

Home Environment as a Predictor of Students' Academic Performance: A Case of Agona Seventh-day Adventist Junior High School in Ghana

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Abstract: The study sought to examine the effect of the home environment on learners' academic performance at the Seventh-Day Adventist Junior High School, Agona, Ghana. The study used the descriptive survey design with a sample of 98 students and 22 teachers. Data was collected through a questionnaire and it was analyzed through descriptive statistics and Chi-Square. The study established that parents who had higher levels of education provided support for their wards to attain higher levels of education than parents with lower levels of education. Children of parents with higher levels of education were provided with resources like learning materials to aid their education. The study recommends that parents should be encouraged to come up with strategies that will help them improve their income as this approach may enable them to provide basic school needs of their wards. School leaders should organize seminars to educate parents on the need to make the education of their wards a priority and to pay much attention to it. They should also educate parents on the benefits they can derive from their wards education.

Keywords: Home environment; Economic status; Academic performance; Educational background.

Introduction

Several studies have revealed that students who are exposed to the same school environment and the same lesson by the same teacher perform differently when they are evaluated (Orlu, 2013). These individual disparities in academic achievement have been connected to individual differences in intelligence and personality (Chukwudi, 2013; Obeta, 2014). Chukwudi (2013) and Obeta, (2014) explained that students with higher mental abilities as demonstrated by intelligence quotient tests and those who are higher in conscientiousness tend to achieve highly in academic settings.

However, intelligence is not the only determinant of the academic success or achievement of a pupils. A study conducted by Khan et al. (2019) revealed that one's home, place of education or friends affect the pupil's academic success. Muola (2010) investigated on learning from a multidimensional standpoint and discovered that students' aptitude, interest home environment, peer relationships and the type of learning materials have a substantial impact on the students' learning. Additionally, other studies came to a similar conclusion that home environment is the most important factor of all those mentioned (Parveen, 2007; Codjoe, 2007).

The term "home environment" refers to elements of a person's domestic life that influences their quality of life. This includes all the material and human resources that are present in the home and have an impact on the student's education and standards of living such as the parent's level of education, their occupation, socioeconomic status and the availability of socializing amenities in the home (Akinsanya et al., 2011; Muema et al., 2020).

Every child is born with a certain level of potential (Daniel et al., 2011) but a decent, supportive environment with sufficient learning resources will increase the child's capacity to study in school. Good education is not something that just happens (Obeta, 2014). It is the result of excellent teaching and learning as well as the work of the instructor, the school, pupils, parents and diverse home situations even though it happens frequently that instructors and school administrators receive the blame for pupils' low academic achievement.

Currently, it appears that most families do not give their children's education enough consideration. Some people believe that teachers and school administrators are to be blamed for widespread success or failure in schools. Others believe that the family's socioeconomic situation has an impact on the academic success of the child. Several studies also shown that parents in various home circumstances and school administrators work together to improve student's performance (Obeta, 2014). Therefore, to determine reasons for variations in the pupils' academic achievement, more research is needed.

In Ghana, students and parents believe that school administration and teachers are the only ones to determine academic success or failure of students (Etsey, 2005). Few enlightened parents maintained that some aspects of a student's home environment contribute to their success or failure in school (Appiah-kubi & Amoako, 2020). Some parents even send their children to special schools in the mistaken belief that academic achievement can be obtained in those schools alone. It is on this premise that this study set out to investigate whether the differences in academic performance of learners can be attributed to the different home environments, using Agona Seventh-Day Adventist Junior High School learners as a case study.

