

CULTURAL AND ECONOMIC BACKGROUND AND THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN THE WEST COAST REGION OF THE GAMBIA

By

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DEDICATION

This dissertation is dedicated to God the father, God the son and God the Holy Spirit and to my lovely parents Chief Ben Ogbonnaya and Lolo Susana Orji, for their love for education triggered my zeal to this level

Certification

This is to certify that this Dissertation entitled “**CULTURAL AND ECONOMIC BACKGROUND AND THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN THE WEST COAST REGION OF THE GAMBIA**” by **Ihuoma Evan Charles-Ebere** with Matriculation No.10763, was carried out under my supervision and guidance. More so, the Dissertation has been approved for submission to St. Clements University, British West Indies, for the award of Doctor of Philosophy (PhD) in Education.

Professor (Dr.) David Le Cornu
Academic Advisor and Thesis Supervisor



St. Clements University

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ABSTRACT

This study examined influence of cultural and students' socio-economic background on their academic performance in selected public secondary schools in the West Coast Region of the Gambia. Six research questions and six hypotheses were formulated to guide the study. Related literatures were reviewed.

This study is a survey research design. The sample was made up of 300 students using simple random sampling technique. The instruments for data collection are: Cultural and Students' Socio-Economic Background Questionnaire (CSSEBQ). Result of the analysis revealed among others that cultural background has moderate and significant influence on students' academic performance; parental level of income has moderate and significant influence on students' academic performance; parental level of education has high and significant influence on students' academic performance; parents' occupation has low and no significant influence on students' academic performance; parental marital status has low and no significant influence on students' academic performance; and family size has low and no significant influence on students' academic performance.

Based on the findings, it was recommended among others that; in taking decision concerning students' academic performance, their cultural background should be considered; and students should build the habit of learning for career prospect and academic growth, those from low socio economic background should be encouraged to be going to the library to read at all times, especially those materials their parents cannot afford. It was hereby concluded that cultural and some socio-economic background like parental level of income and parental level of education have significant influence on students' academic performance in public secondary schools in the West Coast Region of the Gambia; but parents' occupation, parental marital status and family size have low and no significant influence on students' academic performance in public secondary schools in the West Coast Region of the Gambia.

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CHAPTER ONE

1.1 Introduction

Education do not only lead to the acquisition of knowledge and skills development, but also enhances values because it contributes to the national development through provision of an appropriate human resource that helps to spur effectiveness and productivity, training of instincts, and fostering right attitudes, habits and cultural heritage that are transmitted from one generation to the other. Education is an important aspect of socialization, the life-long process of learning the attitude, values, and behavior that is deemed appropriate to a particular society. it is achieved in classroom, home, through interactions with parents, teachers, friends etc. in the contemporary world today education prepares and re-structure an individual for becoming an important citizen that takes upon roles in the various institutions, such as the family, government, and the economy, in fact education functions as both agents of change and social control. Education acts as an instrument geared towards achieving a more rapid economic, social, political and cultural development of a nation. In (2004) the national policy on education, stated that the secondary school education is an instrument for national development, general development of all sectors and the only hope for social mobility for every class irrespective of status. Obviously, most individuals as well as families in society are expected to strive for a better life through the means of educational attainment, irrespective of their different background, often differentiated by some determinants factors such as differentiation

based on the educational level, occupation and income of the family. The major role of secondary education is to prepare and lay the foundation for further educational attainment and is a good human resource development, if good standard and well appreciated foundation is laid at this level, there are likely to be no problem at subsequent levels. However, all over the world even in America per say, the gaps in academic performance among the poor and the disadvantaged students are substantial (Rowan et,al,2004) through multiple studies, the US department of education (2001;8) has indicated results that clearly demonstrated that students and school poverty adversely students achievement. As a results of this, in 2010 budget proposal, president Barack Obama called for neighborhoods modeled after the Harlem children's zone to improve in lives of children living in poverty (Aarons,2009) different people at different times have passed the blame of poor performance in secondary school to pupils because of their low retention, parental factors, association with wrong peers, low achievement, low retention, and the likes (Aremu&Sokan, 2003; Aremu&Oluwole 2001; Aremu, 2000).

Previous research work has shown that people of high economic family background status send their wards to school earlier than those of the disadvantaged family background. A study conducted by Ezewu, proves that students from the affluent homes leave the primary school between the age of 10 and 11 years of age, while those of the poor background families status leave between 12 and 13 years or even more. The high status families engage their children with pre-school conditions which

are good and prepares their children for better successful school performance, provide initial advantages which are difficult to match among the poor, and uneducated parents. In the world there is this belief that families with high economic background prepare their children for school more adequately than those with low background status; as a result of this they tend to be ready to learn and do better in school than the other.

In the Gambia, academic performance (most especially of junior secondary school students) has been largely associated with many factors. Most of these students confronted on a daily basis with challenges of coping with academic work given the accompanying serious physical and emotional strains occasioned by beliefs and values attached to education, family size, long walk to school, poor school environment, inadequate learning facilities, and being taught and supervised by not fully trained, and unmotivated teachers. Generally, the status of a family affects its attitudes and values in life. Academic performance has become a major domain for educators, teachers, psychologists, policy makers, parents and guardians, social workers; who in their respective attempts to investigate what determine academic outcomes of learners, have come with more questions than answers. Nevertheless, it will be of interest to the teacher to recognize the differences among families and to understand how they interact with school educational issues. The major role of education is to realize a sustainable and lasting development, though; education is often ignored, downplayed, and underestimated by certain issues like poverty and

lack of interest among some members of the society. In most African countries and western world, economic status of a family is usually linked with the family income, parents educational level, parents occupation and social status among the kith and kin and even at the global level. Ford and Harris (1997) logically examined parental influences on African American student's school environment by focusing on specific socio-demographic factors, including parental level of education, marital status, and family income. Consequently,

This study sets out to examine the influence of cultural and students' socioeconomic background on their academic performance in selected public secondary schools in the West Coast Region of the Gambia with a view to contributing to the world of knowledge. Obviously, individuals as well as families in society are differentiated and the determining factors of such differentiation are the educational level, occupation, believes and income of the family.

The researcher asks, how do we account for the difference in children's academic performance? Is there something wrong with poor children from low social economic class and children from affluent different cultural background? Are their gene, their values and believes differ among families? -does it undermine their development and achievement? Most of the previous work of this nature reveals that, yes Children of poor background are at risk for abnormal development because of the deprivations inherent in living in poverty or in crisis-ridden families, most poor and minority children are trained under stress which makes them to suffer emotionally and lag the

adequate developmental process needed to excel productively in academics. Normally their families are not able to carry on with the necessary and essentially required child rearing functions that is ideal for an effective learning. Poor and minority children 'standard and range of having adequate learning aids are not available as when compared to the learning aids given to the children of the affluent, and learning capabilities between these groups differs greatly among children. The explanation for the differences in school performance lies in the difference in life experiences between groups - the worlds in which children of different cultural and socioeconomic groups live do not encourage the same beliefs and attitudes nor do they emphasize the same skills. By ignoring the differences between children - their experiences, their beliefs, their traditional practices - schools limit their own ability to educate these children.

Over the years, child development research has provided an increasingly comprehensive knowledge base to explain how young children acquire skills and knowledge and define the environmental supports needed to stimulate and sustain learning. This research, focused on the differences in children's academic performance. However, by placing emphasis on universal principles, this work is focused also on the extent at which the cultural differences influence the academic performance and aspiration of the secondary school students in the Gambia. In the way it affects the educational attainment of children, on how cultural values influences a child's competency and educational achievement. Indeed, in most schools, behavioral characteristic of the middle-class children have been seen as the

only valid representation of competence - the standard by which all children are judged. Schools have ignored or rejected different cultural expressions of development that are normal and adequate and on which school skills and knowledge can be built. Consequently, children from poor and minority families have been judged to be inadequate because they do not already know nor do they easily learn the school curricula. Inadequate communication, inaccurate assessment, and inappropriate education are the inevitable results, with poor and minority children labeled as delayed and their families labeled as dysfunctional because they have different resources, lifestyles, and belief systems.

A model of development that incorporates a full understanding of the role of culture might be characterized as encompassing two sides of the same coin. On one side are intrinsic characteristics, responsive to the genes that define both human and individual potential. Intrinsic characteristics include the capacity to learn - to categorize objects, to form interpersonal relationships, to learn language. These abilities are tempered by a variety of inborn characteristics, such as hearing acuity, neurological processing machinery, and brain functioning that help determine how fast and how well children will learn these tasks. But unless they have specific in-born disabilities, children will learn human characteristics.

It is a truism that education of secondary school students are not free in the Gambia, thus confirming the notion that academic performance and opportunities cannot be available to every person considering the class structure of the Gambia society A lot

of studies have been made which seek to establish how much a child's educational achievement during his years at school may be affected by factors outside the school. Obviously equality of educational performances is hampered because of an individual economic, social and cultural status such as marriage and gender issues as well as financial status of a family. And life chances are to a great extent determined at birth .A child cannot choose his parentage nor can he decide where he will like to live, the size of his family and its social economic status, yet all these things have a lot of influence on his educational achievements. Academic performance has been largely associated with many factors. Most students in secondary schools in the Gambia are confronted with challenges of coping with the strains and emotional state associated with issues relating to their life chances .It is therefore a research area pressing the contemporary Gambia and the educators world round, as they have come up with so many questions in an attempt to look into what determines academic performance of students. This research argues also that there are several cultural interest, differences, values, beliefs, and practices that are linked with respect to educational achievement among the ethnic tribes in The Gambia. Among these tribes their priorities differs, as some of them respects, and value education at the highest level and they holds that educating their kids, helps to channel them for a successful being in life unlike the few others their cultural identities creates more barriers to their children's progress to education in life.

The explanation of a child's differences in academic performance lies in the differences in life experiences between groups, obviously, the society in which

children lives do not encourage the same beliefs, attitudes, nor do they emphasis on the same pattern of child's rearing and skills. According to Casanova, Garcia-Linares, Torre and Carpio (2005) it is a combination of environmental factors and family influence that contributes to students' academic success. Those from low SES lack such enhancing environmental influences; children from poor homes are not provided with the same tools as the wealthy ones.

The cultural deficit theory upholds that most learners perform poorly in education because of the social, cultural and linguistic nature of their home environment do not prepare them for the expected work required of them in school .The cultural deficit theory proposes that lack of home deficiencies leads to lack of skills, knowledge, and appropriate behavior that contributes to poor school performance. Lack of motivation by poor parents to their children deteriorates the academic performance of learner. A student with a very high ability but low motivation is unlikely to perform well, where as a student with low ability but high motivation is likely to do well in school. That is to say that the extent at which a parents motivates children across increases their effectiveness towards learning and improves their academic performance. In this light, (Noris and Wright, 2003; Wright and Mischel, 1987), stated performance is a multiplication function of both ability and motivation.

Children born and raised in poor families they rarely choose to behave differently, because, they are faced daily with stress and challenges that affluent children never

have to confront with, and this affects the rate at which their brains function during the learning time. According to Li-Griaing (2007), research suggests that the problem starts with parents and their lack of education and understanding of the needs of children. As result of their life experiences the term to adapt to a more suboptimal condition in ways that undermine and negatively affect a perfect academic performance.

Nevertheless, it is believed that the rich families that are the high class families and the middle class families are better exposed to a learning environment at home because of the provision and availability of both internal and external learning facilities. Thompson and Fleming, (2003), Opined that Children from low socio economic status do not have access to external learning facilities, that is why it is very difficult for them to excel higher in their academic performance as expected unlike children from affluent socio economic background. The study therefore, is geared, and designed to review and analyze the cultural and economic background and academic performance of secondary school students, using the west coast region of the Gambia as the case study.

Many researchers have conducted an empirical work on the cultural and economic background and academic performance of students in other countries of the world, but relatively a few have been done in the Gambia. With the increasing pertinent attached to education in the contemporary world , therefore I deemed it very important to study the dilemma that could inhibit or enhance the cultural and

economic background and academic performance of secondary school students in the west coast region of the Gambia .

Academic performance of schools students has been largely associated with many factors, such as beliefs, tradition, norms, values, poor school environment, long walking distance to school, large family, poor parenting, poor library, poor housing, poor school environment etc. Culture has a negative and an outrageous effect on a child's education attainment. Obviously the way an individual process and assimilate information is been affected and influence by individuals culture. The cultural differences theory, holds that students who are raised in different cultural background settings may deem and perceive education and learning in different ways. In the Gambia, there are different multi-cultural, multilingual and multi ethnic groups found in the six regions that make up the Gambia. Research has shown that it has negatively affected the academic performance of the secondary students. For instance, the Sarahule's tribe gives out their girls child out for marriage very early in life, their culture encourages a strong sense of loyalty to the community, they are pressurized to maintain their social obligation, they tend to spend a large amount of time, energy and money on issues relating to community functions such as marriages, naming ceremonies, at the expense of providing for the formal education of their children. And this affects the educational attainment of their kids. In contrast, the Aku ethnic group, the Mandinka ethnic group, the Manjago ethnic group, and the Wollof ethnic groups, often perform better than the Sarahule ethnic group. This pattern of ethnic differences in educational pursuit and in academic performance

among the tribes is a long standing one, it could be traced for over hundred years, and however, these ethnic groups have been participating in the same educational system in the Gambia. The socio cultural background of these ethnic groups in The Gambia, especially their home environment including family values and scale of preferences, is one of the major barriers to academic performance. In this work, the researcher argues that there are cultural differences of value, beliefs, and practices with respect to educational achievement among the different tribes.

According to Muhammed and Muhamed (2010) they are of the opinion that, cultural heritage and values are transmitted from one generation to another through education and the responsibility of child rearing lies in the hands of parents. This is why child's academic performance is been influenced by the parents background. Researchers has proved that cultural background of students affects their academic pursuits, owing to the fact that there are different of ways children from the different cultural groups communicates, learn, and interact, for this reason (AU and Kawakami, 1994) has emphasized that goals of a teacher should be to create a cultural congruence between our classroom and the homes of our students Each child is being trained based on their norms, which at times conflict with the academic performance.

Kurtz_Costes and Pungello (2000) stressed that, it is wise to provide recommendations for teachers working with immigrants students and for a successful educators ,they should recognize that each child deserves to be treated as an individual with his or her own unique gift (p.1222). In most cultures, parents

have been performing different attitude towards their child, for instance a girl child are less motivated to go to school and are surfaced with female roles such as marring and given birth at a very early age, whereas the male child are often allowed to attain school and are highly motivated to build up their career, this leads to ineffectiveness of education attainment.

Parents of different culture and occupational classes often have different styles of child rearing, different ways of child's discipline, and different ways of reacting to their child. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational class (Rothstein, 2004)

Never the less, Family play a crucial role in the dissemination of both western education and informal education, as family features represents a number of education, occupation, income, size of siblings, beliefs, neighborhood and community all having implication on the educational performance of the child, Poverty adversely affect academic performance and gives rise to inadequate and over-crowded housing conditions and the attendant ills such malnutrition chronic fatigue and physical deficiencies or deficiencies in social amenities that often occur among the children of low income families, these are all contributing factors in academic performance and educational aspirations

However, it must be assumed from this that all children from poor homes, will suffer a lot in a bid to acquire education ,hence all the necessary reading materials needed

to enhance learning may not be provided to gain academic excellence. More so, poor parents with large families cannot interact with their children to the same extent as the parents of small families, and studies have shown that educational advancement is closely linked with verbal ability, thus the different ways in which language is used in the home will affect the child's ability to develop skills and cope with ideas. Thus, this will invariably affect and influence their academic performance at school. For the middle and upper class families, high income enables parents to give to their children all the advantages that money can afford. For children from such homes, school is a continuation and extension of learning and socialization process. It will occur, that is to say that both the school and family complement and support each other, this is a phenomenon that may be absent in the educational and socialization process of the children from lower class families. Low-income families often face economic insecurity, housing instability, and difficulty seeking and maintaining child's education as required to an enabling learning. These obstacles can lead to psychological stress, a lack of opportunity for socio-economic status mobility, and minimal time for family interactions (Brooks-Gunn and Duncan, 1997; Raver, 2002). Obviously, parents want to well equip their children with an effective learning materials a very clement environment, very concrete and supportive to improve academic performance of their children and create a meaningful time and opportunities for social interaction, this no doubt, can be less realistic to be done by a low-income families to achieve as compared to families with a higher socio-economic status (Brooks-Gunn and Duncan, 1997; Heymann and Earle, 2000). Skill

development in home helps student to learn fast and retain what is learnt and Social skills are also very pertinent and an ideal component of academic achievement, however low-income children may strive and struggle to succeed academically as they often enter school with lesser social skills, unprepared for the social interactions that facilitate learning and are crucial to acquire in the early years of schooling (Duncan, Jean Yeung, Brooks-Gunn, and Smith, 1998; McClelland, Morrison, and Holmes, 2000).

Apart from issues relating to home, there are other factors outside the home that could impede academic performance of students, factor such as peer group influence, teacher student relationship and school management status. Thus, these factors can as well help to maintain an effective learning and improve on learner's academic performance if well addressed. For instance student mingling with a good peer group can improve oneself academically, teacher-student relationship can be of benefit if a relationship is established between them. Thus, the school management team can also support learning by maintaining the physical environment for learning and by given teacher what is due for them. In a bid to support the above assertion, the ideas of the following scholars are cited basis, making those relationships important to understand (Bronfenbrenner and Morris, 1998; Stuhlman and Pianta, 2009). Emotionally supportive teachers can make children feel that there is an adult who cares about them, listens to them, and provides encouragement. A trusting, warm relationship with an adult is an important part of the development of a student's self-perception and therefore the classroom community (Hamre and Pianta, 2005;

Spira and Fischel, 2005). If a student and a teacher have a positive relationship, the student will likely have confidence and demonstrate pro-social classroom behaviors, engaging in peer play and comfortably exploring the classroom (Spira and Fischel, 2005; Stuhlman and Pianta, 2009). The relationship can also adversely affect students and their development. A negative or tense relationship between a student and a teacher can lead to an expression of antisocial behaviors that inhibits positive peer interactions (Spira and Fischel, 2005). Teachers can help students regulate their behavior and advance academically (Hamre and Pianta, 2005). In fact, children who have better relationships with their teachers tend to do better in school and feel more engaged overall (Woolley and Grogan-Kaylor, 2006). Peer relationships also serve as protective factors that shape a child's school experience (Benard, 1993; Woolley and Grogan-Kaylor, 2006). Partaking in a classroom community or classroom group encourages participation, idea sharing, and gives children a sense of belonging (Benard, 1993). Participation in a classroom community helps children understand the way a group functions, internalize social norms, and develop more comprehensive social skills (Benard, 1993). Peer relationships form within these communities and these relationships, and the presence of peer play can help children develop communication and problem solving skills that will have long term benefits for children (Bulotsky-Shearer et al., 2012; Hamre and Pianta, 2005). Children who are engaged in mutual friendships are more likely to think positively about school and the learning process. If students do not

participate in warm, mutual interactions and relationships at home, it is crucial that they receive this support while in the classroom (Stuhlman and Pianta, 2009).

Classroom relationships, teacher student relationship, student-student relationship, especially those experienced between peers, can help children develop the learning skills necessary for school adjustment and long-term academic success (Bulotsky-Shearer, Bell, Romero, and Carter, 2011; Sebanc, 2003; Stuhlman and Pianta, 2009). Engaging in peer relationships can help economically disadvantaged students improve their social skills, increase school engagement, and help them create a positive outlook about school, the relationships formed, and the learning process (Miltner, Ginsburg, and Mulligan, 2011; Stuhlman and Pianta, 2009). The development of communication based social skills and social skills that focus on conflict resolution and coping mechanisms help children succeed in peer relationships, and improves the likelihood of a positive school trajectory (Benard, 2003; Stuhlman and Pianta, 2009).

The health status of children is notably to have a link with the Economic background of children, and could affect the academic performance of students. Adewale (2002) noted that in the rural communities where the nutritional level is relatively poor and health problems are prevalent, academic performance is often hindered. This assertion is hooked on the parental Economic background.

Eze (1996) emphasized that when a child get proper nutrition, health care, stimulation during pre- school years, the ability to interact with and take optimal advantage of the full compliments of resources offered by a formal learning environment, his academic performance will increase. Thus, whether or not children attend school regularly, perform well in academics and undertake high education after leaving school depends on their family background, that is to say, their economic and cultural statuses influences the academic performance of a child.

1.2 The Gambia and its Ethnic Groups

The Gambia is a country in West Africa, one of the smallest, located at the sub-Saharan area. Consist of a narrow strip of land either side by side of the River Gambia, bordered by three sides by the Senegal and facing the Atlantic Ocean beach. According to the national census (2013) the Gambia population is 1,882,450 million. And it comprises of two municipalities they are the Banjul and the Kanifing municipalities and five regions, that comprises, the west coast region, lower region, north bank region, central river region, and the upper river region.

The known ethnic- tribal indigenous groups in The Gambia are eight in number, these are; the Mandinkas,(41 percent in population), the Wolof (15 percent in population), the Fula(19 percent in population), the Jola (10 percent in population), the Sarahule (8 percent in population), the Sere (2.5 percent in population) the Akus

(0.8 percent in population), and the Manjago(1.7 percent in population). All these ethnic groups, in The Gambia live harmoniously together as a community. They have their own languages, music, cultural and traditions. There are cultural interaction and fusion among the different tribes and intermarry within tribes.

Nevertheless, the different tribes in the Gambia made it possible to have difference in belief, child rearing, different orientation, different culture, habits, different perception as to what western education means, different customs and traditions. Obviously, all these disparities in perceptions as per what culture hold, embeds and influence the knowledge, value , the effectiveness of the minds of some students in the learning process. These in turn influence the academic performance of the students in the west coast region of the Gambia. For instance the issue of early marriage in the Gambia is so common among the tribes which are often attributed to poverty, social cultural, religious norms, value of virginity, and fear about marital sexual activities. All these are the major factors that facilitates early marriage system in the Gambia and west coast region per say. In most cases a child is been forced to accept marriage offers without knowing actually what it takes to marry, obviously, it has led to lots of divorce and denied the right to education, even when they manage to enroll in school they seems to do poorly in academics. This menace do not only deprived them of better education, rather it went further depriving them the right to contribute positively to their various communities and the nation at large. Traditionally, every tribe in the Gambia promotes early marriage but the notorious ones are the Sarahules and the Fulas, they maintained that whoever refuses to

marry early has defined the culture, tradition, and custom of their society. Put simply, early marriage in the Gambia has been accused of enhancing series of problems that negatively affect the whole country, thus most researchers found that, such practices has a profound physical, intellectual, psychological and emotional impacts that embeds child's educational pursuit and failure to academic performance. Never the less, the researcher intends to verify actually if it does.

1.3 Description of site of study and reasons for selection

The researcher intends to make use of the West Coast region of The Gambia, the region was originally the western division and now one of the five administrative divisions of The Gambia. The capital of the west coast region is Brikama, subsequently recognized as the Brikama Local Government Area. The region had a population of 699,704 with a population density of 397. The total number of households was 45,396 and the infant mortality rate was 71 for every thousand births. The under five mortality was 93 percent in every thousand birth,

West Coast Region is divided into nine districts namely:

Foni Bintang- Karenai

- Foni Bondali
- Foni Brefet
- Foni Jarrol
- Foni Kansala
- Kombo Central

- Kombo East
- Kombo North/ Saint Mary
- Kombo South

The researcher deemed it right to make use of the west coast region owing to some issues, firstly the west coast region entire population comprises of all the different tribes in The Gambia, the Sarahules, the Jollas, the Mandikas, the Wollofs, the Manjagwos, the Akus, the Seres, the Fulas, and other ethnic minorities. The study of this nature demands that for accuracy and authentic data collection all the tribes that dwell in The Gambia are supposed to be part of the sample population, especially on the aspects of testing the cultural impact to academic performance. If the researcher had use any other area in The Gambia certainly few tribes will participate and it becomes really difficult to the researcher to analyze the cultural influence to student's academic performance.

Secondly, in the west coast region most areas are known to have problem of enrolling their children in schools especially the sarahule's who find pleasure in observing and promoting their cultural heritage of early marriage

Thirdly, I have too many identifiable connections within the area as most of my students and colleagues are from the west coast region, it made it easier for me to embrace all the cultural shocks and understand the respondents better and their roles of participants, and to some degree I was able to see myself as part of, rather than separate, above or beyond the communities

Fourthly, for economical reasons, as my place of work is within the jurisdiction of the west coast region, I spent little, it was easier for me to operate from office to schools that was randomly selected without much cost

1.4 Statement of Problem

Education at secondary school level is valued as the bedrock and the starting point towards obtaining a higher knowledge in tertiary institutions. It is a lasting investment, human resource development, as well as an instrument that can be used to achieve a sustainable and a more rapid economic, social, political, technological, scientific and cultural development in the country. The National Policy on Education (2004) stipulated that secondary education is an instrument for national development that fosters the worth and development of the individual for better citizen, and general development of the society and help bring about equality of human development and actualization of a better life. Over the years children's educational attainment in the Gambia has been biased due to poverty among different cultural background. Owing to the fact, that the thought of educating youths are imperatively considered as a public consciousness globally, and a known stimulus for societal change and human development. Studies consistently portrayed that youths education of every country enhances the welfare of the entire population and increase the country's economic productivity. Investing in secondary school students

will therefore provide the highest returns, economically, culturally and socially. Based on this, every child irrespective of any real or marginal disabilities obviously, needs education. The poor performance of secondary school students in the west coast region of The Gambia has been a great concern to a good number of educationists, teachers, counselors, psychologists, researchers as well as the school administrators in the country. That is the reason the researcher have taken it upon herself to find out their views on factors responsible for poor academic performance of secondary school students in the Gambia. In the developing nations, including The Gambia, economic and cultural factors in complex interaction, play their part in determining access to and success in education, for both sexes. However, the impact of these factor is more on girls, than boys in most context, hence Africans, culturally upholds that girls are meant for female roles like child bearing and domestic works, and they are therefore in most cases deprived of good education. The poor performance of secondary school students has given the researcher a lot of concern and that has led her to embark on this work, the problem therefore is to identify what could be done to enhance and effect school performance and spell out the causes of poor academic performance of secondary school students, at the same time investigate on the solution to quit cultural issues that promotes gender stereotype that affects child's education in the Gambia, owing to the fact that most cultural backgrounds had the premonition that girls education is meaningless ,hence they maintained that their meant for female roles such as child bearing and domestic works.

. Low socio economic background are likely to posse the following features, lower educational standard, poverty and poor health care services. Obviously, these features affect both an individual and the society at large. Inequities in wealth distribution, resource distribution and inequality of life are facts that negatively affect the academic aspiration of learners in the contemporary world today. In every society based on the child's foundation, the affluent children benefits increasingly in having higher education aspiration, which in turn, positively affect their academic performance. The researcher, from an increased focus on the foundations of cultural and socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status that influences the low income families in the west coast region of The Gambia is therefore considered very pertinent. Behavioral and other social science professionals possess the tools necessary to study and identify strategies that could alleviate these disparities at both individual and societal levels.

The value of education rest on its ability to build the human mind with a view to contributing to national development through provision of an appropriate human resources that helps to positively impact on productivity and eliminate poverty, disease and ignorance. However, an individual's culture and economic background could be an intervening factor capable of impeding access to harnessing the dividend of education. Against this background, this research sets out to explore the extent to which students' cultural and economic background; especially their home environment including family values, priority and family socioeconomic status could

constitute barriers to their educational progress in the West Coast Region of The Gambia. The question therefore is what are the likely causes of these deteriorating, diminishing returns in educational standard and poor academic performance of pupils? Are the faults entirely that of teachers, pupils or both of them? Is it that pupils of today are non-achievers because they have low intelligent quotient and a good neutral mechanism to be able to act purposefully, think rationally and deal effectively with academic tasks? Or is it that teachers are not well prepared, not well motivated, or are they not putting in more efforts as before? Or is it that they are using poor teaching method of teaching and poor interaction with pupils? Or is the poor performance of pupils caused by parental cultural background, or their perception on what and how they see and value education. Could all these be the causes of poor academic performance among secondary school students in The Gambia? The importance of education in an individual cannot be over emphasized. Hence education has a long lasting impact on one's life. The acquisition of knowledge and skills and all other things that is worthwhile which are transmitted to a person through formal and informal education determines his/her potential in future. Based on this, the researcher therefore intends to investigate whether there is a relationship between cultural and economic class and academic performance. And to what extent such relationship if any affects their academic performance of the students. The priority of this work is to know the extent to which educational performance depends on one's class position. This research is inclined to examine the impulses, which inhibit people from different class background in the process of acquisition of

education, however, the intelligent variation that may exist within the students from the various social class that make up the research population cannot be overlooked. This dichotomy agitates the mind of the researcher, hence she asks, why do students from better socio economic status perform better or otherwise in academic work. There have been protracted arguments as to how socio economic and cultural factors influence educational performance. Quite naturally, some scholars feel very positive about their submission while a few others hold strong the belief that all elements of cultural and economic background actually affects academic performance.

When students fail to do well in an examination they tend to lay the blame on the school administration, the teacher or even their parents. Each of these stake holders tends not to agree that they themselves are to be blame. Such as parents blame the teachers and societies, the teachers accuse the home and societies for not living up to expectation and so on. Could it be said that academic performance of a child has a positive relationship with the cultural and economic background class of parents? Does it make a difference the sub culture of the child and youth? What his other family does, where they come from and what, how they are looked upon in the community. The problem of this study therefore is to review the extent to which cultural and economic background of the parents influences the academic performance and child's aspiration. Culturally, in terms of their beliefs, norms and values such as the values of early marriages that inhibits academic performance of students. Economic background that embeds the availability of equipping students

with the appropriate learning materials needed for an effective learning. All these impose difficulties for actualizing a productive and an outstanding academic excellence of the secondary school students in the west coast region of The Gambia.

1.5. Purpose of Study

The main purpose of this study was to investigate the influence of cultural and students' socio-economic background on their academic performance in selected public secondary schools in the West Coast Region of the Gambia. Specifically, the study ascertained the:-

1. relationship between cultural background and students' academic performance;
2. relationship between parental level of income and students' academic performance;
3. relationship between parental level of education and students' academic performance;
4. relationship between parents' occupation and students' academic performance;
5. relationship between parental marital status and students' academic performance; and
6. relationship between family size and students' academic performance.

Owing to the fact that education in the contemporary world today is regarded as a rope that carries an individual to the highest level. It's one of the vital and interesting things in life because without education one cannot contribute to the society and to the entire world at large and an individual will lack knowledge. Knowledge is power, through education new things are discovered, which in turn increases our chances in life. Education is the fundamental human right of every child, very vital in stabilizing economic growth of a nation, very pertinent for its contributing factors in improving the lives of the people and shading off poverty and increasing a better social placement of a person, income and sustaining human development and a productive healthy society,

For these reasons, the purpose of this study therefore, is to provide an empirical guideline, that will be useful to help explore, identify, and address the dilemma that mitigate most children who grow up in poor economic background as they face greater challenges in the process of acquiring education and even beyond, than when compared to the children from the richer home background. The two main areas of interest in this work are the differentials of child well-being and school achievement. The strenuous, daily hardships and lack of conducive environment that poor children face include inadequate nutrition, fewer learning experiences, lack of learning aids, instability of residence, lower quality schools, exposure to environmental toxins, family violence, homelessness, dangerous streets, and less

access to friends, services, and jobs. Through this work literature review and analyses that will probability help to improve, reduce or even eliminate the ineffectiveness of poor academic performance of students that erupt as a result of lower economic status will emerge. Having looked into the extent at which poverty and cultural background inhibits students, made the researcher to embark on this work and help suggest measures that will equip students growing up under these conditions could yield significant advantages for poor children as they go to school. For this purpose the study will contribute immensely to the populace by identifying important factors that mitigate the ill effects of childhood poverty on academic performance and help to curtail the impact of cultural stereotype such as gender issues that affect mostly girl's education. Notwithstanding, previous research on this reveals that family background of children affects their academic performance, but the fact remains that poor academic performance of the less advantaged students could improve if their parents could show interest on their educational attainment no matter their different family background. The work will be very beneficial to all be it student, teachers, or parents, hence irrespective of the overall findings the researcher will minister to the readers that although cultural and economic background of a child can lead to poor academic performance, but for every child they should not see childhood poverty as a "death sentence." More specifically, I demonstrate that the generally strong negative correlation between childhood poverty and academic performance is lessened when poor children: are highly motivated by their parents with or without money, when they are well trained, have a

parent with high aspirations for academic achievement, participate in extracurricular activities, attend smaller schools, reduce television watching and video game playing to less than two hours per day, increase their time on homework and monitor the kinds of friends the keep. Importantly, most of these do not stand up well when cultural controls are made for race and ethnicity. More specifically, African American and Hispanic students tend to do poorer than their white counterparts and their poor performance is resistant to several of the contexts and characteristics that apply to their white counterparts.

The study will also be purposeful as it examines the extent at which cultural and economic class of students could affect their educational performance. It will look in to the preventive measures of curtailing the rate of backwardness of educational attainment of students. The prevention of school failure, parental failure and the failure as a result of peers influence will be addressed properly. The secondary school students are very important in nation building and therefore need not to let down, rather needed a critical research study, that will be relevant to cure the low standard of education that has eating deep the present day children. For the purpose of this work, students, teachers, government and parents will learn from it, by identifying the significant measures that will strengthen, encourage, re-direct and motivate all the people, students will look upon to embrace a perfect learning.

The study will be of value hence it will expose how norms, beliefs and economic status of students will influence their academic performance, when the relationship

between the cultural and economic background and academic performance is established it will help learners to pin down the causes of their poor or good performance and devise means of solving their problems. The study will also be beneficial to guidance and counselors in schools on how to manage and redirects students from every background. The society in the west coast region of the Gambia will gain by adjusting on their cultural beliefs, norms and customs that affects the child educational performance. Specifically, the study will:

- i. Identify the academic performance from different cultural and economic background, and suggestions to reduce some cultural norms beliefs and values, which influence academic performance, will certainly be addressed
- ii. Establish the relationship between students' academic performance and level of parental dependency
- iii. Examine those factors that influence in common the academic performance
- iv. Determine the level of interest of parents from different cultural and economic background
- v. Enhance the quality of children's perception, parent's perception, teacher and government perception on education by helping to increase their experiences. School management. Policies that raise the quality of school environments will increase the probability of school readiness for many children, particularly poor children. Such policies would include making provisions of the adequate teaching and learning aids, and improving on teaching strategies.

vi. Use of good and relevant assessments for students will be an ideal task. Assessments of individual children should focus on each child's unique response to his or her experience rather than assume a stereotype based on the child's social and economic background. In order for assessments of young children's functioning to be reliable and valid, they must use multiple methods and sources and be obtained over time, in a variety of settings, within the context of children's daily lives.

vii. Listen to the voices of excluded minorities. It is essential that minority communities feel a greater sense of ownership regarding school standards if they are to cooperate in preparing their children. Involvement by parents and community members from these minority groups in setting nationwide readiness criteria can help diffuse this issue.

viii. Change how schools interact with other community institutions. Collaboration with social service and health delivery systems is just the beginning. Establishing cooperative relationships with park districts, libraries, day care centers, and homes is equally important. Any school that is not collaborating cannot seriously claim to be focusing on educational success for all.

ix .Prepare teachers and schools to educate a greater range of children. Early childhood personnel need to be better prepared to help children for whom school represents a major challenge. As noted above, when the match between children's prior experience and the expectations of schools is too great, children are less likely to succeed. Mismatches occur when developmental criteria, expectations for

individual performance, and definitions for members of Emphasize prevention. The prevention of school failure is less costly in both monetary and human terms than treating the problems that arise from unresponsive educational programs. The preschool and primary years are critical ones if children are to be successful in school, and we must carefully review the treatment of children during these years to determine whether it is sufficiently responsive to cultural and linguistic differences.

x. The study will affect the quality of children's learning process by aiding to their knowledge to help breach the gaps among family backgrounds. Measures that will raise the quality of early environments will increase the probability of school readiness for many children, particularly poor children. Such policies would include raising licensing standards for early childhood programs providing more family resource and support services and stimulating better collaboration between schools and the other human services.

xi recommend ways or means by which a balance could be maintained in order to enable students from different cultural and economic background in the West Coast region of The Gambia, to excel productively in education.

