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## **Effect of Parental Socio-Economic Status on the Performance of Senior High School Students in the Sefwi Wiawso Municipality in Ghana**

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**Abstract:** The study examined the effects of parental socio-economic status on the performance of Senior High School students in Ghana using the Sefwi Wiawso Municipality in the Western North Region of Ghana as the case. Descriptive survey research design was employed for the study. The target population of the study was 960 second-year students from four senior high schools in the Sefwi Wiawso Municipality. Using a formula, the sample of 203 students was determined. The study found out that parents' income has effect on students' performance. The findings showed a significant effect of educational level of parent on students' performance as well. Furthermore, a significant relationship between parents' occupation and students' performance was established. The study found that family environment has a positive relationship with the performance of students. The study also found a significant influence of socio-economic status of parents on students' self-motivation for learning. It also revealed a significant influence of socio-economic status of parents on students' performance. It is recommended that the government of Ghana should consider initiating policies that would empower parents, especially those in the areas where poverty level is high, for them to be able to take good care of their children in school.

**Keywords:** Education; Socio-economic Status; Performance; Senior High School; Ghana.

## Introduction

Education as a process through which knowledge, skills, attitudes and values are transmitted to integrate the individual into a given society (UNESCO, 2006) is greatly influenced by various factors including the socio-economic background of parents and guardians (Jeynes, 2002; Eamon, 2005). This is because the parent is a major stakeholder responsible for educating a child. The fact that the socio-economic background of parents can have possible effects on children's performance in school is not vague. Parents' socio-economic status refers to their specific background variables that form part of society's social structure (Oakes & Rossi, 2003). Saifi and Mehmood (2011) indicates that socio-economic status is a combined measure of an individual or family's income and social position relative to others. They mention the key indicators to include income, education and occupation. Academic performance on the other hand is a multi-dimensional construct (Hijazi & Naqvi, 2006). It encompasses learners' skills, attitudes and behavior that lead to academic success in the classroom. It is simply a satisfactory and superior level of achievements of students as they progress through and complete a level in education (Turney & Kao, 2009).

A study by Coleman (2006) shows that families play a greater role in the academic achievement of students than schools and communities. Other empirical studies on communities and the academic achievement of children have shown that families' social structures can have a stronger impact on academic results than those of schools (Sirin, 2005; Cheadle, 2008).

Ford and Harris (2006) investigated on parental influences on the performance of African-American students. They focused on the education level, marital status and income of parents and found that kids from high and medium-sized socio-economic families are exposed to a better learning environment at home. That is when additional educational logistics such as laptops, TVs, radios and other forms of reading content are provided and are accessible. Most of the students in families with a low socio-economic status do not have these facilities. Farooq et al. (2011) affirmed that the strongest measure that leads to quality education of students is the highest socio-economic status rank.

The foregoing discussion shows that the socio-economic status and several other factors relating to the students' home environment, such as parent educational level, student safety, parental jobs and family size may impact on the academic performance of students. This is again supported by Okoye, (2014) who indicated that the success of pupils at school and their family history are directly linked to one another.

In Ghana, education is free for all primary- and high-school students with the objective to make education accessible to all children and bridge the gap between the poor and the rich. Despite efforts by Ghana to finance senior high schools, the academic performance of some senior high school students remains low. Osei-Owusu et al. (2018) indicated that despite many educational reforms, policies, measures and programs implemented over the years, the quality of education and an accelerated academic performance of students in Ghana continue to be a mirage. Many factors have been cited for the poor academic performance of students in the country. These include insufficient school facilities, cultural factors and inadequate teachers, among others. The socio-economic status of parents and how it influences students' performance is less studied.

Though some studies such as that by Osei-Owusu et al. (2018) have been conducted on the subject matter in some selected schools in some parts of the country, how socio-economic status influences high school students' performance in the Sefwi Wiawso Municipality in Ghana is less known. This study sought to establish the effect of parental socio-economic status on the academic performance of Senior High School students in Ghana, using senior high students in the Sefwi Wiawso Municipality in the Western North Region of Ghana as a case.