Agona is an agricultural town with pupils from varied socioeconomic backgrounds. It is the capital town of the Sekyere South District of the Ashanti Region of Ghana. A study of the Basic Education Certificate Examination (BECE) conducted by the West African Examination Council (WAEC) results of the Sekyere South District from 2015 to 2018 shows a downward trend in achievement of pupils in various subjects. Since Agona is the capital town of the Sekyere South District and most of the pupils in the Agona township come from different home environments, this makes Agona township and specifically Agona Seventh-Day Adventist Junior High School a perfect study area for this study. The findings of this study will draw attention to notable variations among different home environments. The study will also make it possible for curriculum designers and education specialists to fully consider unique variances among children in any teaching or learning environment when making plans

Theoretical Framework

This study is underpinned by the resource Framework Theory. This theory was created by Brooks-Gunn et al. (1995). The idea of this theory was to explain how a variety of elements, including financial resources, human capital, social capital and cultural capital, interact to affect educational outcomes such as academic achievement. This paradigm can be used to examine how poverty affects a child's growth and educational opportunities. The resource framework can be seen as bringing together numerous overlapping theoretical explanations for the connection between poverty and academic outcomes. Material resource is one of the elements taken into account by the resource framework theory, which suggests that underprivileged children struggle academically because their families, communities and schools do not have financial means to support learning and achievement. According to the theory, children from low-income families may struggle academically due to inadequate parental endowment and investment

(Kearney & Levine, 2014) or inadequate human resources at the schools they attend.

Again, research on social capital suggests that children and parents of low-income families may lack the networks and ties that foster positive social behavior, which is crucial for motivating kids to succeed academically. Regarding cultural capital, it is stated that children from historically underprivileged groups struggle academically because their homes lack the cultural context necessary for them to interact with their peers in the classroom (Chhuon et al., 2010)

Conceptual Framework

The conceptual framework in figure 1 shows the influence of home environment on academic performance. The independent variables are the economic status of parents, educational background of parents and learning facilities at home. The dependent variable is the student's academic performances. The conceptual framework suggests that with properly conducive environment, the learner will have a high academic performance.

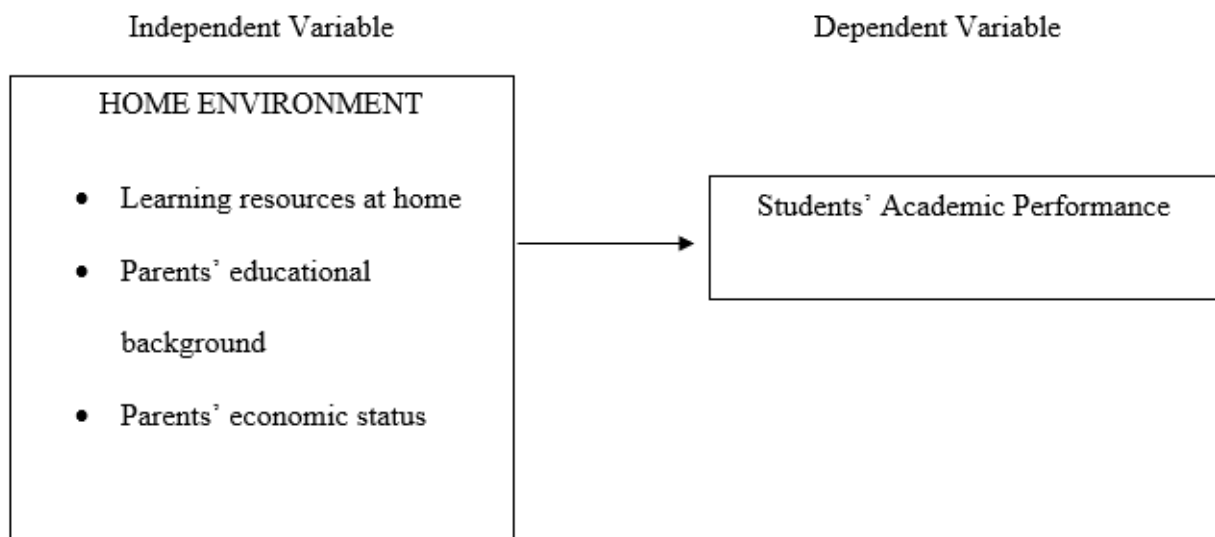


Figure 1: Conceptual framework showing the effect of home environment on academic performance

Influence of Parents' Economic Status

Economic status has been implicated in numerous studies as one of top indicators of the academic success of students (Kamuti, 2015). Adoyo (2015) concurred with this claim when he stated that a child's high academic performance might be enhanced by effective parenting, supported by a strong economic home environment. Child performance is directly impacted by the financial situation of the parents (Waweru, 2012). The

financial situation of parents may have a variety of effects on students' academic results. For instance, parents with higher socioeconomic standing can give their kids the financial support and household resources for individual learning (Altschul, 2012). Additionally, they are more likely to create an environment in the home that is more stimulating to foster cognitive growth. Waweru (2012) asserts that low-income parents are unable to afford the

required textbooks and other materials for their children's private home study.