1.6 Significance of Study

Education is one of the most vital agencies to social change, modernization and economic development. And for every society to undergo such a positive change in life there must be numerous significant studies of this kind. The extent, nature, quality and form of change that takes place in every society rest on the individuals

efforts to improve on varieties of ways that are hindering the success of a standard educational attainment. Based on this therefore, this study will be of benefit to all societies that deemed education to be their first priority to attain a perfect change in the society and development of human minds. As far as the Gambia government is anxious to employ all necessary measures within its reach to improve the falling standard in education, it is expected that this work will contribute in no small measure to uncover the secrets and the causes of poor academic performance among secondary school students in the west coast region of The Gambia. Specifically, the study will help in weeding the gender cultural stereotype that inhibits most families not to have interest in motivating both sexes (boy or girl) towards harnessing an effective and productive education in the developing countries and in the Gambia in particular.

In addition, the work will make some invaluable suggestion which if applied will drastically reduce the cases of poor performance of students in The Gambia. By serving as a guide to teachers and help the students to perform very well in their examination

This important study will equip students to know the value of maintaining a perfect educational level in life, know the functions of education in enhancing an individual towards achieving a better and a worthy life in the future. As education is the bedrock for every nation, valuable weapon for progress, development and prosperity of all human beings. It is therefore, a pre-requisite for this research work to establish ideal measures that will permit a greater percentage of good educational

achievement that will be harmonious and bring about a peaceful and a productive society for every child from the different cultural and economic background. The research work will be a major instrument of individual and school transformation that can effectively fulfill the needs and the aspirations among the parents, teacher, school, government as well as the students in question. From this work, an excellent and appropriate inter relationship among different family backgrounds and teachers will be established. This will change the societal cultural believes that affect the academic performance of secondary school students. Hence education is the only key in the true sense that fortifies for the development of every nation, equal opportunities for all cultural background, statuses needs to be encouraged. This will help to ensure a brighter future of the entire societies. And seek to modify parents-children –teachers and community behavioral patterns through the expected research recommendations. Education is a social process in which child shares the community consciousness; it is very paramount for every human to know that human development depends on our collective effort, capacity and the ability to learn and change. Through sustainable development will never be achieved, unless, relevant learning and education is attained by all. Hence education can build lasting change, which is sustainable change, because it is owned by the learner and reaches hearts and minds. Base on this, the researcher beliefs that the significance of this work will add to knowledge for a sustainable development and improvement in academic performance and aspirations. When the relationship between cultural and economic background and students' academic performance is established it will help the

students to pin down the causes of their poor or good performance and devise means of solving their problems as it affects performance in school. This work will serve meaningfully the masses by revealing the root causes and harmful consequences of poor academic performance linked to cultural values, for instance early marriage. It will attempt to suggest locally appropriate measures for changing the ill practice of early marriage that influence and negatively affect academic performance of students. The study will also be beneficial to guidance counselors in school who will be in a better position to redirect, and sensitize students on how to improve on during the learning process to enable them retain and recall information learnt and in the choice of their career. The parents will be able to plan their family earning well, to cater for both their children's education and take care of other dependents.

The family will also gain by adjusting to the cultural belief especially in the Gambia that one must carry along the members of the extended family even to the detriment of the immediate family (the nuclear family). More so, most families irrespective of their economic or cultural status will be able to understand that a perfect education every child receives will definitely set the ground work future success. The government will now improve in ways of catering for both the aged and the destitute in the society who contribute the major setback in for families in providing adequate learning materials, good schools that would have been given to children to enhance an effective academic performance. Findings will help teacher to inculcate the habit of rendering equal teaching skills to all children. The study will help teachers in

understanding of the relationship between cultural and economic status and academic performance and thus be in a better position to now, identify and address on the causes of poor academic performance that emerge due to cultural and economic status, thereby adjusting on the pattern of teaching that will tolerate and embrace every child's need during an instructional time. Hopefully, the researcher findings will be relevant to others, provide literature and reading materials to students, social scientist, policy makers and educators. More so, as far as it is the agenda of educational policy makers in the developing country's to promote education for every youth at all levels, this work will inform the policy makers and planners to note the key socio cultural dilemmas to students participation in formal education in the rural areas economic and cultural settings for both boys and girls. Lastly, when authentic information is provided it will pave ways for further research in this area of study.

1.7 Scope of Study

Scope of the Study

The study investigated the influence of cultural and students' socio-economic background on their academic performance in selected public secondary schools in the West Coast Region of the Gambia. The researcher focused on the contingent relationship between cultural background and students' academic performance; the study also considered the contingent relationship in students' socio-economic background; such as parental level of income, parental level of education, parents' occupation, parental marital status and family size (Number of Children) with the

students' academic performance. The academic performance was measured using achievement test for grade nine students. The researcher made use of ten schools from the west coast region of The Gambia and in each school thirty students randomly selected making the whole population to three hundred students. The researcher limits the study to only grade nine students from each school.

The study however delimits cultural and economic background of the child's home environment and academic background. The researcher made use of ten schools from the west coast region of The Gambia and in each school thirty students will be randomly selected making the whole population to three hundred students. The researcher limits the study to only grade nine students from each school.

1.7.1 Research Questions

The study is guided by the following eight research questions which will be discussed and statistically analyzed in chapter four.

1. What is the coefficient relationship between cultural background and academic performance?
2. What is the coefficient of relationship between parental level of income and students academic performance?
3. What is the coefficient of relationship between parental level of education and students academic performance?

4. What is the coefficient of relationship between parental occupation and student's academic performance?
5. What is the coefficient of relationship between parental marital status and student's academic performance?
6. What is the coefficient of relationship between family size and student's academic performance?

1.7.2 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H₀₁: There is no significant coefficient of relationship between cultural background and student's academic performance

H₀₂; There is no significant coefficient of relationship between parental level of income and students academic performance

H₀₃; There is no significant coefficient of relationship between parental level of education and students academic performance.

H₀₄; There is no significant coefficient of relationship between parents occupation and students academic performance

H₀₅. There is no significant coefficient of relationship between parental marital status and student's academic performance

H₀₆. There is no significant coefficient of relationship between family size and student's academic performance

1.8 DISCUSSTION OF THE RESEARCH QUESTIONS

Research Question1. What is the coefficient of relationship between cultural background and academic performance? What comes into the researchers mind is, to look into the role family background and culture play in the academic pursuit and performance of a child. There has been series of research work on these issues documented on the; relationship between family background and academic achievements. And factors like the wealth of parents, cultural background of a parent play on the child's academic performance. Evidence from previous research has shown that cultural status and economic background has a greater part to play in supporting or damaging the student's educational performance. Socio economic statuses of students are links to so many dilemmas that inhibits the educational process, aspiration and outcome of a child. Though, the researcher is yet to verify if actually the cultural and economic status has a hand in poor academic performance of the student. Such problems like, genetic/health factors that determine levels of achievement, social economic status is marker of life chances that determines the level of achievement, schooling at

all levels are mostly ineffective, and professional development is mostly a failure to low background children.

Research Question 2. What is the coefficient or relationship between parental level of income and students academic performance? This is posed to enable the researcher verify the rate at which various families income, could impede the successful fostering of academic achievement of a child's education. Although, previous Studies have shown how economic and cultural issues can affect children academic performance, which this research work is set to verify. On this note, Graham and Hudley (2005) identified several historical and cultural forces- including cultural stereotypes and discrimination, the perception of others, and a desire to protect their group identity.

Obviously, parental perception, culture and expectations appear to spur out a greater and a strong influence on a child performance in school. Parents whose culture embraces high value and expectation for their children's education, help to motivate their children to learn in school and at home, they in turn belief in their children's competence, to learn new ideas, add more experience and encourage curiosity on them, which improves academic performance. In contrast those whose cultures are rigid in embracing new ideas affect their children and influences the rate at which they perform in school. However, social and cultural variables have huge influence on motivation, aspiration of students and academic performance. According to

Graham and Hudley (2005) they figured out several historical forces including cultural stereotypes and discrimination, the perception of others, and a desire to protect their group identity. For example, the issue of culture and discrimination can damage student's zeal and confidence and contributes to poor academic performance. The truth remains that the disparities on parental cultural values and behaviors among groups can either influence a child positively or negatively towards pursuing education. (Grolnick, Friendly and Bellas, 2009). Through their parenting choices and actions, stated that parents communicate set of values and family characteristics to their children; as such these can affect how children conceive of their own identities, abilities and goals. (Grolnick, Friendly and Bellas, 2009) emphasized that parents opinions and values can also impact children's mind set about control over academic achievement and their conceptualization of intelligence as something fixed or something one can work to attain (Dweck, 2010).

However, it is paramount for the researcher to verify if actually, cultural values could really affect or influence the students' academic performance. Nevertheless, most researchers have accepted to the fact that the interrelationships between family cultural background characteristics certainly, influence the academic performance of students globally. In the development of a model of human development, for example, Stephen J. Ceci and his colleagues (1997) propose that the efficacy of a family influence for academic success is determined to a large degree by a child's family background. They observe that parent-child interactions are the forces that lead to academic performance. In addition, they claim that academic success is

achieved only if family background resources can be accessed to maximize the association between family influences and outcomes: relationships between family influences and academic achievement need to take into account the potentially constraining or expanding opportunities provided by children's family backgrounds. Analyses of the relations between families and academic achievement also need to consider children's family structures, in terms of their cultural and economic background.

In conclusion, Freijo et al,(2006) noted that various aspects of family economic, social and cultural conditions have a consistent impact on the literacy performance of students in all countries. Students whose parents have higher jobs and education and cultural resources at home tend to have higher levels of literacy and academic performance.

Research Question 3, what is the coefficient of relationship between parental level of education and students' academic performance? This question pins on how the level of parental level of education could hinder positively the academic achievements of a child, and could negatively affects the academic performance of children. Obviously, several studies have confirmed that the number of people parents cater for affects a child education. Though, this work is yet to investigate on this same issue using the low economic background families that has large dependent family members. Never the less, poor families find it very difficult in meeting up to the ideal needs of their children, necessary for equipping their academic performance. Evidence has shown

that the size of the family a child emerged from affects the educational attainment and the intellectual development. This is because a child due to the defendant rate of the home may not be given the required attention in academics as family will have more persons to cater for.

In The Gambia, there exist a pluralistic marriages, where a man could have up to two to three wives, which encourages larger family and the expansion of the extended family member, the in turn form the dependent groups in every homes. This indeed has serious implication on the learning and performance of their wards in school, as such children from this background are not always well motivated, they are not well equipped and often may not pay their school fees on time, all these affect their learning process. In the west coast region of The Gambia, most families are poor and cannot afford the best to their wards, may not be able to give three square meals to their children, to talk of providing the educational needs of a child.(Osunloye, 2008; Ushie et al,2012) however, indicated that there is an awareness of the importance of the home environment on children, they opine that family background is the foundation for children development.

According to Ajila and Olutola (2002) stated that home effect influences the individual, since the parents are the first socialization agents in a person' life. Thus, the family background and the context of a child affect his reaction to life situation and his level of performance.

Research Question 4. What is the coefficient of relationship between parents occupation and students academic performance? It is quite imperative for every educated parent to know the role and value of education to the nation as a whole. As such that they deserve the best for their children, and had wished that their children will be more educated than them. What it takes to educate one safe is not a new thing to every educated parents, they therefore, maintain the higher zeal, and aspiration in making sure that education values are to a great extent maintained to the utmost level, through giving their children the best education as their occupation are linked to their level of education, the higher an educated parents you are, the higher you get a better job that will enable one to educate your children to the highest level.

In the same vein, Asikhia (2010) noted that family educational background and economic status influence the academic performance of students, he cited that these are lumped together because they are related and one may rightly that they are married and hence should not be divorced. He opines that social class could be defined more objectively by using such indices as occupation, income and education. Wealth is strongly correlated with education and occupation and when socio economic status is measured these other factors are usually included.

Chen (2009) studied the effect of family background, ability and students' achievement in rural China. Parental education is found to be the key determinants of student achievement, but the role of father and mother differ across child gender

and levels of ability. No doubt, parental education has significant positive effect on academic performance of children.

OECD/ UNESCO (2003) alleged that family characteristics are major source of disparities in student's educational outcomes. Family income level are related with parents occupation and educational attainment, often imply increased learning opportunities both at home and in school. Educated parents are always focused, and can better contribute to their children learning through their day to day interactions with their children and involving themselves in their children s school work. Parents with high occupational status and educational attainment, also have high aspiration and expectations for their children occupation and educational attainment, which in turn can influence their commitment of learning and academic performance. In summary, high parental education enables parents in coordinating, directing and perfect counseling their children on important issues that leads children to be focused and excel in educational attainment.

Lack of education from parents, be it the mother or the father; certainly makes a child not being able to achieve much even if the environment is very clement for effective learning. On the other hand, a child who inherits a very high gene from parents may perform very well even if the environment is not stimulating (Community Development, Sound Education, Good Health and Social Life Initiative, 2013). A well planned, structured and conducive environment is necessary for a good academic performance of a child. A stimulating home environment could spur up a potential

mediocre into an intellectual giant while an inhibiting environment could turn a genius child into a mediocre.

How parent's cherished academic attainment and value education among different family background could affect the child's levels of performance in school, by increasing the students' zeal

Attitude of parents to school eventually affect child's his/her motivation for success in school work. Muola (2010) stated that the urge to achieve varies from one individual to the other. For some, the need for achievement is very high while for others, it is very low. He adds that achievement motivation is learnt through the socialization process. Those who have high achievers as their role models in their early life experience would develop a high need for achievement while those who have low achievers as their role models will hardly develop the need for achievement. The family is obviously a key determinant factor of child's performance in school, and a major socializing agent and therefore important in determining the child's motives to achieve success academically. The motive to excel in academic work is an activating force that demands constant reinforcement by the parents, a drive or an urge to achieve good results and recognition which accounts to good academic performance. Educated parents give early independence training and achievement training. Atkinson and Feather (1966) argued that successful parents tend to provide early independence training which is necessary in the development of achievement motivation. In independence training, parents insist on the Child's self-reliance and autonomy in decision making situations. While in achievement training, they insist on

high achievement through imposing high standard of excellence in tasks, setting high goals for the child and expecting the child to show competence in doing tasks well. Illiteracy of parents could have a negative effect on the academic performance of their children. Children whose parents are illiterates have been seen to lack home encouragement, poor learning aids, poor nutrition, overcrowding homes etc. This implies that as some illiterate parents refuse to provide their children with needed textbooks, they are discouraging them from learning. David (2007) stated that textbooks aid studies after normal school teaching. Students from illiterate parents lack assistance because of parents' illiteracy and ignorance such parents fail to motivate, reinforce, give reward or punish their children on their academic performance which might have forced them to be serious in learning. On the other hand, literate parents have interest in their children's academic performance. They struggle to provide them with needed materials and give adequate encouragement. Having known the importance of education, they draw a reading time-table for their children and also arrange for part-time teachers to teach their children and check their workbooks from time to time. They provide adequate motivation and reward when the children perform better in class assignments tests and examinations. Taking care of children and making provision for their needs, especially educational needs, are very important in determining the academic performance of children.

Research Question 5. What is the coefficient of relationship between parental marital status and student's academic background? The researcher intends to know if actually parental marital status is actually a variable that could in any way influence

or determine the child's academic performance. It is an important fact to investigate on this using the Gambia context. Not with standing, most empirical work has come up with some findings that, to an extent child's level of academic performance are determined by the parental level, style, and systems of marriage. Many researchers are of the view that parental marital status do interfere on their child's interest, and academic performance According to Grolnick, Friendly, and Bellas (2009), parental status can affect child's education, but even at that, they can still be entirely aware and supportive of their children academic progress.

Thus, studies have shown that parents can and has an important role to play in sustaining, supporting, directing, coordinating and in fostering a better education to their children. In other words, parents who are interested in his/her kids education are actively involved in providing and stimulating learning environment at home and always deem it wise to help them develop feelings of competence, curiosity, and positive attitude towards academic.

Ferguson's (2007) research-based tips for high achievement parenting, suggest that parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning and seek opportunities at home to discuss and apply what children are learning in school. He emphasized that parents should set class and firm rules about homework, television watching and other activities that reinforce school lessons, encourage exploration and creativity, and develop children's special talents.

Parents behaviors and interest differs among groups and as parents express different values and behaviors, children's interest in academics is affected.(Grollnick, Friends and Bellas,2009) .Parents opinions and value can also impact and influence a child's mindset about control over academic achievements (Dweck,2010).

Parent involvement and interest in a child's early education is consistently found to be positively associated with a child's academic performance. Hara and Burke, (1998) and, Hill and Craft (2003), argue that children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school. Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change.

Christian, Morrison and Bryant (1998), have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences a child's academic development. By examining specific parenting practices that are amenable to change, they stated that, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs

may be developed to increase a child's academic performance. On the same vein, Hill and Craft,(2003) noted that While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood. Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance. Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance.

Research Question 6. What is the coefficient of relationship between family size and students academic performance? The question will lead to different thoughts, if actually the causes of this backwardness, fallen standard and poor academic performance of secondary school students who among these groups will the fall in academic performance among students be attributed to? Is the fault entirely that of parents because of the family size or dependency ratio, teachers, parents or peers or are they all involved? Is it that the contemporary students are non-active and poor achievers because they have low intelligent quotient and a good neutral mechanism to be able to act purposefully, think rationally and deal effectively with academic tasks? Or is it because teachers lag the knowledge, strength and the will to carry on, or are they no longer putting in much commitment as before? Or could it be that teaching strategies' used by teachers are out dated and does not embrace the cultural believes of the students during teaching and interaction with the student? Or

could the poor performance of students be attributed to their parents poor level of knowing the values of education or could it be that they lack the interest of motivating their children? Or do they fail in providing for the necessary learning materials needed for an effective learning? Obviously, all these questions may likely pose problems towards enhancing and achieving a good education needed for an effective and efficient academic performance among the secondary school students in The Gambia, are as a matter of fact is a concern to the researcher to investigate and come up with a remedial measures. Analyzing on these contexts of home, school, and the peers relationships formed within these settings, and the interactions between them creates a more complete picture of children's development, than just looking at the contexts individually (Bronfenbrenner and Morris, 1998). Young children spend a majority of their time at home or in the classroom, making these settings their primary environments (Bronfenbrenner and Morris, 1998). Prior to formal schooling, most low-income children interact primarily with their families, thus the transition to formal schooling marks the transition to a new, structured setting for low-income children (Duncan et al., 1998). To best understand and provide a context for student's outcomes and development, it is important to study children in their naturalistic environments and to observe them as they build relationships with their teachers and peers (Bronfenbrenner and Morris, 1998).

The risk factors of low-income homes can be ameliorated by classroom protective factors (Benard, 1993). In this context, protective factors consist of components or

characteristics of an environment or relationship that guard children against risk or help them face their challenges most productively and effectively (Benard, 1993; McClelland et al., 2000). Important classroom protective factors that address this risk and its potentially detrimental implications include the student-teacher relationship, peer relationships, and the creation of a classroom community (Stuhlman and Pianta, 2009). The social skills learned within these interactions help students create a strong foundation in the classroom, a positive outlook on future relationships, and can increase school engagement (Stuhlman and Pianta, 2009).

Emotionally supportive relationships aid in emotional adjustment and create protective factors that defend children against psychological stressors (Hamre and Pianta, 2005). Children interact with their peers and teachers on a regular basis, making those relationships important to understand (Bronfenbrenner and Morris, 1998; Stuhlman and Pianta, 2009). Emotionally supportive teachers can make children feel that there is an adult who cares about them, listens to them, and provides encouragement. A trusting, warm relationship with an adult is an important part of the development of a student's self-perception and therefore the classroom community (Hamre and Pianta, 2005; Spira and Fischel, 2005). If a student and a teacher have a positive relationship, the student will likely feel confident and demonstrate pro-social classroom behaviors, engaging in peer play and comfortably exploring the classroom (Spira&Fischel, 2005; Stuhlman and Pianta, 2009). The relationship can also adversely affect students and their development. A negative or tense relationship between a student and a teacher can lead to an expression of

antisocial behaviors that inhibits positive peer interactions (Spira and Fischel, 2005). Teachers can help students regulate their behavior and advance academically (Hamre and Pianta, 2005). In fact, children who have better relationships with their teachers tend to do better in school and feel more engaged, overall Peer relationships also serve as protective factors that shape a child's school experience (Benard, 1993; Woolley and Grogan-Kaylor, 2006). Partaking in a classroom community or classroom group encourages participation, idea sharing, and gives children a sense of belonging (Benard, 1993). Participation in a classroom community helps children understand the way a group functions, internalize social norms, and develop more comprehensive social skills (Benard, 1993). Peer relationships form within these communities and these relationships, and the presence of peer play can help children develop communication and problem solving skills that will have long term benefits for children (Bulotsky-Shearer et al., 2012; Hamre and Pianta, 2005). Children who are engaged in mutual friendships are more likely to think positively about school and the learning process. If students do not participate in warm, mutual interactions and relationships at home, it is crucial that they receive this support while in the classroom (Stuhlman and Pianta, 2009).

School engagement is an important protective factor that develops through these classroom relationships (Alexander et al., 1997; Benard, 1993). Low-income students are more likely to drop out of school than higher income students (Duncan et al., 1998), however students who feel engaged in school and the learning process are less likely to drop out than those who do not (Alexander et al., 1997). If the

process of school engagement begins in the first year of formal schooling, students can create strong, positive associations with school that will likely lead to lower rates of high school dropout (Alexander et al., 1997). Indeed, positive or negative introductions to formal schooling can shape the way a child views the process and the relationships within it (Stuhlman and Pianta, 2009).

As previously discussed, classroom relationships are instrumental components of the learning process and each play a vital role in the formation of school engagement and positive school perceptions (Alexander et al., 1997; Hamre and Pianta, 2005). In the student-teacher relationship, if a student feels connected to a teacher and perceives their relationship to be emotionally supportive, they are likely to feel more engaged than a student who does not perceive their relationship with their teacher to be emotionally supportive (Stuhlman and Pianta, 2009). In addition, if a teacher holds high expectations for a student, that student will likely perceive that the teacher believes in them, increasing their school engagement and desire to succeed (Alexander et al., 1997). Group membership also affects school engagement, as children who feel that they belong to a group at school feel more engaged (Woolley and Grogan-Kaylor, 2006). These relationships are not only formed through the use of social skills, they are the primary mechanisms of social skill development (Bulotsky-Shearer et al., 2012).

Obviously, peer relationship has both the negative and positive effect and based on this, care must be taking by the parents, teacher and the students in question.

The development of positive peer relationships is especially important for low-income children whose parents must focus on meeting their children's basic needs and often do not have the time or resources to dedicate to skill development and educational interactions (Duncan et al., 1998; Milteer et al., 2012). Therefore, children must master these skills and experience these relationships in the classroom (Hamre and Pianta, 2005). The social skills gained by peer interactions can fall into two categories: social skills that focus on basic communication and social skills that deal with stress management, coping and more complex social interactions. Each of these skill sets creates protective factors and is crucial for long-term positive outcomes (Bulotsky-Shearer et al., 2012; Milteer et al., 2012).

Indeed, numerous studies have shown that lower-income families and minority cultural background parent often have the same level of involvement and interest in education even though it may not necessarily be reflected at PTA meetings or school fundraisers. Although, in a study of standards-based reform practices by West at and Policy Studies Associates (2001) for the U.S. Department of Education, researchers found that income level had no bearing on parent involvement in a major reform effort at Title I schools.

On this note, scholars at the Southwest Educational Development Laboratory (SEDL, 2002) concluded that educators and policymakers should have no preconceived notions about parent involvement. "Recognize that all parents, regardless

of income, education or cultural background, are involved in their children's learning and want their children to do well," SEDL said.

But good intentions on either side only go so far. As noted by Epstein and Sanders (2000), "Teachers, parents, and students have little understanding of each other's interests in children and schools....Most teachers do not know the goals that parents have for their children, how parents help them learn, or how parents would like to be involved. Most parents do not know much about the educational programs in their children's school or what teachers require of them." Effective parent involvement comes when a true partnership exists between schools and families. Creating that partnership, especially around academics, is what works for student achievement. Following is what the research found about how that happens.

Although parents and educators may perceive friendship as fluid and trivial for young children, friendships are significant and can influence the trajectory of a student's school career (Bulotsky-Shearer et al., 2012; Sebanc, 2003). Peer relationships are comprised of positive or negative features. Positive features of friendships include trust, communication, and a willingness to help, while negative features include characteristics such as disloyalty and rejection (Sebanc, 2003). These features create conflict-ridden relationships that can negatively influence a child's trajectory (Sebanc, 2003). Children's perceptions of early friendships and peer interactions often influence the way they perceive peer relationships throughout school (Bulotsky-Shearer et al., 2012; Sebanc, 2003). If students engage in friendships with positive

features and feel accepted by their peers, they will likely continue to engage in pro social behaviors and think positively about friendships (Seban, 2003; Spira and Fischel, 2005). Conversely, if students' friendships are characterized by negative features or if they face peer rejection, antisocial behavior is likely to begin or continue and can lead to negative perceptions of friendships and peer interactions. Furthermore, peer rejection or acceptance often remains stable and influences the skill development, academic achievement, and self-image of a child (Seban, 2003; Spira and Fischel, 2005). Recent evidence (Harris, 2006) suggests that the complex web of social relationships students experience with peers, adults in the school, and family members exerts a much greater influence on their behavior than researchers had previously assumed. This process starts with students' core relationships with parents or primary caregivers in their lives, which form a personality that is either secure and attached or insecure and unattached. Securely attached children typically behave better in school (Blair et al., 2008). Once students are in school, the dual factors of socialization and social status contribute significantly to behavior. The school socialization process typically pressures students to be like their peers or risk social rejection, whereas the quest for high social status drives students to attempt to differentiate themselves in some areas—sports, personal style, sense of humor, or street skills, for example. Socioeconomic status forms a huge part of this equation. It is important to remember that negative peer relationships can be detrimental to students' outcomes so care must be taken.

Although, Children at times through the process of peer relationships they learn and improve in the development of language communication and skills development. This can enhance academic achievement. Raver (2002) and Sebanc (2003) state that in order to engage in complex peer play, children need to communicate verbally. The needs for creating coherent, effective, and clear phrases in order to communicate with their peer's force children to develop language skills. These communication skills also benefit students academically as language development in the early years of schooling can predict students' later reading abilities (Alexander et al., 1997; Hamre and Pianta, 2005). Therefore, low-income children who do not learn communication skills at home must engage in peer play in the classroom in order to face similar chances for academic success as their higher income counterparts (Raver, 2002).

Peer play provides another forum for academic, social, and behavioral learning in the classroom (Bulotsky-Shearer et al., 2012; Milteer et al., 2012). If children are shy, encouraging peer play in the classroom can give children who may not otherwise seek out this contact experiences with peer relationships at a young age, thus preparing them for a long term positive outlook on peer relationships (Mildeer et al., 2012). In addition to communication based social skills, peer play can also aid in the development of another set of social skills that will improve the likelihood for school success. These skills include conflict resolution, problem solving, and stress management skills (McClelland et al., 2000; Milteer et al., 2012).

Once students engage in these more complex interactions, problems may arise and conflict can occur. Through dealing with this conflict, students can develop problem solving and conflict resolution skills (Bulotsky-Shearer et al., 2012). Students can develop these necessary skills in the safe classroom space but will likely develop a strong skill set that will be beneficial outside of the classroom environment. Development of these more advanced skills will likely only occur after social skill development and improvement, and often can only develop naturally through peer play (Bulotsky-Shearer et al., 2012). Development of these relationships and skills can be crucial for a child's success or failure. If children can develop these skills at a young age, it can create firm foundations for processing stress, solving problems, dealing with conflict, and communicating that can help them regulate their emotions, engage in peer relationships, cope with difficult situations, and succeed academically (Sebanc, 2003).

Peer play can help children process stress as it allows them to express themselves and to deal with issues that may be too difficult to outwardly discuss (Milteer et al., 2012; Sebanc, 2003). Since low-income children may experience higher stress environments than higher-income children, learning how to deal with the possible stress, and developing strategies and skills to do so is crucial (Brooks-Gunn and Duncan, 1997; Duncan et al., 1998). Children who can develop this secondary set of skills will face greater chances for school success as they will be more able to navigate through hardships and stressors in their lives and cope with situations they encounter. If children can start to process and work through complex, stressful

emotions, it may lower their behavioral disturbances as the classroom can represent a place of expression rather than repression.

Since low-income children may not receive the necessary social skill development in the home, it is important that these skills are acquired in the classroom, specifically through peer relationships (Brooks-Gunn and Duncan, 1997; Milteer et al., 2012). Peer relationships and peer play serve as a protective factor and facilitate the essential social skill development (Benard, 1993; McClelland, 2000). Indeed, communication based social skills and social skills that help children deal with conflict and cope with stressful situations are crucial components of a strong foundation for low-income children. Development of these skills through peer relationships and peer play can shape children's perceptions of school and the relationships formed within it, thus increasing adjustment, academic achievement, and school engagement (McClelland et al., 2000). If children can develop the social skills needed to interact with peers through peer play at a young age, they will likely experience increased feelings of belonging and more developed language skills, allowing them to communicate clearly and effectively and leading to a greater likelihood for a positive school trajectory (Benard, 1993; Bulotsky-Shearer, 2012; McClelland et al., 2000; Milteer et al., 2012). Nevertheless, Adediwuru, andTayo (2007), stated that the roles performed by the teacher affects either positively or negatively in enhancing the academic performance of the students.

Nevertheless, society encompasses human relationships and diverse human activities, education of individuals are not always in equilibrium, students do not have the same level of opportunity to engage in different kinds of educational activities. In other words, every child from different socio economic background is always differentiated and they occupied different positions and statuses in the society. Sociologically, the most important differentiating elements are income, wealth, occupation or profession, and although. Some statuses are ascribed, as a result of one's birth or life chances while the other is through an individual's effort and achievement in the society. These statuses are linked to the educational level and academic performance an individual according to previous research work by Edward Ezewu (1983). The cultural and economic status of an individual has been known by most researchers to affect positively or negatively the schooling of the children of that family. The higher the economic background of a family, the more likely it motivates its children to learn in school and consequently to perform well in school

Increasingly, most evidence of the previous study of this nature supports the link between lower socio economic status and learning disabilities or other negative psychological outcomes that affect the health background of students adversely has an influence in their academic achievement. Low-SES children are often subject to such health and safety issues as malnutrition, environmental hazards, and insufficient health care. Health and achievement overlap: every cell in our body needs a healthy environment to function optimally. When a body's cells are besieged daily by stressors, they slow their growth trajectory and contract. Kids raised in

poverty have more cells in their body "under siege" than do kids from middle- or upper-income families. The consequent adaptations that these kids' immune systems make diminish their ability to concentrate, learn, and behave appropriately. poor families normally over stress and over engage their children in domestic works, forgetting that children spending less time studying, and more time working, at the rewarding time minimum standard and poor academic performance is attained. Status position of a person affects its health position. in fact class and wealth is increasingly being viewed as important predictors of health. Put differently, the poorer the social stratum, the greater the percentage of people with less than good health. The rich protect themselves with improved health care services while such do not prevail in the life of the poor. More so, the low class backgrounds are likely not to be protected from the high costs of illness by private health insurance, and they normally may not afford good job that can offer health insurance, may work part time and not be eligible for employee health benefits; or may simply be unable to afford the premiums (E.Goode 1999; R.Mills 2002).

According to Beavais and Jensen,(2003) Birch and Gussow (1979) claimed that poverty contributes towards educational failure, simply because poor children are all culturally disadvantaged, but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their education potential. The likelihood that the poor children would end up being at risk in terms of deficient development is a reality that could begin even before birth. In that regard, Birch and Gussow (1979) emphasized that society should concern

itself more with the full range of factors contributing to the educational failure, among which the health of a child is a variable of potential primary importance.

Stanford neuroscientist and stress expert Robert Sapolsky (2005) found that the lower a child's socioeconomic status is, the lower his or her overall health. Substandard housing in low-income neighborhoods leaves children exposed to everything from greater pedestrian risks (heavier traffic on narrower streets) to environmental hazards (exposure to radon and carbon monoxide) (Evans, 2004). Poor housing quality may cause respiratory morbidity and childhood injuries (Matte and Jacobs, 2000) and may elevate psychological distress in children (Evans, Wells, and Moch, 2003). Poor children are more likely to live in old and inadequately maintained housing and to be exposed to lead in peeling paint (Sargent et al., 1995)—a factor associated with decreased IQ (Schwartz, 1994). And, as with other risk factors, these negative environmental effects synergize with and build on one another (Evans and Kantrowitz, 2002).

The lower parents' income is, the more likely it is that children will be born premature, low in birth weight, or with disabilities (Bradley and Corwyn, 2002). Expectant mothers living in poverty are more likely to live or work in hazardous environments; to be exposed to pesticides (Moses et al., 1993); and to smoke, drink alcohol, or use drugs during pregnancy, all factors linked to prenatal issues and birth defects (Bradley and Corwyn, 2002) and adverse cognitive outcomes in children (Chasnoff et al., 1998).

Children from low-income families have generally poorer physical health than do their more affluent peers. In particular, there is a higher incidence of such conditions as asthma (Gottlieb, Beiser, and O'Connor, 1995), respiratory infections (Simoes, 2003), tuberculosis (Rogers and Ginzberg, 1993), ear infections and hearing loss (Menyuk, 1980), and obesity (Wang and Zhang, 2006). Contributing factors include poor nutrition (Bridgman and Phillips, 1998), unhealthy environmental conditions, and inability to obtain appropriate health care. Children with no health insurance may receive little or no treatment for illnesses and are far more likely to die from injuries or infections than are well-off children (Bradley and Corwyn, 2002). In addition, early health conditions may have significant long-term consequences, even if children's socioeconomic status improves later in life (Mcloyd, 1998). Further, Broadman (2004) found that a significant portion of health differentials across neighborhoods (high- and low-income) could be explained by the disparate levels of stress across these neighborhoods.