## Literature Review

Socio-economic status (SES) is the cumulative overall economic and sociological measure of the employment and economic and social position of an entity or family in relation to other's based on household income, schooling, profession and the aggregate income of a household, whereas the measurement of their own characteristics is restricted to a single person's SES (Oakes & Rossi,

2003). SES is used more frequently to represent economic differences throughout societies.

According to Parson et al. (2001), socio-economic status is a term that differentiates the family income, political power, educational background and employment status relative to other people in the Community. Saifi and Mehmood (2011) stated that the socio-economic status of an individual or family based on income, education and occupation is a combined measure of the economic and social position. The socio-economic background has been shown to be responsible for the students' academic success through research studies (Jeynes, 2002; Eamon, 2005). Poor socio-economic status is considered to have major detrimental effects on students' academic success since low socio-economic status impedes exposure to very valuable opportunities and causes external pressures at home (Eamon 2005; Jeynes 2002).

The weak socio-economic status of students produces bad outcomes and may cause one to quit school (Eamon, 2005). Farooq et al. (2011) examined factors which influence secondary school students' academic performance in a Pakistan's metropolitan city. The results indicated that the higher level of SES, the better measure for the standard of students' results. Suleman et al. (2012) carried out an impact study on the academic performance of high school students in Karak District, Khyber Pakhtunkhwa, Pakistan in 60 government high schools for boys of the 10th class. The study showed that parenting socio-economic status affects the secondary-school students' academic achievement.

In Nigeria, a study was conducted by Ambeken, et al. (2012) on the influence of parental socio-economic background on the academic performance of students. The findings indicate that parental occupation was the main predictive variable influencing students' academic performance. Muzaza et al. (2017) also studied the effect of socio-economic status of parents on the educational success of high school students in the Western Province of Zambia. The socio-economic status factors measured were schooling, income, and occupation. The results showed that the income of the parents has a strong impact on secondary school students' academic performance. The impact of education level of parents was secondary while occupation had the least impact.

The effect of parental socio-economic status on the academic success of senior secondary students in Adamawa State, Nigeria, was investigated by Egunsola (2014). The results showed a high correlation between parental education qualifications and occupation and academic performance of the students. In Ghana, Osei-Owusu et al. (2018) investigated the effects of parenting socio-economic status on the academic performance of students. The study found that the academic performance of the Yamfo Senior high school students is influenced by the parents' education, parents' occupational level, parenting and parental care. These studies indicate that family socio-economic backgrounds constitute a solid foundation for the development of children. Parents' socio-economic backgrounds determine whether they have resources to provide children's needs.

## Methodology

The methodology section presents the research approach and design, population and sampling, data collection and analysis techniques, test of validity and reliability of instruments as well as ethical considerations.

## Design

The study used a quantitative research approach and the descriptive survey design was considered most appropriate. The descriptive survey design, as Orodho (2005) has noted, is an adequate way to evaluate educational programs when education works in a social context. Descriptive survey design was ideal for this study because the study was conducted in a context that requires direct responses to existing phenomena without manipulating variables.

## Population and Sampling

The target population of the study was 960 second-year students from four senior high schools in the Sefwi Wiawso Municipality namely Sefwi Wiawso Senior High School, Sefwi Wiawso Senior High Technical School, St. Joseph Senior High Technical and Asawinso Senior High School. Second-year students were the focus of the study because they had adequate exposure to the senior high school system. The sample size ( $n$ ) was calculated according to the formulae:  $n = [z^2 * (1 - p) / e^2] / [1 + (z^2 * p * (1 - p) / (e^2 * N))]$ , where:  $z = 1.645$  for a confidence level ( $\alpha$ ) of 90%,  $p =$  proportion

(expressed as a decimal),  $N$  = population size,  $e$  = margin of error:

$Z = 1.645$ ,

$p = 0.825$ ,

$N = 960$ ,

$e = 0.039$

$N = [1.645^2 * 0.825 * (1 - 0.825) / 0.039^2] / [1 + (1.645^2 * 0.825 * (1 - 0.825) / (0.039^2 * 960))]$

$N = 256.8589 / 1.2676 = 202.64$

$N = 203$ . Therefore, the sample size was equal to 203.

