

Effects of Family Structure on the Academic Performance of Children: A Case Study of Ayeduase R/C Junior High School in the Kumasi Metropolis, Ghana

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Abstract

In today's competitive global setting, pupil's performance is an important element of the school's achievement. Pupil's performance can significantly be affected by range of variables. Researches depict family structure as a salient variable. This study looked at the family structure of Junior High School pupils in Ayeduase Sub-Metro of Kumasi and their academic performance. The objectives were to assess the difference in relationship between the academic performance of children from single-parent families and two parent families and also to determine the difference in parental involvement in children's academic performance. The research utilized a case study of 80 J.H.S. students in Ayeduase Sub-Metro, Kumasi between the ages of 12–18 years who were sampled by using stratified sampling technique. The sample consisted of all J.H.S 1, J.H.S 2 and J.H.S 3 students in order to maintain reliability. Chi-square test of independence was used in testing the first research hypothesis which was to determine the relationship between children in single-parent families and two parent families (family structure) and the dependent variable (academic performance). The result of the study indicated that, there was no significant difference in relationship between children from single-parent and two parent families (family structure) as independent variable and academic performance of pupils ($p=0.791$) as the dependent variable. The finding of this study provided evidence that family structure indicated no significant effects on academic performance of children. The study recommends that further studies should be carried out to include other family factors. Chi-square test of independence was used in testing the second hypothesis which was to determine the difference in parental involvement in children's academic performance. The result of the study also indicated that, there was a significant difference in parental involvement in children's academic performance ($p=0.223$).

Keywords: family structure, academic performance, parental involvement

1. Introduction

Researches on family structure have risen over the span of recent decades; researchers precisely have inspected living plan outlines and their suggestions for the wellbeing of children (McLanahan & Sandefur, 1994). Teenagers living outside of two biological parent families have a tendency to do less well, however, than those in this family structure. The progressions among children in single-parent and intact parent families are moderately minor. These living plans hold over a few areas of youngster's results including mental, conduct, physical and emotional wellbeing (Artis, 2007; Brown, 2004).

Concerns in outcome of family structure on a child's academic attainment have been of dynamism throughout the years. One key measure of a child's wellbeing and academic success is the family structure. It chooses the circulation of time and cash (Thomson et al., 1994). There are focal points generally credited to imperative family structures for advanced academic attainment, less conduct issue, and better health results. Regardless, it is vague what components of family structure affect a child's instructive accomplishment. An examination from the World Family Chart (2014) recommends

that youngsters are especially anticipated that they would live with two parents and distant relatives in Asia and the Middle East. In North America, Oceania and Europe, wide minority of around one-fifth of children live in single-parent family structure and less than 7% of children live in family structures with at least one of their parents. In Eastern Europe, 11-15% of children live with single parent. In these areas, the United States 27%, the United Kingdom 24% and New Zealand 24% have prevalently elevated structures of single parenthood. Various European nations have foreseen the degree of children living with single parents to grow through 2030 (OECD, 2011).

In a considerable measure of sub-Saharan Africa nations, children have higher odds of living with either one or neither of their parents than in different countries. 13% (Nigeria) and 43% (South Africa) of children live in single-parent families and 20% (South Africa and Uganda) of children live in homes without both of their parents. The higher rates of South African children living with one parent or without either parents are 43% and 20% respectively (Matshalaga & Powell, 2002). Research from the Children's Care and Living Arrangement (2014) demonstrated that 55% of children between 0-17 and 56% of children between 0-14 in Ghana are living with both parents. Children between the ages 0-17, 24% are living with their mother and 5% are living with their father. Just about one in every four children in Ghana (16%) do not live with either parent/s. Boys have a higher likelihood of living with both parents (56% versus 53%). Girls will probably live with neither parent in respect to boys (18% versus 14%). At an early age, over half of all children still live with both parents and this declines with age for children 0-17 from 70% at the most youthful age to 42% at age 15-17 (GDHS, 2014).

Long before the Sustainable Development Goals (SDGs), past governments in Ghana have perceived basic education as a key building piece of the economy. The target for the SDG 4 is to ensure exhaustive and reasonable quality education and empower long lasting learning chances for all by 2030. Likewise, the SDG 4 hint at change audit for all children and achieve the target of generally primary and secondary education, cheap vocational training, access to progressive education and more. In assessment of this, since 2002, the government of Ghana has made conscious effort to implement the SDG 4 into the development plan structures.