Children from lower SES households are about twice as likely as those from high-SES households to display learning-related behavior problems. A mother's SES was also related to her child's inattention, disinterest, and Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, and Kim, 2009).

Children from low income families as a result of their home environment are likely to **face** the following problems that adversely affect the health status of students.

- Emotional and Social Challenges.
- Acute and Chronic Stressors.
- Cognitive Lags.

When these factors are put together the expected outcome will make it impossible for extraordinary challenge for low income families to gain a perfect academic and social success. Nevertheless, this reality does not mean that success in academic performance in life is impossible. Rather, on the other hand, a better understanding of these challenges points to actions educators can take to help their less-advantaged students succeed.

Emotional and Social Challenges

Children from poor families (SES children) face emotional and social instability. Typically, the weak or anxious attachments formed by infants in poverty become the basis for full-blown insecurity during the early childhood years. Kids at a very tender age require healthy learning and exploration for a perfect brain development. Unfortunately, in impoverished families there tends to be a higher prevalence of such adverse factors as teen motherhood, depression, and inadequate health care, all of which lead to decreased sensitivity toward the infant (van Ijzendoorn et al., 2004) and, later, poor school performance and behavior on the child's performance.

Another study Adena Young and her colleagues found that students from families with high socio economic status tends to approach academic challenges with a

greater sense of internal control over success than students from lower-socio economic status families (Young et al.2011).

Low-income parents are often prone to inferiority complex that normally surface them by a diminished self-esteem, depression, and a sense of powerlessness and inability to cope with situations, feelings and expected attitudes that may likely be transferred to their children in the form of lack of normal child nurturing, negativity, and a general failure to focus on children's needs. In a study of emotional problems of children of single mothers, Keegan-Eamon and Zuehl (2001) found that the stress of poverty increases depression rates among mothers, which results in an increased use of physical punishment. Children themselves are also susceptible to depression: research shows that poverty is a major predictor of teenage depression (Denny, Clark, Fleming, and Wall, 2004)

Beginning at birth, the attachment formed between parent and child predicts the quality of future relationships with teachers and peers (Szewczyk-Sokolowski, Bost, and Wainwright, 2005) and plays a leading role in the development of such social functions as curiosity, arousal, emotional regulation, independence, and social competence (Sroufe, 2005). The brains of infants are hardwired living in poverty experience significantly greater chronic stress than do their more affluent only six emotions: joy, anger, surprise, disgust, sadness, and fear (Ekman, 2003).

Heckman notes that family factors can influence children from as early as in the childhood, by the time the entire school, children from disadvantaged family background possess lower level of cognitive and non-cognitive skills and lag far

behind their more advantage peers. Even worse, these gap have been shown to persist as children age(Heckman 2008; 2011).

Drumond and Stipek,(2004) while discussing "the low income parents" beliefs about their role in children's academic learning ,mentioned that a few of these parents indicated that their responsibilities were limited to meeting children's basic and social emotional needs, such as providing clothing, emotional support, and socializing manners. Lack of resources to render good education emerged a very big challenge to their children's success. The failure to form positive relationship with peers inflicts long term socio-emotional consequences.

Acute and chronic stressors

This results to the inability of self-control leading to an adverse state of one's mind .children from this poor background are likely to be affected with this aspect of stress that negatively affect their educational achievement and the normal skill development on a child,

(Almeida, Neupert, Banks, and Serido.2005) emphasized that this kind of stress exerts a devastating, insidious on children's physical, psychological, emotional and cognitive functioning, that affects brain development, academic success and social competency.

Unpredictable, stress damages and hampered the brain capacity to learn, recall and analyze information learned (Yang et al, 2003) stated that child abuse is highly disruptive.

Socio Economic Status is linked to good parenting, which, research has found, improves academic achievement (De Garmo, Forgatch, & Martinez, 1999). Unfortunately, the converse is also true: the chronic stress of poverty impairs parenting skills, and disengaged. Poor parenting results to a damaged and impede children's school performance. Parents who are struggling just to stay afloat tend to work extra hours, odd shifts, or multiple jobs and are less able to provide attention and affection and to devote their time, energy, and resources to their children. These deficits have been associated with higher levels of externalizing behaviors and poor academic performance on children's part (Hsueh & Yoshikawa, 2007).

Cognitive Lags

Cognitive ability is known to be very complex. It can be measured and be determined in many different ways and is affected by varieties of factors such as the socioeconomic status. Socioeconomic status is strongly associated with a number of indices of children's cognitive ability, including IQ, achievement tests, grade retention rates, and literacy (Baydar, Brooks-Gunn, & Furstenberg, 1993; Brooks-Gunn, Guo, & Furstenberg, 1993; Liaw and Brooks-Gunn, 1994; Smith, Brooks-Gunn, and Klebanov, 1997). There is a gulf between poor and well-off children's performance on just about every measure of cognitive development, from the Bayley Infant Behavior Scales to standardized achievement tests. The correlations between socioeconomic status and cognitive ability and performance are typically quite significant (Gottfried, Gottfried, Bathurst, Guerin)

Socioeconomic status correlates positively with good parenting, which, research has found, improves academic achievement (De Garmo, Forgatch, and Martinez, 1999). Unfortunately, the converse is also true: the chronic stress of poverty impairs parenting skills, and disengaged or negative parenting in turn impairs children's school performance. Parents who are struggling just to stay afloat tend to work extra hours, odd shifts, or multiple jobs and are less able to provide attention and affection and to devote their time, energy, and resources to their children. These deficits have been associated with higher levels of externalizing behaviors and poor academic performance on children's part (Hsueh and Yoshikawa, 2007).

Fishbein and colleagues (2006) found that adolescence, a period accompanied by dramatic brain changes, is a particularly vulnerable time for children to be exposed to chronic stress.

The greater incidence of health issues among lower-income students leads to increased

- School absences.
- Duration of school absences.
- Tardiness rates.
- Incidents of illness during class.
- Rates of undiagnosed and/or untreated health problems or disabilities.

Each of these issues can occur among middle- and upper-income students, but those living in poverty experience significantly greater chronic stress than to those with affluent parents. Nevertheless, across various nations, culture, in fact in the contemporary world, members of low economic background groups continue to display lower level of academic achievement in terms of grade, test score etc., than members of high status backgrounds, this fact is applicable to them hence they are prone to ineffective environmental factors such as less safe neighborhoods, lack of adequate time for children, and lack of resources to supplement learning, all these variables leads to social stigmatization that affects the academic performance of children. Research indicates that children from low-Socio economic status families upholds and develop very slowly in the learning process as well as in developing the expected academic skills needed in life more slowly compared to children from rich socio economic background (Morgan, Farkas, Hillemeier, and Maczuga, 2009). Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre-academic skills. The schools systems in low-socio economic settings are often under resourced, under structured, and negatively influence students' academic progress. Aikens and Barbarin, (2008), Stated thus, inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community. Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between SES and education is essential.

Children from poor background homes are less likely to have the financial resources or time availability to provide children with all needed to land them in achieving a sound education that will increase their academic performance. They also lack support and motivational skills.

Children's initial reading competence is correlated with the home literacy environment; number of books owned and parent distress (Aikens and Barbarin, 2008). However, parents from low-SES communities may be unable to afford resources such as books, computers, or tutors to create this positive literacy environment (Orr, 2003).

The economic levels of families are a known variable that could either hinder or enhance the academic performance of students, the lower class parents are normally faced with poor housing, poor library, poor feeding of children etc. They lack the adequate time and energy to invest fully in their children's preparation for school and sometimes face with poor quality of education, child's care and lack the financial, social and educational support that promotes good academic performance Ipaye, (1996) in the same vein reiterated the effects of economic status of parents on the child. He emphasized, that poverty syndrome imposes by economic crunch, maladministration, and corruption has eating so deep in the purse of the poor masses. They in turn have not provided adequately for the basic fundamental, social and academic needs of the students. Many abandoned school to engage in

commercial sex or child labor to make ends meet and spends much time in this than in school

(Akanle,2007) noted that when parents and guardians burden their children with work excessively ,leaving little or no study time for the children their school work is bound to suffer.

Danesty and Otediran (2002) lamented that street hawking among young school students have psychologically impose other problems like sex networking behaviors, juvenile delinquent behavior, which takes much of the students school time that necessitated the poor academic performance.

The researcher wants to know if actually early marriage is an issue that influences negatively the academic performance of students, owing to the fact that early marriage is like a fixed culture of all tribes in the Gambia. Does early marriage facilitate education in student dropping out and quit school or makes them to even when in school perform poorly in educational attainment? This research question will help us to investigate and come up with findings and recommendation that will likely help to gradually do away with such cultural values that seems to affect both human and societal development. Although, most researcher had previously condemned early marriage system against academic performance such as; Dixon-Mueller (2008) on the basis of physiological and social criteria and data from Demographic and health surveys, suggest that boys and girls aged 14 and younger are almost universally too young for sexual, marital and reproductive transition. Right from the

beginning of ages, the influence and the effect of early marriage on the academic performance of the youth especially, the girl child has been a topic for debate. In 2004, Children's national Day, the UNICEF in collaboration with the Ministry of Education in Nigeria, had a presentation of statistical result of schooling children to non-schooling children in the contemporary society. the research presentation shows that over 7.2 million Nigerian children are out of school as they engaged themselves in hawking, as maid to people or otherwise. Meanwhile, from the above result, 87% of these children found outside school were girls. It is no longer a matter of argument that females constitute more than fifty percent (50%) of world's active population (UNESCO, 2008). Although they make very pertinent and immense contribution to national development, they still face a number of difficulties that limit their potentials in promoting personal and collective development. A key area of concern in this regard is that of their education, which can only at best be described as dwindling as and less than equal to that of the male. (Obaya, 2003). The marriage institution is very vital in any society; it's legitimate in the productive process and ensures the meaningful preparation of the social norm of society. Yet the timing and the resultant impact of early marriage is a source of concern for many who cherish the equitable participation of female in modern education. When girls are married at age of 10 to 14, their educational careers are disrupted especially if an avenue for second chance learning is not provided. Once girls are left behind in this process, they add to the burden of development of the society and their positive roles and contributions are limited early.

. We know for a fact that most of the families in Africa are extended, especially with devastating impact of diseases including malnutrition. It is impossible to allow girls to marry at the ages of maturity, when they must have had opportunities for the attainment of basic education. meanwhile, one understand that the idea of girls being giving out to men for marriage at an early stage of life is not really because their parents, long for such life, but simply because of the cultural beliefs that girls are meant for female roles such as child bearing and domestic works also as well as the poverty level of families. The indicator of prevailing poverty among the poor, rural and urban populace that the world receives from the UNDP annually is a clear evidence of lack of equitable distribution of wealth in society. As a result, several families live below the poverty line, living. Consequently, families are less able to cater for the educational needs of their wards. When choices are made on who goes to school, the males are given preferential treatment, thereby leaving the girl child largely not catered for. This means that poverty's impact on child education is felt more by the girl child, as most girls are giving out in marriage for reasons of getting money from the son in-law to sponsor the male child's education. The question is: why must this be the case. Apart from the fact that parents do give this girl child out on marriage early, thus impeding their chances of education, it is observed likewise that, there are instances where the females themselves bear on themselves poor self-concepts of being unable to cope with challenges of modern impressions society placed on them. This then becomes a very serious impediments to their learning and educational pursuits. There is a populate belief in most societies in the developing

countries and in The Gambia, that modern education only emphasizes and promote on the re nurturing of girls to be too wise to accept the female roles of their culture that is to say that they valued their culture to education and also the see education as an instrumental goals, that is, mainly employment oriented. Therefore when learners complete educational process without commensurate assurance for modern sector jobs, society sees a mismatch and lack of energy. This discourages participation, given that no serious meaning is ever attached to learning itself. Similarly, schools do not teach skills that may help learners to become self-reliant and gain self-employment from their formal training.

Moreover, the female child sometimes agree to their parental ideas as regard getting married at a very early stage of life, tentatively because of the belief, value, knowledge and traditions they are being groomed with. They have acquired and accepted that all perspective of education is masculine in nature.

1.9 DEFINIION OF OPERATIONAL TERMS

The following key terms are defined as they are used in this study

Culture

Culture is the complex system of meaning and behavior that defines the peoples way of life for a given group or society, it includes beliefs, values, art, morals, customs, habits, language etc. in every society culture defines what is perceived as

beautiful or ugly, right or wrong, good or bad. Culture help hold the society together, given people a sense of belonging, instructing them on how to behave, and telling them what to think in particular situations. It gives meaning to society and help to limit deviant actions. Culture is dynamic in nature and defined by an anthropologist as a system of meaning that is learned and shared by a member of a group. Culture organizes people's behaviors and thoughts in the contest of their society, history and environment.

Values

Values; values are standards of social behaviors derived from social interaction and accepted as constituent facts of social structures. They are objects desired and cherished by the society. That is to say they are culturally defined goals and involve sentiments and significance. Used in Judging and evaluating social interaction, goals, means, feelings and expected conduct. Values aim at integrating expected individual behavior or social action.

Gender

Gender as a cultural construct, can be perceived as meaning that a given society attributes to the physical or biological traits that differentiate males and females. These meanings provide members of a society with ideas about how to rear their children, what to value, how to act and how to make sense of their experiences. Since gender constructs are cultural interpretations of physical differences they are

liable to change. Gender construct and expectations can be unlearned and modified, although through a difficult process.

Norms

Norms are specific behavioral standards, ways in which people are expected to act, paradigms for a predictable behavior in society. They are rules of conduct, not neutral or universal, but ever changing; shifting as society shifts, mutable, emergent, loose, reflective of inherent biases or interests and highly selfish and one sided. They vary from class to class.

Social Class

Social class exist in the different institutions within the social structure, these institutions connotes the school, the home, the government, the religion, the market etc. that are found in every society. Every individual falls in the different strata that make up the social class. We have the upper class, the middle class and the lower class; these determined the economic background of an individual. The determinants of an individual social class could be an educational background of a person, one's occupation, wealth etc. the social class position of a person may not be permanent through the process of social mobility one can move upwards or downwards. Meanwhile there are two major perspectives on the concept of social class. These are the Marxist and the non-Marxists. The Marxist defines social class as class position of an individual within a given society, and is determined by the place he occupies in a given economic system of production. A class is seen as a group of

people who have common relations to the means of production in a given production.

The non-Marxist school of thought who was led by Max Weber adopts a pluralistic conception of class. He defines social class as non-economic category but a collectivity of individuals that occupy the same position in relation to the market. Based on the forgoing explanations and definitions of the concept social class and the prevailing situation in the contemporary Gambia society and for the purpose of this research: the researcher will adopt the Marxian perspective to the definition of social class as it is defined by the social science dictionary. We have the upper class based on ownership of property, a middle class based on the possession of educational or technical qualification and the lower class. In The Gambian, there exist those who do not have a table source of income and thus do not possess power, wealth and prestige,

Family

Family; the institution of the family has been acknowledged universally as the oldest institution in the history of human existence. It is regarded and recognized as the primary agents of socialization. The universal acknowledge do not; however imply that all families functions the same pattern in socialization process. In Africa, the family is made up of the parents, brothers, sisters of the couple and the children of their brothers and sisters, in fact, the concept of the family embracing a whole lineage. Family is a universal social institution of society, present in every community, from

simple to complex, in one form or another. The functions of family have undergone considerable modifications and changes through time, while its structures remain unaltered. Despite the changes in the family functions in society, the family has not lost its importance as the primary agents of socialization agency in the life of an individual, since it is the family that is the only known institution for child rearing and as an important agent for child rearing, socialization and the introduction of the child to the culture of the society rest heavily on the family.

Family background

This is refers as the kind of family a person come from, it could be seen as a birth, childhood, residence, economic conditions and jobs of parents

Parental occupational status:

This is the classification along the type of job and the position they parents hold in their respective places of work. Higher professional, managerial and administrative ones have different occupational status from the lower processional. There are also other types of occupational categories such as artisans, farmers, who are in most cases classified as very low

Education

Education is a process of training and instructing, especially of children and young people on school, college, etc. which is designed to give knowledge and development of skills.

Educational opportunity

Opportunity means the extent to which individuals have access to important societal resources such as food, clothing, shelter, education and healthcare. These two terms holds a key position in this research and a better harmonization of our work. Is the chance or the opportunity available to a person to acquire higher intellectual training, which subsequently acts as an important instrument of change in the contemporary modern society. The individual can rise towards more valued position and rewards in society.

Educational attainment

Educational attainment is defined as the highest level of education an individual has successfully gained. it includes all details levels of educational completion. High school, secondary school, college level as well as any degrees obtained. The term educational attainment is commonly used by statisticians to refer the highest degree of education an individual has.

Academic performance/poor academic performance

This is the process or extent to which an individual is able to effect or adhere to educational teachings. Poor academic performance of secondary school students has been on the increase in both internal and external examination

Okoye, (1982) defines poor academic performance of the individual or candidate in a learning situation as one in which a candidate fail to attain a set standard of performance in a given evaluation exercise such as test, examination or series of continuous assessment. Usually this standard is based on a number of stipulated objective and other school activities. A candidate who scores less or below the standard is regarded as showing a poor academic performance in school.

Life chance

The opportunity people have to provide to provide themselves with material goods, positive living conditions, and favorable life experiences. Life chances are reflected in measures such as, housing, education and health. Occupying a higher position in society improves our life chances and brings access to rewards. Life chances in a nutshell are the opportunity each individual has to improve their quality of life. The concept was introduced by a German sociologist, Max Weber. It is a probabilistic concept, describing how likely it is, given certain factors that an individual life will turn out a certain way (Hughes, 2003).life chances are positively correlated with one's social situation. (Cocker, 2005, p.12)

Dependents

According to oxford dictionary, it means one being unable to live and sustain life independently without any. It means depending conditional. That is maintained at another's cost,

Social mobility

Is the movement of individuals, families, households, or other categories of people within or between social strata in a society, It is a change in social status relative to others social location within a given society. Normally the movement could be upwards or downwards. It is upwards when there is a perfect mobility that is when advancement has taking place, example from being a student to getting a job, it is downward when an individual move below its level, for instance, being a student and dropping out.

Society

A society is a system in which people live together in organized communities. Is a community of people living in a particular country or region and having shared customs, laws, traditions and organization.

Marriage

Marriage, a formal usually legally, recognized agreement between a man and a woman making them husband and wife.

Early marriage This is defined as the marriage or union between two people in which one or both parties are younger than eighteen years of age. Normally their childhood is cut short and their fundamental rights are compromised.

Wealth

This refers to possession of great amount of property, money by an individual or group of people. The wealth is exchangeable and is of economic significant.

Poverty

Poverty is the condition where people's basic needs for food, clothing, and shelter are not being met in the appropriate measures to maintain a sufficient life.

Ethnicity and ethnic groups

Ethnicity is considered to have shared characteristics such as culture, language, religion, and traditions, which contribute to a person or group identity. Ethnicity is known to have beliefs guiding their members of a social group that are culturally distinctive and different to outsiders, they are known with symbolic markers such as food, habits, language, form of dressing, religion etc. their always willingness to organize relationships with outsiders so that a kind of group boundary is preserved. An ethnic group has been defined as a group that regards itself, and is regarded by others as a distinct community by virtue of certain characteristics that will help to distinguish the group from the surrounding community.

Suboptimal condition

Suboptimal condition is a condition that occurs when an individual is living a life that is less than the highest standard or quality. It means being below an optimal level or standard. An individual with this type of condition does not have best diet, housing, clothing, education etc.

Environmental influence/home environment

This is the social, and the cultural forces that shape the life of a person or a population. An individual is normally influenced by the home environment, things that influences a person includes the following, the kind of people around, kinds of structure in the home, kinds of beliefs and values within the home. Obviously, environmental forces in turn shape the life style of a person. What surrounds human beings affects and influences, oneself both in attitude and achievement? That is to say that it's an important influence on the academic performance of a child and also determines the sedentary behavior and physical activity of children,

UNESCO

An acronym for, United Nations educational scientific and cultural organization.

UNICEF

This is an acronym for United Nations children fund.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Education is one of society's biggest and most expensive environmental interventions in children's development, accounting for more than 6% of the gross domestic product in many countries. Differences among children in their educational achievement, especially culminating at the end of compulsory schooling, propel children on different lifelong pathways that affect secondary education, higher education, occupation, and even health and mortality. Not only are differences in educational achievement important to society and to children as individuals, they are also a focal concern for parents. For these reasons, it is important to understand the causes and correlates of differences among children in their educational achievement. Education is an important wealth which a person can have in this world. In the modern competitive world in which academic achievements are considered important, scholastic backwardness causes tremendous stress for the students. Poor Academic performance in children could be linked to their socio economic status of their family. Learning on its own, is the outcome of all those activities which are going on in the environment around the individual. Learning is a change of behavior. This change occurs as results of assimilation, accommodation and adaptation of new ideas through education. Education is the route to upward social mobility because the occupational structure created the demand for able working class. In child's education and cultural development according to Vygotsky, every function in child's cultural development appears twice; first on the social level and then on individual level", this implies that individual learning is affected by social interaction thus, meaning that an individual learns not on his own but the social environment around him also affects a person. The socio economic status of a person is determined by its education, culture, job, incomes, political power and prestige in society. Parson and Sardon- Brown (2001, p.193) describe the socio economic status as the term used to distinguish between people's relative position in the society.

Truth remains that irrespective of how pertinent education is to humanity does not imply equilibrium in educational attainment. The relationship between socio economic background and academic performance and achievement, is referred to in the literature as a socioeconomic gradient because it is gradual and increases across the range of socio economic status. (Adler et al. 1994; Willms, 2002, 2003), or as a social economic gap, because it implies a gap in academic achievement between students from high and low socio economic status families. Scholars have shown that a socio economic gap in the early school years has lasting consequences. Particularly, as how low family children get older, their situation tends to be worst. As a result of their relatively poor skills development they are prone to leave school early.{Alexander, Entwistle and Kabbani, 2001; Rumberger, 2004; Schargel, 2004} and are less likely to be assigned to the college preparatory track{Candron, 2007,Krahn and Taylor,2007}. In the longer term, they are less likely to enter the labour market successfully or pursue post-secondary education.

Typically, in class analyses, the underlying variables that link the family, income and education are those of power and culture. Power in this respect has three dimensions: power over others, the degree of autonomy that it confers at work, and the power that accrues at home through disposable income and wealth. Culture refers to the kinds of processes and practices within the home that enable children to achieve at school. When a degree of power and culture combine parents are given the confidence to influence their children's learning at school.

In the study of the intergenerational transmission of class advantage Esping-Andersen (2006) observes that social inheritance has been calculated according to educational, occupational or social class criteria in the field of sociology on the one hand and earnings or incomes in the field of economics on the other. However, previous researches, into the relationship between both sets of indicators have suggested both to be highly correlated with each other (Wright, 1979; Erikson and Goldthorpe, 1992) Therefore according to Esping Andersen:

“In reality the difference of focus matters very little since the main mobility variables, income or occupational destiny, are pretty much two sides of the same coin.” (p399)However, this conflation of key variables is problematic when it comes

to explanations of how social class (dis)advantage is reproduced. It is therefore necessary to disentangle the two indicators of occupation and income, for three reasons. The first concerns the theoretical position outlined by Nash (see especially his 2006 paper). For Nash, it is family cultural resources, particularly reading, that are germane to future educational performance. Here social class is translated into a particular cultural orientation. The material basis in terms of income, although not dismissed, is downplayed. The second and perhaps clearest argument by Mayer (1997) is that it is the culture of parents in poverty and the nature of their parenting, rather than income, which explains the relationship between class and school performance. Finally, as we shall see, this debate is of particular importance with respect to policy interventions relating to increased upward mobility.

Key to these policy interventions is the income that the state provides both for low income working families and for non-working families. There has, therefore, been a blurring of the boundaries between those in work and those unemployed which makes, despite the caveat entered above, explanations for educational inequality problematic.

This work will present relating factors, review of previous research and scenarios relating to social class, culture and education, and academic success. In order to do so, the researcher analyzes on the impact of cultural issues and socio economic background of students and academic performance.

First half of the report will establish the knowledge and the perception of culture on education in terms of academic performance. The second part will outline a model of the socio economic class of students and academic performance. Therefore, social economic class, culture and educational outcome are the main concern of this review. The model comprises two related parts: the first concerns the changing nature of the classed family and its relationship to education. The second concerns the relationship between educational achievement and the labor market. One of the fallacies associated with the relationship between educational achievement and social mobility is that there is a clear relationship between them, in that if students

achieve in education they can expect to be upwardly mobility, means that it may be extremely difficult for disadvantaged students to compensate for the advantage that professional middle class students retain through a range of strategies documented by Ball (2003). In other words, however well disadvantaged students improve in terms of educational achievement, it does not follow that this will lead to similar improvements in upward social mobility. Secondly, upward mobility depends not only on the performance of individuals but also occupational structure which is attained through education.

Notwithstanding, education is the route to upward social mobility because the occupational structure created the demand for able working class students. However, if these conditions no longer remain it is likely that the positional competition for credentials will intensify.

In this chapter the researcher read through and evaluated other related works and opinions. The researcher intends to review some literature related work that are relevant to the study. Basically, the academic performance of a person is determined by two factors: his will to achieve and his ability to achieve. However, these two factors are observable differences in human beings.

These differences may be biological differences – sex, age, mental capacity and other traits inherent in human organization. In addition, some other societal factors such as occupation and possession, prestige and authority, the sub culture of the ethnic community to which a person belongs, be it race, tribe or linguistic community or religious group, the person's social class or stratum, must be. According to the commission on social determinants of health in Australia (2007), one major variable used to understand socio-economic position in studies of social inequality is social stratification. The term "stratification" is used in sociology to refer to social hierarchies in which individuals or group can be arranged along a ranked order of some attribute. Income or years of education provides familiar example.

On the same Australian commission, (2007), Krieger, Williams and Moss refers to socio economic position as an aggregate concept that includes both resource-based and prestige- based –measures, as linked to both childhood and

adult social class position. Resource – based measures refers to material and social-based and assets, including income, Wealth and educational credentials. The term used to describe inadequate resources include “poverty and “deprivation.

Social class, poverty and deprivation all these are likely to expose the person to certain attitudes, task, beliefs, values (defines as the basic principle in life which guide our thoughts and actions) and level of aspirations. Besides, the social class and cultural backgrounds of families provide a certain type of material environment, which depends on the income and wealth with which they are associated. It is important therefore that both questions of income, power and culture are considered when discussing socially classed families. In other words, there is need to present an account of the stylized facts associated with social class and inequality in educational achievement through approximately the first twenty years of education. Possible explanations for them are then explored. In turn this sets the framework for considering scenarios that include ideas about lifelong learning. The evidence relating to inequality is variable in terms of its warrant.

2.1 Theoretical framework

Theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked out. A theoretical framework indicates research assumptions and beliefs. According to Sekaram in Radhakrishna, Yoder and Ewing (2007:692) theoretical framework is a conceptual model of how one theorizes or makes logical sense of the relationships among several factors that have been identified as important to the problem. A theoretical framework determines which questions are to be answered by the research and how empirical procedures are to be used as tools to answer these questions. In essence, a theoretical framework attempts to integrate key pieces of information especially variables, in a logical manner, and thereby conceptualizes a problem that can be tested. It clarifies the

important concepts of study and enables reader to understand the concept and the assumptions of the research. The concepts that will be discussed and placed not context in this study are as follows:

PART (A) THE CULTURAL ASPECT

2.2 theoretical frameworks (cultural theory)

2.3 Cultural and linguistic diversity and poor academic achievement

2.4 The socio cultural framework: customs and traditions

2.5 Ethnicity and academic achievement

2.6 Relationship between Culture and education

2.7 culture and family influence on academic success

2.8 culture and achievement motivation on academic success

2.9 summaries

PART (B) SOCIO ECONOMIC BACKGROUND

2.10 Theoretical framework

2.11 Class system

2.12 Education and poverty

2.13 The concept of social class and education

2.14 life chances and education

2.15 Family size, structure and academic performance

2.15.1 Parental marital status and academic performance

2.15.2 Parental educational level and child's academic performance

2, 15.3 Parental income level and academic performance

2.16 Influence of parental involvement and academic performance

2.17 Hereditary factors and academic performance

2.18 The home, school, peer relationships and academic performance

2.18.1, The home

2.18.2 The school

2.18.3 Peer relationships and academic performance

2.19 Social class and equality in access to education

2.20 Family background and academic performance

2.21 Effect of social economic status of parents on child education

2.22 Students motivation, teacher motivation and performance

2.23 summaries

Consequently, the researcher intends in this literature review to see how far the interplay of a person's natural endowment, life chances provided by the social class and cultural background status of a person could determine his scholastic achievement. Thus, there are several perspectives to the study of cultural and social economic class background and academic performance. In this study the researcher discusses the theoretical framework in two parts. Part (A) will be on the cultural aspect of the work, that either negatively or positively affects the academic performance of students. The theoretical framework that will be used in part(A) is the Pearson gender relations theory developed in the year 1995 And the part (B) will be on the socio economic background of students, the researcher will make use of the theoretical perspective of the functionalist school of thought and the Marxist school of thought respectively.

Part (A) CULTURAL ASPECT OF THE STUDY

2.2. Theoretical framework: CULTURAL THEORY

Cultural theory (The Pearson gender relations theory on culture) On the cultural part, the cultural theory of Pearson gender relations, upholds that all activities that are carried out in the society is based on social roles and olds interactions of men and woman. The society seems to have ultimate authority on the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be culturally biased against academic performance of girls. Pearson gender relations theory is appropriate for this study, because it emphasizes on the various social cultural and economic norms and standards which must be considered for women to take opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect students' academic achievements in school. This theory is relevant for this study because it captures the variables. In the traditional societies families are headed by the male parent. The patriarchal ideology is thus dominant. The roles assigned to woman are narrowly defined. They are expected to perform women roles and are seen as subordinates and education for them is less important.

Traditions, customs and family economic background affects academic performance of students. It has been noted that in most cultures girls perform very poorly in education than boys. Many factors are believed to be responsible for this trend, cultural factors such as domestic chores and practices by parents of marring off daughters were other cultural issues that negatively affect the academic performance of students.

Cultural theory stated that the individuals within a society have very different values and beliefs about how society ought to be. People have differing 'cultural biases' or 'ideologies', which are socially created, often incompatible, and mediated through, inter subjective value systems. These ideologies determine people's understanding of the world. And on the value they attached to education.

Cultural theory acknowledges that the diversity of world views within one society might result in reciprocal blind spots, making it really hard to understand

each other. But on the other hand, the diversity of world views provides security against one-track solutions for society as a whole. Diversity and incompatibility among beliefs and value systems might thus be a painful experience for achieving an ideal education and equal educational opportunities for all sex, Certainly, there might be biases in achieving a perfect education among every members of the society, hence culturally people's perception on education varies among tribes. Although, there may be competing views on how to enhance an effective education among different tribes globally as the perception and orientation of each cultural background differs among people. Notwithstanding, culture is dynamic very liable to change, though very difficult to accept change. One should seek an appropriate and a fair solution that will put into heart the pertinent values of respecting ideological differences and cultural biases on a bid to help in sensitizing the different cultures on every aspect that inhibits academic performance and achievement of students from all societies. This might not be easy, but since change is permanent in human educators need not to relent in such a pivotal sensitization.

On these grounds, the cultural theory of risk proposes a different distinction between acceptable and unacceptable risks. Acceptable risks are those that do not pose a threat to cultural diversity. Unacceptable risks, in contrast, threaten the culture by undermining the foundations of the socio-cultural fabric as a whole. Cultural Theory acknowledges, accepts and offers explanations for the clash of cultural orientations within modern societies. But how to create a shared understanding of risk when the culturally biased world views cannot be shared? The only way is to produce meanings that lie outside the territory of individual cultural biases (Wynne 1992). Thus, effective social policy depends on successful creation of shared meaning among - not within - cultural groups, and this can only happen through social interaction and open dialogue as cultural related issues are quite difficult to dialogue. For instance, in America one of the most serious and explosive issues in the United States today is how to meet the educational needs of culturally and linguistically diverse students. If current trends in educational achievement continue, millions of students (primarily poor African-American, Asian, Native American, and Hispanic) will not obtain the education necessary for full participation in the economic and civic life of the country. Furthermore, the inequality that results

from differences in educational achievement of children is likely to make the social stability of the United States increasingly doubtful.

A model of development that incorporates a full understanding of the role of culture might be characterized as encompassing two sides of the same coin. On one side are intrinsic characteristics, responsive to the genes that define both human and individual potential. Intrinsic characteristics include the capacity to learn - to categorize objects, to form interpersonal relationships, to learn language. These abilities are tempered by a variety of inborn characteristics, such as hearing acuity, neurological processing machinery, and brain functioning that help determine how fast and how well children will learn these tasks. But unless they have specific in-born disabilities, children will learn human characteristics.

On the other side of the coin are cultural characteristics that affect the specific ways in which developmental potential is realized. Culture determines which objects are worthy of being categorized, which people children should care for, what language is to be spoken. If we use the example of language, we can say that learning language, or the ability to symbolize thoughts in words, is a human accomplishment and that the ease or difficulty that children will have in realizing their potential is shaped by their unique genetic characteristics. But in order to learn to speak, children must participate in a particular language community, and the grammar, social rules, and cognitive challenges of the child's linguistic community shape his or her language abilities (Rogoff, 1984). Therefore, whether a child speaks Spanish or Black English, uses standard grammar, speaks to the teacher politely, or uses many or a few words to express ideas depends largely on what people in his or her community do, not simply on the child's intrinsic capabilities. Thus, in development, biological and cultural characteristics are inextricably interwoven.

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Social interactions are not haphazard. Although cultures may be highly complex and may change constantly as groups adapt to new challenges, the meaning that group members attribute to experience is relatively stable and represents almost unconscious definitions of what is right and, therefore, normal human behavior (Bowman, 1989). Cultural patterns of interaction guide the developing child, but they also become the basis for their definitions of themselves - their identity. Children become what they live.

This model of development - positing a broad normal range of individual and cultural variation - leads to the following question: Are all child rearing environments equally good for helping children reach their developmental potential? The answer is no. The evidence is clear that some early environments result in children's failing to thrive physically, emotionally, socially, and cognitively. Such environments are characterized by poverty, abuse, and neglect. But it is extremely difficult to predict how a particular environment will affect an individual child. Environmental effects are buffered by social support systems, personal resiliency and vulnerability, and the meaning that people attribute to the care and education they provide for children. Thus, some children who are reared in what might be considered hazardous circumstances are not developmentally impaired. Therefore, while identifying risk factors in children and their environments is useful, risks do not predict development and should not be used to determine developmental status or educational placement.