### Instrument

Data was collected using a structured questionnaire. This method was chosen because questionnaires are the preferred data collection tool for descriptive studies as it is easily distributed to a large variety of participants and can be analyzed thoroughly using statistical methods (Hair et al., 2009). The items were measured on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree). The Likert response scale measures the strength or intensity of respondents' opinions. The questionnaire consisted of sections A and B. Section A consisted of bio data while section B comprised the key themes for the study.

### Validity and Reliability

The researcher ensured that the questionnaire was checked and accurate in multiple ways across specific strategies. The questionnaire was designed with reference to the study purpose and the relevant investigation questions to ensure that the questionnaire measured what it was supposed to measure. The questionnaires were pre-tested and various loopholes addressed before being used in the actual data collection.

### Statistical Treatment of Data

The authors used the Social Sciences Statistics Program (SPSS) version 23.0 for the data analysis. Data was analyzed using frequencies, percentages, mean scores and standard deviation, correlation analysis and regression. The data were analyzed at 95% confidence level, 5% level of significance. The regression model was used to demonstrate the prediction of the dependent variable on the independent variables. The following models of regression were used:  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ ..... (1) where the variables are defined as:  $Y$ = student's performance index (dependent variable),  $\alpha$  = Constant,  $\beta$  = constant,  $X_1$  = Parents income level,  $X_2$  = parents educational

level,  $X_3$  = parents occupation,  $X_4$  = Family environment and  $\epsilon$  = Error term.

### Ethical Considerations

Participation was voluntary. The authors provided the prospective respondents with a full understanding of the research procedures and risks. After each respondent gave consent to take part in the study, the questionnaire was then administered. The confidentiality of the respondents was ensured in the entire study. Identities and details gathered were held private.

### Results and Discussion

This section presents the results and discusses findings. The presentation is guided by research questions of the study.

#### Background Information of Students

The study obtained information on the students' backgrounds such as gender and age. Findings show that 109 students (53.7%) were males while 79 (46.3%) were females. Findings show that 79 (38.9%) students were aged between 13 and 15 years while 112 (55.2%) were aged between 16 and 18 years. Twelve of the students (5.9%) were 19 years and above. These are ages where parental support and guidance for schooling are still needed.

**Research Question 1:** How does the selected socio-economic status variables of parents influence students' performance?

The study sought to establish the effect of selected socio-economic status variables on students' performance as appears in table 1. The computed means were compared with the predetermined mean of 3.0, where a mean of less than 3.0 indicates disagreement, a mean equal to 3.0 indicates uncertainty and greater than 3.0 indicates agreement.

#### Parents' Level of Income

According to Table 1, students are always given enough food at home. This statement reflected a mean of 4.20 and indicates a strong support provided for students. With a mean of 4.02 and a standard deviation of 1.160, the students indicated that they are always given enough money to go to school. On average, the respondents agreed that their parents pay for their tuition and other levies at school on time with a mean score of 4.01 and a standard deviation of 1.143. In addition, the students confirmed that they are comfortable with the means they use to go to school as this

statement had a mean score of 3.70 and a standard deviation of 1.279. Conversely, the students agreed that their parents/guardians have provided them with everything they need to do well in academics as this statement had a mean score of 3.38 and a standard deviation of 1.386. On the contrary, the

students disagreed that they have enough facilities that support learning at home as this statement attained a mean of 2.32 and a standard deviation of 1.181.

