because their parents can give them anything they need in their academics. However, in this current study, JHS students from the Binduri district had parents within the middle-level SES, which implies that they may be unable to provide everything, especially material needs for their children. This may explain why JHS students in Binduri might

not have felt the influence of the SES of their parents on their perception of academic support. For this reason, that the Classical Liberation Theory admonishes governments to try to all people on the same scale and SES so that every child may feel the influence of the SES in their academics.

### **Influence of parental religiosity on parental academic support for students**

The finding from this study indicated that parental religiosity predicted the parental academic support for students in the Binduri district. This implies how religious a parent goes a long way in influencing the kind of academic support they give their JHS students in the Binduri district. This finding is consistent with the findings of Pajariato (2020), Poza et al. (2014), and Gomes et al. (2013), who also indicated that the religiosity of parents influences parental academic support. It is a known fact that Ghana is a very religious country. Therefore, it is unsurprising that religiosity influences some aspects of our lives, including academics. Hamzah et al. (2014) propagate that religiosity is significant in human life as it affects actions and personality development, relaxed emotions, increased self-esteem, and satisfaction. It is, therefore, not out of the blue that parents' religiosity reflects in the academic support for JHS students in the Binduri district. Again, it may be said that because of the SES of parents in the Binduri district, they may not be able to provide all the material needs of the JHS students; they may compensate for that in prayers, devotions, and other religious support.



### **Moderating role of parental religiosity in the relationship between parents' socioeconomic status and parental academic support of students**

This objective sought to determine the moderating role of parental religiosity in the relationship between parents' socio-economic status and parental academic support of students. "The results indicated that parental religiosity did not moderate the effect parents' SES has on the academic support parents give their children. This finding is inconsistent with the findings of Saputri and Yumarni (2021), Somefun (2019), and Longo and Kim-Spoon (2013), who, on the contrary, reported that parental religiosity played a significant moderating role in the relationship between parents' SES and parental academic support. The results from this current study mean that whether parents are religious or not, it might not increase or decrease the effect their SES would have on the academic support they would give their children in JHS. However, this finding may not be what was expected as it was very much expected that as religious as Ghanaians are, it would reflect in every aspect, including academics, but that was not the case in this study. This unusual finding may result from differences in methodological approaches in previous research and this current study. This study implies that the parents from the Binduri district may not allow their religiosity levels to influence their SES and how their SES will determine how much academic support to give their children in the JHS". As already established previously, the SES of parents is in the middle level; it may imply that parents may be so focused on making ends meet that they may not be bothered or influenced by how religious they may be and the effect it may have on the support they give to their JHS students.



### Gender differences in parental academic support for students

This objective aimed to find out the gender differences in parental academic support. The findings showed that there were no significant gender differences in parental academic support. This means that male and female JHS students from the Binduri District did not report of receiving different forms of academic support from their parents. Earlier research by Wang and Degol (2017), Liu et al. (2016), and D’Lima et al. (2014) indicated stark disparities in parental involvement based on their children’s gender when it came to their education. However, this study’s results align with those of King (2016), who likewise discovered no statistically significant differences between parental encouragement of their children’s academic pursuits based on gender. This implies that female students were not given academic support, different from the academic support males received from their parents. This may stem from the fact that the parents from the Binduri District with the middle-level SES may already struggle to make ends meet and maintain it; how will they then be able to make preferential treatment for males and females? Parents thus give equal academic support to their children in the JHS. The differentiation theory explains that individuals compete for the available resources, leading to inequality. This inequality among parents presents them with the struggle to devote time to their children”. The parents who can amass wealth can devote a great deal of time to their wards’ education and, therefore, may choose what kind of support to give the boys and what kind of support to give girls. Parents below the High SES continue to fight to make ends meet and struggle to have enough to treat their kids differently.

## Key Findings

Firstly, the results showed that most parents having children in JHS at the Binduri District were within the middle-level socioeconomic status.

Again, the findings from the results revealed autonomy support as the major form of academic support that JHS students in the Binduri District received from their parents.