2.3 Cultural and Linguistic Diversity and poor academic achievements

Reasy, 2004, Kingston 2001, conducted a study on cultural resources and social interaction in educational stratification. The study looked at the differences in school achievement across gender, ethnicity and socio economic status groups, by examining the informal academic standards that teacher used to reward more general skills, habits and styles of students. They found that school reward was based upon the teacher's judgment of students' non cognitive traits, such as study habits, and appearance.

But teachers are also *victims* of their own past experience. Teachers, like all of us, make generalizations about other people, ideas, and events on the basis of their personal constructions of reality. Considerable research documents that teachers have difficulty incorporating new visions of reality that conflict with their own personal beliefs and experience (Ball, 1989). When confronted with discrepancies, teachers cling to their own "meaning making" theories, forcing contrary evidence to fit their old beliefs. Thus, behavior that does not fit their preconceived notions is manipulated to conform to their sense-making hypotheses.

When adults and children do not share common experiences or hold common beliefs about the meaning of experience, they are apt to misunderstand culturally encoded interchanges (Bowman, 1989). Thus, teachers fail to appreciate real similarities and differences between their understanding of the world and that of children and families who come from different backgrounds. They become victims of their own naive and culture-bound conceptions.

Conflicts between home and school may occur over how children have been taught to view the world, the qualities of interpersonal relationships, standards of behavior, and the goals and objectives of education. Home, community, and school/center environments may value some of the same competencies, but differences in expression may obscure their common root. For example, "creativity" may show up in graffiti, "task persistence" may be demonstrated in playing video

games, but neither predicts diligence and inventiveness in classroom activities. Similarly, children socialized in communities that value physical aggression and "macho" behavior may have considerable difficulty learning to suppress such behavior in school, just as children more conservatively socialized may feel deeply threatened by open aggression in the school yard. Both the children who tolerate high levels of aggressive behavior and those who do not acquired their characteristics through the normal developmental process of identification with the values and behavior of family and friends. The point is not that high or low levels of aggression are desirable, but that their acquisition is a normal accomplishment in some communities. Schools, by valuing low-aggression children, set the stage for cultural conflict for those who do not believe that physical docility can reflect competence and effectiveness.

Racism and classism also contribute to conflicts between schools and poor and minority children and families. For instance, when schools represent an Anglocentric and middle-class viewpoint, students and their families often feel devalued. This experience is common to many Spanish-speaking children. For these children, the issue is less one of language (difficulty in acquiring English) than of a social context in which these children, their families, and their communities are undervalued. Instead of reinforcing children's self-confidence and self-esteem, school compromises their learning potential by rejecting their language and culture. Even more serious, by devaluing the culture of poor and minority children, teachers encourage an ominous cultural choice: identify with family and friends and disavow the school, or embrace school culture and face emotional/social isolation. The result is that many young children opt for family and friends and become unwilling participants in school culture.

Ogbu (1992) points out that not all groups in our society experience the same type of prejudice and discrimination. He notes that "involuntary" minorities (primarily African-Americans, Native Americans, and some Hispanics) are exposed to a more pervasive and extensive exclusion from the mainstream than are other minorities. These groups are more likely to avoid learning skills associated with the white middle class, since their efforts will not pay off with the same opportunities that others derive. Consequently, they develop oppositional practices that separate them

from the mainstream as a form of group cohesion and support. Thus, school achievement leads to the loss of peer affiliation and support.

Bilingual/bicultural classes and Afrocentric curricula are attempts to "even the playing field" so that the language and culture of these groups are perceived as equally valued and powerful. Projects such as the Kamehameha Elementary Education Program (KEEP) have demonstrated that when children are not required to renounce their cultural heritage, school achievement improves markedly (Tharp, 1989).

Caregivers mediate social situations for young children, helping them transfer what they know and can do from one context to another. By providing emotional support, by reminding them of what they already know, by defining the similarities between social situations, and by modeling appropriate behavior, families help children use their skills and acquire new ones. When the cultural difference between families and the school prevents parents from providing this type of support, children's emotional resiliency is diminished. When children do not have the support of important caregivers, they must use their school time trying to figure out for themselves the new rules of social engagement. Consider what happens when children who are accustomed to adults who are authoritarian, personal, and expressive encounter teachers who are indirect, impersonal, and not given to highly emotional displays. They may spend their time in class trying to test the teacher's limits and elicit a response from the teacher, instead of learning the content of the lesson.

The loss of the home social support system is the reason that some child advocates recommend educating young children within their own cultural and linguistic communities, contending that they learn best when there is a great deal of consistency in their lives - consistency in people, in social and physical environments, and in learning tasks.

2.4 The socio- cultural framework: customs and traditions

The socio cultural framework could be explained using customs and traditions. These are the notably variables known for the causes of deteriorating level

of academic performance as a result of early marriage. These terms custom and traditions are nevertheless man made in nature, and are beliefs, norms, values or stories that are passed from generation to generation. According to Heinonem (2002), customs surrounding marriage, including the desirable age and the way in which a spouse is selected, when and time, in most cases depends on a societal view of the family.

Cultural impediments do provide students with less exposure to the information they allow individuals to develop self-efficacy hence it often make girls to lose interest and morale for education. Egbunna (2006), noted that traditionally, a woman's role was to be a good mother and wife and her primary responsibility was the nurturing task of training and bringing up children. Parents are of the perception and believed that once their female child is married, they became part of another family and their parents investment

According to Kakuru 2001, Kasente D, (2003) at all cultural levels most girls that access secondary education tends to come from middle and above wealth quintile families. The children themselves hardly make these decisions but rather it is their parents, guardians and relatives. Other studies found investment in children to be related to household income. For example, Bjorkman M (2005 Pg 18), depicted the correlation between district income and girls and boys enrolment as follows: For low levels of income very few girls attended education and there is a large gap between boys and girls enrolment. The differential treatment of children's education was explained by their turns to education, and the share of the children's income transferred to his or her parents. On the other hand, the differential treatment of girls' verses boys is related to the fact that parents' cultural values of child labor where girls bear the bulk of the additional work required at home. Both income and cultural shocks do not only affect investment in children's education but also children's performance. When families are constrained by fewer

resources and there are differences in boys and girls access to resources, children's learning is consequently affected. According to Bjorkman M (2005), a negative income and cultural shock has two effects on the female student's performance: marginal girls will be withdrawn from school than boys and the resources (food) provided will fall more for girls than for boys. As such only brighter girls reach grade seven. On the other hand as girls are provided with less resources within the household, or alternatively, have to spend more time on domestic work as compared to boys and this effect causes girls to perform worse on the test as compared to boys. Alisa (2010) found that the gap in attainment between children from the poorest and richest backgrounds grew particularly fast during the secondary school years.

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Forum for African women educationist (2000), noted that women in developing countries spend large time performing households chores and girls share this work with their mothers. This coupled with other factors work against good performance of girls in secondary education. In most cultural setting, parents fear that schooling will make their daughters disoriented from the cultural set up to becoming immoral.

Cultural division of labor where girls are expected to participate more in farm work, marketing, domestic chores or caregivers to siblings make them the least choice to be sent to school and the first to be withdrawn when need arises. This finally affects academic achievements of girl's students. Sifuma (2006), observed that lack of positive policy environment, structures for girls education and patriarchal societies are affected by patriarchal systems, which gives preferences for investment in schooling to boys who are believed to retain responsibility for their parents when they grow older.

Konchora (2004) stated that gender violence has provided a grim picture of the rigid cultural practices that made the main concern of the pastoral communities.

Ayode (2010), enumerated that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and provider of the educational service in Kenya and other developing African countries. This is supported by the UNESCO (1992), reveals that concern for quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century. Therefore the girls should not be left out in the quest for their education.

2.5 Ethnicity and academic achievement

In academic pursuit ethnicity and academic achievement has being closely examined through extensive research, educators have researched and discovered that many factors that can potentially influence academic achievement. In recent time, researchers have indicated numerous ways this academic achievement can be related to ethnicity. Fryer and Toreilli,(2010), have conjectured that a desire to maintain a distinct cultural identity in opposition to the dominant group can negatively affect academic performance and educational motivation, notably when high achieving African American students are accused by their peers of “ acting white”. Aronson and Steels, (2005), suggested that stereotype threat or a fear that poor performance on tasks may confirm negative racial stereotypes can undermine the competence of African American students or any other group faced with a task that can involve a demanding stereotype. Also Graham and Hudley (2005), identified several historical and cultural forces including cultural stereotypes and discrimination, the perception of others and a desire to protect their group identity- that have motivational significance for people of color. Some researchers noted that experiences with or perception of discrimination can damage the confidence of students of color and contribute to academic disengagement.

Researches assume that this refusal to adapt to the dominant culture is a means of asserting ones cultural identity. Since Ogbu, much research has been gathered and interpreted to expand on the ideas of a cultural identity and acculturation in academic setting. It has been stated by most educators that acculturations effect on academic actualization has provided varied results, which made it possible the adaptation and absorption of dominant cultural practices and

values by an outside ethnic minority group. (Eng, Kanitkar, et, all, 2008). While some research suggests that acculturation supports academic growth, other studies have found that acculturation can actually produce the opposite effect.

In Belgium, according to, Sierens et al.(2006) schools with a high share of ethnic minority and working class pupils are commonly named 'concentration schools', which is a pejorative term. In the public discourse, a 'concentration school' is almost a synonym for a school with low instruction quality and weak academic performance. While these 'concentration schools' are segregated along both socio-economic and ethnic lines, Hence it is vital to address these issues to achieve a better understanding of the potential harms of socio-economic and/or ethnic school segregation.

Van Maele and Van Houtte, (2010), noted that, an essential part of the socialization process takes place in the school context, since children spend almost half their waking hours at school. As such, contextual school conditions are likely to influence pupils' beliefs, attitudes, and feelings toward schooling. In particular, compositional school characteristics are likely to have an impact because these compositional features of schools not only determine with whom pupils in a given school interact, but also influence the relationships between pupils and teacher schooling or educational success, in turn, can be expected to have an effect on their academic performance. In other words, pupils' dispositions are likely to mediate the impact of ethnic and socio-economic school composition on achievement. Socio-economic and ethnic differences at the *individual pupil level* have an impact on academic achievement. According to research findings the concept of *sense of futility* as a potential dispositional variable might account for the impact of school composition. Sense of futility refers to students' belief that they have no control over their educational success and their feelings that the school system is working against them. We expect that children in schools with an higher share of working class and ethnic minority pupils are more likely to develop a sense of futility because these 'concentration schools' are in general little esteemed and their pupils are expected to fail (see section above on 'Study Setting'). Even teachers in such schools expect their students to be less teachable. Hence pupils in schools with a high share of

working class and immigrant children are likely to internalize these negative beliefs which may result in a higher sense of futility.

Recently, Van Houtte and Stevens (2008, 2010), in their empirical evidence points in this direction: that sense of futility is more prevalent in schools with a lower mean SES composition. Moreover, these authors make a clear distinction between sense of futility (at pupil level) and pupils' common feelings of futility within schools, for which they introduced the concept of 'school futility culture'. Both sense of futility and futility culture have been shown to have a negative impact on pupils' study and their performances.

It should be noted that the concept of sense of futility is distinct from the social-psychological concepts of self-esteem and educational aspirations. To illustrate this, compare a typical item from the sense of futility measurement ('people like me will never do well in school even though we try hard') with an item from the widely used Rosenberg Self-Esteem questionnaire ('in general, I am content with myself', The most important difference is that while sense of futility refers to group based beliefs (i.e. 'students like me'), the self-esteem measurement refers only to the individual ('I am...'). As such, the Moreover variables such as self-esteem and educational aspirations are unable to account for the negative impact of schools with a higher concentration of ethnic minority and working-class pupils, as there is firm empirical evidence that in such schools pupils' self-esteem and educational aspirations are even higher than in schools with a higher share of ethnic majority and middle-class

Losses in academic achievement may also be related to cognitive changes that results from culture shock, culture shock often results as an effect of being immense in a culture different from ones native culture (Mc Derit, Ormrod,2010). A previous study comparing achievement differences among Chinese and Filipino American suggest that when the native culture places large importance on educational values as a form of betterment for society, as a whole, acculturation actually provides the adverse effects on academic achievement. Often a time these cultures perceive academic success as a means of supporting the growth and progression of society. This adaptation to a more individualized culture may actually

weaken academic progress because the importance of benefitting society is no longer as aspect of the dominant culture (Eng, Kantkar, et,all 2008). In contrary, Oyserman and Destin (2010, p.1002) affirmed that racial, ethnic and gender helps students to define who they are and construct a vision of who they might become. Contexts in which students are able to view academic achievement as a realistic aspect of their group identity and develop positive images of that identity can foster motivation in learning.

Cultural values and identities have been a key contributor to the research gathered regarding ethnicity and academic achievement. Social and cultural identities and expectations are established through examples exhibited by parental status. However, there are some instances where parental influences and institutional expectation may conflict, such as a parent emphasis on family and institutions emphasis on academics. This leads to a culture shock, or confusion that occurs when an individual is submersed in an environment that is completely different from one's home environment, it can have negative effect on ones sense of personal identity and educational performance. With culture shock students ability to conform to new academic settings may result to academic fall or undesirable behavior in the classroom. Mc Deritt, (2010), contends that students need to alter their preconceived schema, or prior personal values or beliefs to encompass a new set of ideas and principles. The alteration of prior schema has a significant influence on social information processing. Most often this newly developed schema can be in conflict with cultural and parental expectations in the home.

2.6 Relationship between culture and education

Culture and education are closely related and have its impact in an individual live. Education on its own is a builder of a nation, without culture is difficult to differentiate one nation from another. History is the basic record of culture, which is nourished, strengthened and spread through educational process. Education is known as the conservation of culture.

(Roth and Lee 2007). Despite some differences in approach and emphasis, all of these theories consider the degree of continuity and congruence between home and school. This body of work suggests that education is both an individual and a collective experience, where engagement and success can be enhanced and enriched via strengths-based approaches which integrate the culture and community of learners. In this research, the term culture-based education (CBE) is used to represent a holistic and comprehensive application of culturally relevant education and refers to educational approaches that are grounded in a particular cultural worldview

(Demmert and Towner 2003). Emphasized that education is a cultural process and schools are the primary vehicle for transmitting knowledge and skills as well as the values, practices, and culture of a society. What may be less obvious is that all educational systems and institutions are rooted in a particular cultural worldview. Critical questions to consider are whose culture is being transmitted and what cultural values are being instilled in children? In the United States, schools reflect mainstream, Western worldviews, where American culture is the norm.

Some scholars argue that there is bias against non-Western worldviews and that children of non-Western ethnic or indigenous groups are thereby disadvantaged (Jacob and Jordan

1996, Cornelius 1999, Loewen 2007, Sue 2004, King 2005,). Although these biases may be invisible or unrecognized, students of indigenous and other minority communities often feel disconnected in an educational system in which their values, knowledge, and practices are largely ignored. Resulting educational disparities are evident. The gaps are particularly enduring among cultural groups that have not voluntarily migrated to this country with the intent of assimilating (e.g. American Indians, African Americans, and Native Hawaiians).

As prior research indicates, cultural relevance matters because it directly impacts student engagement, learning, and achievement. In education, efforts have been made to include thus;

Non-Western cultural traditions and knowledge and to promote cultural awareness and tolerance for diversity in our schools and nation. These efforts have led to the

practice of teaching about cultures rather than grounding teaching and learning within the culturally relevant framework of a particular community. However, in response to the continuing gaps in academic performance, many indigenous communities and educators have developed culture-based pedagogy and strategies to improve the educational experiences and achievement of their children. These strategies have emerged through decades of theorizing and research about educational disconnects between indigenous and minority communities and Western practices. Mounting evidence demonstrates the benefits of creating an educational environment that is relevant to and reflective of student realities, background, and culture. (See Christman et al 2008; Kaiwi and Kahumoku 2006; and Kanaiaupuni 2007 for examples of successful programs.) This research shows that cultural and ethnic identity mitigates negative experiences, increasing self-confidence, self-esteem, and resiliency among both children and adults. At the collective level, culture is related to the survival of distinct practices and languages, and also the functioning of social and family networks and support systems that may contribute to internal sustainability and vitality of social groups. Many areas of human service have capitalized on these inherent benefits by integrating culturally specific practices or approaches into the delivery of health, social work, education, counseling, and other services. On a global level, diversity is vital to the healthy evolution of any species. As such, cultural diversity contributes to innovation and creativity; the overall advancement of the human race relies on its innovative capacity.

Primarily fueled by the concern and passion of Hawaiian community members, parents,

and advocates, culture-based education reform has been an organic solution to the sobering negative statistics that are negatively associated with Native Hawaiian children: high rates of poverty, substance abuse, juvenile deviance and criminal activity, teenage pregnancies, poor educational outcomes, domestic abuse, depression, and suicide. For example, place-based learning is a pillar of educational reform throughout the Hawaiian-focused charter school movement. Typical of this approach, these innovative schools implement project-based and place-based teaching and learning for children, integrating culture, community and the natural environment. Some of the schools use Hawaiian language as the medium of instruction, but all use the language routinely and offer language classes. Students

engage in authentic experiences at Wahi Pana (sacred places) and other community outdoor learning laboratories.

They conduct science experiments to assess the relative successes of various methods to revive endangered endemic species or water resources. Their curriculum includes learning about the lifestyles, knowledge, and values of Native Hawaiians. In this way, connections to the land, culture, and community create a rich educational environment that nourishes spiritual, physical, and educational well-being.

2.7 culture and family influence on academic success

Typically, in class analyses, the underlying variables that link the family, income and education are those of power and culture. Power in this respect has three dimensions: power over others, the degree of autonomy that it confers at work, and the power that accrues at home through disposable income and wealth. Culture refers to the kinds of processes and practices within the home that enable children to achieve at school. When a degree of power and culture combine parents are given the confidence to influence their children's learning at school.

Though, some research found that parents whose culture puts more emphasis on the importance of education is directly correlated with the academic achievement of their children. For instance Davis and Kean in 2009, contend that Asian American families place a significant emphasis on academics in the home. Asian- American parents from collectivist societies will often focus more on making sure homework is completed and understood, as opposed to active school involvement in which the parents participate in meeting and other school activities. Their researches also suggest parents of European descent may often be involved in educational activities as well, but their focus not as home oriented as that of Asia American parents.

In the study of the intergenerational transmission of class advantage Esping-Andersen (2006) observes that social inheritance has been calculated according to educational, occupational or social class criteria in the field of sociology on the one hand and earnings or incomes in the field of economics on the other. However, previous researches onto the relationship between both sets of indicators have suggested the two to be highly correlated with each other (Wright, 1979; Erikson and Goldthorpe, 1992) Therefore according to Esping Andersen:

“In reality the difference of focus matters very little since the main mobility variables, income or occupational destiny, are pretty much two sides of the same coin.” (p399)

However, this conflation of key variables is problematic when it comes to explanations of how social class (dis)advantage is reproduced. It is therefore necessary to disentangle the two indicators of occupation and income, for three reasons. The first concerns the theoretical position outlined by Nash (see especially his 2006 paper). For Nash, it is family cultural resources, particularly reading, that are germane to future educational performance. Here social class is translated into a particular cultural orientation. The material basis in terms of income, although not dismissed, is downplayed. The second and perhaps clearest argument by Mayer (1997) is that it is the culture of parents in poverty and the nature of their parenting, rather than income, which explains the relationship between class and school performance. Finally, as we shall see, this debate is of particular importance with respect to policy interventions relating to increased upward mobility.

Key to these policy interventions is the income that the state provides both for low income working families and for non-working families. There has, therefore, been a blurring of the boundaries between those in work and those unemployed which makes, despite the caveat entered above, explanations for educational inequality problematic. The early 21st century (New Labor) government's strategy for reducing child poverty is largely focused on raising the income of those in poorly paid work through, amongst other policies, working tax credits (WTC). These are given to families where one adult is in low paid work. In 2005, for example, a couple or lone

parent with one dependent child under 11 and a gross annual income of up to about £13,500 would have been eligible for WTC, although those with higher incomes would also be eligible if they were paying for childcare, or were disabled, or working more than 30 hours per week, or if they had more children.

It is important therefore that both questions of income, power and culture are considered when discussing socially classed families in terms of gaining access to education. In what follows the researcher present an account of the stylized facts associated with social class and inequality in educational achievement. Possible explanations for them are then explored. In turn this sets the framework for considering scenarios that include ideas about lifelong learning. The evidence relating to inequality is variable in terms of its warrant. In particular the dominant measure of disadvantage, Free School Meals, is an unreliable indicator and should be understood in that light for the reasons given below. Where possible we report analyses that have examined inequalities in terms of social class.

Feinstein (2006) looked at the achievement scores in school tests of children of different SES backgrounds in order to chart the patterns of achievement over time from the ages of 22 months to 118 months. He used the Registrar General's six fold 1966 Classification of Occupations in using social economic status (SES), as indicated from parental occupation, as a proxy for social class. He was interested in comparing the educational achievements of children at the top and bottom of the socio-economic scale. The results from this analysis were quite startling in showing a positive correlation between class and attainment. Even at 22 months, it was significant that the gap between the top and bottom SES groups was already 13 percentage points in the distribution of children from 0-100. However, what is perhaps more surprising is the shift in position in the distribution of attainment across the four points of comparison (22 months, 42 months, 60 months and 118 months) for two of the four subgroups. This is illustrated in Figure 1. As might be expected the high SES high attaining sub-group occupied the highest position in the overall distribution and maintained a position around the 70th percentile at 42 months, 60 months and 118 months. Similarly the low SES low attainment sub-group maintained a steady position as the lowest attaining of the groups with an average distribution at the 28th percentile. However, whilst these two

groups remained fairly static in the distribution, the shift in positional attainment of the high SES low attaining and low SES high attaining was dramatic. Whereas the low SES high attaining sub-group started with an average attainment which put them at the 86th percentile at age 22 months, this had dropped significantly by 118 months (aged 10 years) so that their average position in the distribution was in fact lower than the middle point in the distribution, attaining only at the 47th percentile. On the other hand the low attaining high SES group had risen significantly up the attainment distribution from the 27th percentile ages 22 months to reach a positional average at the 57th percentile aged 118 months (10 years), thus overtaking the high attaining low SES sub group by 10 percentage points.

2.8 culture and achievement motivation on academic success

Motivation is an innate phenomenon, which defines the reason behind people's behavior and determining why they behave in a particular way. Motivated behaviors are energetic, oriented and permanent (Omidian, 2006), motivation is influenced by four factors of context {environment and external stimuli}, goal (goal of behavior, purpose and inclination) and instruments for achieving the goal. In order to achieve their goals, needs and instincts, human beings acquire the sufficient motivation. Particularly with respect to students, motivation for academic achievement is of great importance. By such motivation students are well stimulated, productive and successfully complete and attain their goals or a degree of qualification in their academics (Mohamadi, 2006)

Researchers have evaluated various aspects of academic achievement motivation. Explored academic motivation in relation to persistence. Researchers have ascertained that higher levels of motivation predicted persistence and lower levels of motivation predicted dropping the class. Self-determination theory proposes factors associated with extrinsic motivation weaken intrinsic motivation. Thus, students focused on external factors, such as earning grades and gaining approval, weaken their internal interest in education, while intrinsically motivated students exhibit greater perseverance. Shahararay (2007), noted that motivation should be

considered in education because of its effective relationship with new learning, abilities, strategies and behaviors.(Masaali, 2007,)contends that motivation is for academic achievement and a preliminary constructs for defining ones aspiration.

Culture is a contested construct, a dynamic system of values, expectations and associated practices that help organize people's daily lives and mediate their thoughts, actions and did. These cultural phenomena values, expectations and practices are learnt as history in the social context and are transmitted from generation to generation. Though, it is always modified by people within a culture through an interaction with people from other cultures and in the face of new needs. (Greenfield, 2009). Cultures are not strictly bounded: that is there are considerable overlap in the values, expectations and practices of different cultures. "Academic motivation" is the term associated with motivation within an academic setting. Academic motivation can create confidence in one's ability, along with an increased value of education and desire to learn (Deci, Vallerand, Pelletier, & Ryan, 1991). Academic motivation and cultural differences have been examined in relation to numerous constructs, including persistence, procrastination, and academic self-concept, and adjustment, locus of control, stress, and socioeconomic status (SES). No cultural prediction model for academic motivation and achievement has been developed. The purpose of this study was to determine predictor models of academic motivation and achievement for European Americans, African Americans, and Hispanic Americans.

Achievement motivation of students is quite in other in the learning process, though; socio economic status is a known variable that inhibits child's proper learning which affect negatively or positively the level of academic achievement. Notwithstanding, it is very pertinent to know that an individual interest and communal interest when combined leads to an achievement motivation in academic pursuit.

(Shor and Bernhard, 2003: Trumbull, Rothstein- Fisch, Greenfield, and Quitroz, 2001)in their work used a cultural framework of both individualism and collectivism to explain how Latino immigrant students achievement motivation may

be different from that of their mainstream American peers. Their founding proves that collectivism and individualism in achievement motivation yielded positively for academic success. Deci and Ryan's (1985) self-determination theory provides a comprehensive and multidimensional outlook on motivation, accounting for regulation, energization, and social contexts. Human beings, according to the self-determination theory, are proactive, oriented toward growth, and competent. Based on this theory, motivation for a specific behavior is regulated by either internal choice or external force. Behavior is divided into two components, including behavior that is self-determined and behavior that is controlled. When behavior is self-determined, the locus of causality is perceived to be internal, and when behavior is controlled, the locus of causality is perceived to be external. The self-determination theory divides motivation into three categories, including a motivation, extrinsic motivation, and intrinsic motivation. Motivation is a continuum of self-determination with intrinsic motivation being the most self-determined and a motivation the least.

Basic needs relating to motivation. Self-determination theory addresses why individuals are motivated by goals. Deci et al. (1991) claimed motivation corresponds to one's basic needs. Three needs energize motivation, including competence, relatedness and autonomy. Individuals are motivated by goals that meet their basic needs, and motivation is maximized in situations that promote those needs. In the educational setting, academic performance is influenced by teachers, peers, or family members. The specific type of motivation that is enhanced depends on the situation; lower levels of extrinsic motivation increase in controlled situations, whereas higher levels of extrinsic motivation and intrinsic motivation increase if autonomy is supported. When the needs of relatedness, autonomy, and competence are met, students appear better adjusted and perform better academically (Levesque, Zuehlke, Stanek, & Ryan, 2004).

Kaplan et al (2009) and Ryan and Deci (2000) contended in their work on "relatedness" or social emotional connection to other people as a source of motivation, social goals should not be trivialized. Guay Senecal, Marsh, and Dowson (2005), studied immigrant and non-immigrant Turkish students in Belgium and found

that in comparison to non- Turkish Belgians they tended to be higher in relatedness. Verkuyten, Thijs, and canatan (2001) found that Dutch adolescents in the Netherlands exhibited individual achievement motivation; however, only the Turkish students also exhibited family motivation, a desire to achieve for the sake of family.

Greenfield, (2009), emphasized that despite the danger of oversimplification, these construct (collectivism and individualism), have been shown to be extremely useful in crystallizing some fundamental differences that can explain the nature of certain cross-cultural conflicts in the classroom. Research on immigrant and U.S born Latino immigrants found that not only academic competence but also school belonging and parent involvement were positively related to achievement motivation.(Ibanez, Kupermin, Jurkovic and Perilla, 2004).numerous other studies have pointed to “belonging “ as an important factor in the school achievement of ethnic “minority” students. In other words, achievement motivation is such a pervasive inclination towards doing a task successfully in a particular context and assessing the performance spontaneously.

2.9 summaries

One of the most serious and explosive issues in The Gambia today is how to meet the educational needs of culturally diverse students. If these current trends in the educational achievement continue, most students will find it difficult not to obtain the education necessary for full participation in the economic and civic life of the country. Furthermore, the inequality that results from differences in educational achievement of secondary school students is likely to make the social stability of The Gambia increasingly doubtful. As a result of gender related issues there arises conflict between home and school, which influences student’s academic performance, the qualities of interpersonal relationships, standard of student behaviors, the goals, aspiration and objectives of education. All these lead to classism in schools and contribute to poor academic performance of students especially from the minority students from low socio economic background.

No standard strategies exist to direct cross-cultural professional practice. Making developmental practices responsive to cultural differences presents a significant challenge for teachers, requiring them to adopt role definitions, curricula, and teaching practices that challenge rather than reflect the values of the wider society and themselves. However, only when teachers do so will young children be encouraged to extend their learning to include the things that schools consider important, and only then will their parents endorse the school as a partner in their children's education. Educating culturally and linguistically diverse students will require a multifaceted approach to school change.

PART(B) SOCIO ECONOMIC ASPECTS

2.10 THEORITICAL FRAMEWORK

There have been several perspectives to the study of social economic class background and academic performance. Notably among these various perspectives are the functionalist school and the Marxist perspectives. From the functionalist perspectives education acts to socialize individuals, transmit culture, and socially places individual. They uphold that school helps to bring about social unity, promote moral values, shared values, and social cohesion within the society. Functionalist: when functionalist attempts to explain systems of social stratification, they set their explanation in the framework of larger theories, which seek to explain the operation of society as a whole. They assume that there are certain basic needs or functional prerequisites, which must be met if society is to survive. They perceived stratification, in its valuable. The functionalist proclaimed that the educational reform creates structural programs, curriculum that are technically advanced, rational and encourage social unity. They maintained that the society are made up of interdependent parts, all working together, each contributing some necessary activity for the betterment of the whole society. This approach to the functionalist is similar to the biological functioning of a human body, where each part of the body plays a vital role in the total system and all are dependent on each other for survival. The functionalist centered on the relationship between society and its institution, they maintained that education contributes immensely to solidarity and cohesion. To the functionalist, stratification is an aspect, which is the ranking of units in a social

system in accordance with the common value system. Thus those who performed successfully in terms of society values will be ranked highly and they will be likely to receive a variety of rewards.

The Marxist on the other hand, acknowledged the perspective that, education brings about inequalities as it is unequally distributed to individuals in the society. Students are sorted by social class, are tracked, and in essence inherit opportunities in terms of their educational opportunities caused by unequal funding in schools. To the Marxist education promotes inequality through the use of tracking and standardized testing and the impact of its hidden curriculum in which imposes a set of values and beliefs that support the status quo, and the existing of social hierarchy that helps to achieve suppression of the subject class. Schools differ in their funding and learning conditions, and this type of inequality leads to learning disparities that reinforce inequality. The Marxist sees school as a means for perpetuating class, racial- ethnic and gender inequalities. To the Marxist, standardized test conducted in schools is biased; because they believe it benefits only the upper and the middle class children, who are from affluent socio economic background as such affords the opportunity.

Thus, the theoretical framework to be used in this study integrates also the Marxist with the conflict approach in explaining the emergency and persistence of the effects of social classes on educational performance. Much that is worthwhile in the growing research into the sociology of social class has been influenced by Marxist theory. They regard stratification as a divisive rather than an integrative structure, the Marxist defines class as an economic category. They further stated that the class position of an individual, with a given society is determined by the place he occupies in a given economic system of production. Put simply, Marxist defines social class in terms of their relationship to the means of production and the degree of accumulation of private property. Marxist further based their definition on ownership and non- ownership relation to the means of production. They contend that those who own the means of production in society constitute a class and this class by virtue of its ownership dominates and exploits the property less class. This is possible because those who own means of production allocates the social surplus produce of society. Marxist, further argues that, there is a fundamental conflicts of

interest in society arising from men's differential relations to the means of production, Haralambos (1980.p. 46).Lenin Sumi defines social class as large group of people which differ from each other by the place they occupy in a hierarchically definite system of social production by their relation to the means of production, and by their role in social organization or labor and consequently by the dimension of the social wealth that they obtain and the method of acquiring share of it. With respect of this research, the question arise, does inequality of educational performance in the Gambia arise from people differential relations to the means of production?

However, Max Weber who influenced a great deal of Dahreudorst s work in the conflict perspective gave a conflict model of society. Weber following his reflections on Karl Marx s ideas did not regard all significant conflict as emanating from economic relations rather; he adopted a pluralistic conception class. Webber defined social class as a collectivity of individuals that occupy the same position in relation to the market. He further argued that, owners of property share a common economic position, which gives them certain advantages in being able to control more effectively what happen to them. This therefore leads one to ask; do people who share a common economic situation in The Gambia have similar educational performance?

Entwisle, and Olson, (2007).Raudenbush and Glennie, 2001; organization for economic co –operation and development (OECD) and Statistica Canada,2000; Rauddenbush, and Kasim, (1998) stated that the educational and labor opportunities are usually distributed among individuals of varying socio economic status and this brings about concerns and challenges in societies that value equal opportunities irrespective of socio economic background.

Like Marx and Webber most modern sociologist like Gideon further stated that these classes, that is the upper class, middle class, and the lower class are distinguished by their differing relationship to the forces of production, and their particular strategies for obtaining economic reward in a capitalist economy. Gideon however posits that every class shares certain properties, which define it as such, or that the process of the development of class conflict everywhere takes the same

course. Gideon therefore defines class in terms of the relationship of groupings of individuals to means of production.

The question, which therefore arises from Gideon identification of different classes in a capitalist society, is thus; Do different categories of classes have equal opportunity of education? It is the aim of this research to find out what the situation is in The Gambia.

Nevertheless, looking at the history of education, it is clearly that there is a pattern and continuous to be a pattern of inequality built into the institution of education. Historically, one might up hold the conflicts perspective owing to the fact that, historically education was men, white and the wealthy. Inequality in education was first a gender issue, then race issue and now it is a social class issue.

2.11 Class system

One of the most important social factors that bear on academic achievement is the system of social stratification in a given society. Class system is a universal concept denoting different groups of person having a definite status in society, which permanently determine their relation to other group. A particular class differs greatly over time and between societies.

Ogburn and Ninikoff perceived a social class as an aggregate of persons having essentially the same social status in a given society. Marx defined class in terms of the extent to which an individual or social group has control over the means of production. In Marxist term, a class is a group of people defined by their relationship to the means of production. The division of the social product into a necessary product and a surplus product, emerged classes.

Classes in Marxism, are not static entity, but are regenerated daily through the productive process. Marxism view classes as human social relationship which changes over time, with historical commonality created through shared productive processes.

According to Okonkwo and Agada (1991), observed that stratification is a word borrowed by sociologists from geologists and geographers in the study of rocks, which are actually arranged in layers of strata. They borrowed the word in a bid to give a precise definition of society. The society therefore has layers of people, which in sociology is known as social stratification. This implicates that members of the society are placed in ranks that is hierarchically based. In other words social class implies the existence of a category or level of people found in similar positions in the social hierarchy. Members of the same level and of the same class usually feel like equals and are different from other levels. They share the same system of behavior, the same set of values as well as similar ways of life.

For Lewis (2007) social hierarchy simply connotes social class differentiation, which means social inequality. Since comparison usually contains an element of an individual or group being higher or more important than the other people are differentiated from each other by many variables such as sex, age, decent, race, regional or ethnic origin, physically or mental capacity, occupation, income, standard of living et cetera. He contends that in each of these variables there is a hierarchy of value. For example, people of greater age and more education are usually given more honor than people with less of these advantages. To Lewis, social stratification can either be ascribed or achieved or both.