**Table 1: Influence of Socio-economic Variables on Students' Performance**

SN	Socio-economic status variables	Mean	Std. Dev.	Df	ANOVA <sup>(a)</sup> F	Sig.
	Parents' Income					
1	I am always given enough food at home	4.20	.944			
2	I am always given enough money to come to school	4.02	1.160			
3	My parents pay for my tuition and other levies on time	4.01	1.143			
4	I am comfortable with the means I use to go to school	3.70	1.279			
5	I feel that my parent/guardian have provided me with everything I need to do well in my academics	3.38	1.386	202	109.23	.000**
6	We do have enough facilities that support learning	2.32	1.181			
	Educational Level of Parents					
1	Parents/guardians talk to me about how they used to perform in school, as a way of encouraging me to do well	3.99	1.147		82.740	.000**
2	Parents/guardians always consult my teachers about my performance or visit the school to know how I am doing academically	3.61	1.336			
3	Parents guide me to learn and encourage me to listen to educative programs over the media	3.45	1.294			
4	Parents/guardians help me in learning at home	3.38	1.418	202		
5	Parents/guardians frequently buy books for me to read	3.32	1.424			
6	Parents/guardians check my books when I go back home	2.99	1.376			
7	Parent/guardians speak to me in English	1.95	1.122			
	Parents' Occupation					
1	Parents/guardian have time to visit me at school to find out about my educational progress	3.76	1.118			
2	Parents/guardians are always available to support me in my education	3.45	1.294	202	137.89	.000**
3	Parents/guardians cater for my educational needs	3.18	1.327			
4	Parents/guardians comes home from work early to communicate with me	2.05	1.164			
5	Parents/guardians see me off to school before leaving for work	1.94	1.056			
6	<b>Parents/guardians are in formal employment. They advise me to study hard to be like him/her</b>	<b>1.67</b>	<b>.903</b>			

Inferring from Table 1, ANOVA analysis of the association between parents' income and students' performance shows significant values. This means, parents' income has effect on students' performance ( $F(df)=109.23, p=.000 < .001$ ). Most students accepted that their performance would be impacted by the income of their parents. The results show that students always received enough food at home, got enough money to go to school and felt comfortable with the ways they went to school. Such results are compatible with a broad variety of research by Jeynes (2002) and Eamon (2005). The findings further agree with a study by Escarce (2003) which noted that the income of parents greatly

affects the employment prospects for young people and their likelihood of achievement in school. On the same view, parents in a study by Parker (2003) confirmed the predisposition of low wages parents to a higher degree of discontent in their care units and the risk of these children in their classroom is greater. According to Maurin (2002), parenting influences the performance of students significantly

#### Parents' Level of Education

As depicted in Table 1, it was observed that parents/guardians talk to students about how they used to perform in schools as a way of encouraging them to do well as this aspect had the highest mean score of 3.99 and a standard deviation of 1.147.

Also, Parent/guardian always consulting teachers about their children's performance or visit the school to know how their children are doing academically had mean score of 3.61 and a standard deviation of 1.336. The students indicated that their parent guides them to learn and encourage them to

listen to educative programs over the media with a mean of 3.45 and a standard deviation 1.294. Furthermore, students agreed that Parent/guardian help them in learning at home. This statement had a mean of 3.38 and a standard deviation of 1.418.

**Table 2: Effect of Family Environment on Students' Performance**

SN	Family environment on students' performance	Mean	Std. Dev.	Df	ANOVA <sup>(a)</sup>	
					F	Sig.
1.	I am able to find my books and other things easily when I want to study at home or leave for school	3.96	1.113			
2.	Parents/guardians are involved in my learning activities at home	3.86	1.110			
3.	I have access to electronic facilities at home	3.82	1.116			
4.	Community I live in is conducive for learning	3.77	1.103			
5.	I study at home without interruption from family members	3.73	1.098			
6.	I feel proud of my family size, when I consider how helpful they are to my academics	3.72	1.171	202	95.385	.000**
7.	Parents/guardian set rules and regulations for me.	3.32	1.335			
8.	I compete with my brothers and sisters in academic performance	2.54	1.313			
9.	I can learn at home well than school because my parent guide me	2.31	1.200			
10.	I have a reading room to do my personal studies at home	2.30	1.212			
11.	Learning resources are available at home to me study hard	2.26	1.241			