According to a study by Dzever (2015), the economic position of parents is a significant explanatory factor that affects pupils' overall success in school; students with low economic status have lower test scores and are more likely to drop out of school. Because it restricts access to essential resources and increases stress at home, low economic status has a negative impact on academic achievement. According to a report by Jackson et al. (2011), the majority of underachievers come from homes with lower incomes. According to Adoyo (2015), people from secure economic backgrounds typically value education more than those from less stable backgrounds. Such people frequently invest their earnings in educational materials, which leads to good student support and, consequently, good performance. Due to their poverty levels, families from low-income backgrounds may not have the money to purchase learning resources and to access sufficient information that can boost student achievement.

Influence of Parents' Level of Education

Education of parents and kids tends to be linked if learning ability is partially inherited (Shoukat et al., 2013). The assumption that parents learn something during their education that affects how they cooperate with their children around learning activities at home is undoubtedly the most obvious and direct explanation of the relationship between parents' educational attainment and their children's academic success. Higher-educated parents make sure that their kids have access to many educational opportunities in their neighborhoods (Shoukat et al., 2013). The educational attainment of parents' children is significantly influenced by their own education levels (Kainuwa et al., 2013). In order to maintain the status quo for their children, parents' educational backgrounds are crucial in the educational process (Darko-Asumadu & Sika-Bright, 2021).

A person's educational background refers to the type of education they had. Depending on the atmosphere and their geographic area, it may have been western or religious. Darko-Asumadu and Sika-Bright (2021) conducted various analyses to support the claim that students who have parents who have some education are likely to perform better academically. The student's performance was compared between those whose parents completed

form four, form six or university and those whose parents did not in basic schools in Kwaprow in Cape Coast metropolis. The researchers discovered that the latter performed significantly better. That is pupils' academic performance is independent of their parents' educational status.

In a study of the socioeconomic factors influencing second-cycle schools, Okumu et al. (2008) discovered that high academic achievement of a mother and father significantly lowers the likelihood of second cycle school dropout for students in rural and urban areas. This phenomenon may be explained for a mother by the fact that highly educated mothers spend more time with their children and less time on home tasks than less educated mothers do (Darko-Asumadu & Sika-Bright, 2021). According to Aydemir et al. (2013), education has a significant intergenerational association. Parent's level of education is positively correlated with the amount and caliber of time spent with their children. Pupils from households with less educated parents characteristically perform worse academically than students from families with more educated parents (Darko-Asumadu & Sika-Bright, 2021). There is a risk that inadequate literacy will be handed down to the next generation in homes where parents have difficulty reading and writing (Ojanen et al., 2015).

One of the best indicators of student accomplishment, according to a study by Khan et al. (2019) is the educational background of parents. According to Farooq et al., (2011), pupils with parents with higher education levels differ significantly from those with parents who are illiterate or who are less educated. In addition, Shoukat et al. (2013) looked at the causal relationships between parents' educational and occupational status and the achievement of their children. The findings showed that parents' educational levels have a significant impact on their children's academic performance. Erdener and Knoepfel (2018) looked at the connection between parents' education levels and their involvement in their kids' schooling. The study's findings indicated that there were no significant variations between parents' educational attainment and their plans for involvement in their children's schooling.