Laudau and Harris (2001) agreeing with Data (1984) that apart from the extent of political power enjoyed, the property owned, the size of the house lives in and the number of servants one engages are some of the variables for determining social class, also she posits that human society exhibit a wide range of stratification. He observe that social class is one of the most widely used concepts in the social sciences which is at the same time one of the most difficult terms to define, to substantiate his assertion, he cites Karl Marx, Marx Webber and Talcott parsons definitions of social class.

Karl Marx defines class as an aggregate of people who stand in the same relationship to the means of production (for example land, factories, mines etc), and

of course, the most important criterion for determining such relationship is the issues of the ownership of the means of production.

Data (1934, p. 159) social stratification refers to the arrangement of members of a society into a categories and groups based on superiority in terms of specific criterion.

Uche (1986) views social stratification as a process whereby we judge people, relative to them with values, rating and ranking in terms of social levels and hierarchy. He is of the opinion that people are stratified according to traditional roles but in the modern times new classes and status hierarchies have emerged based on educational attainment and modern employment. Using Weberian model, Uche observed that people differ in terms of their status; power and their class and that stratification gave rise to social class. Uche (1980, p.35) stated that;

The concept of class means basically that members of the society are divided into a number of strata based on differences of income, type of occupation, place of residence and life style. He further recommended that the determinants of class include wealth, occupation, and educational attainment. Consequently, Data maintained that even after the increasing provision of social services by the state to improve the lot of backward sections of the population, a country such as Britain is still characterized by great inequalities of wealth, social prestige and political power. Throughout the western world and beyond, there are considerable inequalities in the distribution of wealth transmitted to posterity through inheritance, what is more? Such economic differences are accompanied by different material conditions, styles of life and social prestige, access to political power, ideas and attitudes, language use and even patterns of infant and child care.

Max Weber suggests that social class is aggregate of individuals who have the same opportunities of acquiring goods, the same exhibited standard of living. Weber contends that a more complex division of labor made the class more heterogeneous. In contrast to simple income property hierarchies, and to structural class schemes like Weber or Marx's, there are theories of class based on other

distinctions, such as cultural or educational attainment. Social class can be related to elitism and those in the higher class are usually known as the “social elite” for example, Bourdieu seems to have a notion of high and low classes comparable to that of Marxism, owing to the fact that their conditions are defined by different habits, which are defined by different objectives classified by their conditions of existence.

From the foregoing propositions therefore, it cannot be over emphasized that class system exist in all forms of human society, it may be instructive to note that socio-economic differences lead to distinctive life patterns. And social class is the best indicator of an individual’s “live chances” is both a source of identity and a structure of inequality.

2.12 Education and poverty

The effect of poverty on secondary school students is a very complex issue that land students to poor academic performance. The problem has caused range of diverse challenges for students and families. Poverty is correlated to education owing to the fact that children from lower income families are more likely to score low in school, than those of the affluent homes. And are at risk of dropping out of school. Those from better families who complete high school are likely to attend college than students from poor background. Childhood poverty according to Tavernise, (2012) is on the rise in the world and in The Gambia per say, but schools should not have let children’s family income background to influence their ability to achieve in school. Educators, they can take bold steps to lessen poverty and its impact on the academic of children from disadvantaged backgrounds. Teaching all children self-regulation skills is one way to mitigate poverty and harmful effects on children’s ability to achieve in school and in life. The ability to self-regulation is a protective factor which, when developed in children, can help reduce the risk associated with compromised brain development, a lack of family ability to invest in children’s cognitive development or gaps in early skills and behaviors. In short, by teaching children self-regulation skills, schools can give all their students a better chance at success and help close the income based achievement gap. Over the past

decade, the unfortunate reality is that the income gap has widened among families. Educational outcomes are one of the key areas influenced by family incomes. Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth, duration and timing of poverty all influence a child's educational attainment, along with community characteristics and social networks. Thus, for most families the effects of poverty on education presents unique challenges in breaking the cycle of generational poverty and reduce their chances of living a rewarding, educated and productive life. However, previous work has shown that the effects of poverty can be reduced using sustainable interventions. Governments, caretakers and families have many opportunities to influence readiness for school and educational success in secondary schools in The Gambia.

School readiness reflects a child's ability to succeed both academically and socially in a school environment. It requires physical well-being and appropriate motor development, emotional health and a positive approach to new experiences, age-appropriate social knowledge and competence, age-appropriate language skills, and age-appropriate general knowledge and cognitive skills. It is well documented that poverty decreases a child's readiness for school through aspects of health, home life, schooling, limited resources and neighborhoods. And the impact poverty has on the child's social network (parents, relatives and neighbors). A child's home has a particularly strong impact on school readiness. Children from low-income families often do not receive the stimulation and do not learn the social skills required to prepare them for school. Typical problems are parental inconsistency (with regard to daily routines and parenting), frequent changes of primary caregivers, lack of supervision and poor role modeling. Very often, the parents of these children also lack support.

One of the key areas influenced by family income is educational Poverty remains a stubborn fact of life even in rich countries like Canada, America, Britain etcetera. the poverty of their children has been a continuing concern. That is to say that it is seen everywhere for instance, In 1989, the Canadian House of Commons voted unanimously to eliminate poverty among Canadian children by 2000. However, the reality is that, in 2003, one of every six children still lived in poverty. Not only

have we been unsuccessful at eradicating child poverty, but over the past decade, the inequity of family incomes in Canada has grown, and for some families, the depth of poverty has increased as well. Nevertheless, poverty on child's education has been very persistence globally, though very high in Africa and in The Gambia in particular.

Socio economic circumstances of students which results in low qualifications, help transmit poverty across generations. A key cause of child poverty is a lack of opportunities among parents with low skills and low qualification. Such parents are likely to work, and if they do work they are more likely to have low earnings. To devote adequate time for children is much harder for people in low socio economic background. It becomes therefore very difficult to give children good life chances. Research has shown that children from poor homes are disadvantaged and are less likely to get good educational qualification. The relationship between poverty and low achievement in school is part of a wider cycle in which family discourage is passed on from generation to the next. According to Sutton et al,(2007). Children had developed clear stereotype of Chavs and posh”

2.13 concepts of social status and education

In the society there exist hierarchical structures. In which the members have different responsibilities and enjoy different status. For example a school is an organization in which principal, teacher, students, administrators, staff and guards all have different responsibilities. Together it constitutes a social system in which different people have different status. The status was defined by Stockwell, Peter (2002,p.26)as “a status is a rank or position in a group or organization. In the above example the status of a principal is different from the teacher because of the qualification and experiences likewise that of the teacher and the guard. Dictionary of sociology (2003,p.178) contend the status is of three types. The ascribed status is determined at the time of birth like gender, race, ethnic, et cetera. The achieved

status is acquired on the basis of merit, skills and abilities. Example being a principle, teacher or a carpenter. The master status is that which has exceptional importance for social identity. Sirin,(2005) review research conducted during the period of 1990 -2000,on socio economic seocio economic status of students and found that there is a strong relationship between socio economic status and low achievement. Barry(2005) noted also that higher achievers belong to high socio economic status and low achievers belong to low socio economic status. Ewijk and sleepers (2010) stated that socio economic status is an important determinant of academic achievement.

Max weber considered social status to be prestige or honor in the community. He viewed status to imply “access to life chances” based on social and cultural factors such as family background. Kunst and Mackenbach (2007) contend that there are several indicators for social status position and that the most important are occupational level of education and income level.

Much of the research in the social sciences has been directed to the question of why members of some social groups reach higher levels of educational attainment than members of others. A large array of statistical evidence shows that in general, educational attainment rises from the bottom to the toe of the class system. Thus, the children of managers and professionals usually obtain higher qualifications than those of manual workers; statistics also shows that the educational a attainment of ethnic groups varies. For example, in America, blacks as a group have a lower attainment level than whites. This section examines, from a number of different theoretical perspectives, the main explanations for differential educational attainment. In terms of social status and education, several researches reveal that inequality influences educational performance. Thus, there is a general perception that students from upper class families have greater opportunities to interact with learning environment and show greater achievement,, than those from the lower class families.

This disadvantage has nothing to do with inherited intelligence as children with working class parent who have been adopted into middle class homes

at an early age, achieve the same success as do middle children but has much to do with the home background. This is not to say that there is anything wrong with a working class background. Indeed many working class children enjoy advantages over middle class children in other ways but the values of society are largely middle class values and success is often measured in terms of achievement at school and kind of job that one has. On the other hand, home background is determined by many socio- cultural factors. However, it may be pertinent to ask, why do upper class and middle class children do so much better at school than the lower class children?

When enrolled in a program that encouraged adult support, students from low-SES Research indicates that children from low-socio economic status households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, and Maczuga, 2009). Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre academic skills. The school systems in low-SES communities are often under resourced, negatively affecting students' academic progress (Aikens & Barbarin, 2008). Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-socio economic status of the community. Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between SES and education is essential.

The same high status and affluent life style spend most if not all of their school years with their peers. The norms governing upper class education tend to stress individual growth and development rather than competition for place and vocational objectives. For a member of the upper class the educational process can be carefully controlled, a characteristics, that is in sharp contrast to the lack of choice and control available to the lower class and generally to the middle class strata as well. From the foregoing one can agree with Stub (1975,p.137) that the amount and type of education possessed by a person is closely related to the socio-economic status of his family of origin

The upper class and the top elite status groups have a somewhat different conception of education from that examined in ranks below them. Upper class

children are usually sent to private schools, which tend to be somewhat exclusive in that childr

Boudon quoted in Haralambus that western societies are characterized by a steady and slow decline of inequality of education opportunity. He argued that even the most favorable interpretation of the evidence leads them to conclude that this long-term trend towards a reduction of social differentials in educational opportunity at the secondary stage is moderate and limited.

In USA, an important population by Christopher Jencks and his associates entitled inequality; A Reassessment of the effect of family and schooling in America, attempted to assess, among other things the relationship between educational attainment and occupational status and income. Jencks re-analyzed a large body of statistical data collected by sociologists and administrators. He found a fairly close relationship between social status and educational attainment claiming that education explains about 42percent of the variance status. He writes that Americans are impressed by people with a lot of schooling, and they are deferential towards occupations that require extensive schooling. However, Jencks does find what he regards as enormous status differences among people with the same of education

2.14 life chances and education

A key goal of education is to make sure that every student has a chance to excel, both in school and in life, increasingly children's success in school determines their success at adults, determining whether and where they go to college. There are many factors preventing education from serving this role as the great equalizer' school serving low income students receives fewer resources, face greater difficulties attracting qualified teachers, face more challenges in addressing student's needs, and receive less support from parents. This inequality of school quality is widely recognized, before enrolling children in schools inequality in their life's are less publicized, notwithstanding in the society today we expect schools to increase

achievement for all students, regardless of race, income, class and prior achievement,

Nevertheless, inequality of children from poor homes are known to have lower cognitive skills than their more advantaged counterparts and are placed in lower resource schools and this signifies initial inequality. Some students may realize the perverse but unacknowledged goals of education, as they begin to see that much of what they learn seems, from their perspective, pointless. Anti-school values displayed by these children are often derived from their consciousness of their real interests. For example, working class students may begin to understand that they are in a double-bind: either they must strive to succeed, or in doing so abandon their own culture in order to absorb the school's middle class values, or they will fail. Children from lower-class backgrounds face a much tougher time in school, where they must learn the standard curriculum as well as the hidden curriculum of middle class values. For those who aim to succeed and advance, they must confront the material inequalities created by unequal funding arrangements.

On the other hand, for middle and especially upper-class children, maintaining their superior position in society requires little effort. These students have the benefit of learning middle class values at home, meaning they come to school already having internalized the hidden curriculum. They also have access to higher quality instruction. In this way, the continuation of privilege and wealth for the elite is made possible.

Life chance is a social science theory that portrays the chance each individual has to improve his or her quality of life. Marx Weber a sociologist and a German initiated the concept of life chance, It is a concept, describing how likely it is, given certain factors, that an individual's life will turn out a certain way . According to this theory, life chances are variables positively associated with one's family background.

Opportunities in this sense refer to the extent to which one has access to resources, both tangible ones such as food, clothing and shelter, and intangible ones such as education and health care. Life chances comprise the individual's ability to procure means and values of life having a career and obtain inner satisfaction; in other words, the ability to satisfy one's desired needs.

Weberian life chances can be seen as an expansion on some of the ideas of the Marxist. Both Weber and Marx agreed that economic factors were important in determining one's future, but Weber's concepts of life chances are more complex. As for the Marxist, the class level of a person is the most important factor that determines life chances with material wealth, Weber emphasized on other factors that are related to one's socioeconomic status, such as ethnicity, race and gender. In other words, individuals in certain social status have in common specific things that make up their life chances, similarly certain situations, tends to imply a similar outcome to their actions. Weber notes the importance of better life chances and how the ability of those with advantageous life when compared to those without property, gives the former great advantages over the latter.

Notwithstanding, what an individual thinks of one's life chances will affect their actions, therefore if one feels that one can become or is a respected and valued member of a social group, then it is likely to become a reality and results in one being more successful and respected than somebody without this conviction.

The life chances approach suggests that status is not entirely gained by an individual effort, but though is, to some extent, inherited. Overall, in societies emphases are on inherited status with the notion of enhancing better life chances. Individual opportunity to better status is relatively low. This means that people are, effectively, given their status as a result of the group into which they are born, rather than earning it entirely on merit. In all societies parents pass on whatever advantages and disadvantages they have to their children.

A person's class of origin determines one's neighborhood they live in, which in turn will affect one's ability to better academic performance the people they socialize with, and ultimately their status, a very important factor affecting life chances is housing. Poorer housing will affect health, available facilities, the likelihood of being a victim of crime, and many other aspects of life. Leisure facilities are often located in white, middle class areas or near non manual work places. Gym membership is expensive and subsidies are rarely available for lower grade staff, those from ethnic minorities or women. Therefore, in general, the upper class, and middle classes have far greater life chances available than the less advantaged groups.

The life chances approach suggests that status is not entirely gained by an individual effort, but though is, to some extent, inherited. Overall, in societies emphases are on inherited status with the notion of enhancing better life chances. Individual opportunity to better status is relatively low. This means that people are, effectively, given their status as a result of the group into which they are born, rather than earning it entirely on merit. In all societies parents pass on whatever advantages and disadvantages they have to their children.

Life chances are opportunities and possibilities that make up one's status and way of life. Normally Life chances are affected by a number of factors. Some of which include: capital, status and carrier these factors all have an impact on the availability of resources to an individual. For example, when one has low income, they have low life chances. Their education may not be as great and they may not have a high enough income to attain an advanced level of education. According to Wout Ultee, education is a major aspect of overcoming life chances. Without an education, it is harder to obtain a job that provides a substantial income to provide for a family of four. "Higher education is the way to stay ahead. "The higher the education, the higher income and higher job opportunity.

Weber noted that life chances are partially determined by inherent factors, such as by how one perceives their life chances. This is largely determined by how a person sees his or her family background, to be since life chances and social class go hand in hand and both reinforce and manifest each other. According to Weber this is because life chances are largely determined by economic factors such as social class. The phenomenon of how an individual perceive things actually affects the life chances as explained by Robert Merton's theory of "self-fulfilling prophesy" which he talks about in his book Social Theory and Social Structure. Essentially what it means is that individuals can tell themselves something like, "I'm lower class, my family has always been lower class, there's no chance I'm ever going to be well off" and although this statement had the potential to not end up being true, it became true simply because the individual believed it would be so and through his attitude and lack of self-esteem, made it his reality. If you identify as low social class and

believe you are most likely never going to be anything else, this will affect your life conduct in a myriad of ways. Which in turn will affect your life chances? For one, the company you keep can lead to you networking with people that will not help you get out of a low socioeconomic environment. It can also affect your life conduct by making you think you aren't qualified enough for anything but It can also affect your life conduct by making you think that pursuing higher education is not for someone of your social standing, further ensuring that you never get above working class work. The relationship between social class, life conduct, and life chances is a strong one that time and time again decides what a person's fate in life will be like. Socioeconomic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy.

Low SES and its correlates, such as lower education, poverty and poor health, ultimately affect our society as a whole. Inequities in wealth distribution, resource distribution and quality of life are increasing in the United States and globally. Society benefits from an increased focus on the foundations of socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status in the United States and abroad. Behavioral and other social science professionals possess the tools necessary to study and identify strategies that could alleviate these disparities at both individual and societal levels.

Research indicates that children from limited life chances Socio Economic Status households and communities develop academic skills more slowly compared to children from higher affluent background. Their initial academic skills and achievements are often correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre academic skills. The school systems in low-SES communities often lag behind in the availability of teaching and learning resources, negatively affecting students' academic progress (Abolari and Okeke, 2009). Inadequate education and increased dropout rates affect

children's academic achievement, perpetuating the low-SES status of the community. Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between SES and education is essential.

Families from low-SES communities are less likely to have the financial resources or time availability to provide children with academic support.

Children's initial reading competence is correlated with the home literacy environment, number of books owned and parent distress (Aikens & Barbarin, 2008). However, parents from low-SES communities may be unable to afford resources such as books, computers, or tutors to create this positive literacy environment (Orr, 2003).

In a nationwide study of American kindergarten children, 36 percent of parents in the lowest-income quintile read to their children on a daily basis, compared with 62 percent of parents from the highest-income quintile (Coley, 2002).

When enrolled in a program that encouraged adult support, students from low-SES groups reported higher levels of effort towards academics (Kaylor & Flores, 2008).

Research indicates that school conditions contribute more to life chances, hence better school better work and better life chances.

Schools in low-SES communities suffer from high levels of unemployment, migration of the best qualified teachers and low educational achievement (Muijs, Harris, Chapman, Stoll, & Russ, 2009).

A teacher's years of experience and quality of training is correlated with children's academic achievement (Gimbert, Bol, & Wallace, 2007). Yet, children in low income schools are less likely to have well-qualified teachers. In fact, of high school math teachers in low income school districts 27 percent majored in mathematics in college as compared to 43 percent of teachers who did so in more affluent school districts (Ingersoll, 1999).

The following factors have been found to improve the quality of schools in low-SES neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous

professional development, and involvement of parents and increased funding and resources (Muijis et al., 2009).

Research continues to link lower SES to lower academic achievement and slower rates of academic progress as compared with higher SES communities.

Children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008).

Children with higher SES backgrounds were more likely to be proficient on tasks of addition, subtraction, and ordinal sequencing and math word problems than children with lower SES backgrounds (Coley, 2002).

Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups (Palardy, 2008).

In 2007, the high school dropout rate among persons 16-24 years old was highest in low-income families (16.7 percent) as compared to high-income families (3.2 percent) (National Center for Education Statistics, 2008).

Increasing evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic achievement.

Children from lower SES households are about twice as likely as those from high-SES households to display learning-related behavior problems. A mother's SES was also related to her child's inattention, disinterest, and lack of cooperation in school (Morgan et al., 2009).

Identifying as part of a lower/working class in college has been associated with feelings of not belonging in school and intentions to drop out of school before graduation (Langhout, Drake, & Rosselli, 2009).

Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009).

2.15 Family size, structure and academic performance

Researchers have found that, measures of family structures on student's academic achievement are related more too academic level of the parents that measures the family's background. Family structure is related to student's academic achievement. It is important, to know the relationships between family backgrounds, for example, educators noted that the efficacy of a family influence for academic success is determined to a large degree by a child's family background. They observe that parent-child interactions lead to their academic achievement performance. Studies show that the attitudes of the student's parents affect the academic success of their children. Oniyama and Oniyama (2005), contends that, family structure has a great role in children performance in their academic pursuits. He noted that if the family has the resources, support their children and creates academic environment, children reared up in such homes do better in their academic performance. He maintained that children who are accepted, supported and encouraged by their families stand better chance of excelling academically. And again, where there is an academic environment in the home, students tend to study harder and perform better. Good family structure promotes motivation to learners.

In this study on family size and its effects on students' performance, the family has implications on education in at least two important ways. If the family is large, parents would have some difficulties in coping with the educational requirements of their wards. Financially, it is easier to provide for a few than to provide for many. Literature has equally shown that family size negatively correlates with children's academic achievements and positively correlates with intelligence. This suggest that children who belong to larger families tend to have low Intelligent Quotient (I.Q) than those of smaller families, and children from small family size tend to be more intelligent than children from large families Owuamanam, (200) explain that socio economic status of a family is influence the academic achievement of a child, and extreme poverty exert an influence on school performance. Nwadinigwe (2005),

contend that poor housing and overcrowding impede the children home work and ability for engaging in constructive reading. Obot (2000) agreed that the child from a relatively small size family perform better in school than a child from a relatively large family. Even though the school has a role to better the child's academics, but parents nurture the quality of a child's mind basically at home. The home a child comes from is important factor realizing the academic performance and behavioral pattern of a child. Nwadinigwe, (2006), noted that students raised under poor conducive home environment are too permissive and too strict parenting style may probably perform poorly academically. Poor academic performance, no doubt has profound consequences on the pupils, their parents and in essence the whole nation. The structure of families imposes lots of influence in students' performance as indicated by Gross,(2002) education in the primitive societies is handled by family members, the parents, siblings, aunts, uncles, cousins and others teach children the family life, skills and attitudes. In family structuring, the birth positioning has a great influence on the student's educational attainment in most African nations.

Klas, (2002) describe birth order as the ordinal positioning with a family and put forward that our relationship with our sibling, or being the only child, in a family will influence how a child is developed. Gross (2002) stated that first born and only child are more often motivated to better education than later born. There are certain kinds of family structuring that could influence student's academic performance. These include the following: the family marital status, parental level of education, parents income status, parental involvement in the child's education and hereditary traits.

2.15:1 *Parental marital status and academic performance;*

The type of marriage run in a family is correlated to the level of child's academic performance. In some families there exist divorce, separation ,or not married and these state has either a positive and negative effects on students' performance at school, Shckwayandu, (2014), contend that there is a relationship between parental marital status and child academic performance. He maintained that, a polygamous home and a large family with low income status will influence student performance, as they are large family and each child will burden their parents with school needs. More so, home where parents quarrel, most often their children are neglected and

hence perform very poor in academics. Absence of love and understanding in homes causes inability to monitor and control children which may lead to poor performance in school.

2.15:2 Parental educational level and child's academic performance:

Parents who are educated know how to control, monitor and support their wards in all ramifications. The educational statuses of parents act as degree to which parents acquire useful skills, attitudes and values of education. Reynold et, al(1996), revealed that parental level of education is very pertinent in speeding the academic performance of their children. Owing to the fact that educated parents appreciate more the need to provide adequate learning materials needed, and are ready to coach their children to learn and perform well in their studies in school. Thus, enlightened families prepare their children well starting from preschool to kindergarten, which enhance them to perfectly develop cognitively during secondary school and university periods and spring them for a better position in life. Lareau,Annette (2004), state that low maternal education and minority language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in student. Parental education has a positive influence on the survival and educational development of their children. The higher the educational levels of parents, the higher the survival rate of the children and vice-versa. Parental education according to Effiom (2006), is conceptualized from two approaches; (a) Education provides for overall improvement of the quality of life. (b) Education provides to parents for the present and future wellbeing of their family. In Nigeria, children come from different home backgrounds and the variation in terms of the quality of their homes and locations do not take time to manifest in school setting. Ejue (1997) observed that a child from a deprived home as a result of low socio-economic background of his parents cannot fare along the same lines of school achievements with a child reared in a home full of warmth, security and above average socio-economic status.

2.15:3 *Parental income level and academic performance:*

Level of family income has great influence on the educational opportunities available to children and on their chances of educational success. For instance the cost of good schools is quite expensive and only the affluent and middle class can afford it and get their children enrolled in such schools. While those of poor background cannot afford it and could hardly meet up the basic needs of their children such as food, clothing, good housing with recreation site, etcetera. High school paying fees are patronized by the affluent families and such school maintain good standard of education and use the ideal and adequate curriculum needed for better knowledge, used qualified staff, conducive learning environment, learning resources and managed by good administrative board.

Ejeh (2006) noted that, children from low socio economic class often suffer from serious disease due to malnutrition and poor standard of living that leads to their poor performance at school. Behrman emphasized that children from the affluent families are better opportune of getting into better nursery schools than equal bright children of poor parents. He confirmed that low performance in school is linked with lack of teaching and learning resources. Sherman, and Ellen (2007), suggested that the need to develop a nutritional and health education program with inclusion of school meals to cater for the health of children of the poor families in order to attract them to school. On the same note Abolari et al (2009) discovered that the implication of school feeding policy into universal Basic education program in Nigeria resulted in a remarkable improvement in enrolment, attendance, retention and completing comprehensive and learning achievements of school children on student's school achievement.

(Brooks-Gunn & Duncan, 1997; Heymann& Earle, 2000). Social skills are an important component of academic achievement, however low-income children may struggle to succeed academically as they often enter school with fewer social skills, unprepared for the social interactions that facilitate learning and are crucial to acquire in the early years of schooling (Duncan, Jean Yeung, Brooks-Gunn, & Smith, 1998; McClelland, Morrison, and Holmes, 2000).

2.16 *Influence of parental involvement and academic performance:*

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school.

Parental interest and involvement on their children's education is very crucial in determining child's success in life. This means that they need to be ready and available to enable the child in question to succeed in life. Parents are expected to help their children in school homework, relating well with their teacher, making sure that their children are punctual in school, attending P.T.A meetings, keeping a child neat and healthy etcetera. When there is good relationship between the home and the school there is always a supportive learning and the children tend to succeed academically and throughout life. The most appropriate determinant of child's performance in school is that of parental interest, interaction with the child, help to provide a home environment that encourage learning and also express high expectations in the child's potential to achieve better education.

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher. The distinction between the activities parents partake in and the attitude parents have towards education was highlighted by several recent studies. Several studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom whereas positive attitudes towards education and school were associated with the child's increased academic performance. Specifically, educators, reported that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased

contacts may have occurred to help the teacher manage the child's existing behavior problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Eccles & Harold, 1996). Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parent.

Research has shown a clear link between parental involvement and children success in school. Bellas and Grolinck (2009), noted that even if parents are unable to assist their children with a specific subject area or skill, they can still play a vital role by encouraging student's feelings of competence, control and positive attitudes towards academic success and motivation. When parents are in support of children's competency and high expectations, they provide them with learning resources and support in initiators and problem solving. Children motivation is likely to thrive. More so, parents who are actively involved in their children's education and provide a stimulating learning environment at home can help their children developed feelings of competence, control, curiosity and positive attitude about academics according to various studies.

Oslen quoted Henderson and Berla (1994), stating that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that students, family is able to:

- Create a home environment that encourages learning.
- Express high (but not unrealistic) expectations for their children's achievement and future careers.
- Become involved in their children's education at school and in the community.

Nevertheless, parental involvement in school has been linked with academic achievement, and the role of parental involvement in children education has become

a central issue in education policy and research. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in secondary schools. No doubt, parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of their children. Parental lack of involvement or interest in child's education mitigates to mass level of failure of students in examination that causes wastage of parents' resources and drop in economy. Whereas parents who are involved in child's education are those who consistently, demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision community.

Although, little research has been done on this area of parental involvement in secondary schools students, often at times parental involvement and interest may be different from culture to culture, and from society to society. It may have different types, which might have different influences on academic performance of their children. But the truth remains that every parents most try as much as possible to contribute towards his child's education, which might not always be linked to financial status, as parental expectations determines the level of involvement or interest towards their child's education.

2.17 Hereditary factor and academic performance:

Inherent traits contribute a lot in a child's level of intelligent. Abolarin, (2010), emphasized that temperament is the innate disposition that reflects the characteristics of a child. Manifesting in matters such as interest, approach to issues and the control of feeling or emotions while reacting to situation. . However, Gill and Plomin, quoted thus; genetic research has shown that individual differences in educational achievement are substantially heritable Indeed, we have shown that educational achievement is significantly more heritable than intelligence in the early school years We have recently found high heritability (58%) for the results of a

nationwide examination, the General Certificate of Secondary Education (GCSE), which is administered in the United Kingdom at the end of compulsory education at age 16.

2.18 Home, School, and peer relationships and academic performance:

Student's academic performance is influenced not only by the parents, but also varying degrees by teacher and peers. Ming – Te Wang, Jacquelynne.S.Eccles (2012). Examined the relative influence of social support from parents, teacher and peers on student engagement, as well as the level of student's engagement and found that the parental involvement is correlated to academics performance of a child and they concluded that parental support is a strong predictor than peer support. Looking at the contexts of home, school, the relationships formed within these settings, and the interactions between them creates a more complete picture of children's development, than just looking at the contexts individually (Bronfenbrenner and Morris, 1998). Young children spend a majority of their time at home or in the classroom, making these settings their primary environments (Bronfenbrenner and Morris, 1998). Prior to formal schooling, most low-income children interact primarily with their families, thus the transition to formal schooling marks the transition to a new, structured setting for low-income children (Duncan et al., 1998). To best understand and provide a context for student's outcomes and development, it is important to study children in their naturalistic environments and to observe them as they build relationships with their teachers and peers (Bronfenbrenner& Morris, 1998).

The risk factors of low-income homes can be ameliorated by classroom protective factors (Benard, 1993). In this context, protective factors consist of components or characteristics of an environment or relationship that guard children

against risk or help them face their challenges most productively and effectively (Benard, 1993; McClelland et al., 2000). Important classroom protective factors that address this risk and its potentially detrimental implications include the student-teacher relationship, peer relationships, and the creation of a classroom community (Stuhlman and Pianta, 2009). The social skills learned within these interactions help students create a strong foundation in the classroom, a positive outlook on future relationships, and can increase school engagement).

2.18:1 the home.

By home environment we are considering all the sum total of the conditions around the dwelling place of a child and how it helps to influence the child's academic performance whether positively or negatively. The sum total of the conditions include; the family size in terms of number of members, the surroundings, the things provided by the parents for the child, the parents' socio-economic status, the parents' educational background among other factors. Ogbemudia

This coupled with the current outcry about the falling standard of education has generated a lot of controversies. Some blame the teachers for poor performance of students, while others blame the parents forgetting that environment is a factor that has been contributing immensely to students' academic performance. But rather than taking side in the argument of who is to be blamed and perhaps, infinite argument, students low academic performance should be viewed based on the activities of all agents of socialization including the environment, as a major factor that influences students' academic performance, we should know that environment comprises biotic and abiotic factors which helps to shape the activities of the organism found therein (Eni, 2014). But the word environment is a broad term and for that, we limit it to home environment, where we can effectively illustrate its influence on students' academic performance. It is very important to note that both the school and home environment play a vital role in molding a child to a level that the society can either accept or reject the child's

behavior. Changes to the environment in recent years have contributed to an increase in sedentary behavior and a decline in activity.

The home environment is an important sphere of influence on the education, academic performance per say and also in various physical activities and sedentary behavior of children. Most children due to their parental background hardly associate with others thereby It is especially relevant for those who have limited independent mobility and spend much of their time at home and indoors thereby potentially affecting academic performance. And their participation in some relevant outdoor activities has known to pave way for better learning. More recently, time students spent relaxing, reading, watching television, engaging in doing school assignment in a very clement home has been associated with standard educational attainment among students. Homes that cherish healthcare and a balanced diet help in promoting the level of child's academic performance. Whereas a non-clement homes, overcrowding homes, and a home that finds it difficult to properly feed their children are detrimental to poor level of education, poor academic performance and improper social and cognitive skill development of their wards, thereby inhibiting child's performance in school. Still, many children do not meet health recommendations for physical activities and sedentary behavior. Thus, understanding the potential impact of the home environment on the educational attainment of children is vital for developing effective interventions

Children living in impoverished communities are less likely to experience the kind of structured school environment that foster the development of executive function and self-regulation skills, which represents an additional barrier to academic achievement. Evan and Rosenban, (2008)cited numerous studies finding that children from low income families are at a deciding disadvantage compared to those from higher income families in term of how much is invested in their children's cognitive development.

Educationist, contend that both, social and physical home environmental influences affects either positively or negatively on students educational pursuit. Consequently, a large body of literature exists on social home environmental influences and academic performance while the home physical environment has received less attention. Qualitative studies have identified lack of yard space and sedentary entertainment options, such as televisions and computers, as barriers to children's academic performance, However, previous reviews of correlates have not located any studies that have investigated the home physical environment with the exception of PA and media equipment or considered interactions between physical and social environmental influences within the home space.

In the world today, home environments are highly placed as a garget that calls for a rapid factor that influence a child, and as the home is the primary agent of socialization it influenced students' performance in learning. House sizes, spacing in a home are very vital in increasing child's performance, In contrast lack of indoor and outdoor space is a concern that is detrimental to child's education and Accordingly, there is a potentially important link between location within the home space and children's academic performance. Ogbemudia and Aisa, (2013) noted that the environment is the immediate surroundings in which the pupils find themselves, the parents and guardian are responsible for providing the right home environment that will facilitate effective learning for their wards. Thus, it is timely to review the influence of the home social and physical environment on children's academic performance.

In a nutshell, Home environment and students' academic performance is an issue of social and economic importance that needs urgent societal attention in order to save our future generation from the problem of social vices such as crime rate increase, dropout from school, cultism and early death due to poor performance in school. To achieve a rapid transformation in the students' academic performance mostly in French which has already being given as the status of the second official national language parents should be mobilized and encouraged to run a home that gives prominence and attention to high academic performance. Parents should ensure that they provide their wards with the needed care and affection as well as equating it with their academic activities, which will create a friendly home for

children to read at home and shun visiting friends for pleasure. Hence, readers of this work should note that there is a significant relationship between home environment and students' academic performance in secondary schools. The family being a powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Thus, variance in psycho-social emotional fortification in the family background could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio economic status and emotional stability of students which is a prerequisite to academic achievement. Adebulo, (2004), advised that psychological problems are potential sources of trouble with learning.

2.18:2 THE SCHOOL

Researchers, argue that because school practices are not neutral in their treatment of students of different socio economic backgrounds, this tends to widening the gap of academic inequalities, for instance, scholars, have come up with the view that recognition and reward of cultural resources of student from advantaged backgrounds (Bourdieu,1977; and Condron, 2007) and disproportionate assignment of low socio economic status students to lower school tracks.

Schools, though play a crucial and formative role in the intellectual, cognitive, emotional, social and moral development of a child. Student's academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition and school climate. School an individual attends is the instructional environment that set the rate at which students learn. For example, Crosnoe et al. (2004) suggested that school sector and the class size are two important structural components of the school. Private schools tend to have better funding and smaller sizes than public schools. And this leads to a better academic achievement. The key aim of the school is to close the gap between students from different background, that is the low income families and the affluent

families, and between students from different racial or ethnic background. These gaps in academic performance and skills development are apparently by the time children start school and persist as they progress in school. Scholastic backwardness usually engenders feelings of anxiety and inadequacy in children. This in turn can have negative impact on the emotional and social functioning of the child. Hence learning problem is an issue of concern not only for students, but also for parents and all the professionals involved in child welfare. School engagement is an important protective factor that develops through these classroom relationships (Alexander et al., 1997; Benard, 1993). Low-income students are more likely to drop out of school than higher income students (Duncan et al., 1998), however students who feel engaged in school and the learning process are less likely to drop out than those who do not (Alexander et al., 1997). If the process of school engagement begins in the first year of formal schooling, students can create strong, positive associations with school that will likely lead to lower rates of high school dropout (Alexander et al., 1997). Indeed, positive or negative introductions to formal schooling can shape the way a child views the process and the relationships within it (Stuhlman and Pianta, 2009).