In Ghana, there have been numerous educational changes and new strategic measures towards making education available to all. Such strategic measures include; Capitation Grants for Basic Schools, School Feeding Program, Free textbooks and regalia, Progression Training Colleges to Tertiary level, Construction of new classroom blocks to replace "schools under trees", Outline of Information and Communication Technology at the basic level and Giving of incentives to teachers posted to destitute regions. Aside all these efforts by the government and NGOs in Ghana, there is still evidence of poor academic performance among children in the society.

Studies conducted by researchers on academic performance have shown that family structures are significant in determining children's educational achievement (Klebanov & Brooks-Gunn, 2007). This gave the researchers the need to examine the effect family structure has on the academic performance of children.

Research Objectives

The general objective of the research is to examine the effects of family structure on the academic performance of children. In particular, the research seeks to;

- i. To assess the difference in the academic performance of children from single parent families and those from two parent families.
- ii. To determine the difference in parental involvement (time, economics and supervision) on children's academic performance.

2. Literature Review

2.1 Overview of Family Structure

Generally, most youngsters were born to and raised by marital parents. In current decades, the living plan of youngsters has turned out to be progressively shifted and unsteady (Kreider, 2007). Although most youngsters still live in wedded groups of both parents, the extent has declined after some time. In 2009, 67% of youngsters lived in this family structure, though in 1970, this figure was 84% (Kreider, 2007; U.S Census Bureau, 2010). Around 23% of youngsters lived in single-parent families in 2009 versus 11% out of 1970. Approximately one half of children can hope to spend some portion of their adolescence outside of a wedded parent family (Bumpas & Lu, 2000). These examples are more articulated among minority and low-income youngsters. In 2009, 35% of black youngsters lived in two parent wedded families, and half lived in single-parent families. Among Hispanic youngsters, 64% lived in two parent wedded families and 25% lived in single parent families in 2009. The practical identical figures for white youngsters were 76% and 18% respectively (Kreider, 2007; U.S Census Bureau, 2010). Half of poor youngsters live in a solitary parent family (Fields, 2002). In any case, Marks (2006) in a cross country investigation testing the impact of family structure on academic accomplishment, found that in all nations the impact of family structure declined by a quarter and a half when

considering a family's financial foundation (Marks, 2006).

Research recommends that youngsters encounter better instructive, social, intellectual and behavioral results when they live with two marital parents instead of other family unit, for example, stepparent and single-parent homes or families (Artis, 2007; Broman et al., 2008). Researchers concur that these examples are as a result of an arrangement of commitments and prizes that characterize marriage in the United States, yet additionally mirror the financial and enthusiastic assets that selects a few grown-ups into stable relational unions (Fomby et al., 2011). Together, determination and insurance forms shape child nurturing, parent-youngster connections, accessibility of social help, organization of the home, and family time use in ways that are worthwhile to youngsters (Amato, 2010; Foster & Kalil, 2007)

The family structure of children at any age is just a point on a family structure way (Wu & Martinson, 1993). Separation, cohabitation and remarriage imply that these ways may include numerous changes between family structure statuses. Thus, dynamic measures of family structure; understanding of a progress, aggregate checks of changes, and change categorizations have added logical capacity to models of child wellbeing and academic attainment well beyond static family structure measures. These examples cover a scope of formative pointers however, for the most part grounded for conduct issues. Some proof proposes that they are likewise very articulated during early adolescence (Cavanagh et al., 2006)

2.2 Effects of Single Parent Families and two Parent Families on the Academic Performance of Children

Youngsters brought up in agreeable, two-parent family units have a tendency to be better than youngsters in single parent family unit. The amicable two parent families will most likely cut down levels of pressure and likelihood of partition (Parke & Ooms, 2004). These youngsters have basically higher scholarly rankings than youngsters in other family sorts. Youngsters living in marital parent family units will most likely enter secondary school than youngsters that do not (McLanahan & Sandafur, 1994). However, youngsters in this family unit have substantially less behavioral issues than youngsters in other family sorts. The parents have reliably been seen to have the ability to contribute additional time and money related help to the youngsters. The organized dually headed family unit gives sufficient parental contribution, guidance, hope, support, time, and direction. These different parts serve to be imperative to youngster's academic attainment.