Furthermore, parents' education level has been shown to have an impact on their children's academic performance (Farooq et al., 2011). Educated parents are more likely to utilize

complicated language and a larger vocabulary with their young children (Scheele et al., 2010). Less educated parents are less likely to have high hopes for their kids' academic future. More educated parents are more likely to participate in their schooling. Well educated parents are likely more comfortable with school structure and are familiar with how schools operate (Dzever, 2015). According to a report by Amponsah et al. (2018), parental education level affects students' motivation and performance because educated parents respect education and are more likely to urge their kids to appreciate and actively participate in getting it.

Contrarily, Shoukat et al. (2013) investigated the effect of parents' educational attainment on their children's academic performance and interestingly, the findings showed that parents with low education supported their children's education by giving them access to modern technology, having high expectations for their academic performance.

Students from families with illiterate parents do much worse in school (Kainuwa et al., 2013). Parents with greater education are thought to foster learning-friendly environments (Sandoval et al., 2021). However, there are many students from high socioeconomic and intact households who performed poorly and many students from low socioeconomic and single-parent homes who performed well. Students may also come from well-educated homes where parents are actively interested in their kids' education, yet they nevertheless perform poorly in school (Modisaotsile, 2012).

In the nutshell, students from parents with greater educational backgrounds perform better in the educational system than students from parents with

lesser educational backgrounds (Karunakaran et al., 2019). Children of parents with greater educational backgrounds had higher and average academic performance and vice versa (Farooq et al., 2011).

In addition to being actively involved in their children's education, educated parents create a conducive environment at home for learning. They act as a role model for learning, choose the educational resources that are available at home and cultivate specific attitudes and beliefs in these kids toward education (Farooq et al., 2011). These results show that children of educated parents have a better level of life satisfaction (Karunakaran et al., 2019).

Influence of Learning Materials

Children's home facilities encourage or discourage them from engaging in educational activities at home. As a child only spends five to six hours per day in school, the remaining time at home must be used effectively which is why class preparation and practice at home are essential. The provision of an educational environment at home, which has a substantial impact on children's academic achievement, constitutes the right use of a child's home time (Khan et al., 2019). Students' progress toward higher academic achievement is accelerated in some way by the teaching and learning resources they have at home. Student's ability to learn is influenced by availability of books, desks, computers, charts and electricity at home. Lack of educational resources at home relates to students' lower levels of academic accomplishment (Poncian, 2017). Children experience learning challenges both at home and at school when parents do not supply enough learning materials (Modisaotsile, 2012).

Table 1: Population and Sampling of Students

J.H.S Classes (Form 2)	Description (Performance)	Population (Students)	Respondent Sampled
"A" Class	Good	50	33
"B" Class	Average	39	33
"C" Class	Below Average	47	32
Total		136	98

Methodology

Research Design

This study adopted the descriptive survey design. This design was helpful because the study involved asking people questions (in the form of a questionnaire) about their opinions and ideas about the impact of home environment on students' academic success.

Population and Sampling

As reflected in table one, the study targeted 136 students in form "2" of a Seventh-Day Adventist Junior High School in Agona, Ashanti. In addition, all 22 teachers of the school were also targeted for the study. A total of 98 students were selected using the

Krejcie and Morgan sample size table. In addition, all 22 teachers were selected as part of sample.

Data Collection Instrument

A questionnaire was used as data-gathering tool for the study. Respondents were required to indicate their feedback by checking the box next to the answers they believed was best or by writing their responses. The students' questionnaire had 20 structured items which were in four sections – A, B, C, and D. Section A collected information on personal data of the respondents. Section B was designed to collect information on parents' economic status which aimed at answering research question 1. Section C was designed to collect data on parents' educational background for answering research question 2 while section D collected information on learning facilities available at pupils' homes for answering research question 3. Teachers' perception on home environment was sought to aid the discussion and conclusion of the results. It was on the five-point Likert scales ranging from strongly disagree=1, Disagree=2, Not sure=3, Agree=4 and to strongly agree=5. With this, teachers were made to indicate their level of agreement or disagreement

with statements in a table concerning the study by ticking one of the numbers between 1 and 5.

Statistical Treatment of Data

Using Statistical Package for Social Sciences, the study's data was coded and examined. Research question one, two and three were analyzed using descriptive statistics through frequencies and percentages. The two null hypotheses (hypotheses one and two) were tested using the chi-square statistical test tool. The Chi-square test tool was used because the researchers sought to test the relationship between the variables of the study.