Another factor that has proven to have an impact on achievement is that of the school environment. Some theories suggest that education institution themselves are incapable of properly representing diversity, which can directly affect academic achievement. Interaction between teacher and students at school are very essential for stratification. One of the mechanism through which a child's home environment may affect educational achievement is through its influence on student – teacher relationship at school. Researcher has proven that supportive and caring relationship between teacher and student have great impact on child's academic achievement. {Muller 2001; Goyette and Conchas 2002; and Wayman 2002;} in most of their work on educational stratification in developing countries has focused on the impact of poverty, gender, and school quality on children's access to schooling outcomes. Buchmann and Hannum 2001; Zhang, Kao and Hannum 2007; Adam and Hannum 2007), however, examined how relationship between teacher and student may lead to stratification in education if not well managed. On the same note, (Johnson, and Elder 2004; Cheng and Starks 2002), contend that student teacher

relationship are closely associated with students' academic achievement and school persistence.

(Hauser- cram, Sirin, and Stipek 2003), concluded that the teacher evaluation of students learning capacities and behavior may impact how teacher interact with students in the classroom, they stated that the teachers evaluation have strong influence on children whether the evaluation is accurate or not (Hallinan 2008; Downey and Pribesh, 2004, Hauser-Cram, Sirin, and Stipek 2003), on their work they found that teachers expectations of children's future educational attainment serve as an important predictor of children's future school persistence. Teacher has generally been found to hold lower educational expectations for children from families with lower socio economic status. (Rubie-Davies, Hattie, and Hamilton 2006; Bennier and Mistry 2007), contend that family background, teacher perceptions of value differences between themselves and parents also influence teachers judgment of children's learning capacity. (Hauser-cram, Sirin, and Stipek 2003), Found that teachers have lower rating of children when they perceive "differences in value held by parents, as such these value of parents is seen in every child's skill development and socio economic status.

Yala and Wanjohi (2011). Adeyemi (2010), have found that teachers experience, education and qualifications are the prime predictors of student academic achievement. Etsy (2005) found in Ghana that the teacher factors that significantly contribute to low academic achievements are incidences of lateness to school. Incidences of absenteeism and inability to complete the syllabi. Oredein and Oloyede (2007) noted that teacher's management of students' homework and assignments have an impact on student's achievement, especially when it is well explained, corrected and reviewed.

According to Hughes, Gleason, and Zhang (2005), teacher's perceptions of student-teacher relationship also add variation to teacher's evaluation of children's learning abilities in addition to children's measured achievements. Zirkel (2005), stated that a major inhibitor of success with students is that of teacher expectations. Studies conducted in the classroom of Caucasian, instructors found that teachers were very good at predicting future academic successes of their Caucasian students,

but were consistently inaccurate on predicting the future academic success of the students of color. Research proves that those teachers consistently mismatched their perception of students with the student's perception themselves. Teacher describes students who considered themselves motivated and interested in learning as not interested, motivated or likely to succeed in school, while students of color that reported not having a large interest in school were described as very interested, in learning and likely to succeed (Zirkel,2005). Castro- Salazar and Bagley(2010,p.32), contend that school policies and practices have a propensity to undermine the motivation and educational achievement

Akiri and Ugborugbe (2008), noted that in school, there is a significant relationship between teachers, gender, and students' academic achievement. Yala and Wanjohi (2011) and Adeyemi (2010), have noted that teachers experience and educational qualifications are the prime predictors of student academic achievement. Perkins (2013), gathered it that teachers attitude contributes significantly to students attention in classroom. He is of the opinion that teacher's characteristics are strong determinants of student's performance in secondary schools. Muleyi (2008), gathered it that teachers do influence students' academic performance, School variables that affect students' academic performances include the kind of treatment which teachers accord the students. Morakinyo (2003) believe that the falling level of academic achievement is attributable to teachers' non-use of verbal reinforcement strategy. Others found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavory comments about learners performance that could damage their ego, poor method of teaching and the likes affect students' academic performance It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education.

The educational environment of the school one attends sets the parameters of students' learning outcomes. Considine and Zappala (2002) quoted Sparkles (1999) showed that schools environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in poor schools or schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have

low performance expectations from them, hence it leads to poor performance by the students. Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researchers agreed with this principle that schools put strong effect on academic performance and educational attainment of students.

Students from elite schools are expected to perform good because they attend these elite schools and the main reason behind is that these schools are usually very rich in resources and facilities. Some researchers have the view that school ownership and the funds available in schools do indeed influenced the performance of the student. Crosne and Elder (2004) noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities found in private schools enhance academic performance and educational attainment of their students. It is also very pleasing that students from Government schools colleges and universities in Punjab Pakistan are providing the laptops by the Punjab Government, so that the students could interact with the whole world and know about the latest developments and innovations.

As previously discussed, classroom relationships are instrumental components of the learning process and each play a vital role in the formation of school engagement and positive school perceptions (Alexander et al., 1997; Hamre and Pianta, 2005). In the student-teacher relationship, if a student feels connected to a teacher and perceives their relationship to be emotionally supportive, they are likely to feel more engaged than a student who does not perceive their relationship with their teacher to be emotionally supportive (Stuhlman and Pianta, 2009). In addition, if a teacher holds high expectations for a student, that student will likely

perceive that the teacher believes in them, increasing their school engagement and desire to succeed (Alexander et al., 1997). Group membership also affects school engagement, as children who feel that they belong to a group at school feel more engaged (Woolley & Grogan-Kaylor, 2006). These relationships are not only formed through the use of social skills, they are the primary mechanisms of social skill development (Bulotsky-Shearer et al., 2012).

Perry and McConney (2010) conducted a secondary analysis study on both student and school SES using the Programme for International Student Assessment (PISA) 2003 Australian data set which assesses reading, math and science literacy of 15-year-old students. A school's Socio economic status has been shown to have a significant impact on academic achievement regardless of individual family background (Perry and McConney, 2010). Perry and McConney (2010) warns of the potential for segregation of schools according to SES which leads to widening the gap of inequality since high-SES students will be further advantaged by attending high-SES schools and the reverse is highlighted for low-Socio economic status [SES] students attending low-SES schools.

Mills and Gale (2011) consider the utopian view of education as the "great social (and economic) equaliser" (p. 243) as false and plagued with problems that include exclusion and disadvantage. The teachers had low-expectations for student achievement and assumed low-SES parents were disinterested in children's academic performance while the parents felt ignored and believed their low-SES children were academically marginalised (Mills & Gale, 2011). Both the Mills and Gale (2011) and Perry and McConney (2010) studies support the theoretical literature that claim a strong link between student and school SES and academic achievement (Considine & Zappalà, 2002; Sirin, 2005).

It is concluded that the type of schools in which students studies greatly influence the educational performance and academic achievement of the students. Miller and Birch (2007) summarized the views of many researcher and educationist in their study on the influence of high school attended on university performance. This study let the research scholars to hypothesize that the background to the students positively correlates with the academic attainment of graduate students.

2.18:3 Peer Relationships and academic performance

Peer groups are important socialization agent. Castrogiovanni (2002) defined peer group as a small group of similar age, fairly close friends, sharing the same activities peer group brings about. As a result of this group there emerged peer pressure that means the influenced exerted by a peer group in encouraging a person to change his or her attitudes, values in other to conform to group norms. In education generally, peer effects are accepted to be of importance, though different theories attempt to explain this and according to some of them, the peers has detrimental side on educational attainment and academic performance, whereas some theorist contend that it promotes educational achievement. Marsh {2005}stated that, major point on peer effect is that students instruct each other and same time Classroom relationships, especially those experienced between peers, can help children develop the social skills necessary for school adjustment and long-term academic success (Bulotsky-Shearer, Bell, Romero, and Carter, 2011; Sebanc, 2003; Stuhlman and Pianta, 2009). Engaging in peer relationships can help economically disadvantaged students improve their social skills, increase school engagement, and help them create a positive outlook about school, the relationships formed, and the learning process (Milteer, Ginsburg, & Mulligan, 2011; Stuhlman and Pianta, 2009). The development of communication based social skills and social skills that focus on conflict resolution and coping mechanisms help children succeed in peer relationships, and improves the likelihood of a positive school trajectory (Benard, 2003; Stuhlman and Pianta, 2009).

Can disrupt classroom and classroom atmosphere, which make it possible for students to indirectly influence each other. (Kirk, 2000), it is believed that peer groups have both positive and negative impact on student's academic performance. Kirk, contend that negative peer influence has less effect on students' academic performance. As suggested by Cooley, (2009) and Cooley (2010), students can be affected by predetermined peer characteristics and behavioral spillover, which are named contextual effect and endogenous effects respectively.

According to Lashbrook (2000), contend that students should be aware that every person has an influence to one another, and can provide positive element in person's life. it is pertinent to concur to the fact that peer influence can have a deadly impact or other various effect. Based on this, educators and other related professionals should understand the various aspects of peer influence in order to control the negative effect of it. Classroom relationships, especially those experienced between peers, can help children develop the social skills necessary for school adjustment and long-term academic success (Bulotsky-Shearer, Bell, Romero, & Carter, 2011; Sebanc, 2003; Stuhlman and Pianta, 2009). Engaging in peer relationships can help economically disadvantaged students improve their social skills, increase school engagement, and help them create a positive outlook about school, the relationships formed, and the learning process (Milteer, Ginsburg, & Mulligan, 2011; Stuhlman and Pianta, 2009). The development of communication based social skills and social skills that focus on conflict resolution and coping mechanisms help children succeed in peer relationships, and improves the likelihood of a positive school trajectory (Benard, 2003; Stuhlman and Pianta, 2009).

Andreas and Pischke,(2009), Peer groups play allow children to interact with others whose level of development is similar to their own because children imitate themselves, they cooperate and pay attention to academic work better while in the midst of their peers than when alone. Burks, and Sass, (2011), from their relationship with peer, children learn how to follow directions, how to take turns, stick to a task for a specific period, cooperate with others in a joint work and learn how to resolve conflicts.

The development of positive peer relationships is especially important for low-income children whose parents must focus on meeting their children's basic needs and often do not have the time or resources to dedicate to skill development and educational interactions (Duncan et al., 1998; Milteer et al., 2012). Therefore, children must master these skills and experience these relationships in the classroom (Hamre&Pianta, 2005). The social skills gained by peer interactions can fall into two categories: social skills that focus on basic communication and social skills that deal with stress management, coping and more complex social interactions. Each of

these skill sets creates protective factors and is crucial for long-term positive outcomes (Bulotsky-Shearer et al., 2012; Milteer et al., 2012).

Children's positive peer relationships aid in the development of communication based social skills, which can enhance academic achievement (Raver, 2002; Sebanc, 2003). In order to engage in complex peer play, children need to communicate verbally. The necessity of creating coherent, effective, and clear phrases in order to communicate with their peers forces children to develop language skills. These communication skills also benefit students academically as language development in the early years of schooling can predict students' later reading abilities (Alexander et al., 1997; Hamre&Pianta, 2005). Therefore, low-income children who do not learn communication skills at home must engage in peer play in the classroom in order to face similar chances for academic success as their higher income counterparts (Raver, 2002).

Peer play provides another forum for academic, social, and behavioral learning in the classroom (Bulotsky-Shearer et al., 2012; Milteer et al., 2012). If children are shy, encouraging peer play in the classroom can give children who may not otherwise seek out this contact experiences with peer relationships at a young age, thus preparing them for a long term positive outlook on peer relationships (Mildeer et al., 2012). In addition to communication based social skills, peer play can also aid in the development of another set of social skills that will improve the likelihood for school success. These skills include conflict resolution, problem solving, and stress management skills). Once students engage in these more complex interactions, problems may arise and conflict can occur. Through dealing with this conflict, students can develop problem solving and conflict resolution skills (Bulotsky-Shearer et al., 2012). Students can develop these necessary skills in the safe classroom space but will likely develop a strong skill set that will be beneficial outside of the classroom environment. Development of these more advanced skills will likely only occur after social skill development and improvement, and often can only develop naturally through peer play (Bulotsky-Shearer et al., 2012). Development of these relationships and skills can be crucial for a child's success or failure. If children can develop these skills at a young age, it can create firm foundations for processing stress, solving problems,

dealing with conflict, and communicating that can help them regulate their emotions, engage in peer relationships, cope with difficult situations, and succeed academically (Sebanc, 2003).

Peer play can help children process stress as it allows them to express themselves and to deal with issues that may be too difficult to outwardly discuss (Milteer et al., 2012; Sebanc, 2003). Since low-income children may experience higher stress environments than higher-income children, learning how to deal with the possible stress, and developing strategies and skills to do so is crucial (Brooks-Gunn & Duncan, 1997; Duncan et al., 1998). Children who can develop this secondary set of skills will face greater chances for school success as they will be more able to navigate through hardships and stressors in their lives and cope with situations they encounter. If children can start to process and work through complex, stressful emotions, it may lower their behavioral disturbances as the classroom can represent a place of expression rather than repression.

Nevertheless, associating with friends who have a positive influence toward schooling will enhance and equip students academically and in all ramifications. Whereas associating with peers who enjoys negative attitude to education will eventually decrease academic attainment and performance. (Ryan, 2000), stated that peer groups are influential regarding changes in students intrinsic value for school as well as achievement. Student's expectancy of success was the main predictor of academic effort and grades. A sense of belonging and support of a peer group is significantly associated with the outcomes. Landau (2002). Castrogiovanni (2002), cited the following as the importance of peer groups in educational pursuit:

- Opportunity to learn
- Support in defining identity, interest, ability and personality
- Autonomy without control of adults and parents
- Opportunities to witness the strategies others use to cope with problems
- Emotional support and building and maintaining friendship

No doubt, they provide variety of positive experiences for each other. In the same vein, Black (2002), stated that peer groups provide a forum where students construct and reconstruct their identities.

2.19 Social class and equality in access to education

The equality effect of secondary school students education is threatened by the growing impact of poverty evidenced in the rapid widen, income –based achievement gap. Among the many challenges affecting poor students ability to achieve are compromised brain development; lack of family ability to invest in child's cognitive development, skills deficits and behavioral problems in school. It is doubtful that lower class parents are unaware of the general importance assigned to education in our society or the relationship between education and social mobility. But they are probably also very much aware of their limited opportunities to secure access to educational facilities. Educational achievement is not just a matter of favorable attitudes; opportunities must be available to those who seek them. For many members of the lower class, struggling to maintain a minimum level of subsistence, the goal of education must be remote indeed. In a family that can scarcely afford food, shelter and clothing pressure is exerted upon the young to leave school early in order to secure employment and thereby help the family. On the other hand, middle class parents exhibit a much greater willingness to maintain or subsidize their children all through youth and even into early adulthood provided the reason is education. This is because the middle class and the upper class socio-economic class families can afford to do this while the lower class parents cannot. In fact, lower class parents find it very difficult to forgo early adolescent earnings. Because of their poor socio- economic background, they are unable to look far into the distant future and high reward that follow higher education training. They are therefore with immediate gratification no matter how small regardless of the enormous nature of the long run effect of a higher education. Children of the lower class because of the achievement gaps have inadequate skills, knowledge and education; hence, they

have little chance for economic well-being. Duncan and Magnuson (2011), noted that at school entry, children from low socio economic status families were already lagging behind their more affluent peers in term of reading and math's achievement, attention and behavior. They stressed that the difference attributed to socio economic status were substantially larger than those linked to race, ethnic, or gender. And these gaps persist throughout the school years, particularly for black children and poor children.

According to Lawrence Mishel (2004), from internet source, said that education is denied to children at birth because of their parents' skin, color, or income, it is not only bad social policy, it is immoral.

Richard Rothstein (1998), said that many social and economic manifestation of social class also have important implications for learning. Health differences are among them. Lower class children on average have poorer vision than middle class children, partly because of parental conditions, partly because of how their eyes are trained at infants, they have poorer oral hygiene, more lead poisoning, more asthma, poorer nutrition, less adequate pediatric care, more exposure to smoke, and a host of other problems. Each of these well documented social class differences is likely to have a palpable effect on academic achievements, and combined, the influence of all of those differences is probably huge.

Agreeing with the above preposition, Odetala and Ademola (1985, p.182), posit that lower class people, are made to perform adult role earlier than the upper class people, this is because children are expected to help provide for the family at a much earlier age.

Harrighurt (1996), observed that malnourished children are most frequently from low income families. He surveyed the research on malnutrition and child development and concluded that severe early malnutrition does have effect on the development of the brain. He said that malnutrition after six months of age, affects the child's learning development by matt entireness. The condition affects the child in the school, so that he cannot pay attention and can therefore not learn effectively.

Another aspect here is the ability of parents to provide children with a conducive home environment; some poor parents live with their children in slum areas and in crowded apartment. There is little opportunity here for the children to learn effectively or do homework given to them in school. If parents are too poor, they are unable to equip the home in such a way that the children will derive great educational advantages. On the other hand rich parents will be able to provide their children with various gadgets that will help them learn. They can also afford a balanced diet for their children; this makes them have a sound development.

Olaele Taiwo (1993), compared privileged and unprivileged home situations, and said that in privileged home situation, the home is able to provide more than the minimum required for good learning situation. The standard of living is high and material comfort provided may be luxurious. Children have all the necessary comfort for education in the home, although it is not impossible that the child may fail to make good use of these facilities, If the family concentrates too much on its wealth and social position. Taiwo, says that the unprivileged home situation is a problem and needs to be into it, very careful, as it is difficult to learn in such a situation.

Morrish (1972), cited in the same source that the portion of students from various socio- economic strata enrolled in a Midwestern university before and during the G.I. Bill of Right Education programme increased. Not surprisingly his data shows that as a result of the government aid programmed, large populations of students were drawn from the lower class of the society. This strongly suggests that the lower class contains many persons who desirer higher education but cannot ordinarily afford to acquire it. Apart from economic barriers in education, access to education facilitates, there is the further fact of inequality streaming from the organization of educational facilities. One problem is that of differential in teacher turnover. For a variety of reasons, many teachers are reluctant to teach in schools located in rural and slum areas. From the foregoing preposition, one could say that explanation for the people under-representation of the lower class institution of learning is that children from this class lack either the intelligence or have no interest in educational pursuit. One can as well attribute this phenomenon to lack of the tradition of higher training in the family and poverty. Thus, there is a definite relationship between class membership and school attendance and of course

academic attainment. Youths from upper and middle class families are likely to go to school even though they have only average abilities while youth from lower class families have less chances of entering into institutions of learning even when they have high intellectual ability. This is because social class and intelligence determine who shall finish secondary or high school education and who should go further. It is true that the educational system selects and carries along with it most of the working class tend to stop their formal education at the secondary school level if at all they are able to come to the last rung of the secondary school education ladder. The reason being partly their inability to pay for higher education and partly due to lack of the desire and motivation of most lower class youths for higher education.

In fact the way a child from a low socio-economic background perceived the world is a function of his value orientation. It is against this background that the researcher tends to agree with the view expressed by pearl in his article "Pressure on Disadvantaged Teenagers"

Westby –Gibson (1964, p, 90), that, the truth of the matter is that our society provides little opportunity for a low – income youth to find a place in the world. As a result most of his formal education and other kind of social interaction are not only ineffective but often humiliating and debasing. For example, he is compelled to go to school but what he is presented with there has no meaning to him in terms. Of the way he sees the world. Although society is geared to favor the college graduates, a higher education is an impossible goal to most disadvantaged young people. Even if they could conceive of the possibility of going to college, there is little in their educational activity and nothing in their home background prepares them for it.

2.20 family background and academic performance

The family not only transmits material benefits to its offspring, but also possess on some of the more indefinite and immaterial aspects of social life in the bringing up period. He consciously or unconsciously takes over that goes most appropriately with the status he is being prepared to live in aspirations and ambitions, attitudes and beliefs, appearance, tasks, skills et cetera. Thus the role of the family in determining the type of education their children should have cannot be

over-emphasized. First and foremost, family background reinforces the advantages or disadvantages the one has at birth. If one is well fed, then he is likely to be healthy from childhood and consequently to develop more rapidly than children from poorer families. A person's diet can affect his learning abilities and life span. And a person is healthy and well maintained; he is likely to be more attentive in a learning situation than children from poorer environment.

In answering the question, how does family background affect educational outcomes? Brown and Seiznick (1977, p.363), posited as follows:

The child raised in an environment of poverty

Has less exposure to books, libraries and other

Educational experiences. Although children raised in an

Environment of poverty may learn as much as children raised

In middle class family, they learn quite different things. Since the tests or

Measures of educational outcomes are oriented to the middle class experience

The poor child is penalized.

Akintole, (2007), identified parental income in his work to be a cogent factor upon which the academic vocational successes of secondary school students lie. He found parental income not to be sufficient to sustain the academic and personal social life of the student in sub rural school areas. This to a large extent affects the psychological balance or homeostatic balance in the classroom. This causes low concentration, low perception, frustration sickness and emotional disability in academic performance of students. Therefore when a child is deprived of the essential needs he may be found to perform poorly in his school work. Bougembs et al (2005), found that in urban areas, most poor families can hardly afford the cost of water, resulting to children from poor families being sent on long treks in search of

water, often having to stand in long queues and consequently being late or absent from school. Therefore child welfare at school is a determinant of child retention.

Agreeing to Musgrave (1972, p. 63), a high income enables parents to give to their children the advantage that money can buy. It is a great help to a child to live in pleasant surroundings, be provided with educational toys, to go to a private school with a low staffing ratio, to receive a stimulating experiences such as foreign travel in adolescence and so on.

In the words of a German sociologist, Max Webber, such children are receiving better “life chances” than they children of poorer parents. According to them, low income produces inadequacies in socialization and this in turn has implication for educational achievement. in the lower families the need to concentrate upon economic survival severely limits the amount of attention parent can allocate to the” non-essential” activity of stimulating their children’s intellectual growth or planning their educational future. Further. Overcrowding, lack of privacy and disorder characteristics of lower class affects their educational attainment.

Banks (1968, p.16), noted that extreme poverty can extend an influence on school performance. Malnutrition and poor living conditions are bound to have an influence on the health of the child and directly or indirectly on his on his ability to learn. Considine & Zappala (2002) observed that children comes from those families having low income make known more subsequent models in terms of learning outcomes; low literacy level, low retention rate, problems in school behaviour and more difficulty in their studies and mostly display negative attitude towards studies and school. The view point of Considine and Zappala is more strengthen by this statement of Eamon, According to Eamon (2005) “Those students usually come out from low socio-economic status or area show low performance in studies and obtained low scores as compared to the other students or their counterpart” Furthermore, Nobbs, Hine and Flemming (1975,P.85), observed that Jackson and Maraden in their study eighty-eight working class grammar school boys in Huddersfield, found a conflict between the different values of the home and school. The achievement at school was seriously affected by such things as lack of home-work facilities, and then parents failure to understand its importance. Parental

support was found to be important only to those boys who had some connection with a middle class situation {such as having a middle class mother} completed the course. The working class grammar school boys who did not have this connection rejected the grammar school value and sought support and identification with their working class peers. In the final analysis, it can be seen that family background play role in academic performance. Those parents that hold strong and high expectation of their wards learning do encourage curiosity, persistence and problem solving in them and help develop an intrinsic motivation to learning.

2.21 Effects of socio-economic status of parents on child education

It is certain and real that the criteria for categorizing socio-economic standard in different countries are different depending of their norms and values. The criteria for low socio-economic status for developed country will be different from the criteria of developing nations and same will be in the case of developing and under developing countries. "The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their chances of educational success. Furthermore, he also pointed that due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels, and this situation reduced achievement motivation of the students and high risk of educational malfunction in future life endeavors" (Escarce, 2003). Okumu et al (2008), in a study of socio economic determinants of school performance and school dropout, found that high academic attainments of parents significantly reduces the chances of school dropout and improves students' academic performances. Duncan and Magunson (2005), concluded that various dimensions of family social economic background including household income and cumulative wealth, parents' educational attainment and parenting skills, family structure the quality of the neighborhood, and associated social position and privileged accounts for some portion of these achievement gaps. On the same note, Heckman,(2011), has written extensively about gaps between social economic status disadvantaged and advantaged students in both cognitive skills' 'and what he called non cognitive or

soft skills” traits that include motivation, the ability to work with others, the ability to focused on tasks, self-regulation. Self-esteem, and the ability to differ gratification, he maintained that soft life, and their importance is often under related

Henderson and Berla (1994), observed that policy makers are now aware of the profound impact that parents and care givers have on the brain development of children in their earlier years .

2.22 Student's motivation, teacher motivation and academic performance

Motivation is the state of mind that stimulates activities and human body action. Owing to the importance of education, motivation of students is an integral part in educational pursuit. Student's motivation is the element that leads student attitude towards learning process. On the other hand, the concept of teacher motivation refers to those variables, factors that influence teacher to do things. It therefore regarded as a process of organizing behaviors in progress and channeling behaviors into specific course. Sikhwari (2010:54), states that motivation is an essential part of the complex process of human learning and yet, despite its important there is more that remain unknown about it. Asemah (2010), noted that teacher motivation is a general term applying to the entire class of drives, desire, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Hecks (2011) contend that internal teacher motivation comprises of the need, wants, and desire which exist within an individual, as such influence the teachers thought which in turn lead to a positive change behavior towards improving learning. In education the role of teacher is very important to help students to develop an attitude towards learning. Raffini (1993), that beliefs of teacher about themselves, their teaching nature of the expatiations the hold for students exert powerful influence on the students behavior towards learning. According to Deborah et al, teachers should view themselves as active socialization agent capable of stimulating student's motivation to learn. Deborah, emphasized on the role of teacher efficacy as a powerful input element related to students motivation. Teacher

motivation is an important tool in energizing the teacher to teach and to seek to impart knowledge effectively. In support of this teacher ascertainment, Lavigne, Valler and Miquelon (2007), posited that teachers who support self – determination in student results in a positive impact on students learning.

Cowden (2009) observed that students with high anxiety often show low confidence on their ability to cope with academic situations because they do not have the skills to cope, thus, they do not have control or are losing control of what they are doing.

Geske and Finney (2005), Chemers, Hu and Garcia, (2005), proclaimed that motivation play a major role in student academic work and in their achievement. it manifest itself in students choice of learning tasks,in the time and effort they devote to them, in their persistence on learning tasks,in their coping with the obstacles they encounter in the learning process.

Afolabi and Imhonde (2003), revealed that students need to be motivated both intrinsically and extrinsically. They noted that both ways of motivation are necessary for a better academic performance and the more students are motivated the better chance of their increase performance. Afolabi maintained that what counts the differences in performance of an individual in doing something is usually the level of motivation derived in a person.

Nevertheless, motivation is a multidimensional construct. Wiegfield and Eccles, (2001), agree that a student engaging in any learning situation has to answer three fundamental questions:

Can I do this activity?

Do I want to do this activity?

What do I need to do to succeed?

He noted that is only motivated student, which can come up with these questions. Pintrich, Schunk,(2002), contend that motivation is an affective component that deals with students emotional reactions to the task. Steward, Bachman, and Jonson (2010), motivation, like other attitudinal behaviors encompasses many aspects and

one such aspect is motivational orientation. Motivational orientation act as a driving force that encourages a person to engage in a task.

2.23 Summary

At the end of an intellectual exercise of this nature, a summary becomes necessary and indispensable. Against this background therefore, a short over-view of literature review becomes essential. In the course of the work, it was discovered that numerous studies have been made which seek to establish how much a child's academic performance during his years at school may be affected by factors outside the school. Beside it was further observed that a lot of attempts have been made to provide equality of educational opportunity but unfortunately these efforts are hampered because a child's life chances are to a great extent determined at birth. This implicates differences in family circumstances, which accounts for a good deal of inequalities, which exist within human society.

These differences in family circumstances give rise to social class, which are determined by such variables as education, sex, ethnic origin, intelligence, occupation income and place of residence et cetera. Thus all the works reviewed seem to point that social class does exist and that each class has value orientation that determines her life style, value, aspiration and ambitions, attitude and beliefs, task, skills etc.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Throughout the entire world, human nature, programs and activities are prioritized; institution structures are organized in respect of the rules made by each nation. In most cases the cultural and economic backgrounds of people are not put into consideration and this is a known factor that inhibits the educational attainment of the poor. Consequently, education are historically seen and known as an apparatus that developed both the state and humans within the state. Though disparities among people base on their family background, cultural differences, and the inability of the state to have optimum support and provision of rules and incentives to the citizenry connotes the poor performance of most students.

The issue of cultural difference among tribes seems to be a loop whole that lure most students from different background not to do well in educational pursuit thereby paving way for negative feeling of superiority and inferiority among families. It is significant to know that academic performance of students are not quite encouraging due to partly, cultural beliefs, and economic background , for instance female students as a result of their financial and traditional beliefs are lure into early marriage especially those from the rural areas. Nevertheless, from the preceding literature review, it was found that despite the considerable study on academic performance of students from the different cultural socio economic background, very little is known about the actual cause of poor performance, based on this there are pertinent questions that requires answers in assessing the root causes of poor academic performance of secondary school students. In this research, the research questions will only be addressed through good research methodology.

3.1 Research methodology Framework

Research method is a systematic way of solving a research problem. It is a scientific study of problems and it involves various steps that are generally adopted by the researcher to enable a valued, meaningful and a reliable outcome.

In chapter one it was stated that the main aims and objectives of the study is to help understand the problem that face the academic performance of students from the different cultural, socio economic background. To help actualize the objective of this study, appropriate research methodologies are needed to be utilized. In researcher study of this nature, the researcher has to analyze the strength and weaknesses of the research methods used and evaluate critically the nature of the evidence obtained. Therefore, in this chapter, the researcher tries to do that by positioning a reliable methodology. For this purpose the researcher explains the research methodology under the following framework.

The frame to be used in this research methodology remains the following;

Inferential statistics

Descriptive statistics

Quantitative research approach

Qualitative research approach.

Inferential statistics is considered to be useful in this study hence is a mathematical method that employ probability of a population from the property of a data sample drawn from it. Inferential approach is concerned also with the precision and reliability of the inferences it helps to draw. This research method uses data drawn from the population, instead of using the entire population to gather the data the statistical will collect a sample or samples and make inference about the entire population using sample. Descriptive statistics on its own is the term given to the analysis of data that helps to describe, show or summarize data in a meaningful way. Spireged (1972), defined descriptive statistics as the set of methods serving the functions of organizing summarizing and communicating data. Descriptive statistics are very

important because if we simply present our raw data it would be hard to visualize what the data is showing, especially if there was a lot of it. It therefore enables us to present the data in a more meaningful way that permits simpler interpretation of data. Both inferential and descriptive statistics each gives different insight into the nature of the data gathered, one alone cannot give the whole picture together, they provide a powerful tool both description and prediction

There are two major types of empirical research approach that is the qualitative research approach and quantitative research approach. Researchers choose qualitative or quantitative methods according to the nature of the research topic they want to investigate and the research questions they aim to answer. For the nature of this very research, the researcher considered it pertinent to use both the qualitative and the quantitative research approach.

Qualitative research approach intends the;

Understanding human behavior and the reason that govern such behavior. Asking a broad question and collecting data in the form of words, images, video etc. that is analyzed and searching for themes. This type of research aims to investigate a question without attempting to quantifiably measure variables or look to potential relationships between variables. It is viewed as more restrictive in testing hypotheses because it can be expensive and time-consuming, and typically limited to a single set of research purpose or subject. Qualitative research is often used as a method of exploratory research as a basis for later quantitative research hypotheses. Qualitative research is linked with the philosophical and theoretical stance. Qualitative research this is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinion, and motivations; it provides insight into the problem or helps to develop ideas or hypothesis for potential quantitative research. Qualitative research is used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection method varies using unstructured or semi- structured techniques. Some common methods include focus

groups, individual interviews, and participation/observation. The sample size is typically small and respondents are selected to fulfill a given quota. Put simply, qualitative research is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivation. It provides insight into the setting of a problem at the same time. It frequently generates ideas and hypothesis for later quantitative research.

Quantitative research approach

Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinion behaviors and other defined variables and generalized result from a larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research. Put simply, quantitative research is considered as its main purpose the quantification of data that allows generalization of result from a sample to an entire population of interest and the measurement of the incidence of various views and opinion in a given sample. The quantitative data collection methods rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories these methods produce results that are easy to summarize, compare, and generalize. Quantitative research is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. Depending on the research question, participants may be randomly assigned to different treatments (this is the only way that a quantitative study can be considered a true experiment, if this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control for their influence on the dependent, or outcome, variable. If the intent is to generalize from the research participants to a larger population, the researcher will employ probability sampling to select respondents. Systematic empirical investigation of quantitative properties and phenomena and their relationships are derived through asking structured questions and collecting numerical data to analyze utilizing empirical approach. The quantitative research designs are experimental, co relational, and survey (or descriptive). Statistics derived from quantitative research

can be used to establish the existence of associative or causal relationships between variables. Quantitative research is linked with the philosophical and theoretical stance of realism.

Nevertheless, in either qualitative or quantitative research, the researcher(s) may collect primary or secondary data. Primary data is data collected specifically for the research, such as through interviews or questionnaires. Secondary data, is data that already exists, such as information obtained from the library (existing data), which can be re-used for the research. It is good ethical research practice to use secondary data wherever possible.

Mixed-method research, i.e. research that includes qualitative and quantitative elements, using both primary and secondary data, is becoming more common.

3.1.2 Research method procedures

Research method is concerned with the process utilized in the collection and in the analysis of data for the research. Data is the keystone of every empirical study. This chapter breaks down the essential steps and organized structured framework that deals with generation of data that were used in conducting the research work, the steps includes;

Research design

Area of study

Population of study

Sample and Sampling technique

Population of the study

Table showing the total number of students and secondary schools,

Table showing ten schools that was used for the study,

Data collection, both primary and secondary data source,

Instrument for data collection,

Pretest of validation of instrument,

The structure of the questionnaire

Mode of administration of the questionnaire,

Interviews techniques,

Quality of research data

Content validity and reliability of data,

Instruments for Data analysis,

Analytical methods

Definitions of operational terms,

Summary

Reference

3.1.3 RESEARCH DESIGN

The methodology guiding this research is a case study. The case study allows the researcher to explore a bounded system over time through detailed, in- depth at collection involving different source of information. The study design also adopted a descriptive survey approach with respect to the sampling procedure, data collection and data analysis method used. The descriptive survey was approach was used in order to choose a smaller number to represent to represent the entire population. The survey also afforded the study to collect data through the use of questionnaire, interviewing and 2014/2015 session of grade nine examinations (Junior WAEC). The essence of research design is to structure the investigation in such a way as to identify the variables and their relationships. A good, effective and well-articulated design is desirable for the objective of data collection that will assist to address the research questions as well as test the hypotheses. The research design therefore serves as an instrument veritable guide for data generation, especially primary data.