As per Maduewesi & Emenogu (1997) the existence of single-parenthood was dusky and where they existed they were neglected as remarkable cases. Nowadays, there are rapidly growing family forms through Ghana. In Ghana, among the Akans, the parental parts are culturally determined as well as distributed. The maternal parts are that of child raising and household training, while the paternal parts are that of budgetary commitments and supervision of youngsters. Children are ethically, rationally upright and economically adjusted when the thoughtful commitments are finished by the two parents. Sociology of education makes us realize that the family is the vital basic social hoard that youngsters initially has a place with, cooperate with, and this group has a crucial part to play on the youngster's physical, mental and moral advancement. The family sets up the structure of instruction before the youngster appears in class and the identity that the youngster takes to class is controlled by the home (family).

Fadeiye (1985) pointed that parents have their own specific parts to play in children's training. The father is relied upon to give each vital gadget to the educational progression; in any case, the mother is required to supplement the endeavors of the father. However, for a circumstance where the father is truant and the mother is not sufficiently favored to give sustenance to all the basic and central needs and furthermore regulating the academic performance of the child, by inspecting the academic proceedings of the child or by inspecting their notes or books every day, the child will wind up bringing poor academic results. Moreover giving of counseling when required will impact the instructive state or level of the child.

Indications by Nwachukwu (1998) showed that children from single parent families are additionally undermining, hyperactive and forceful in nature. Broad extent of the issues single parent families have is relative as compared to those for two parent families. Anyway these issues have all the earmarks of being hard to endure or overseen when the house is being guided by only one individual. For example, children feel unfriendly towards their parents as they grow-up and endeavor to be free. However, in a situation where the shock and obstruction are altogether organized towards one individual, it may seem, by all accounts, to be unpleasant, if there is only one individual to hold up to it, not for the two to share. There are a couple of issues that are outstanding, which are simply raised up to by single parents, which makes it to some degree hard to bring up children. These issues include: force towards the inattentive partner, forlornness, neediness and instability about bringing up children alone without help (Nwachukwu, 1998)

Generally, it is assumed that children from broken homes have higher rate of academics, enthusiastic and social issues than other youngsters from set up homes. Information by National Association of Educational Procurement (NAEP, 1986) data exhibited that third graders living with one parent score fundamentally lower than third graders living with

the two parents (Natriello et al., 1990). In the event that there ought to be an event of detachment or death of a parent, children are presented to some level of genuine risk signs of poor mental similarity, conduct and social issues, low confidence and poor performance in school. Ortesse (1998) found that most children whose fathers have been missing while they were at ages one to five of life were more mentally, psychopathically and criminalistics in nature than those whose guardians were accessible during this period. As per Ortesse (1998), a child from flawless homes will be managed, uniquely related and could sensibly be normal. This is a direct result of the truth that the procedure of socialization depends on both parents expecting correlative parts in bringing up a child.

2.3 Parental Involvement on Children's Academic Performance

Parental involvement is a multidimensional idea that incorporates a variety of parental practices. It is imperative to view and measure parental involvement as a multidimensional idea, since investigation has shown that few kinds of parental involvement may have more impact on the academic attainment of children (Jeynes, 2005). Most examinations tend to center around parental involvement at home and at school (Powell et al., 2012). Bakker et al. (2007) perceived three sorts of parental involvement: parent's conduct towards and exercises with their children at home, parent's interest in school and correspondence amongst parents and school.

Parental involvement does emphatically impact the academic accomplishment of children (Epstein, 2001). Parental involvement with respect to its idea and definition is regularly not distinct as utilized as a part of research, which prompts the conclusion that in examining the occurrence of parental association, numerous variables and their relations ought to be considered (Patall et al., 2008). Smit et al. (2007) indicates that the association of parents in the childhood and instruction of their own children both at home and at school is what he regarded as parental involvement. The role of parental involvement in children's education has turned into a focal issue in educational approach and research. Research discoveries bolster the presence of a positive connection between parental involvement and academic achievement, particularly in secondary schools. Notwithstanding, recent awareness in regards to the nature and greatness of the impacts of parental contribution in high training is conflicting and restricted in scope (Singh et al., 1995). In both the home and school settings, parents assume a critical role. Generally, higher accomplishments of children in dialect and arithmetic, enrolment in additionally difficult projects, greater academic persistence, better conduct, better social aptitudes and adjustment to class, better participation and lower drop-out rates is related to parents contribution (Henderson & Mapp, 2002).