Regarding the interactions between SES and academic support, it was realised that parents' socio-economic status did not significantly predict parental academic support for JHS students in the Binduri District.

Further on the interactions, the results indicated that parents' religiosity significantly predicted parental academic support for JHS students in the Binduri District.

Parents' religiosity did not significantly mediate the relationship between parents' socioeconomic status and parental academic support.

Finally, no significant gender difference was found in the amount of academic help given by parents to their junior high school aged children.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study sought to establish whether religiosity moderates the relationship between parents' socio-economic status and parental academic support in Binduri District in the Upper East Region, Ghana. The study's findings, interpretations, and suggestions are discussed here.

#### Overview of the Study

The descriptive cross-sectional research design was adopted for the study. Using multiple sampling techniques, out of 400 participants, 346 students responded to the questionnaire. A set of adapted questionnaires for students regarding socio-economic status, parental academic support, and parental religiosity were used for the study. F Hayes PROCESS was utilised for descriptive and inferential analysis of the collected data, with emphasis on the frequency and percentage distributions and Linear Regression and moderation tests.

#### Research Questions

1. What is the level of socio-economic status of parents having their children in junior high schools in Binduri District?
2. What type of parental academic support do students in junior high schools in the Binduri District have?

#### Research Hypotheses

1.  $H_0$ : Parents' socio-economic status does not influence parental academic support for students in Junior High Schools in the Binduri Districts.

$H_1$ : Parents' socio-economic status influences parental academic support for students in Junior High Schools in the Binduri District.

2.  $H_0$ : Parental religiosity does not have effects on the parental academic support for students in the Junior high schools in the Binduri District.

$H_1$ : Parental religiosity has effects on the parental academic support for students in the Junior high schools in the Binduri District.

3.  $H_0$ : Parental religiosity does not moderate the relationship between parents' socio-economic status and parental academic support of students in the Junior High Schools in the Binduri District.

$H_1$ : Parental religiosity moderates the relationship between parents' socio-economic status and parental academic support of students in the Junior High Schools in the Binduri District.

4.  $H_0$ : There is no gender difference in parental academic support for students in Junior High Schools in the Binduri District.

$H_1$ : There is gender difference in parental academic support for students in Junior High Schools in the Binduri District.

#### **Key findings of the study**

1. Majority of the parents having children in JHS at the Binduri District were within the middle-level socio-economic status.
2. Autonomy support was the major form of academic support that JHS students in the Binduri District had from their parents.
3. Parents' socio-economic status did not significantly predict parental academic support for JHS students in the Binduri District.
4. Parents' religiosity significantly predicted parental academic support for JHS students in the Binduri District.
5. Parents' religiosity did not moderate the relationship between parents' socio-economic status and parental academic support.



7. There was no gender difference in the academic support JHS students received from their parents.

### Conclusions

The following conclusions were reached in light of the findings:

It could be seen from the results that the majority of parents were within the middle level of socio-economic status. This implies that though the parents may not be very poor, there could be many things they may not afford for their kids. In this technologically advanced world, JHS students may need many materials to help with their studies. JHS students need information from various sources such as television, radio, phones, and computers. However, these are some things that parents within the middle-level socio-economic status may not be able to purchase for their kids. If it happens like that, the implication is that such students could be lacking in some things compared to students whose parents are within the high-level socio-economic status. In conclusion, students whose parents are within the middle-level socio-economic status may perform averagely and not to their optimum best.

Again, it was seen from the findings that JHS students from the Binduri District received autonomy support as the major form of academic support from their parents. It could therefore be concluded that JHS students in the Binduri District had parental academic support that was liberal. This implies that parents were not very strict or autocratic towards their kids but rather gave them the support that could allow them to express themselves. Parents gave them the support that made their kids feel confident about themselves. Rather than imposing what they wanted on their kids, parents allowed their kids to make choices regarding their studies. It could therefore



be concluded that it was the kind of academic support that JHS students in the Binduri District wanted from their parents.