The ANOVA analysis on the views of the respondents shows a significant effect of educational level of parent on students' performance ( $F(df)=82.740, p=.000<0.01$ ). This is because p-value is lesser than 0.01. This study certainly indicates that most respondents agreed that the level of education of their parents affected the performance. Parents/ guardians naturally supported their children by communicating to them about their academic results; they communicated with teachers about their children. They directed their children in their learning and allowed them to listen to educational programs. Furthermore, parents supported their children with their learning at home by buying them books. The results are like previous studies which indicate that the parents' education level is related to educational performance (Eamon, 2005; Jeynes 2002).

#### Parents' Occupation

It is evident from the result that parents/guardians have time to visit their children at school to find out about their educational progress. This statement had a mean score of 3.76 and a standard deviation

of 1.118. The statement that parents/guardian are always available to support them in education had a mean score of 3.45 and a standard deviation of 1.294. Again, the students agreed that parents/guardians struggled to cater for their educational needs. This statement had a mean score of 3.18 and a standard deviation of 1.327. As it was evident that the parents/guardians struggled to provide the needs of their children, the children felt emotionally and physically safe and accepted within the confines of their homes to progress and reach their full potential.

From the ANOVA analysis, a significant relationship was found between parents' occupation and students' performance as the relationship was significant since the reported p- value ( $df=137.89, p=.000 < .001$ ) was lesser than the critical value. The plurality of students acknowledged that their parents' education influenced their school results. This is obvious that parents/ guardians had time to see their schoolchildren and find out about their success in schooling and battled to fulfill the needs of their children. This finding is in consonance with

the findings of previous research (McNeal, 2001). The highly-employed children's families had greater opportunities to get their children to better senior high school. Students whose parents are in the lowest occupational hierarchy found it difficult to get access to educational facilities compared to students whose parent were located at the middle or at top of the hierarchy.

**Research Question 2:** What are the effects of family environment on students' performance?

Table 2 presents the position of the students on effects of family environment on their performance. The means of the variables under consideration were computed and compared with the predetermined mean of 3.0. A mean of less than 3.0 indicates disagreement, a mean of 3.0 indicates uncertainty and a mean greater than 3.0 indicates agreement.

From the statistical analysis, the value of 0.00 is lesser than 0.001. Thus the model is statistically significant in predicting how family environment variables affect students' performance. This implies that family environment has a significant

relationship with the performance of student ( $F=95.385, P=000<0.01$ ). This finding means that the family environment plays a crucial role in the development of the personality of children. A child interacts constantly with the family and is influenced by the surrounding environment. Children need a pleasant and exciting environment which is characterized by human care (Caldwell, 2007). The findings also support that of Rebecca (2006) which identified a strong association between success of students and family environment.

**Research question 3:** How does the socioeconomic status of parents influence students' self-motivation for learning?

Table 3 shows the view of the students on how socio-economic status influences self-motivation for learning. The means of the variables under consideration were computed and compared with the predetermined mean of 3.0. A mean of less than 3.0 indicates disagreement, a mean of 3.0 indicates uncertainty and a mean greater than 3.0 indicates agreement.

**Table 3: Responses on Socio-economic Status Influence on Self-motivation**

S/N	Socio-economic status influence on self- motivation for learning	Mean	Std. Dev.	df	ANOVA <sup>(a)</sup> F	Sig.
1.	Encourages students to have high aspirations in education	4.19	.943			
2.	Affect the development of interest in the various subject areas after lesson	4.02	1.149			
3.	Make students feel secured in class	4.00	1.137			
4.	Affect student's ability to concentrate in class	3.94	1.061			
5.	Encouraged the students to work harder and achieve their goals	3.73	1.230			
6.	Students develop the habits of learning every day after lesson taught	3.73	1.152	202	53.878	.000**
7.	Students are able to give out their best during lesson	3.71	1.258			
8.	Students pay attention to lesson taught in class	3.55	1.330			
9.	Students feel motivated in school during lesson time	3.39	1.376			
10.	Affect the applicability of the topics learnt in everyday life is low	2.94	1.958			
11.	Affect the overall pupil interaction when learning in class	2.31	1.168			