In the field of hypothetical structures for parental involvement, Epstein's (2001) typology for various levels of parental contribution is extensively seen. Epstein (2001) recognized six sorts of parental involvement in children's education: child nurturing, imparting, volunteering, learning at home, basic leadership and promotion and working together with the society. However, Epstein (1989) has reviewed home segments that add to academic accomplishment. Epstein views that, refinements in children's motivation and learning can be to some degree spoken to by how much the environment of the school and home overlay. Epstein's model of education socialization (TARGET STRUCTURES) perceives six (6) interrelated parts of home conditions that are helpful for academic accomplishment.

1. Task structure- This prescribe preschoolers who are viably masterminded in school and are more arranged for its formal beginning, have more uplifting mentalities and experience less review maintenance.
2. Authority structure- Children ought to have duties and partake in family decision-making.
3. Reward structure- Headway and advance in the learning of children ought to be perceived by guardians and assess and compensate them.
4. Grouping structure- Parent/s should impact children's relationship with relatives and companions. Epstein prescribes that schools can achieve more to encourage parent/s influence utilization of the associate to amass in mingling scholarly progression or execution.
5. Evaluation structure- Parent/s ought to create models and techniques for judging execution. Clear and sensible models that are passed on warmly and conveniently can raise inspiration.
6. Time structure- Parent/s ought to deal with children's opportunity adequately for schoolwork and different exercises. Epstein trusts that parent/s that deal with kids' opportunity adequately bolster the finish of both school and non-school errands.

2.4 Theoretical Perspective

In this article, the system theory was adopted. A helpful state of mind about a family and the impacts it has on its individuals is by method system theory (Minuchin, 1988; Sameroff, 1983). A system theory clarifies the presence of different structures which perform diverse capacities in a manner that every part interacts and is interdependent on other parts. The education system has similar characteristics with different systems. Nwankwo (1984) and Zelvys (2004)

portray a system as arrangement of interrelated and interdependent parts with the goal that the cooperation of any part influences the whole framework or system. Children's development unavoidably happens in specific settings, and for most children, the family unit is as a matter of first importance critical setting for physical and psychological growth (Schaffer, 1996). Traditionally, the family is viewed as a perpetual unit containing a couple and their children (Schaffer, 1996). Circularity of influence is a key measure of the fundamental standards of system theory. Within a system, the pattern of influence is circular rather than linear. All parts are commonly reliant; an adjustment in one has influence for all others. Articulation, for example A causes B are in this way lacking in the light of the fact that parts influence each other in equal form. From this theory, most consideration will pave way to the path in which the structure of the family is identified with the child's advance, on the suspicion that a stable family will be inclined to be connected with a satisfactory academic performance of the children.

2.5 Conceptual Framework

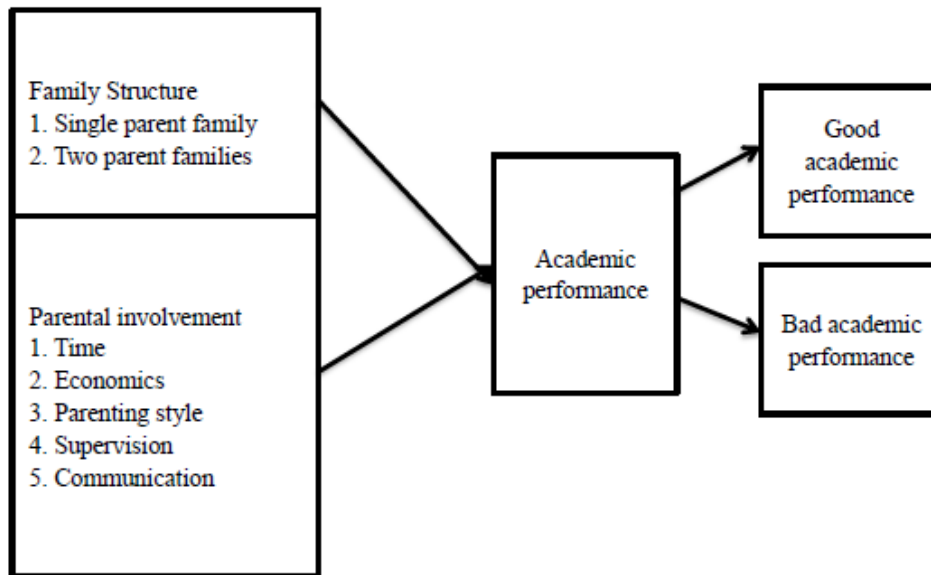


Figure 2.1. Conceptual Framework on the effects of Effects of Family Structure on the Academic Performance of Children