The findings again indicated that parents' socio-economic status did significantly predict the parental academic support that JHS students in the Binduri District received from their parents. It could be concluded that the academic support students receive from their parents may not be dependent on the socioeconomic status of the parents. This implies that it may not matter whether parents had low, middle, or high socio-economic status levels; it would not affect the kind of academic support they would give their kids. Whether students would receive autonomy or controlling academic support from parents may not be determined by how much their parents have or what they have.

On the other hand, parents' religiosity significantly predicted parental academic support for JHS students in the Binduri District. It can be concluded from this finding that the religiosity level of parents is a significant determinant of the academic support parents give to their kids. This means that how parents go about their religious life greatly affects the kind of support they might give to their kids. It can again be concluded from the positive correlation that the higher the religiosity of parents, the better the academic support parents give to their kids. This implies that when parents have poor religiosity levels, it is likely to adversely affect the academic support the students would receive from their parents.

It can be concluded that the relationship between parents' socio-economic status and parental academic support is not affected by the presence of parents' religiosity levels. This means that it may not matter how religious

parents are; it might not affect how parents' socioeconomic status influences parental academic support. This means that whether high or low religiosity level, the effect socio-economic status has on the academic support parents have for their kids would not change. Though parents' religiosity may predict or determine the kind of academic support students may get from their parents, it does not influence the effect socio-economic status has on the kind of academic support JHS students get from their parents. However, it must be emphasized that this is not an absolute finding. This is due to the possibility that in other research, parents' level of religiosity may significantly impact the association between their socioeconomic situation and their support of their children's academic endeavours.

Finally, it was determined that parents provided the same academic assistance to both boys and girls because there was no gender difference in this area. It did not matter whether a student was a girl or a boy; they both received the same level of autonomy, academic support, and controlling support. By implication, parents were not biased or did not discriminate against them regarding the academic support they gave their kids. With the same level of academic support, JHS students in the Binduri district may be expected to have the same level of academic performance in school.

### **Recommendations**

Considering the study's results, the following suggestions are offered:

1. It is recommended that parents should make an effort to raise their socioeconomic status levels so that they would be able to support and provide for the needs of their kids in Junior High School. Though the Government of Ghana is making education accessible to all, the Government should put in

place measures to raise the socio-economic status levels of parents so that they would have enough to purchase the necessary materials needed for JHS students in school. The government can do this by decreasing the country's high cost of living and increasing workers' remuneration so parents can afford all educational expenses.

2. It is again recommended that parents give their kids the form of academic support that helps the students to be more relaxed and expressive. Parents should support their kids by directing them in their academic work rather than controlling or dictating what should be and how the students should learn. Teachers should likewise not be too harsh on the students but rather support them in ways that give them confidence that they can achieve. This will help the students not to be afraid when they need any form of support from their parents or teachers.

3. It is recommended that parents should not wait till they have more than necessary before they give their kids the academic support they need. This is because though there may be some relationship between parents' socioeconomic status and parental academic support, this relationship is not very significant. This means that the form of academic support parents give their kids should not depend on their socio-economic status. Support from parents, teachers, and even the government could come from psychological and emotional support. Academic support for students must not always be material. During meetings with parents and guardians, the Ministry of Education and school authorities should admonish parents not to always focus on material support as the only way of supporting their kids in JHS.

4. Parents are recommended not to take their religiosity for granted as it goes a long way to influence the academic support they have for their kids in JHS. If parents have a good religious background, it is likely to reflect in the academic support they give their kids. Priests are also admonished to encourage their members, especially the parents, to support their kids in JHS as much as possible. Priests could help improve the religiosity levels of parents by organising various programmes targeted at helping parents and children to boost their religiosity levels. Parents could also boost their religious life by attending church regularly, prayerfully, and meditating on the scriptures.

5. It is advised that JHS students receive equitable academic support from their teachers. Given that JHS students did not demonstrate any disparities in the type of parental assistance they receive for their academics, it is advised that mothers and fathers offer their children an equal amount of attention. Teachers in the classrooms should not be biased in giving a form of support to students. Both male and female students need an equal amount or level of academic support in their academics. Similarly, if there is any support from the government to students, it should not be in the form of gender basis.