Findings and Discussion

This section presents results and discussions of the study. Literature review is used to enhance the discussion of findings.

Research Question 1: How do parents' economic statuses influence students' academic performances?

This research question was analyzed to establish the effect of parents' economic status on students' academic performance as reflected in table 2.

Table 2: Rating of parents' economic status per month

		Parents' economic status						Total	
		Upper Class		Middle Class		Lower Class		N	%
		N	%	N	%	N	%		
Performance category	A	21	56.8	15	40.5	1	2.7	37	100
	B	6	14.3	27	64.3	9	21.4	42	100
	C	6	31.6	10	52.6	3	15.8	19	100

From table 2, the majority of respondents in "A" class parents' economic status lies within the upper class while the minority is in the middle and lower classes. For the "B" class, majority of the respondent's parents' economic status lies within the middle class with the minority in the upper and lower classes. Lastly for the "C" class, most of the respondent's parents' economic status lies within the middle class while few are in the upper and lower class. Again, it is clear from the table that most of respondents in the performance category "A" (students whose performance is above average) responded that their parent's economic status lies within the upper-class economic status compared to those in category "B" (average students) and "C" (below average) with middle classes. With these results, it can be argued that parental economic status might have a relation to students' academic

performances. These findings confirm the study conducted by Waweru (2012) which revealed that child performance is directly impacted by the financial situation of the parents. A study by Altschul (2012) further revealed that the financial situation of parents may have a variety of effects on students' academic results. For instance, parents with higher socioeconomic standing can give their kids the financial support and household resources for individual learning. Again, Adoyo (2015) reported that people from secure economic backgrounds typically valued education more than those from less stable backgrounds. Such people frequently invest their earnings in educational materials, which leads to good student support and, consequently, good performance.

In an attempt to find the reason for their choice of responses, most students in category "A" affirmed

that their parents provide them with their educational needs and that they can get materials to read and a free mind to learn. Those who responded that their parent's economic status is within the middle or lower classes said that their parents are not able to provide them with all or most of their educational needs since their economic status is not high and there are other children too who need to be taken care of and so

they do not have enough materials to read and they don't get the free mind to learn as well.

Research Question 2: To what extent do parents' educational backgrounds affect students' academic performances?

This research question was analyzed to establish the effect of parents' educational background on students' academic performance.

Table 3: Rating of parents' educational level

Parents educational Level											
		None		JHS/MSLC		Secondary/SHS		Tertiary		Total	
		N	%	N	%	N	%	N	%	N	%
Students Performance Category	A	1	2.70	3	8.11	7	18.92	26	70.27	37	100
	B	2	4.76	13	30.95	16	38.10	11	26.19	42	100
	C	3	15.79	6	31.58	6	31.58	4	21.05	19	100

From table 3, the majority of respondents in the "A" class parents acquired education at the tertiary level while a minority were at the basic level. For the "B" class, most of the respondent's parents had an education to the secondary level while few had tertiary and basic level. From the "C" class, the majority of respondent's parents had their education at the junior and secondary level while the minority were in the tertiary level of education. It can again be seen that majority of respondents in the performance category "A" (students whose performance is above average) their parent's educational qualification was at the tertiary level. This means that most of parents had formal education to the tertiary level against respondents from the other categories of parents who by indication, their educational qualifications mostly was within the senior high school and the junior high school levels. This can be an indication that parents' educational background might have a relation to students' academic performance and might be one factor that accounts for the categorization of student's performances in Agona S.D.A J.H.S. These findings are in accordance with a report by Amponsah et al. (2018) who reported that parental education level affects students' motivation and performance because educated parents respect education and are more likely to urge their kids to appreciate and actively participate in getting it. Again, a research conducted by Aydemir et al. (2013) support these findings when

they reported that parent's level of education is positively correlated with the amount and caliber of time spent with their children. Pupils from households with less educated parents characteristically performed worse academically than students from families with more educated parents (Darko-Asumadu & Sika-Bright, 2021).