Source: Researcher own constructs (2018)

The conceptual framework establishes the association between family structure, parental involvement and the academic performance of children. Generally, students or children in JHS are mostly below the age of 18, they usually stay with either a single-parent or intact parents in a particular family structure. Based on literature, regardless of the type of the family structure of students or children in JHS, there are some important factors that can also account for the academic performance of students or children. Such factors include supervision, time, parenting styles and communication (Astone & McLahanan, 1991).

3. Research Methodology

The research adopted the case study design to provide intensive empirical data. Case study design was utilized to describe the methods for the gathering of information, formulation and for the collection of primary data. The unit of analysis consisted of all JHS pupils in Ayeduase R/C JHS. The study made use of 80 JHS pupils between the ages of 12-18 years from the Ayeduase R/C JHS in the Kumasi Metropolis, Ghana. The probability sampling method was utilized for the research. Specifically the study used the stratified sampling technique which falls under the probability sampling method. Stratified sampling technique was utilized on the grounds that it permitted the probability of every case to be chosen from the populace. Stratified sampling helped to choose respondents from the populace and distribute questionnaires to them. The greatest advantage of utilizing a stratified sampling was that it produced outcomes that were both generally fair and exact. Stratified sampling was also advantageous because it ensured that each sub-group within the population receives proper representation within the sample. Questionnaire was the key instrument for the gathering of primary data. The questionnaire comprising only close-ended items were administered to the respondents. The close-ended questions offered alternatives from which the respondents involved in the study chose the answers they esteem suitable. The questions were used to achieve the objectives of the study. The questionnaires were largely administered by the researchers through face-to-face sessions with the respondents. The quantitative data collected through the use of

questionnaire were organized by the utilization of the SPSS for detailed analysis. Both descriptive and inferential statistics were utilized in the analysis of the study. Ethical issues were also considered for this study. The primary areas of ethical issues that the researchers considered incorporated the informed consent, invasion of privacy, anonymity and confidentiality.

4. Results

4.1 Socio-Demographic Characteristics of Respondents

Findings of the research revealed that females dominated the study. It was also revealed that majority of the respondents were between the ages of 14-15, with a few up to 13 years and others between the ages of 16 years and above. In terms of religious affiliation, respondents were evenly distributed among the two main religions in Ghana, which are Christianity and Islam respectively. Most of the respondents were found to be in JHS 2, with a few in JHS 1 and JHS 3 respectively. It was also found that majority of the respondents were from the Akan ethnic group. However, in terms of number of siblings respondents have, majority revealed that they have 1-4 siblings. In pursuit to find out the occupation of parent/s of these respondents, it was found that majority indicated that most of their parent/s is traders.

4.2 Difference in Academic Performance of Children from Single Parent Families and two Parent Families

The study sought to find out who respondents live with. It was found that 53.80% of the respondents indicated that they live with both parents while 46.20% indicated that they live with just one parent. With regards to respondents' regularity in class, it was established that 91.25% indicated that they are regular in school while 8.75% indicated that they are irregular in school. In the quest to find out respondents overall score in their last term examination, 77.50% indicated they had a high score which was based on the criteria of score 601 and above of the total marks of 900 because JHS in Ghana offer 9 subjects. This was followed by 20.00% who had a low score based on the criteria of score 0-300 and 2.50% indicated that they had a medium score based on the criteria of total score of 301-600 respectively. A cross-tabulation on family structure of the respondents as against the overall score of respondents last term (academic performance) indicated that out of the 37 respondents who lived in single parent family structure, 43.8% had low scores, 50.0% had medium scores and 46.8% had high scores. Also, from the responses of respondents living in both parent family structures, 56.3% had low scores, 50.0% had medium scores and 53.2% had high score. In pursuit to find out the position of respondents in class last term, it was revealed that 75.00% indicated that they obtained high positions in class based on the criteria of 1st-20th, 21.25% indicated that they obtained medium position in class based on the criteria of 21st-40th, with a few 3.75% indicating that they obtained low positions in class based on the criteria of 41st and above respectively.