#### **Suggestions for Further Research**

Given the limited scope of this investigation, it is suggested that future studies concentrate on the following:

1. This study examined how parental religiosity acted as a moderator, but future research could examine the mediating role of the same or different factors.
2. Future research should employ different classes and a larger sample from a larger setting.

3. This study employed a cross-sectional survey with a one-time data collection limitation. However, future research can employ various research designs, such as longitudinal and other exploratory techniques.

3. Future studies can also use different instruments for data collection to see if it produces the same or similar results.





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**APPENDIX A: QUESTIONNAIRE****UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
DEPARTMENT OF EDUCATION AND PSYCHOLOGY****QUESTIONNAIRE**

Dear Respondent,

I am embarking on study. I would be grateful if you could answer the questions below. There is no right or wrong answer. I am interested in your personal experience and opinion. The confidentiality of your information is guaranteed.

Instruction: For each item, please choose the answer which best describes your experiences by ticking []

**SECTION A****Demographic Data**

Gender: Male [] Female []

**SECTION B****SOCIO-ECONOMIC STATUS**

1. Monthly per capital income from all sources (total monthly income /no. of family members)
  1. 5000-9999
  2. 2500-4999
  3. 1000-2499
  4. <1000
2. Education of either spouse who is more educated among them
  1. Professional qualification with technical degrees or diplomas e.g. Doctor, Eng. CA, MBA, etc.
  2. Postgraduation (non-technical incl. Ph.D)
  3. Graduation
  4. SHS
  5. Illiterate



3. Occupation of Spouse
  1. Service in Public undertakings or Owner of a company
  2. Service in Private sector or independent business
  3. Service at shops, home, transport, own cultivation of land
  4. Self-employed e.g. shops, or petty business with income
  5. None of the family member is employed
4. Family possessions (presence of each item given below will carry score of 1)
  1. Refrigerator
  2. TV
  3. Radio/Music system
  4. AC
  5. Washing Machine
  6. Mobile
5. Residence
  1. Own house
  2. Rented house
  3. Street
  4. No place to live,
6. Possession of a vehicle or equivalent
  1. Car
  2. Motor
  3. Cycles
  4. None of the above
7. No. of earning members in the family (Nuclear/Joint)
  1. 3 or more members earning
  2. 2 or both husband and wife earning
  3. Only 1 family member earning
  4. No earning member
8. Facility of some essentials in the family
  1. Both tap water supply and electricity
  2. Only one of above two is present
  3. None is present

## 9. Education of children

1. All children going/ever gone to school/college
2. >50% children ever gone/going to school/college
3. < 50% children ever gone/going to school/college
4. No child ever gone/going to school/college

## 10. Type of locality the family is residing

1. Living in urban locality
2. Living in rural locality
3. Living in slums
4. No fixed living and mobile

## 11. Members of family gone abroad in last three years (official or personal)

1. Whole family
2. Only husband and wife
3. Only 1 family member
4. None

## 12. Possession of agricultural land for cultivation

1. Own agricultural land 21-50 acres
2. Own agricultural land 6-20 acres
3. Own agricultural land 1-5 acres
4. No agricultural land

## 13. Possession of non-agricultural land/land for housing or other type of land

1. Own non-agricultural land/land for housing >1000 Sq Yards
2. Own non-agricultural land/land for housing 501-1000 Sq. Yards
3. Own non-agricultural land/land for housing 25-500 Sq. Yards
4. Does not own non-agricultural land/land for housing at all

## 14. Besides the house in which the family is living, the family owns other house or shop or shed etc. of any size whether given on rent or not