This investigation sought to ascertain the cultural and economic background and academic performance of secondary schools using the west coast region of the Gambia. This research design is known as the main theory that will guide the researcher in the research process of data collecting, analyzing and interpreting my observations. It is important to know that research design, in real sense of it helps to reveal inferences concerning casual relations and ascertain the domain of generalization. The research design normally led to the fundamental questions on how the study be brought into scope of the research. It is a basic fact that research design is the livewire and the main plan that provides directives as to data collection and sources of data procedures.

The design of the study was both descriptive and inferential. This is a survey research, which makes use of selected number of respondents to determine what happens in a wider population based on results derived from the small group. The researcher deemed it right to give an appraisal of the survey approach that were considered appropriate to the study. Put simply, the study set out to identify problems and make an appraisal.

Survey approach;

Survey study, simply consist of collecting data or information about a large number of people interviewing or contacting a representative sample of them. Survey method attempt to be fairly representative of the population of interest in it selection of its sample of study, survey is quite common in research; it is relatively low cost and very useful, easy to generalize the finding to larger population once representativeness of the sample was assured. Survey method is very empirical and flexibility in as much as varieties of data collection instruments is used such as observation, interview and questionnaire. Nevertheless, questionnaire, interview and past grade nine examination results (JUNIOR WAEC), were used to ascertain for a reliable outcome.

3.2 AREA OF STUDY

The area of study is the west coast region of The Gambia located at the region two of The Gambia. The west coast region was one of the five administrative divisions of the Gambia. Its capital was Brikama, it was subsequently reorganized as the Brikama Local Government Areas. The west coast region is divided into nine districts such as

- Foni Bintang- Karenai
- Foni Bondali
- Foni Brefet
- Foni Jarrol
- Foni Kansala
- Kombo Central
- Kombo East
- Kombo North/ Saint Mary
- Kombo South

3.3 SAMPLE AND SAMPLING TECHNIQUE

More importantly, this research work is set to assess the procedures, process and the effectiveness of the academic performance of secondary school students in west coast region of The Gambia. One might assume that it implies that all the students within the region must take part in the respondents of this work. The fact remains that it was not designed to involve all students from all schools in west coast region to be involved, although the results of the study were to be generalized.

Random sampling technique was chosen in the work to ensure that adequate room were created for all respondents to be exposed to even chances of being selected

for a sample. This was achieved by constructing an adequate sample frame and by so doing bias was excluded. Numbers were assigned to each population of the sampling unit in the sampling frame and random numbers were then utilized to effect selection.

3.4 POPULATION OF STUDY

For the purpose of the study, the population would involve all grade nine students from ten secondary schools in the west coast region of The Gambia. Given the nature of the topic, the target population was therefore limited to upper basic students (grade nine) . In the west coast region of the Gambia the total number of secondary schools are eighty in number(80), that is forty one(41) in the upper basic schools(UBS) and thirty nine {39} in the senior secondary schools.

A total of ten schools will be chosen, in each school a total of 30 students will be randomly selected making a sum total of, 300 respondents, and the technique chosen for the selection of sample will be random sampling technique as indicated in

3.3

3.4.1Table showing the total number of secondary schools, total number of students and total number of UBS[grade nine] students and the number of SSS with their population in the west coast region of The Gambia.

Number of schools	Total number of students	Number of UBS	NUMBER OF SSS
80	39804	41 schools with a total population of 24475	39 schools with a total population of 15329

Though, for reliability the researcher chose to deal only with the UBS schools, with the selection of only ten schools out of the forty one schools and the total of 300 students will be randomly selected thirty students from each school as indicated above.

3.4.2 Table showing the ten schools that was randomly selected for the study

Names of schools selected	Number of respondents
Banjulinding upper Basic School	30
Bottrop Upper Basic School	30
Brikama Upper Basic School	30
Brufut Upper Basic School	30
Brikama Methodist Upper Basic School	30
Brusubi Upper Basic School	30
Mingdaw Upper Basic School	30
Old Yundum Upper Basic School	30
Sbec International Upper Basic School	30
St peters Upper Basic School	30 total number of respondent 300

3.5 DATA COLLECTION

Questionnaires, interviews and past grade nine examinations of students from west coast region of The Gambia are used

To enhance a reliable and authentic of this work, the researcher made use of two major sources of data collection respectively, that is the primary data source and the secondary data source.

3.5.1 The primary data source;

frangil (1778), noted that primary data are those data obtained for the solution of the specific problem at hand. Primary source of data collection are very useful because they are target- tailored. It allows for a direct contact and very important because some kinds of information needed face to face contact, it is quite indispensable to every empirical research work. The primary source data was a field survey using questionnaires and interview as the main instrument for data collection in this study, though the researcher utilizes the assessment of the past grade nine examination{ JUNIOR WAEC} were also used to make up for an accurate and more reliable information gathered from the questionnaire and interviews.

3.5.2 SECONDARY DATA SOURCE;

Secondary data are those data that compiled and kept for research purposes by others. They connote information produced either for previous investigation of study. An intensive review of literature in libraries, reports. Journals, magazines, materials from the internet are the examples of the secondary data source. These secondary data sources mentioned above provide authentic information that that lured most researcher in getting background information as well as bring out relevant knowledge of other people to help build up their individual research work.

Nevertheless, the secondary data source in this work includes, the review of relevant information derived from the library, textbooks, newspaper, magazines, seminar papers, Journals etc.

3.5.3 Pretest of validation of the questionnaire;

Pretest of the questionnaire was carried out to see how the questions would work out and to check if there would be a change. This was deemed necessary before the commencement of the full scale study. This process I adopted lured me the opportunity of detecting the language barriers giving the fact that the understanding of students varies. And this led to the modification in language as well as given the researcher the ideal opportunity to interpret and administer the questionnaire when it was finally rearranged. The researcher used the people who were almost the same age with the grade nine students to do the pretest.

The use of questionnaire was valued as an effective approach of collecting quantitative data. It is in recognition of this fact that the questionnaire was designed to enable accurate retrieval of data and optimum response rate. In constructing the questionnaire, the levels of the respondents were considered hence they are secondary school students. Based on this, in designing the question measurement scale was adopted to get the opinion of respondents. Measurement of attitude, perceptions, opinion, appreciation and understanding were carried out using scaling techniques. This procedure enable the researcher to translate verbal expressions of feeling, opinion and attitude into numerals for easy of analysis. This was done for reliability and validity. It was a well prepared researched question for the purpose of ascertaining a perfect result of the study.

3.5.4 The structure of the questionnaire

Questionnaire item comprises of four sections ranging from section A-D, in section A the personal data of respondents and YES and NO options is highlighted. Section B and section C, comprises of the multiple choice and the scoring levels of strongly Agree, Agree, Not sure, Disagree and Strongly Disagree respectively. The last section which is section D contained the semi structured interview questions for the

rural parents of the west coast region of The Gambia, to determine their socio economic and cultural statuses and their interest to education

3.5.5 The scoring;

Each questionnaire item contains five categories of respondents namely, strongly agree, Agree, Not sure, Disagree and strongly disagree.

Strongly agree 5points

Agree 4

Not sure 3

Disagree 2

Strongly disagree 1

For easy clarification, in a tabular form below, the researcher deemed it very pertinent to identify the questionnaire items that will be used to make an empirical work of each of the researched questions.

3.5.6 TABLE SHOWING THE RESEARCH QUESTIONS AND THE QUESTIONNIRE ITEMS THAT WILL BE USED TO ANSWER EACH OF THE QUESTIONS FOR RELIABILITY STUDY

RESEARCH QUESTIONS

QUESTIONNIRE ITEMS

- | | |
|--|--|
| 1. What is the coefficient of relationship between cultural background and students' academic performance? | (1)Do your traditional beliefs, norms and values of early marriage system in your home affect your academic attainment?
(2)At what age do you get married?
(3)Do you think that the cultural belief that specifies sex role in your home affects your education? |
| 2. What is the coefficient of | (4)Are your parents self employed (5) |

relationship between parental level of income and students' academic performance?

how much do your parents make each day? (6) If they are government workers how much are their monthly salary? (7) Do your parents provide the necessary materials for learning for you? (8) Do you think that their inability to provide affects you?

- 1) 3. What is the coefficient of relationship between parental level of education and students' academic performance?

(9)Are your parents educated? (10) What level of education has your parents? (11)Do they help you in school work? (12)Do your parents provide what you need for better study? (13)Are all of you in school?

4. What is the coefficient of relationship between parents' occupation and students' academic performance?

(14)Do your parents attend PTA meetings in your school? (15)Do they encourage you on assignments given to you by your teachers? (16)Do your parents check on your class work? (17)Do you think that your parents' occupation influences your academic performance?

- 1) 5. What is the coefficient of relationship between parental

(18)Are your parents living together?(19) Do you think that their marital status affects your academic performance?(20)

- marital status and students' academic performance? Are there some marital traditional beliefs that limits your parents interest on your educational affairs?(21) Are you from a polygamous family?(22)Do your parents live at peace?
- 1) 6. What is the coefficient of relationship between family size and students' academic performance? (23)How many are you in a family? (24) What type of apartment do you live? (25) Do you have a clement environment for learning in your home? (26)Do you think that the number of dependents in your family affects your academic performance? (27)Do you discuss your class work with your parent or any member of your family? (28) Are your parents getting you motivated academically? (29)Do you eat three square mill each day?(30) Do you think that the number of dependents in your home influence the rate at which you learn in school?

3.5.7 Mode of administration of questionnaire

The researcher will use personally administered approach to administer the questionnaire that is face to face questionnaires administration to the respondents.

This approach is deemed effective hence explanations and clarification will be encouraged.

3.5.8 Interview

The researcher made use of interview to enhance a reliable outcome. Most people interviewed are the teachers of junior secondary schools from the schools that were chosen from the west coast region of the Gambia and rural parents from the same west coast region. The interview helped the researcher to collect a more reliable data on the influence of culture and family background on academic performance. The interviews were conducted using semi structured interview schedule where desirable, separate interview schedule where also utilized. Questions was used for structured interviews, based on a predetermined and standardized or identical set of questions, responses were recorded after the questions and were read to the respondent. The reason behind adopting this method is to speed the process of retrieving the questionnaire from the respondents which is the major limiting limitary factor to its use in this study. Also semi structured interview were carried out, the researcher prepared questions to be answered and responses were recorded and documented. This will make it possible to assist in explaining the main issues that emerged from the response to questionnaire.

The interview technique of data collection involves;

The researcher (referred to as the interviewer) who presents questions or statements orally to the interviewee{s}

1. Individuals known as respondents (also referred to as the interviewees) who respond to the questions or the statements also orally
2. Some instrument (s) used by the researcher to record the responses.

Prior to the interview sessions, the researcher will structure the responses and give limits to the responses he expects from the respondents. To actualize this researcher made provisions for the structured response options. The researcher

adopted the system of face to face interview, where the researcher will be sitting with the respondents and looking at each respondent's eyeball to eyeball.

The following questions were structured for the semi structured interview to the rural parents

Do you like education?

Are there some traditions that limit you from getting educated?

How many children have you?

If yes, are your children in school? if yes,

What reasons have you to send them to school?

If no what are your reasons for not sending them to school?

Do you provide all the reading materials needed for study?

Do you have different duties in your home meant for the female and male children?

Does your culture, norms and values or economic background restrict you from sending your children to school?

Do you encourage them to study hard or always engage them on farming?

Due to the educational level of most parents measures were taken to help them understand the content meaning of every question for a perfect understanding and for reliability purposes.

3.5.9 Quality of research data

In conducting of this type of empirical study, it is absolutely necessary to make sure that the data generated and analyzed are reliable, well-structured and of the highest possible quality. Obviously, it is only when a reliable data is derived that the results of the analysis can be conveniently used to answer the research questions and test the hypotheses. Based on this, the researcher will try as much as possible to improve the quality of the statistical measurement of instrument and ensure that they

are well organized, constructed, stated, valid and reliable. Research design are said to be reliable and valid if it enhance a research elicit the correct responses from the sample subjects. It is a fact that the research design was valid if the derived responses were gotten from sample population. The content validity was determined by ensuring that all the questions asked in the questionnaire fully addressed the research questions and hypotheses.

Therefore, in structuring the report of the survey findings, the researcher made use of two objectives

1. Structuring and presenting the findings in a way that will reduce the possibility of much or unwarranted interpretations
2. Structuring the report to enable a better use of the findings.

For the secondary data an appropriate range of validity and reliability was made such as

1. An evaluation of suitability of the secondary data source with particular emphasis on validity of measurement, coverage, and including unmeasured variables were used.
2. An assessment of suitability of the data for analyses, measurement, biased, validity and reliability were also put in place.

3.6 validity and reliability

The researcher adopted a method of checking the validity, reliability, and consistency of my instrument and questions. The researcher constructed two roughly equivalent or closely related questions but well separated from the questionnaire. By doing this, it becomes possible and easy to measure the consistency of answers. Questions were graded worded in different ways in order that the effects of the differences may be measured. In other to ensure that the data collected was measured as expected , experts in this area of study were made available at all

times. The expert uses the skills in him to assess, ascertain the relevant, clear and unambiguous questions in the study. Content validity was made to ensure that the variables in the question had covered all the dimensions of the variables in the study. The reliability of the was determined by the responses obtained by few of the respondents and few interviewers.

3.7 Data analysis

It is essentially to know that the essence of statistical analysis is to reduce a mass of data into a more compact forum that shows general trends and relationship between variables. The objective of statistical analysis is to provide a quantitative way of distilling the important features from the data.

According to Shadiness et, el (2000), he argued that data analysis is grouped into three different stages

- .1. Getting to know data: in this the researcher need to inspect the data carefully, get a feeling with the data, check the data by making sure that the data collected from the respondents are quite meaningful and purposeful
2. Summarizing data: every data collected need to be summarized in a meaningful way through descriptive statistics and graphic display. The researcher gets the data organized in the manner that will be very informative.
3. Confirming what the data confirms, the researcher makes sure here that both the research questions and hypotheses need to be tested using the appropriate measures as to conform to the aims and objectives of the study.

Nevertheless, the process of interpreting data involves summarizing the data to temporally manageable length to categorize, identify themes, analyze and assess.

3.7. Instrument for Data Collection

The instruments for data collection are: Cultural and Students' Socio-Economic Background Questionnaire (CSSEBQ) and a General Achievement Test (GAT) for grade nine students. The instruments were self developed/constructed by the researcher. The researcher collected information on the cultural and socio-economic background of the students; parental level of income, parental level of education, parents' occupation, parental marital status and family size (Number of Children). The academic achievement scores of the students were collected using the GAT. The GAT was a structured Thirty (30) multiple choice item instrument with four options (letter A to D), one of which is the correct answer. A table of specification (test blue print) is constructed in the allocation of questions (at the required level of cognition) and their corresponding marks. The items covered selected topics of grade nine students related subject contents in the curriculum. Each test item was allocated one mark and this gives a total of thirty (30) marks for the thirty (30) text items.

3.7.1 Data analysis

Method of Data Analysis

Data collected were analyzed using Contingency (C) correlation coefficient statistics to answer the research questions. This helped the researcher to ascertain the relationship between the variables (predictor and outcome) of the study. Contingency correlation coefficient statistics is used when a researcher is trying to

ascertain the relationship between categorical data in the form of crosstabs/contingent tables. Chi Square (χ^2) test of independence statistics was used to test the hypotheses at $p < 0.05$ level of significance. This helped to ascertain significance of the relationship in the study. Chi Square (χ^2) test of independence statistics is used to test the significance of relationship between categorized predictor and outcome data.

Decision Rule: The decision for the research questions is as follows; when the coefficient of relationship falls within 0.00-0.20, the conclusion is very low relationship, 0.21-0.40 is low relationship, 0.41-0.60 is moderate relationship, 0.61-0.80 is high relationship and 0.81-1.00 is very high relationship (Nwana, 2007:311), while the acceptance or rejection of null hypotheses was based on the calculated value of the χ^2 -cal and χ^2 -tab analysis. When the χ^2 -cal is less than the χ^2 -tab, the hypothesis was accepted, but if otherwise, it was rejected.

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Nevertheless, the process of interpreting data involves summarizing the data to temporally manageable length to categorize, identify themes, analyze and assess.

3.8 Definitions of operational concept

Research; Research has been defined in a number of different ways.

A broad definition of research is given by Martyn Shuttleworth - "In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge. Another definition of research is given by Creswell who states that - "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question.

The Merriam-Webster Online Dictionary defines research in more detail as "a studious inquiry or examination; especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws

Methodology;

Methodology can be defined as, giving a clear cut idea on what methods or process the researcher is going to use in his or her research to achieve research objectives. In order to plan for the whole research process at a right point of time and to advance the research work in the right direction, carefully chosen research methodology is very critical. In other words; what is Research methodology can be

answered as it maps out the whole research work and gives credibility to whole effort of the researcher. More over methodology guides the researcher to involve and to be active in his or her particular field. Right from selecting the topic and carrying out the whole research work till recommendations; research methodology drives the researcher and keeps him on the right track. The entire research plan is based on the concept of right methodology. Further, through methodology the external environment constitutes the research by giving an in depth idea on setting the right research objective, followed by literature point of view, based on that chosen analysis through interviews or questionnaires findings will be obtained and finally concluded message by this research. On the other hand from the methodology, the internal environment constitutes by understanding and identifying the right type of research, strategy, philosophy, time horizon, approaches, followed by right procedures and techniques based on his or her research work..

Research methodology;

Research methodology acts as the nerve center because the entire research is bounded by it and to perform a good research work, the internal and external environment has to follow the right methodology process

Survey;

Survey is a method of gathering information from individuals. It has a variety of purposes and can be conducted in using different methods. It could be printed questionnaire, telephone, interviews or using web. Normally, it is conducted through the use of standardized process.

Population;

For the purpose of statistics and research, population refers to the number of individual who possess the attribute or characteristics under study or are concerned with the felt problem intended to be solved by the research or possess some of the data or can yield the data required for solving the research problem.

Statistics

In a narrow sense the term statistics is used to denote data themselves or numbers derived from data as, for examples, averages. In some aspects of statistics, it serves as the body of methods for arriving at conclusion extending beyond immediate data is referred to as inferential statistics, whereas, Spiregel (1972), said that the set of methods serving the functions of organizing summarizing and communicating data is referred to as descriptive statistics. This is a branch of mathematics concerned with collection, classification, analysis and interpretation of numerical facts, for drawing inferences on the basis of their quantifiable likelihood {probability} statistics can interpret aggregate of data too large to be intelligible by ordinary observation because such data tend to behave in regular, predictable manner.

Data;

Data is factual information used as a basis for reasoning. According to H.A Gleason, data as a source is collected and analyzed to create information suitable for making decisions. Data is information that is raw or unorganized, it could be inform of numbers, alphabets' or symbol that refers to, or represent conditions, ideas, of objects. Data is limitless and present everywhere in the universe. It is a fact or information used usually to calculate, analyzed or plans something. Data could be information in raw or unorganized form, it could be inform of numbers, alphabets, or symbols, that refers to, or represents, conditions, ideas or objects. Data is limitless and present everywhere in the universe. it is a facts or information used usually to calculate, analyze or plan something.

Validity:

There are two parts to the evaluation of the construct validity of a test. First and most important, the theory underlying the construct to be measured must be considered. Second the adequacy of the test in measuring the construct is evaluated (Mason and Bramble, 1989). For example, suppose that a researcher is interested in measuring the introverted nature of first year teachers. The researcher defines introverted as the overall lack of social skills such as conversing, meeting and greeting people, and attending faculty social functions. This definition is based upon the researcher's own observations. A panel of experts is then asked to

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by Mason and Bramble (1989). These are content validity, construct validity, and criterion-related validity.

Content Validity

This approach measures the degree to which the test items represent the domain or universe of the trait or property being measured. In order to establish the content validity of a measuring instrument, the researcher must identify the overall content to be represented. Items must then be randomly chosen from this content that will accurately represent the information in all areas. By using this method the researcher should obtain a group of items which is representative of the content of the trait or property to be measured.

Identifying the universe of content is not an easy task. It is, therefore, usually suggested that a panel of experts in the field to be studied be used to identify a content area. For example, in the case of researching the knowledge of teachers about a new curriculum, a group of curriculum and teacher education experts might be asked to identify the content of the test to be developed.

Construct Validity

Cronbach and Meehl (1955) indicated that, "Construct validity must be investigated whenever no criterion or universe of content is accepted as entirely adequate to define the quality to be measured" as quoted by Carmines and Zeller (1979). The term construct in this instance is defined as a property that is offered to explain some aspect of human behavior, such as mechanical ability, intelligence, or introversion (Van Dalen, 1979). The construct validity approach concerns the degree to which the test measures the construct it was designed to measure.

Evaluate this construct of introversion. The panel cannot agree that the qualities pointed out by the researcher adequately define the construct of introversion. Furthermore, the researcher cannot find evidence in the research literature supporting the introversion construct as defined here. Using this information, the validity of the construct itself can be questioned. In this case the researcher must reformulate the previous definition of the construct.

Once the researcher has developed a meaningful, useable construct, the adequacy of the test used to measure it must be evaluated. First, data concerning the trait being measured should be gathered and compared with data from the test being assessed. The data from other sources should be similar or convergent. If convergence exists, construct validity is supported.

After establishing convergence the discriminate validity of the test must be determined. This involves demonstrating that the construct can be differentiated from other constructs that may be somewhat similar. In other words, the researcher must show that the construct being measured is not the same as one that was measured under a different name.

Criterion-Related Validity

This approach is concerned with detecting the presence or absence of one or more criteria considered to represent traits or constructs of interest. One of the easiest ways to test for criterion-related validity is to administer the instrument to a group that is known to exhibit the trait to be measured. This group may be identified by a panel of experts. A wide range of items should be developed for the test with invalid questions culled after the control group has taken the test. Items should be omitted that are drastically inconsistent with respect to the responses made among individual members of the group. If the researcher has developed quality items for the instrument, the culling process should leave only those items that will consistently measure the trait or construct being studied. For example, suppose one wanted to develop an instrument that would identify teachers who are good at dealing with abused children. First, a panel of unbiased experts identifies 100 teachers out of a larger group that they judge to be best at handling abused children. The researcher develops 400 yes/no items that will be administered to the whole group of teachers, including those identified by the experts. The responses are analyzed and the items to which the expert identified teachers and other teachers responding differently are seen as those questions that will identify teachers who are good at dealing with abused children.

Reliability: The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979).

In scientific research, accuracy in measurement is of great importance. Scientific research normally measures physical attributes which can easily be assigned a precise value. Often time's numerical assessments of the mental attributes of human beings are accepted as readily as numerical assessments of their physical attributes. Although we may understand that the values assigned to mental attributes can never

be completely precise, the imprecision is often looked upon as being too small to be of any practical concern. However, the magnitude of the imprecision is much greater in the measurement of mental attributes than in that of physical attributes. This fact makes it very important that the researcher in the social sciences and humanities determine the reliability of the data gathering instrument to be used (Willmott & Nuttall, 1975).

Sample;

In research and statistics, a sample is part of a population, but it is not just any part of a population. It serves a specific purpose. A sample here is a group of individuals selected from a larger group called the population, for the purpose of studying that population. When a sample is selected from the population, then the same group is studied and the results of the study are taken to be applicable (generalized), to the population.

Sampling:

Sampling as a method is a process in which all members of a group, population, or universe have an equal and independent chance of being selected. Sampling implies drawing or selecting some (or a number of samples) from a target population. Sampling is very vital in research, involves in most experiments, tests and research activities in all fields.

Random sampling:

A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. It is meant to be an unbiased representative of a group. It could also be perceived as a method of selecting a sample from a statistical population in such a way that every possible sample that could be selected has a predetermined probability of being selected. Random sampling is referred to as the technique, in which each member of the population has

an equal chance of being selected as subject. It could also be perceived as a set of a statistical population in which each member of the subset has an equal probability of being chosen. a simple random sample is meant to be an unbiased representative of a group. It is a method of selecting a sample from a statistical population in such a way that every possible sample that could be selected has a predetermined probability of being selected. The entire process of sampling is done in a single step with each subject selected independently of the other members.

There are many methods to proceed with simple random sampling. The most primitive and mechanical would be the lottery method. Each member of the population is assigned a unique number. Each number is placed in a bowl or a hat and mixed thoroughly. The blind-folded researcher then picks numbered tags from the hat. All the individuals bearing the numbers picked by the researcher are the subjects for the study. Another way would be to let a computer do a random selection from your population. For populations with a small number of members, it is advisable to use the first method but if the population has many members, a computer-aided random selection is preferred. Thus random sampling technique is very commonly use among researcher because of its pertinent nature and advantages. One of the best things about this method is that it's always ease to assemble the samples. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected.

Another key feature of simple random sampling is its representativeness of the population. Theoretically, the only thing that can compromise its representativeness is luck. An unbiased random selection and a representative sample is important in the study, because from the results of a study it is obvious to not that one of the goals of research is to be able to make conclusions pertaining to the population from the results obtained from a sample. Due to the representativeness of a sample obtained by simple random sampling, it is important to know that, though not all the population is used but the result is being generalized. Nevertheless, there are noted disadvantages of random sample. If the sample is not representative of the population, the random variation is not reliable and valid. One of the most obvious limitations of simple random sampling method is its need of a complete list of all the

members of the population. Please keep in mind that the list of the population must be complete and up-to-date. This list is usually not available for large populations. In cases as such, it is wiser to use other sampling techniques.

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An unbiased random selection and a representative sample is important in summarizing the work from the results of a study. Remember that one of the goals of research is to be able to make conclusions pertaining to the population from the results obtained from a sample. Due to the representativeness of a sample obtained by simple random sampling, the results are generalized to the entire population. Nevertheless, random sampling got some demerits; one of the most obvious limitations of simple random sampling method is its need of a complete list of all the members of the population. Please keep in mind that the list of the population must be complete and up-to-date. This list is usually not available for large populations. In cases as such, it is wiser to use other sampling techniques.

Summary;

The study made use of both the primary and secondary data. It is probably a mixed research approach that made use of both quantitative and qualitative research method. The primary data includes, data on family cultural, structure and economic background obtain through interview of some parents in the west coast region of The Gambia, whereas the secondary data includes data on the academic performance of students and the related materials obtained in both the internet and the library. On family structure and parental socio economic status data will be obtained through the use of structural questionnaire items that will be administered to the ten schools that was randomly selected from the existing schools in the west coast region of The Gambia. The instrument gathered will be used to measure both the cultural and family economic background of students and the academic performance of students in west coast region of the Gambia.

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CHAPTER FOUR

THE RESEARCHER BEGINS THIS CHAPTER BY PUTTING UP A TABLE

SHOWING THE RAW DATA USED IN THE WORK AND THE SEQUENTIAL ORDER

OF THE RESEARCH QUESTIONS AND HYPOTHESIS FOR EASY CORRELATION

4.0 .TABLES OF RAW DATA USED

	Academic Performance	Cultural Background	Parental Level of Income	Parental Level of Education	Parents' Occupation	Parental Marital Status
1	25	Fula	Moderate Ea	First Degree Graduate	Corporate	Intact
2	26	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
3	23	Wolof	High Earner	First Degree Graduate	Non-Corporate	Divorce
4	19	Mandikka	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
5	18	Jolla	High Earner	Postgraduate	Corporate	Intact
6	24	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
7	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
8	25	Sarahule	Moderate Ea	First Degree Graduate	Corporate	Intact
9	25	Wolof	High Earner	Postgraduate	Non-Corporate	Divorce
10	25	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact

11	23	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
12	19	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
13	19	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
14	23	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
15	20	Jolla	High Earner	Postgraduate	Corporate	Intact
16	22	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
17	25	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
18	12	Sarahule🔹	Low Earner	Secondary Education	Corporate	Intact
19	15	Wollof	Low Earner	Postgraduate	Non-Corporate	Divorce
20	25	Jolla	Moderate Ea	Secondary Education	Non-Corporate	Intact
21	24	Jolla	High Earner	Postgraduate	Corporate	Intact
22	26	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
23	26	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
24	18	Sarahule🔹	Moderate Ea	Secondary Education	Corporate	Intact
25	14	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
26	12	Jolla	Low Earner	First Degree Graduate	Non-Corporate	Intact
27	27	Mandikka🔹	High Earner	Postgraduate	Non-Corporate	Intact
28	17	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
29	25	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
30	25	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
31	21	Jolla	High Earner	Postgraduate	Corporate	Intact
32	26	Sarahule🔹	Moderate Ea	Postgraduate	Corporate	Intact
33	26	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
34	23	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
35	22	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact

36	25	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
37	21	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
38	18	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
39	23	Jolla	High Earner	Postgraduate	Corporate	Intact
40	24	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
41	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
42	19	Sarahule🔹	Moderate Ea	Secondary Education	Corporate	Intact
43	19	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
44	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
45	17	Jolla	Low Earner	Postgraduate	Corporate	Intact
46	21	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
47	25	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
48	21	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
49	19	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
50	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
51	18	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
52	18	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
53	26	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
54	21	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
55	16	Jolla	High Earner	Postgraduate	Corporate	Intact
56	21	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
57	23	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
58	22	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
59	22	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce

60	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
61	24	Jolla	High Earner	Postgraduate	Corporate	Intact
62	28	Sarahule	High Earner	Postgraduate	Corporate	Intact
63	25	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
64	22	Sarahule	Moderate Ea	First Degree Graduate	Corporate	Intact
65	18	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
66	22	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
67	21	Mandikka	Low Earner	First Degree Graduate	Non-Corporate	Intact
68	23	Mandikka	Moderate Ea	First Degree Graduate	Corporate	Intact
69	23	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
70	23	Mandikka	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
71	23	Jolla	High Earner	Postgraduate	Corporate	Intact
72	16	Sarahule	Moderate Ea	Secondary Education	Corporate	Intact
73	20	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
74	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
75	17	Mandikka	Low Earner	First Degree Graduate	Non-Corporate	Intact
76	19	Mandikka	Moderate Ea	First Degree Graduate	Corporate	Intact
77	25	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
78	14	Mandikka	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
79	14	Jolla	Low Earner	Secondary Education	Corporate	Intact
80	27	Sarahule	High Earner	Postgraduate	Corporate	Intact
81	26	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
82	28	Sarahule	Moderate Ea	Postgraduate	Corporate	Intact
83	26	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce

84	18	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
85	10	Jolla	Low Earner	Secondary Education	Corporate	Intact
86	12	Sarahule🔍	Low Earner	Secondary Education	Corporate	Intact
87	26	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
88	18	Mandikka🔍	Low Earner	First Degree Graduate	Non-Corporate	Intact
89	25	Mandikka🔍	Moderate Ea	First Degree Graduate	Corporate	Intact
90	19	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
91	21	Mandikka🔍	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
92	27	Jolla	Low Earner	Postgraduate	Corporate	Intact
93	17	Wollof	Low Earner	First Degree Graduate	Non-Corporate	Divorce
94	20	Mandikka🔍	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
95	23	Jolla	High Earner	Postgraduate	Corporate	Intact
96	18	Sarahule🔍	Low Earner	First Degree Graduate	Corporate	Intact
97	27	Jolla	Moderate Ea	Postgraduate	Non-Corporate	Intact
98	20	Sarahule🔍	Moderate Ea	First Degree Graduate	Corporate	Intact
99	20	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
100	25	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
101	23	Jolla	Low Earner	Postgraduate	Corporate	Intact
102	17	Sarahule🔍	Low Earner	First Degree Graduate	Corporate	Intact
103	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
104	25	Sarahule🔍	Moderate Ea	First Degree Graduate	Corporate	Intact
105	19	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
106	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
107	24	Mandikka🔍	Low Earner	First Degree Graduate	Non-Corporate	Intact

108	19	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
109	20	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
110	22	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
111	22	Jolla	Low Earner	Postgraduate	Corporate	Intact
112	24	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
113	26	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
114	24	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
115	21	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
116	17	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
117	22	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
118	17	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
119	25	Jolla	Low Earner	Postgraduate	Corporate	Intact
120	23	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
121	23	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
122	27	Sarahule🔹	Moderate Ea	Postgraduate	Corporate	Intact
123	25	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
124	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
125	19	Jolla	High Earner	Postgraduate	Corporate	Intact
126	20	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
127	24	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
128	24	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
129	24	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
130	24	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
131	22	Jolla	High Earner	Postgraduate	Corporate	Intact

132	16	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
133	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
134	25	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
135	20	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
136	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
137	27	Jolla	High Earner	Postgraduate	Corporate	Intact
138	13	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
139	15	Jolla	Low Earner	First Degree Graduate	Non-Corporate	Intact
140	27	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
141	28	Mandikka🔹	Moderate Ea	Postgraduate	Corporate	Intact
142	27	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
143	28	Mandikka🔹	Moderate Ea	Postgraduate	Non-Corporate	Intact
144	20	Jolla	High Earner	Postgraduate	Corporate	Intact
145	12	Wollof	Low Earner	First Degree Graduate	Non-Corporate	Divorce
146	11	Mandikka🔹	Low Earner	Secondary Education	Non-Corporate	Intact
147	27	Jolla	Low Earner	Postgraduate	Corporate	Intact
148	18	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
149	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
150	26	Sarahule🔹	High Earner	Postgraduate	Corporate	Intact
151	25	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
152	26	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
153	22	Jolla	High Earner	Postgraduate	Corporate	Intact
154	21	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
155	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
156	24	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact

157	22	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
158	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
159	24	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
160	26	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
161	20	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
162	18	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
163	24	Jolla	High Earner	Postgraduate	Corporate	Intact
164	23	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
165	16	Wollof	High Earner	Secondary Education	Non-Corporate	Divorce
166	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
167	28	Mandikka🔹	Low Earner	Postgraduate	Non-Corporate	Intact
168	22	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
169	21	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
170	24	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
171	22	Jolla	High Earner	Postgraduate	Corporate	Intact
172	19	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
173	24	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
174	20	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
175	17	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
176	18	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
177	25	Jolla	High Earner	Postgraduate	Corporate	Intact
178	19	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
179	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
180	18	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact

181	21	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
182	29	Jolla	Moderate Ea	Postgraduate	Non-Corporate	Intact
183	26	Jolla	High Earner	Postgraduate	Corporate	Intact
184	23	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
185	19	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
186	22	Sarahule🔹	Moderate Ea	Secondary Education	Corporate	Intact
187	27	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
188	22	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
189	20	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
190	25	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
191	22	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
192	17	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
193	24	Jolla	High Earner	Postgraduate	Corporate	Intact
194	24	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
195	17	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
196	18	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
197	28	Mandikka🔹	Low Earner	Postgraduate	Non-Corporate	Intact
198	15	Mandikka🔹	Low Earner	First Degree Graduate	Corporate	Intact
199	17	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
200	26	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
201	27	Jolla	High Earner	Postgraduate	Corporate	Intact
202	26	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
203	25	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
204	18	Sarahule🔹	Moderate Ea	Secondary Education	Corporate	Intact
205	11	Wollof	Low Earner	Secondary Education	Non-Corporate	Divorce