In an attempt to find the reason for their choice of responses, students who responded that their parents had an education to the tertiary level confirmed the assistance they get in their studies at home, about homework and personal studies. On the other hand, those students who responded that their parents did not have the education to the tertiary level said their parents barely or rarely check on their homework and also cannot help them sometimes or even all times in their assignments in the house. This they said in one way or another other negatively affects their academic work.

Research Question 3: What impact do learning facilities present at home have on students' academic performances?

This research question was analyzed using four separate questions which were; "Do you have a personal study timetable for studies at home?", "Do you have a separate study room or a convenient place for studying at home?", "Do you have reading materials or textbooks to aid you in studies at home?" and "Are there learning facilities in your

home that stimulate your learning?" as depicted in table 5, table 6, table 7 and table 8 respectively. As a total of 98 students responded to these questions.

37, 42 and 19 were from "A", "B" and "C" classes respectively.

Table 4: Personal timetable for students at home

		Personal Time Table					
		Yes		No		Total	
		N	%	N	%	N	%
Performance category	A	36	97.3	1	2.7	37	100
	B	36	85.7	6	14.3	42	100
	C	14	73.7	5	26.3	19	100

Table 5: Separate Study Room for Students at Home

		Separate study room					
		Yes		No		Total	
		N	%	N	%	N	%
Performance Category	A	18	48.6	19	51.4	37	100
	B	17	40.5	25	59.5	42	100
	C	6	31.6	13	68.4	19	100

Table 6: Reading Materials for Students at Home

		Reading material					
		Yes		NO		Total	
		N	%	N	%	N	%
Performance category	A	37	100	0	0	37	100
	B	32	76.2	10	23.8	42	100
	C	11	57.9	8	42.1	19	100

The majority of respondents in all three classes in table 4, responded that they have a personal study timetable for studies at home while the minority responded that they have no personal study timetable for studies at home.

From table 4, it can be seen that the majority of respondents in all three categories asserted that they have personal study timetables at home. This, however, might have not influenced their academic performances which accounted for the categorization of it. On the other hand, other factors might have influenced their performance other than the use of a personal study timetables. Specifically, students from homes where parents have low educational background who do not pay much attention to their wards education but rather on home duties. Darko-Asumadu and Sika-Bright's (2021) study findings agree to this phenomenon when they reported that less educated mothers spend more time with their children on home tasks than more educated mothers do.

From table 5, most of respondents from all three classes responded that they have no convenient or separate place for studying at home while few responded that they have a convenient or separate place for studying at home. Category A pupils had 51.4% of the pupils not having separate room of

study just as 59.5% of Category B pupils indicated that they did not have separate study room. Category C pupils also had 68.4% not having a separate study room. Therefore, if even performance is high, the responses are indication that separate study room may not have an influence on the performance of students. This might have not influenced their academic performances. Likewise, the Category with low performance is not as a results of not having a separate study room. These findings, however, contradict study findings by Khan et al. (2019) who revealed that physical facilities at home are a significant variable in students' academic achievement.

Furthermore, the study sought to find out whether provision of learning materials at home might have accounted for the difference in the academic performances of students.

The results from table 6 show that the majority of students in the three categories responded that they had reading materials for studying at home. This means that provision of reading materials at home does not affect students' academic performance since students who are not performing and those who are performing both had reading materials. Conversely, much as all students had

reading materials does not necessarily mean that they studied the materials well in their houses. This can be a result of such students' desire not to learn or some other factors that might hinder them from using or reading these learning materials. These findings contradict the assertion by Poncian (2017)

who reported that Student's ability to learn is influenced by availability of books, desks, computers, charts and electricity at home. This is due to the fact that the provision of reading materials at home is not a guarantee that student will learn.