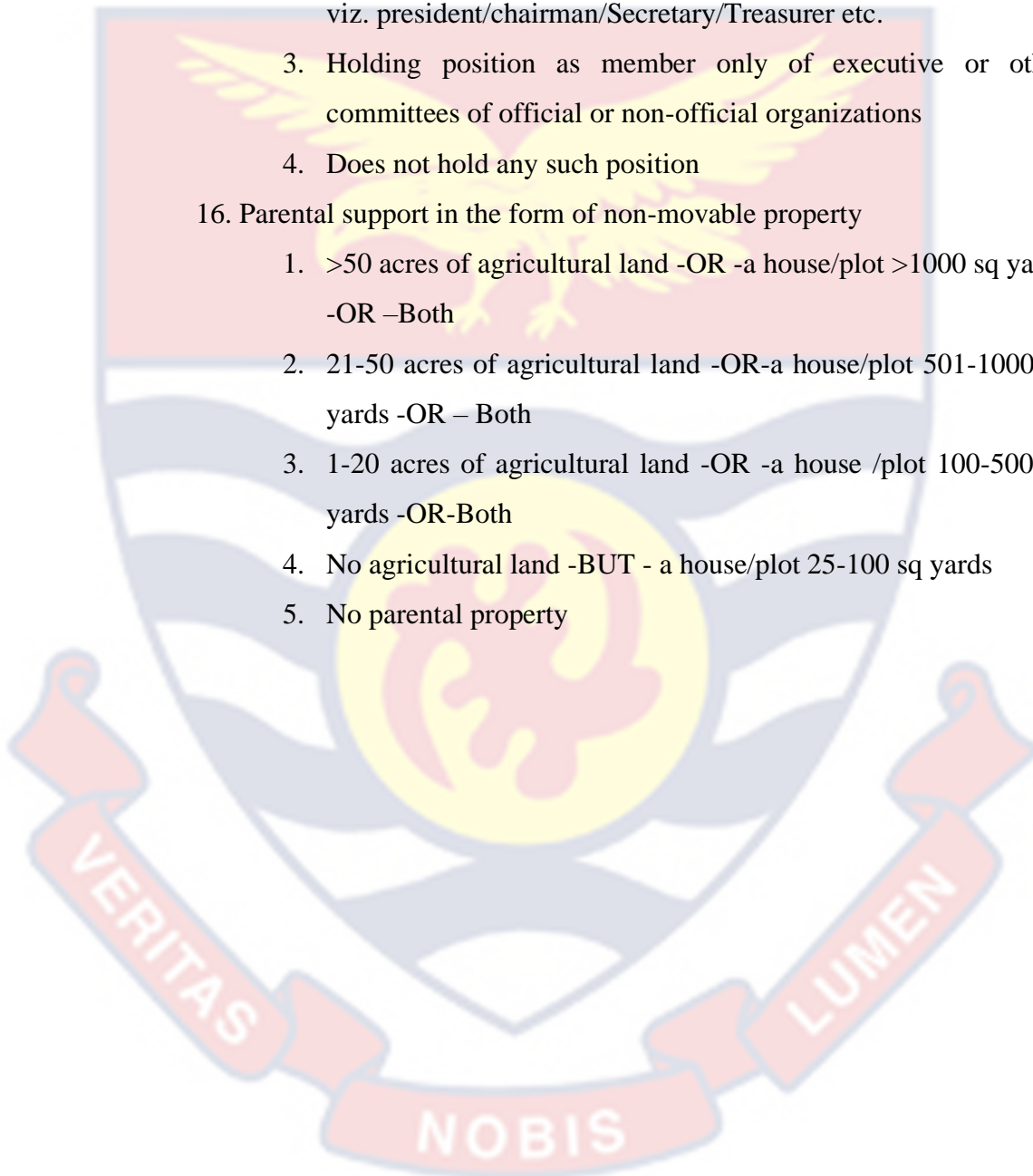
1. Owns 3 or more
2. Owns 2 or more
3. Owns 1
4. Does not own any

15. Positions held (besides the positions as employee) by any one member in the family

1. Holding position of 3 or more official or non-official organizations viz. president/chairman/Secretary/Treasurer etc.
2. Holding position of 1-2 official or not-official organizations viz. president/chairman/Secretary/Treasurer etc.
3. Holding position as member only of executive or other committees of official or non-official organizations
4. Does not hold any such position