In establishing the difference, a cross-tabulation of Family Structure (Who Respondents Live With) and Respondents Position in Class Last Term (Academic Performance) was utilized. Out of the 37 respondents who were living with one parent, 78.4% came out with high academic performance (High Position) whilst 16.7% performed averagely (Medium Position). Also 5.6% of the children living with one parent academically performed poorly (Lowest Position). From 43 children who lived with both parents, the data obtained showed that 72.1% came out with high academic performance (High Position) whilst 25.6% performed averagely (Medium Position). Also 2.3% of the children living with both parent academically performed poorly (Lowest Position). To determine if the results of the analysis supports the first hypothesis advanced by the study, chi-square analysis indicated a statistical non-significant relationship between Family Structure (who respondents live with) and respondents position in class (Academic performance) at alpha level 5%, $X^2=1.700$, $df=4$, $N=80$ and $p\text{-value}<0.791$. That is, no matter the family structure one finds him/herself in, the person can achieve academic excellence.

4.3 Parental Involvement to the Academic Performance of Children

Main variables deliberated upon included: Parental supervision of respondents' homework and punctuality in school; parental provision of academic materials and payment of fees; parental enquiry about teachers, parental encouragement of respondents' participation in school programs; parental monitoring of television viewing habit of respondents; parental involvement of respondents in decision making.

With regards to parental supervision of respondents' homework and punctuality in school, it was revealed that 42.50% of the respondents indicated that sometimes their parent/s do supervise them, 31.25% revealed that their parent/s always supervise them, with a few 26.25% indicating that their parent/s do not supervise them.

Parental provision of academic materials and payment of fees showed that 77.50% indicated that their parent/s provide them with academic materials and pay their fees, with only a few 22.50% asserting that their parent/parents do not provide them with academic materials neither do they pay their fees.

However, with parental enquiry about the teachers from respondents, it was revealed that 36.25% indicated that their parent/s often enquire about their teachers, 35.00% indicated that their parent/s enquire about their teachers very often while 28.75% indicated that their parent/s do not enquire about their teachers.

With regards to parental encouragement of respondents' participation in school programs, it was revealed that 71.25% indicated that their parent/s encourage them to participate in school programs very often. It was also found that 20.00% indicated that their parent/s often encourage them to participate in school programs and while 8.75% asserted that do not encourage them to participate in school programs.

Parental monitoring of television watching habit of respondents showed that 41.25% indicated that their parent/s monitor their television watching habit very often while 36.25% also indicated that their parent/s often monitor their television watching habit, with only a few 22.50% indicating that their parent/s do not monitor their television watching habit respectively.

It was established that 47.50% indicated that their parent/s sometimes include them in decision making regarding their education, 42.50% indicated that their parent/s always involves them in decision making regarding their education and 10.00% also indicated their parent/s do not include them in decision making with regards to their education.

With regards to parental discussion on the importance of education with their children, it was established that 88.75% indicated that their parent/s discuss the importance of education to them while 11.25% indicated that their parent/s do not discuss the importance of education to them respectively.

To determine if the results of the analysis supports the second hypothesis advanced by the study, chi-square analysis indicated a statistical significant relationship between parental involvement (parental provision of academic materials and payment of fees) and academic performance (respondents' last term overall score) at alpha level 5%, $X^2=2.997$, $df=2$, $N=80$ and $p\text{-value}<0.223$. The result then implies that parental involvement significantly has an effect on the academic performance of children.

5. Discussions

The study of the findings showed that females made up the majority of the respondents as compared to the males. The differences in gender percentage could be due to the fact that the number of female pupils in Ayeduase R/C JHS is larger than that of males. It can then be concluded that the sample which consisted of more females than males is a reflection of the pupils in the school. It thus, shows the true characteristics of gender percentage of pupils in Ayeduase R/C JHS. Respondents between the ages of 14-15 making the majority is in agreement to the national enrollment of which the average age of pupil in JHS is between 14 and 15 years (Ghana Education Service [GES], 2014). It was also found that respondents who were Christians made up the majority of the study and this could take a cue from (Ghana Statistical Service [GSS], 2010) asserting that over half of the population in Ghana is Christians. This assertion that Christians had the largest number of respondents is because the study was conducted on an Akan land (Kumasi) where most of the citizens are Christians. It was also established that respondents in JHS 2 consisted the majority and this could be due to the fact that in Ayeduase R/C JHS, JHS 2 pupil had the highest number of the school's population as at the time the study was conducted. It was then again established that majority of the respondents were from the Akan ethnic group and this could be attributed to the fact that the study was conducted within the Kumasi Educational Sub-Metro which is largely dominated by the Akan tribe (GSS, 2010). The study also revealed that majority of the respondents had 1-4 siblings and this could be ascribed to the fact that in Ayeduase, most of the inhabitants live in the external family system. Therefore, most of the respondents are rooted in such family system and that is why most of the respondents find themselves in large family sizes of 1-4 numbers of siblings. It was finally established that the occupation of majority of the respondents was trading and this clearly gives an indication of how the informal sector is dominating the economy of Ghana (GSS, 2010).