Table 7: Other Learning Facilities at Home

		Other learning facilities					
		Yes		No		Total	
		N	%	N	%	N	%
Performance category	A	27	73	10	27	37	100
	B	30	71.4	12	28.6	42	100
	C	10	52.6	9	47.4	19	100

Table 8: chi-square test on null hypothesis 1

	Value	df	P
Pearson Chi-Square	17.972 ^a	4	.001
Total (N)	98		

Table 9: chi-square test on null hypothesis 2

	Value	df	P
Pearson Chi-Square	23.227 ^a	6	.001
Total (N)	98		

The researchers were interested to establish if there are other learning facilities available in students' home which stimulates them to learn in their houses. The results are shown in Table 7 in which the majority of respondents from all three categories said that they have other learning facilities at home which stimulate their learning yet varying in their academic performances (some are performing and some are not performing). This means that the availability of other learning facilities in the house does not bring about differences in academic performance. Therefore, availability of learning facilities at home might not necessarily affect students' academic performance. Thus, a student may have all the necessary learning facilities at home but if the parenting style is poor, they might not have any influence on students' academic performance. The findings of this study contradict the study conducted by Poncian (2017) which revealed that Student's ability to learn is influenced by availability of home facilities such as books, desks, computers, charts and electricity at home and that lack of educational resources at home relates to students' lower levels of academic accomplishment.

Hypotheses Testing

A hypotheses test was conducted to establish whether or not there was a relationship between parents' economic status and students' academic performance and parents' economic background and students' academic performance using chi-square (χ^2) test statistics.

Ho1: There is no relationship between parents' economic status and students' academic performance.

From the Table 8, since the p-value is lesser than the critical value ($\alpha = 0.05$), we fail to accept the null hypothesis meaning that there is a significant relationship between parents' economic status and students' academic performance. The findings from this study agree with Kamuti (2015) who researched the influence of home environment on the academic performance of students in public secondary schools and reported a strong positive relationship between parents' economic status and students' performance. A study by Egunsola (2014) further established that parent income and affluence had a moderate influence on students' academic performance. The findings of this study also concur with other studies where the academic performance of learners was highly influenced by the home environment (Muema et al., 2020; Anthonia (2019).

Again, teachers' perceptions were sought of the parents' economic status and students' academic performance. The results revealed that the majority of the teachers support the claim that parents' economic status influences students' academic performance which also affirms the student's claim.

Ho2: There is no relationship between parents' educational background and students' academic performance.

From table 9, since the p-value is lesser than the critical value ($\alpha = 0.05$), we fail to accept the null hypothesis. It can rather be concluded that there is a significant relationship between parents' educational background and students' academic performance. The finding agrees with other studies which revealed that students who come from families with illiterate parents have significantly lesser school success than students from educated parents (Anthonia, 2019). Some possible explanations were that parents in such settings reported lower educational hopes, had lesser monitoring of children's school work and had lesser overall supervision of social activities at homes (Modisaotsile, 2012). More so, educated parents are assumed to create environments that facilitate learning and involve themselves in their children's school experiences (Anthonia, 2019). Other studies also showed that parental educational qualification is correlated with and has a significant influence on student academic performance (Ibrahim, 2017; Egunsola, 2014).

Conclusions and Recommendations

Conclusions

The findings of this study indicated that parents' economic status influenced students' academic performance and is a factor that accounted for the differences in the academic performance of students. Parents who had higher levels of education provided support for their wards to attain higher levels of education than parents with lower levels of education. Again, children of parents with higher levels of education were provided with resources like learning materials to aid their education. They also got the needed attention from their parents which helped them succeed in their education. Therefore, it can be concluded that if parents are of high economic status, they are able to cater for financial needs of their children as well as to provide enabling environments that can support the academic performance of their children. Finally, it is concluded that learning facilities at

home have no effect on students' academic performance and as such cannot be a factor that account for the differences in the academic performance of students.

Recommendations

The study recommends that parents should be encouraged to come up with strategies that will help them improve their income as this approach may enable them to provide basic school needs of their wards. Secondly, since parents' educational background affected students' academic performance, district directors of education in collaboration with headmasters and teachers should organize seminars to educate or sensitize parents with low educational backgrounds on the need to make the education of their wards a priority and to pay much attention to it. They should also educate parents on the benefits they can derive from their wards education.

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