16. Parental support in the form of non-movable property

1. >50 acres of agricultural land -OR -a house/plot >1000 sq yards -OR -Both
2. 21-50 acres of agricultural land -OR-a house/plot 501-1000 sq yards -OR - Both
3. 1-20 acres of agricultural land -OR -a house /plot 100-500 sq yards -OR-Both
4. No agricultural land -BUT - a house/plot 25-100 sq yards
5. No parental property



## SECTION C

## Parental Academic Support

1=Strongly Disagree, Disagree =2, Agree=3, Strongly Agree=4

S/N	Statements	SD	D	A	SA
1	My parents constantly nagging about school work.				
2	My parents punish me if I do poorly at school.				
3	My parents are very strict when it comes to my education.				
4	My parents try to make me feel guilty when I do poorly.				
5	In terms of poor grades, my parents will restrict my free time/take away my privileges.				
6	My parents are disappointed in my school work.				
7	My parents insist I do school work their way.				
8	My parents feel like they are trying to take over my school work.				
9	My parents think I am lazy when it comes to my work				
10	My parents put a lot of pressure to achieve at school				
11	My parents try to make me feel confident in my school work.				
12	My parents support me in the things I do at school.				
13	My parents feel happy to talk to me about my learning.				
14	My parents listen to my perspective/opinion when I am struggling.				
15	My parents' support my school-related choices.				
16	My parents like me to come to them for help.				
17	My parents are very patient when it comes to my education.				
18	My parents allow me to make choices regarding my learning.				



**SECTION D****Parental Religiosity**

1. How often does your family attend church or other religious meetings?
  1. Never;
  2. Once a year or less
  3. A few times a year
  4. A few times a month
  5. Once a week
  6. More than once/week.
2. How often does your family spend time in private religious activities, such as prayer, meditation or Bible or Quranic study?
  1. Rarely or never
  2. A few times a month
  3. Once a week
  4. Two or more times/week
  5. Daily
  6. More than once a day
3. In our family life, we experience the presence of the Divine (i.e., God/Allah)
  1. Definitely not true
  2. Tends not to be true
  3. Unsure
  4. Tends to be true
  5. Definitely true of me.
4. Your family religious beliefs are what really lie behind your whole approach to life
  1. Definitely not true
  2. Tends not to be true
  3. Unsure
  4. Tends to be true
  5. Definitely true of me
5. Your family tries hard to carry their religion over into all other dealings in life
  1. Definitely not true
  2. Tends not to be true
  3. Unsure
  4. Tends to be true
  5. Definitely true of me.

APPENDIX B: ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA



Our Ref: CES-ERB/UCC-EDU/VS/21-28

Date: 7th April, 2021

Your Ref: .....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB  
Prof. J. A. Omotosho  
jomotosho@ucc.edu.gh  
0243784739

Vice-Chairman, CES-ERB  
Prof. K. Edjah  
kedjah@ucc.edu.gh  
0244742357

Secretary, CES-ERB  
Prof. Linda Dzama Forde  
lforde@ucc.edu.gh  
0244786680

The bearer, Salifu Ndego Atilatia, Reg. No. EE/PPE/19/0003 is an M.Phil. / ~~Ph.D.~~ student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Relationship between parents' socioeconomic status and parental academic support for students: The mediating role of religiosity.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm 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 C: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
**DEPARTMENT OF EDUCATION AND PSYCHOLOGY**

Telephone: 0332091697  
Email: [dep@ucc.edu.gh](mailto:dep@ucc.edu.gh)



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref:

20<sup>th</sup> August, 2021

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK  
LETTER OF INTRODUCTION  
MR. ATILATA SALIFU NDEGO

We introduce to you Mr. Ndego a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy degree in Educational Psychology and he is currently at the thesis stage.


Mr. Ndego is researching on the topic: **“RELATIONSHIP BETWEEN PARENTAL SOCIO-ECONOMIC STATUS AND PARENTAL ACADEMIC SUPPORT MODERATING WITH RELIGIOUSITY FOR JHS STUDENTS IN BINDURI DISTRICT.”**

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

  
Gloria Sagoe  
Chief Administrative Assistant  
For: HEAD