Findings established that majority of the respondents were from both parent families. This finding could take a cue from the fact that divorce or separation or partition of parents is not prevalent in the study area. It was also established that majority of the respondents were regular in school. The finding of the study took a nod from Epstein's (1989) evaluation structure of her education socialization (TARGET STRUCTURE) which states that strong and accurate values if transferred sincerely and usefully by parents will raise inspiration for children to be regular in school. The researchers can propose that, the regularity of respondents in school may be due to unambiguous and realistic standards communicated warmly and constructively by parents to motivate their children or the strict parental supervision on their children. It was also revealed that majority of the respondents had highest score in class last term. The finding of the study bolstered McLanahan & Sandafur (1994) literature which affirms that various components oblige as significant to children's academic performance and the components are parental contribution, direction, hope, provision, time and bearing. As a result, McLanahan & Sandafur believes children with these components are likely to have high score in an examination. However, it was then again found that majority of the respondents were found to be among the highest position in class. This finding of the study took a cue from Parke & Ooms (2004) asserting that parents who have been consistent in having the capacity to give extra period as well as economic provision towards children can significantly affect the child's academic performance positively and for that matter will attain higher position in school and in class.

Findings established that majority of the respondents asserted that their parent/s supervise their homework and this

supported the literature by Epstein, 1989 with regards to her time structure of her education socialization (TARGET STRUCTURES) which emphasized that parent/s must accomplish youngsters' period aimed at coursework as well as additional actions. Epstein believes that parent/s should supervise children in completion of school tasks such as homework and non-school tasks. Findings also established that majority of the respondents indicated that their parent/s provides them with academic materials and also pay their fees. This was in line with Coleman (1997) who believed that human capital furnishes parents with assets important to make steady learning situations for their children and provide them with the necessary materials they need to better their education and also pay their fees. Findings also established that majority of the respondents indicated that their parent/s enquire about their teachers. Taking a hint from Epstein's (1992) literature about increase in the involvement of parents, schools and teachers, Epstein believes that enquiry about teachers perform a significant part in the educational accomplishment of children. However, it was also established that majority revealed their parent/s inspire them to partake in school programs. This buttressed the point made by Epstein (1989) making reference to the grouping structure of her education socialization (TARGET STRUCTURE) stating that parent/s must influence children's interaction with peers and teachers and as a result of the interaction, children can participate in school programs through the encouragement of peer group in socializing academic advancement. Findings again established that majority also indicated that their parent/s monitor their television watching habit. This was as a result of strict parental supervision and autocratic parenting style exhibited by the parent/s. Then again, findings established that majority of the respondents asserted that their parent/s involves them in decision making regarding their education. Epstein's (1989) model of education socialization (TARGET STRUCTURE) supported this finding. From Epstein's authority structure, it asserts that children must have responsibilities and must participate in decision making regarding their education. Finally, findings established that majority of the respondents indicated that their parent/s discuss the importance of education with them.

6. Conclusion

The knowledge that family is the epicenter of assets for the child's prosperity, particularly instructive accomplishment, is the main impetus for this investigation. Education has been a challenging theme in recent times. In spite of substantial efforts worldwide, some countries face serious challenges in providing the kind of quality education that is needed at all levels to propel development. International commitment for better education is manifested in the United Nations Report of 2003. Yet, according to Akanle (2007), the improvement of any country or society relies on the nature of education of such a country. The reason for any evident improvement must start with the advancement of human assets. Therefore, formal education remains the apparatus for socio-economic advancement for any country. As such inadequate education results can affect a nation's monetary and social improvement. Assumed researches in concurrence with past research acknowledge that multidimensional ideas such as family structure, parental involvement and level of education of parent/s can have a direct or indirect result on the academic performance of children.