It is observed in table 3 that socio-economic status of parents encourages students to have high aspirations in education as this statement had a mean score of 4.19 and a standard deviation of .943. This implies that the socio-economic status of parents gives students confidence to aim higher in the academic ladder. On the other hand, it is

revealed that the socio-economic status of parents affects the development of interest in various subject areas after lesson as shown by a mean score of 4.02 and a standard deviation of 1.149. In addition, the results indicate that the socio-economic status of parents make students feel more secured in class as this statement had a mean score

of 4.00 and a standard deviation of 1.137. Moreover, with the mean score of 3.94 and a standard deviation of 1.061, students indicated that socio-economic status of parents affects their ability to concentrate in class. Conversely, respondents agreed that socio-economic status of parents encourages them to work harder and achieve their goals as this statement had a mean score of 3.94 and a standard deviation of 1.230.

The respondents believed that the socio-economic status of parents makes them develop the habits of learning after class as this statement had a mean of 3.73 and a standard deviation of 1.152. Again, the students indicated that the socio-economic status of parents encourages them to give out their best during lesson as shown by a mean of 3.71 and a standard deviation of 1.258. With the average mean score of 3.55 and a standard deviation of 1.330, the students believed that the socio-economic status of parents makes them pay attention to lesson taught in class. The students further indicated that the socio-economic status of parents makes them feel motivated in school during lesson time. This statement had a mean of 3.39 and a standard deviation of 1.376. However, the students disagreed that socio-economic status of parents affect their

applicability of the topics learnt in everyday life (mean=2.94).

The study found a significant ( $p=0.000<0.01$ ) influence of socio-economic status of parents on students' self-motivation for learning. The result shows that parents' socio-economic status encourages students to have high educational aspirations, impacts students' interests in the different subjects following classes and encourages them to work harder and achieve their goals. This result supports the findings of Bawa (2000) that parents have a positive impact on students' self-motivation for schooling. Poor socio-economic status is considered to have a substantial negative effect on students' motivation because low socio-economic situation impedes access to some critical opportunities, causing increased uncertainty and anxiety at home (Eamon 2005; Jeynes 2002).

### Correlation Analysis of Socio-economic Status and Students' Performance

The study undertook a correlation analysis to determine the link between selected socio-economic status and the performance of students as seen in table 5.

**Table 4: Correlation Analysis of Socio-economic Status and Students' Performance**

Construct	Income	Educational Level	Occupation	Performance
Income	1	.104	.069	.502**
Educational Level		1	.562**	.172*
Occupation			1	.152*
Performance				1

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Statistically, the study found a positive significant correlation between parent income and students' performance ( $r= .502, p<0.01$ ). The results further show a positive relationship between parent educational level and students' performance ( $r= .172, p<0.05$ ). In addition, the relationship between parental occupation and students' performance was significant ( $r= .152, p<0.05$ ). The correlation coefficients between 0 and 0.30 usually suggests a low correlation. A mild correlation ranges between 0.30 and 0.70 and a high correlation is between 0.70 and 1.0. This suggests a modest correlation between the education level of parents and the success of students and a weak correlation between the level of education, occupation and performance of students.

### Influence of Socio-economic Status of parents on the Performance of Students

In order to address the research hypothesis, regression analyses were conducted to find whether socio-economic status of parents have influence on the performance of students or not as seen in table 5.

H<sub>0</sub>: Socio-economic status of parents does not have influence on the performance of students.

H<sub>1</sub>: Socio-economic status of parents has a significant influence on the performance of students.

Table 5 shows the regression model analytical table which uses parents' income, parents' educational

level and parents' occupation as socio-economic proxies. The study found a significant ( $p=0.000<0.01$ ) influence of socio-economic status of parents on students' performance. This implies that socio-economic status of parents has an impact on students' performance in schools.  $R^2 = 0.270$  accounted for 27.0% of the variation in the student performance. The overall significance of the model displayed in table 5 ( $F=24.594$ ,  $P<0.01$ ) and the Durbin-Watson show that the mode is fit at 2.170.

Therefore, the null hypothesis: *socio-economic status of parents does not have influence on the performance of students* is rejected and the alternative hypothesis is accepted. The results support Jeynes' (2002) research which concluded that the socio-economic status is a contributing factor to student success. Likewise, White (2016) described a definite relation between the socio-economic status and performance of students.

**Table 5: Regression of Socio-economic Status on Students' Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.520 <sup>a</sup>	.270	.259	.811	.270	24.594	3	199	.000	2.170

**Table 6: Test of Models for Socio-economic Variables and Students' Performance**

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	1.051	.442		2.375	.019		
	Parents income	.134	.075	.116	2.785	.016	.953	1.050
	Parents educational level	.023	.060	.025	4.389	.000	.958	1.044
	Parents occupation	.257	.076	.217	3.370	.001	.966	1.035
	Family environment	.324	.066	.327	4.953	.000	.920	1.087

a. Dependent Variable: Students performance

As shown in table 6, the standardized coefficients are the estimates resulting from an analysis of standardized variables that have the variances of 1. The average changes in the independent variable associated with one unit in the dependent variable are indicated by unstandardized coefficients which statistically monitors the remaining independent variables. The unstandardized coefficients in table 6 were therefore used in this study. There is no proof of a significant multi-collinearity between the independent variables for all VIF values below 3 and far below the VIF cutoff value of 10. Parents' income is found to have the greatest influence on

students' performance ( $\beta=0.116$ ,  $t=2.785$ ,  $p = 0.016<0.05$ ). Hence, the income level of a parent is a significant predictor of students' performance. The next strongest contribution is made by parents' educational level ( $\beta=0.025$ ,  $t=4.389$ ,  $p=0.00<0.01$ ) and then parents' occupation ( $\beta= 0.217$   $t=3.370$ ,  $p= 0.001<0.05$ ) and family environment ( $\beta = 0.327$ ,  $t =4.953$ ,  $p =0.00<0.01$ ). Therefore, the mathematical model expressed in Equation 1 can well predict the effect of socio-economic status of parents on students' performance. The estimated model is presented in Equation 2.

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 \dots \dots \dots (2)$$

$$1.051 + .134 + .023 + .257 + .324 \dots \dots \dots (2)$$

$$(.019) (.016) (.000) (.001) (.000)$$

The model provides answers to connecting relationships or equation between socio-economic status of parents, family environment and students'

performance. All the independent variables gave respective values or coefficient values of  $1.051 + .134 + .023 + .257 + .324$ . The results in Table 6

indicate that there is a positive relationship between independent variables (parent's income, education, occupation, family size) and the dependent variable (student's performance).

## Conclusions and Recommendation

### Conclusions

The study concludes that the key variables that determine parent's socio-economic status including income, educational level and occupation are significant predictors of senior high school students' performance in the study area. Family environment also has a significant effect on the performance of student as it creates the enabling environment for them to study very well to enhance their performance. The study findings support the fact that the socio-economic status of parents has influence on students' self-motivation for learning.

### Recommendations

The study recommends that the government of Ghana should consider initiating policies that would empower parents, especially those in the areas where poverty level is high, so that they can earn decent incomes, take good care of their children and provide a good enabling environment in the home to enhance learning. There is also the need for the government to roll out non formal educational programs to support parents with low educational background in the municipality. Finally, the Municipal Education Directorate in the study area should educate and encourage parents to establish and maintain cordial relationships with their children and show keen interest in their welfare so as to enhance their performance.

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