7. Recommendations

In light of the discoveries of this examination, the researcher makes the accompanying proposals.

Government, private associations and people worried about education should try and address the obstructions preventing compelling scholarly execution of JHS pupil. This should be possible by creating accomplishment inspiration for pupil. Such inspiration can be in form of scholarship awards.

However, since majority of the parent/s lacks knowledge on the importance of home environment that influences children's academic performance, it is therefore recommended that teachers, educationists and leaders should educate parent/s on the importance of home environment and the role it plays in their children's academic achievement.

More so, majority of the parent/s lack the models and methods to improve their children's academic achievement and as a result of that it is recommended strongly that parent/s should be made to understand that through encouragement, provision of academic materials and participation in children's learning process, they can help improve the academic achievement of their children regardless of the family structure the child comes from.

One key factor that takes an important consequence on the educational accomplishment of children is parental involvement. It is therefore recommended that through interaction and communication between the parent/s and teachers, the betterment of academic performance of children will be feasible.

Finally, the involvement of family heads in Parents Teachers Association (PTA) meetings would make them aware of the problems affecting the child's academic performance. In this way they may contribute to provide solution that would lead to better academic performance of their children.

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LIST OF TABLES

Table 1. Statistical presentation on socio-demographic characteristics of respondents

Variables	Categories	Frequency (N)	Percent (%)
Gender of Respondents	Male	37	46.2
	Female	43	53.8
	Total	80	100.0
Age of Respondents (years)	Up to 13	29	36.2
	14-15	35	43.8
	16 and above	16	20.0
	Total	80	100.0
Religious Affiliation of Respondents	Christian	73	91.3
	Muslim	5	6.2
	Traditionalist	2	2.5
	Total	80	100.0
Level of Education of Respondents	JHS 1	29	36.2
	JHS 2	36	45.0
	JHS 3	15	18.8
	Total	80	100.0
Ethnicity of Respondents	Akan	69	86.2
	Mole-Dagbani	4	5.0
	Ewe	2	2.5
	Guan	2	2.5
	Others	3	3.8
	Total	80	100.0
Number of Siblings of Respondents	1-4	38	47.5
	5-8	25	31.2
	9 and Above	17	21.3
	Total	80	100.0
Occupation of Respondents' Parents	Trader	59	73.8
	Civil Servant	7	8.7
	Professional	11	13.7
	Others	3	3.8
	Total	80	100.0

Field Survey Results, 2018

Table 2. Statistical presentation of the difference in relationship between Academic Performance of children from single parent families and intact families

Variables	Categories	Frequency (N)	Percent (%)
Who respondents live with	One parent	37	46.20
	Both parents	43	53.80
	Total	80	100.00
Respondents' regularity in school	Yes	73	91.25
	No	7	8.75
	Total	80	100.00
Overall score of respondents in class lass term	Low score	16	20.00
	Medium score	2	2.50
	High score	62	77.50
	Total	80	100.00
Respondents position in class lass term	Lowest position	3	3.75
	Medium position	17	21.25
	Highest position	60	75.00
	Total	80	100.00

Field Survey Results, 2018

Table 3. Statistical presentation of Parental Involvement to the Academic Performance of Respondents

Variables	Categories	Frequency (N)	Percent (%)
Parental supervision of homework and punctuality in school	Always	25	31.25
	Sometimes	34	42.50
	Not at all	21	25.25
	Total	80	100.00
Parental provision of academic materials and payment of fees	Yes	62	77.50
	No	18	22.50
	Total	80	100.00
Parental enquiry about teachers	Always	23	28.75
	Very often	28	35.00
	Often	29	36.25
	Total	80	100.00
Parental encouragement to participate in school programs	Very often	57	71.25
	Often	16	20.00
	Not at all	7	8.75
	Total	80	100.00
Parental monitoring of television watching habit	Very often	33	41.25
	Often	29	36.25
	Not at all	18	22.50
	Total	80	100.00
Involvement of respondents in decision making regarding their education by parent/s	Always	34	42.50
	Sometimes	38	47.50
	Not at all	8	10.00
	Total	80	100.00
Parental discussion of importance of education with respondents	Yes	71	88.75
	No	9	11.25
	Total	80	100.00

Field Survey Results, 2018

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