206	11	Jolla	Low Earner	Secondary Education	Non-Corporate	Intact
207	27	Jolla	High Earner	Postgraduate	Corporate	Intact
208	17	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
209	23	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
210	21	Mandikka	Low Earner	First Degree Graduate	Non-Corporate	Intact
211	21	Mandikka	Moderate Ea	First Degree Graduate	Corporate	Intact
212	27	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
213	18	Mandikka	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
214	21	Jolla	High Earner	Postgraduate	Corporate	Intact
215	22	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
216	18	Mandikka	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
217	28	Jolla	High Earner	Postgraduate	Corporate	Intact
218	23	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
219	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
220	25	Sarahule	Moderate Ea	First Degree Graduate	Corporate	Intact
221	22	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
222	18	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
223	23	Jolla	High Earner	Postgraduate	Corporate	Intact
224	22	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
225	19	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
226	24	Sarahule	Moderate Ea	First Degree Graduate	Corporate	Intact
227	26	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
228	22	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
229	20	Mandikka	Low Earner	First Degree Graduate	Non-Corporate	Intact

230	22	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
231	22	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
232	21	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
233	28	Jolla	High Earner	Postgraduate	Corporate	Intact
234	21	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
235	18	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
236	21	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
237	27	Mandikka🔹	Low Earner	First Degree Graduate	Non-Corporate	Intact
238	19	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
239	17	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
240	18	Mandikka🔹	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
241	18	Jolla	High Earner	Postgraduate	Corporate	Intact
242	24	Sarahule🔹	Low Earner	First Degree Graduate	Corporate	Intact
243	24	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
244	21	Sarahule🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
245	24	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
246	23	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
247	17	Jolla	Low Earner	Postgraduate	Corporate	Intact
248	15	Sarahule🔹	Moderate Ea	Secondary Education	Corporate	Intact
249	27	Jolla	Low Earner	First Degree Graduate	Non-Corporate	Intact
250	20	Mandikka🔹	High Earner	First Degree Graduate	Non-Corporate	Intact
251	20	Mandikka🔹	Moderate Ea	First Degree Graduate	Corporate	Intact
252	23	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
253	26	Jolla	Low Earner	Postgraduate	Corporate	Intact

254	19	Sarahule💎	Low Earner	First Degree Graduate	Corporate	Intact
255	20	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
256	20	Sarahule💎	Moderate Ea	First Degree Graduate	Corporate	Intact
257	17	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
258	18	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
259	27	Jolla	High Earner	Postgraduate	Corporate	Intact
260	19	Sarahule💎	Low Earner	First Degree Graduate	Corporate	Intact
261	19	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
262	16	Mandikka💎	Low Earner	First Degree Graduate	Non-Corporate	Intact
263	22	Mandikka💎	Moderate Ea	First Degree Graduate	Corporate	Intact
264	23	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
265	17	Mandikka💎	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
266	23	Jolla	High Earner	Postgraduate	Corporate	Intact
267	24	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
268	21	Mandikka💎	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
269	28	Jolla	Low Earner	Postgraduate	Corporate	Intact
270	22	Sarahule💎	Low Earner	First Degree Graduate	Corporate	Intact
271	18	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
272	24	Sarahule💎	Moderate Ea	First Degree Graduate	Corporate	Intact
273	24	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
274	22	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
275	22	Jolla	Low Earner	Postgraduate	Corporate	Intact
276	21	Fula	Moderate Ea	First Degree Graduate	Corporate	Intact
277	19	Sarahule💎	Low Earner	First Degree Graduate	Corporate	Intact

278		21	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
279		25	Mandikka	Moderate Ea	Postgraduate	Non-Corporate	Intact
280		27	Jolla	High Earner	Postgraduate	Corporate	Intact
281		22	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
282		12	Jolla	Low Earner	First Degree Graduate	Non-Corporate	Intact
283		12	Sarahule	Low Earner	Secondary Education	Corporate	Intact
284		16	Wollof	High Earner	Secondary Education	Non-Corporate	Divorce
285		17	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
286		23	Mandikka	Low Earner	First Degree Graduate	Non-Corporate	Intact
287		24	Mandikka	Moderate Ea	First Degree Graduate	Corporate	Intact
288		25	Wollof	High Earner	First Degree Graduate	Non-Corporate	Divorce
289		29	Mandikka	Moderate Ea	Postgraduate	Non-Corporate	Intact
290		22	Jolla	High Earner	Postgraduate	Corporate	Intact
291		21	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
292		19	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
293		21	Sarahule	Moderate Ea	First Degree Graduate	Corporate	Intact
294		25	Wollof	High Earner	Postgraduate	Non-Corporate	Divorce
295		27	Fula	High Earner	Postgraduate	Corporate	Intact
296		22	Sarahule	Low Earner	First Degree Graduate	Corporate	Intact
297		12	Wollof	Low Earner	Secondary Education	Non-Corporate	Divorce
298		12	Wollof	Low Earner	Secondary Education	Non-Corporate	Divorce
299		16	Jolla	Moderate Ea	First Degree Graduate	Non-Corporate	Intact
300		17	Mandikka	Low Earner	Secondary Education	Non-Corporate	Intact
Total	N	300	300	300	300	300	
	Sum	6430					

a. Limited to first 300 cases.

Research Questions

The following research questions were posed to guide the study:

- 1) What is the coefficient of relationship between cultural background and students' academic performance?
- 2) What is the coefficient of relationship between parental level of income and students' academic performance?
- 3) What is the coefficient of relationship between parental level of education and students' academic performance?
- 4) What is the coefficient of relationship between parents' occupation and students' academic performance?
- 5) What is the coefficient of relationship between parental marital status and students' academic performance?
- 6) What is the coefficient of relationship between family size and students' academic performance?

Hypotheses

H₀₁: There is no significant coefficient of relationship between cultural background and students' academic performance.

H₀₂: There is no significant coefficient of relationship between parental level of income and students' academic performance.

H₀₃: There is no significant coefficient of relationship between parental level of education and students' academic performance.

H₀₄: There is no significant coefficient of relationship between parents' occupation and students' academic performance.

H₀₅: There is no significant coefficient of relationship between parental marital status and students' academic performance.

H₀₆: There is no significant coefficient of relationship between family size and students' academic performance.

RESULTS OF THE ANALYSIS

In this chapter, the researcher presented the results gotten from the instrument administered. The chapter was organized by the researcher with consideration to the research questions and hypotheses.

Answers to Research Questions

Relationship between cultural background and students' academic performance

RQ₁: What is the coefficient of relationship between cultural background and students' academic performance?

4.1.Table 1:

Variable Counts, Contingency Coefficient (C) and decision about the relationship

Cultural Background Counts					C	Decision
Fula	Jolla	Mandikka's	Sarahule's	Wollof		
28	79	66	61	60	0.48	Moderate Relationship

The result of the coefficient of relationship between cultural background and students' academic performance is presented in Table 1. A look at the result shows that the contingency correlation coefficient is 0.48. This index explains that there is a moderate relationship between cultural background and students' academic performance. This shows that, cultural background has moderate influence on students' academic performance.

Relationship between parental level of income and students' academic performance

RQ₂: What is the coefficient of relationship between parental level of income and students' academic performance?

4.2.Table 2:

Variable Counts, Contingency Coefficient (C) and decision about the relationship

Parental Level of Income Counts			C	Decision
High	Moderate	Low		
90	130	80	0.45	Moderate Relationship

The result of the coefficient of relationship between parental level of income and students' academic performance is presented in Table 2. A look at the result shows that the contingency correlation coefficient is 0.45. This index explains that there is a moderate relationship between parental level of income and students' academic performance. This shows that, parental level of income has moderate influence on students' academic performance.

Relationship between parental level of education and students' academic performance

RQ₃: What is the coefficient of relationship between parental level of education and students' academic performance?

4.3. Table 3:

Variable Counts, Contingency Coefficient (C) and decision about the relationship

Parental Level of Education Counts				
Postgraduate	First Degree	Secondary	C	Decision
83	197	20	0.62	High Relationship

The result of the coefficient of relationship between parental level of education and students' academic performance is presented in Table 3. A look at the result shows that the contingency correlation coefficient is 0.62. This index explains that there is a high relationship between parental level of education and students' academic performance. This shows that, parental level of education has high influence on students' academic performance.

Relationship between parents' occupation and students' academic performance

RQ₄: What is the coefficient of relationship between parents' occupation and students' academic performance?

4.4.Table 4:

Variable Counts, Contingency Coefficient (C) and decision about the relationship

Parents' Occupation Counts		C	Decision
Corporate	Non-Corporate		
130	170	0.25	Low Relationship

The result of the coefficient of relationship between parents' occupation and students' academic performance is presented in Table 4. A look at the result shows that the contingency correlation coefficient is 0.25. This index explains that there is a low relationship between parents' occupation and students' academic performance. This shows that, parents' occupation has low influence on students' academic performance.

Relationship between parental marital status and students' academic performance

RQ₅: What is the coefficient of relationship between parental marital status and students' academic performance?

4.5.Table 5:

Variable Counts, Contingency Coefficient (C) and decision about the relationship

Parental Marital Status Counts		C	Decision
Divorce	Intact		
60	240	0.21	Low Relationship

The result of the coefficient of relationship between parental marital status and students' academic performance is presented in Table 5. A look at the result shows that the contingency correlation coefficient is 0.21. This index explains that there is a low relationship between parental marital status and students' academic performance. This shows that, parental marital status has low influence on students' academic performance.

Relationship between family size and students' academic performance

RQ₆: What is the coefficient of relationship between family size and students' academic performance?

4.6. Table 6:

Variable Counts, Contingency Coefficient (C) and decision about the relationship

Family Size (No. of Children) Counts			
1-4	5 and More	C	Decision
141	159	0.22	Low Relationship

The result of the coefficient of relationship between family size and students' academic performance is presented in Table 6. A look at the result shows that the contingency correlation coefficient is 0.22. This index explains that there is a low relationship between family size and students' academic performance. This shows that, parental marital status has low influence on students' academic performance.

Test of Hypotheses

Ho₁: There is no significant coefficient of relationship between cultural background and students' academic performance.

4.7. Table 7:

Contingency Coefficient (C), degree of freedom (df), Chi-Square (χ^2) test of independence and decision about the test

C	df	χ^2_{cal}	χ^2_{tab}	Decision
0.48	114	90.764	48.773	Reject Ho

The result of the test of hypothesis presented in table 7 shows that with a contingency coefficient of 0.48, the χ^2_{cal} value of 90.764 was greater than χ^2_{tab} value of 48.773, leading to the rejection of the null hypothesis and concluding that there is significant coefficient of relationship between cultural background and students' academic performance. It can thus, be deduced from this analysis that the moderate relationship between cultural background and students' academic performance is not by chance.

Ho₂: There is no significant coefficient of relationship between parental level of income and students' academic performance.

4.8. Table 8:

Contingency Coefficient (C), degree of freedom (df), Chi-Square (χ^2) test of independence and decision about the test

C	df	χ^2_{cal}	χ^2_{tab}	Decision
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0.45	38	76.608	48.773	Reject Ho
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The result of the test of hypothesis presented in table 8 shows that with a contingency coefficient of 0.45, the χ^2_{cal} value of 76.608 was greater than χ^2_{tab} value of 48.773, leading to the rejection of the null hypothesis and concluding that there is significant coefficient of relationship between parental level of income and students' academic performance. It can thus, be deduced from this analysis that the moderate relationship between parental level of income and students' academic performance is not by chance.

Ho₃: There is no significant coefficient of relationship between parental level of education and students' academic performance.

4.9.Table 9:

Contingency Coefficient (C), degree of freedom (df), Chi-Square (χ^2) test of independence and decision about the test

C	df	χ^2_{cal}	χ^2_{tab}	Decision
0.62	38	189.450	48.773	Reject Ho

The result of the test of hypothesis presented in table 9 shows that with a contingency coefficient of 0.62, the χ^2_{cal} value of 189.450 was greater than χ^2_{tab} value of 48.773, leading to the rejection of the null hypothesis and concluding that there is significant coefficient of relationship between parental level of education and students' academic performance. It can thus, be deduced from this analysis that the high relationship between parental level of education and students' academic performance is not by chance.

Ho4: There is no significant coefficient of relationship between parents' occupation and students' academic performance.

4.10. Table 10:

Contingency Coefficient (C), degree of freedom (df), Chi-Square (χ^2) test of independence and decision about the test

C	df	χ^2_{cal}	χ^2_{tab}	Decision
0.25	19	19.219	30.144	Reject Ho

The result of the test of hypothesis presented in table 10 shows that with a contingency coefficient of 0.25, the χ^2_{cal} value of 19.219 was less than χ^2_{tab} value of 30.144, leading to the acceptance of the null hypothesis and concluding that there is no significant coefficient of relationship between parents' occupation and students' academic performance. It can thus, be deduced from this analysis that the relationship between parents' occupation and students' academic performance is by chance.

Ho5: There is no significant coefficient of relationship between parental marital status and students' academic performance.

4.11. Table 11:

Contingency Coefficient (C), degree of freedom (df), Chi-Square (χ^2) test of independence and decision about the test

C	df	χ^2_{cal}	χ^2_{tab}	Decision
0.21	19	13.815	30.144	Reject Ho

The result of the test of hypothesis presented in table 11 shows that with a contingency coefficient of 0.21, the χ^2_{cal} value of 13.815 was less than χ^2_{tab} value of

30.144, leading to the acceptance of the null hypothesis and concluding that there is no significant coefficient of relationship between parental marital status and students' academic performance. It can thus, be deduced from this analysis that the relationship between parental marital status and students' academic performance is by chance.

Ho₆: There is no significant coefficient of relationship between family size and students' academic performance.

4.12.Table 12:

Contingency Coefficient (C), degree of freedom (df), Chi-Square (χ^2) test of independence and decision about the test

C	df	χ^2_{cal}	χ^2_{tab}	Decision
0.22	19	15.859	30.144	Reject Ho

The result of the test of hypothesis presented in table 12 shows that with a contingency coefficient of 0.21, the χ^2_{cal} value of 15.859 was less than χ^2_{tab} value of 30.144, leading to the acceptance of the null hypothesis and concluding that there is no significant coefficient of relationship between family size and students' academic performance. It can thus, be deduced from this analysis that the relationship between family size and students' academic performance is by chance.

Summary of Findings

From the results above, the following findings were made;

1. Cultural background has moderate and significant influence on students' academic performance.

2. Parental level of income has moderate and significant influence on students' academic performance.
3. Parental level of education has high and significant influence on students' academic performance.
4. Parents' occupation has low and no significant influence on students' academic performance.
5. Parental marital status has low and no significant influence on students' academic performance.
6. Family size has low and no significant influence on students' academic performance.

CHAPTER FIVE

5.0. INTERPRETATION, DISCUSSION OF FINDINGS, AND EDUCATIONAL IMPLICATIONS

The researcher in this chapter discussed the findings of the study according to the research questions. Educational implications of the findings of the study; limitations of the study; suggestions for further study; recommendations; conclusion and summary of the entire study were also presented.

5.1. Discussion of Findings

Relationship between cultural background and students' academic performance

The study revealed that cultural background has moderate and significant influence on students' academic performance. This shows that cultural background is a good predictor of the level of students' academic performance. This finding is a true indication that cultural background affects the level of students' academic performance be it from Fula, Jolla, Mandikka's, Wollof or Sarahule's. The result indicated that the students' cultural values and traditions affects and influence them a lot in educational pursuit thereby increasing or decreasing students' academic performance and achievements from different classes as the case may be. This result is in line with Campbell (2004), he maintained that people still continue to value activities traditionally done by men more than they value them done by woman; he noted that they considered educational issues to be secondary and are given less priority. Guyll, Madon, et al (2010), maintained the claim that, inability to communicate due to a language or cultural barrier can often inhibit the gathering of personal information. And lack of information is what is likely to make school personnel to rely further on stereotype as means of expanding their general impressions and this reliance may impose a negative bias on expectations for academic abilities. Rogoff, (2003) regarded cultural beliefs or ethno theories as major forces in structuring the care and education that students receive. Yeagar and

Dweck (2012) noted that beliefs have been identified as essential component of self-concept as they affect sense making and shape the meaning given to all aspects of life, and therefore play crucial role in guiding behaviors and education.

Demmert and Towner (2003, p.4) emphasized that culture shapes and, it provides us with the tool kit by which construct not only our world but our very conceptions of ourselves and our power, he noted that one cannot understand mental activity unless he take into account the cultural setting and its resources, the only thing that give mind its shape and scope. He argued that learning and how a person improves in learning are made possible and influenced by cultural values and orientation

Field and Ambrus (2009) use variation in the timing of menarche (puberty) as the instrumental variable for the age at first marriage, given that in many cultural and religious traditions, example, in Bangladesh, girls are often not allowed to marry before reaching puberty. They found that each additional year of delay in the age of marriage increases schooling by 0.22 percent yearly and the likelihood of literacy of 5.6 percent With the above explanations, one can deduce that individual culture play vital roles on a person's belief and perception, which in turn influences student in the learning process, and can affect either negatively or positively their academic performances.

5.2. Relationship between parental level of income and students' academic performance

It was also revealed in this study that parental level of income has moderate and significant influence on students' academic performance. This finding is a clear indication that parental level of income has moderate contribution in affecting students' academic performance. This could mean that the income of a family in

terms of how much the parents earn per day as against the total domestic demand for the family up-keep is a critical factor in child upbringing. As a matter of class distinction hinged on affordability, parents of the upper class families and many of the middle class families do send their children to these schools. Another observation made with respect to parent income is that the negative influence of parental income tells more on students from the lower socio-economic class. It may be that the students from the lower socio-economic class are not able to buy the recommended textbooks, sometimes they are driven out of school for not paying their fees. At some other times they do not eat before going to school or are driven out of class during afternoon lessons. No matter how intelligent a student may be he cannot perform optimally, not to talk of performing maximally in his academics when he does not have the necessary textbooks, go to school in an empty stomach or driven out of class when other students are studying. The result is in support of what, Azhar Nadeem, Naz, Perveen and Sameen (2015), found that much of the child's education starts from the home, before he actually starts the formal education, to them the middle class homes are always able to provide the necessary prerequisites success, they can offer good environment, motivation and financial needs of a child. The result is also in line with the research work conducted in Canada which indicated that, Canadian studies have also demonstrated the association between low-income households and decreased school readiness. A report by Thomas (2007) concluded that children from lower income households score significantly lower on measures of vocabulary and communication skills, knowledge of numbers, copying and symbol use, ability to concentrate and cooperative play with other children than children from higher income households. Janus (2007) found that schools with the largest proportion of children with low school readiness were from neighborhoods of high social risk, including poverty. Willms (2007) established that children from lower socioeconomic status (SES) households scored lower on a receptive vocabulary test than higher SES children. Thus, the evidence is clear and unanimous that poor children arrive at school at a cognitive and behavioral disadvantage.

Woessmann (2004), concludes in his study that family background has strong and similar effect on both Europe and the United State. In his study he found that there was weak evidence of variation in the family background influence.

Rothstein (1998) said that many social and economic manifestation of social class have important implications for learning, lower class children on average have poorer vision than the higher and middle class children partly because of the circumstances around them from childhood. They have poorer oral hygiene, poorer nutrition, and less parental care. He argued that each of these well documented social class differences is likely to have a palpable effect on academic achievement.

Memon, Joubish and Khurran(2015),confirmed that the wealth of the family is of very important, because a rich home can provide for a child learning materials needed and even other needs, while a poor family may not do that for their wards and this is a major contributing factor towards a negative academic performance in school.

Francis (2007) he stated that the lower income families may value education, but at the same time, they are aware of their limited resources to measure up with such educational demands. According to him a family that can scarcely provide the basic needs of a child will hardly provide the necessary learning materials that will help to impart the knowledge of a child. . Hill et la (2004) contend that low status families of parents do not only affect the academic performance, but also makes it possible from low background to compete with their counter parts from higher socio economic background under the same academic environment. Many studies have shown that children of working class backgrounds are less successful in school than those from middle class homes. By working class in this context, the researcher refers to the peasant farmers, petty traders, low grade civil servants that is those who earn from levels 01- 06 and others. While the middle class refer to the top civil servants, university professors and lecturers, successful businessmen, politicians and others. Working class children start school with a disadvantage, which is rarely overcome with time. This disadvantage has nothing to do.

Pedrosa, Dachi, Andrade and Carvalho (2006) are in line that family status affects academic performance, they added that students coming from disadvantaged family background in both educational and socio economic aspects, have a relative performance than their complementary group. According to Alissa, (2010), children's test scores are lowest when poverty persist across their generation, and highest when material advantage is long-lasting on the other hand.

Dills, (2006) had a similar view, when she found that students from the bottom quartile consistently perform below students from the top quartile of socio economic status.

Harvighurt (1996) observed also that malnourished children are most frequently from low income families. He surveyed a research on malnutrition and child development and concluded that severe early malnutrition does have effect on the development of the brain. He contends that malnutrition after six months of age, affects the child learning development by inattentiveness and makes a child not to learn effectively. The result is in line with (Eamon, 2005, Jeynes 2002, Conger and Donnellan, 2007). They said that family background is a key influence in students' academic performance hence the social economic status negatively affects academic performance because of the difficulty for the low class to gain access to vital resources and additional stress the encounter at home. They noted also that the status of families in terms of single parenting, divorce, parenting style and aspirations are known variables that affects students' performance. Machebe (2012), in her research contend that parental socio economic background could influence academic performance of their children at school.

In conclusion, it can be seen that so many literatures cited in this work are in support with the researcher's findings which opt that the socio economic status is related to academic performance, whether one studies socio economic status as a whole or with distinct dimensions, there is considerable support that parental socio economic status affects academic performance of students.

5.3. Relationship between parental level of education and students' academic performance

The study further revealed that parental level of education has high and significant influence on students' academic performance. This is a true and clear indication that the academic attainments of parents strongly affect their children in school. That is to say that the higher academic qualifications attained by a parent goes a long way to predict his/her child's academic performance in school. Parents with high academic career tend to encourage and support their children in school knowing the benefits of schooling. Education is a force to reckon with in changing a person's outlook and views of life. It influences his perception and relationship with his environment. It inevitably influence parents view and regard to child education. Educated parents take the education of their children as a priority problem while parents with low education sometimes place other domestic matters before the education of their children. Highly educated parents sometimes help their children to do their assignments, their parents establish mini-libraries from which they benefit academically, their parents encourage them to read hard. Parents' educational attainment is a motivating force to their children to study hard. It could be that these children love education and do not want to be illiterates so they decide to study hard. This finding is a clear explanation that parental education has influence on students' performance, parental encouragement to their children is a potent force that has a greater influence than parental education. Some parents fail to attain their desired

level of education not because of their poor mental ability but because of other circumstances like ill-health, their own parents' poverty and the like such parent vigorously encourages their children to study hard and such encouragement does yield serious results. In line with this finding, Ojo and Yilma (2010) found that the socio economic status of a student is capable of affecting the academic and aspirations of children, he emphasized that high economic status often have more success in preparing their children for school because they have typically access to wide range of providing their children with high quality child-care, books and encourage children in various learning activities at home, they added that affluent families have information regarding their children's health, social, emotional and cognitive development. They further stated that every family face major challenges when it comes to providing optimal care and education for their children, but they concluded that those challenges are more pronounced in poor families because sometimes, when the basic necessities are lacking, parents must place top priority on housing, food, clothing and health care, regarding education as a secondary issue. Jacquelym, Eccles and Pamela (2005), affirms that the socio economic status of parent goes a long way to mould a child's personality both morally, academically, economically, socially, spiritually or otherwise. Research indicates that children from low-socio economic status households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, and Maczuga, 2009).

According to Akinsanya et al, (2011). In regards to parental occupation a child from a well-educated and high socio economic family is more likely to perform better than a student from an illiterate family. Educated parents have a lot to support with decent and good environment for academic work, enough textual and academic materials and good feeding. McIntosh,(2008), out lined the critical factors associated with student's achievement as social economic factors which include parents' educational qualification, neighborhood poverty and family income. He did emphasized that if parents do not consider how educational policies related to family welfare, then the poor will continue to face significant obstacles in attaining to the goals of narrowing the achievement gaps. Gustafsson et al, (2011) stated that parental expectation and the parental functions are variables that serve as mediating mechanisms to account for the effects of parent's education on child's achievement. Educational qualifications, neighborhood poverty and family income are not left out. He did emphasized that if parents do not consider how educational policies related to family welfare, then the poor will continue to face significant obstacles in attaining to the goals of narrowing the achievement gaps.

Considine and Zappala (2002), argued that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children and the posit that these parents provide higher levels of psychological support for their children through environment that encourage the development of skills necessary for success at school. The result is in line with Onzima (2010), in his study on socio economic determinant of primary school dropout, he found that high academic attainment of parents significantly reduces chances of primary school dropout for both sex children in rural and urban areas. He concluded that educated parents are more concerned and more effective in helping their children in academic work. . Graetz (2009), contend that parental education and occupation are highly linked with child's educational choices and attainment. The higher the parental education, the better their wards perform in school, and the higher parental occupation. Graetz, further emphasized that children from poor families with low occupational status of parents face lots of barriers in transition from

one stage of education to the next, he notated that low parental education and occupation has negative influence and effect

Mastekaasa (2006) noted that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success in education attainment.

Sentamu (2003) argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement.

Krashen (2005) found that students whose parents are educated score higher on standardized tests than those whose parents were not educated. He emphasized that educated parents can better communicate with their children regarding the school work, activities and the information being taught at school

According to Nannyonjo, H. (2007) students from the educated family background parents perform considerably better than the students whose parents are not educated.

In conclusion, parental education is important in family life, from the study and the cited previous work, obviously an educated parents knows the steps, the worth and values of getting their children educated, they give better care, better upbringing, better family coordination and most importantly, they motivate their children more in academically unlike the illiterate parents

Asikhia,(2010) reported that family educational background and economic status influence the academic performance of students, he recommended that these are lumped together because they are related and one may rightly say that they are married

and hence should not be divorced. He opines that social class could be defined more objectively by using such indices as occupation, income and education. Wealth is strongly correlated with education and occupation and when socio economic status is measured these other factors are usually included. Chen (2009) studied the effect of family background, ability and students achievement in rural China. Parental education is found to be the key determinants of student achievement, but the role of father and mother differ across child gender and levels of ability. No doubt, parental education has significant positive effect on academic performance of children.

5.4. Relationship between parents' occupation and students' academic performance

The researcher further revealed that parents' occupation has low and no significant influence on students' academic performance. This result shows that parents' occupation is not such a significant predictor of students' academic performance. This indicates that parents' occupation does not significantly affect their children academic performance. It could be that students do not like the kind of occupation their parents do and want to read hard to improve them to able to get better jobs. For the middle jobs are rewarding and they wanted to study hard to get such jobs too. Some remarkable observations here are that parents go out early in the morning and come back late. As a result they may not have time to look into their ward's books; they are always weak after work that they do not have time to attend to their children's education problems. These observations are true as a result of the hard economic times in our society. Working class parents (civil servants) have some other petty business engagements they occupy themselves with to make more

money after the statutory working hours. Sometimes, they stay in these businesses until it is very late in the night. Some non-civil servants stay likewise into the night while some spend the rest of the non-business hours in the beer parlour. The women folk after work occupy themselves with domestic chores. By spending the days these ways parents generally do not have time to attend to their children's education. It takes a parent who has a positive view of his children's education to behave contrarily. It is in this respect that Heckman (2008) stated that family factors can influence children from as early as when they are in the womb, by the time they assume school, children from social economic status disadvantaged families possess lower levels of cognitive and non-cognitive skills and lag far behind their more advantaged peers. Fram, Miller-Cribbs and Van Horn, (2007), uphold that a student's life outside of school can often have a significant impact on their success inside school. Their research suggests that some students are often without positive influences that encourage academic achievement. These influences can be in the form of parental involvement, occupation, mentorship, support, information from more privileged social ties, or neighborhoods in which adults have pursued higher forms of education. These factors can be seen as a form of aspiration by fostering children's academic goals. This means that parents' occupation could have positive or negative influence on student's academic performance depending on how the parents manage their time vis-à-vis their employment.

5.5. Relationship between parental marital status and students' academic performance

It was also found in this study that parental marital status has low and no significant influence on students' academic performance. The negative influences of marital status border on the psychological dislodgement of the students in the absence of one of their parents. The inability of one of the parents to look into their academic work or to give them some assistance in their academic work and they being over-occupied in domestic chores in the absence of one parent. Contrary to this finding, Nancy (1999), Hill and Stafford (1980) in their studies found out that the presence of parents in a family positively influence the self concept of students and hence, their academic performance. They pointed out that children from separated and widowed families do have some psychological problem as a result. In fact, children love their parents and will always be happy staying with them. It will give them an emotional trauma should a chaotic situation set in within the family. Should this happen, it is bound to influence not just their academic performance but their general emotional, social and personality adjustments.

5.6. Relationship between family size and students' academic performance

The study finally revealed that family size has low and no significant influence on students' academic performance. On the influence of family size, this research was concluded with the findings that family size has no significant influence on students' academic performance. Being many in a family and for that few children go to school is agreed with by children from high family sizes while children from low and average family sizes disagree with that parents not having enough money to take care of their children because of the many people they take care of influence

children of large families and those of low and average families. In a similar way large size families suffer the problems of having their fees paid late because of insufficient money. One would expect that the influence of family size would be more on the large families. That is because of the number of children to be taken care of in as much as there is influence of family size on children's academic performance, the influence of parents' income tends to cancel that effect. This made it that those children from large families where parental income is significant to support their education that there is no influence of family size on their educational performance. On the other hand, children from low family size where the income is low also reported significant influence of family size on their educational performance. It then becomes significant that the influence of family size cannot be taken in isolation from other socio-economic variables such as income. These days, there is a tacit decision by parents to send their children to school no matter what it costs them. For this, parents gather all their resources to achieve this objective, including deploying the children for hawking after school. These tend to mask the influences of family size on students' academic performance. Other researchers have earlier found out that family size influence students academic performance (Ansu, 1984, Durojaiye, 1976). However, this researcher cannot categorically say that the findings of this research contradict theirs because she cannot ascertain what is obtainable in such areas.

5.7. Educational Implications of the Study

This research has good educational implications. The result of this study shows that cultural and some family socio-economic background influence students'

academic performance in public secondary schools in the West Coast Region of the Gambia. The family being the first agent of socialization has significant influence on the academic performance of students in secondary schools. Most of the skills, values, beliefs, and attitudes a child exhibits in later years are acquired in the home during infancy and childhood. The family background exerts a great influence on the academic performance of the child. There are differences in home backgrounds. The home is the first socializing agency the child is exposed to and as such it exerts the most commanding and enduring influence on the child's later behaviors. There is no other socializing agency which is important to the total make up of the child as his family. The child becomes aware of himself first in the home. Even when he is in other agencies of socialization, for instance at school, the home continues to exercise a stronger influence. It is in the home that the child first forms the impression of the wider society. The parents and other relatives serve as role models for the child. As children come from different homes so also they exhibit behaviors and so also do the school achievements differ.

CHAPTER SIX

6.0 .SUMMARY OF THE STUDY AND CONCLUSION, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDY, LIMITATIONS OF THE STUDY, AND SUMMARY OF CHAPTERS

One of the major problems in child's education is poor academic performance arising in most cases as a result of poor socio economic background, cultural background and parental level of education. That is to say that social economics statuses reflects on the outcome of academic performance of students, from this work, the following variables make up the research questions used to determine the effects of socio economic background and academic performance of students; cultural, economic background and academic performance, parental interest and academic performance, parental education and academic performance, and parental dependents and academic performance were analyzed, it was revealed that all affected the academic performance of a child. Obviously, if parents are appositive influence in their children everyday lives, most importantly in their everyday education, the future of our society will look brighter and brighter each day. Bethlehem,(1987). The essential ingredient in most children's success in school is a positive relation to her parents. Though, from the research also the hypothesis one tested revealed that there was no significant difference in the academic performance of students from the different socio cultural and economic background. That is to say, from an integrationist perspective, man becomes the author of his own action rather than passively responding to external constraints. In most cases man actively constructs social reality; his actions are not always shaped by social forces which act upon them. His behaviors are not merely a reaction to the directives of the pressure of social stratification system and sub-cultures.

6.1. Summary of the Study and Conclusion

This study examined influence of cultural and students' socio-economic background on their academic performance in selected public secondary schools in the West Coast Region of the Gambia. Six research questions and six hypotheses were formulated to guide the study. Related literatures were reviewed.

This study is a survey research design. The sample was made up of 300 students using simple random sampling technique. The instruments for data collection are: Cultural and Students' Socio-Economic Background Questionnaire (CSSEBQ) and a General Achievement Test (GAT) for grade nine students. The instruments were dully validated and found reliable. Contingency (C) correlation coefficient statistics was used to answer the research questions. Hypotheses were tested with Chi Square (χ^2) test of independence statistics at 0.05 level of significance.

Result of the analysis revealed among others that cultural background has moderate and significant influence on students' academic performance; parental level of income has moderate and significant influence on students' academic performance; parental level of education has high and significant influence on students' academic performance; parents' occupation has low and no significant influence on students' academic performance; parental marital status has low and no significant influence on students' academic performance; and family size has low and no significant influence on students' academic performance.

Based on the findings, it was recommended among others that; in taking decision concerning students' academic performance, their cultural background should be considered; and students should build the habit of learning for career prospect and academic growth, those from low socio economic background should be encouraged to be going to the library to read at all times, especially those materials their parents cannot afford. It was hereby concluded that cultural and some socio-economic background like parental level of income and parental level of education have significant influence on students' academic performance in public secondary schools in the West Coast Region of the Gambia; but parents' occupation, parental marital status and family size have low and no significant influence on students' academic performance in public secondary schools in the West Coast Region of the Gambia.

6.2 RECOMMENDATIONS

Based on the findings, the following recommendations were made. The researcher deemed it right to structure them under the following four sub headings:

The Government, the teachers, the parents and the students

The Government

The government should sensitize the parents on the need to be involved on their children's education; this will enable them to understand their roles in Childs life. Rogers,(2009). Noted, that supporting and encouraging parental involvement by rewarding a child with verbal praise and encouragement is associated with higher school achievement. Government should be able to make education free at secondary school levels; this will enable students from all the socio economic background to develop their potential to the best of their intellectual ability. Government should build schools with the intentions for every class statuses to benefit, especially to breach the gap between the disadvantaged homes and the advantaged, as both my work and previous works advocates thus, that school conditions contribute more to SES differences in learning rates than family characteristics. Schools in low-SES communities suffer from high levels of unemployment, migration of the best qualified teachers and low educational achievement. Government should restructure all the Teachers training institutions in a way that will help them to develop more skills and be able to deliver information and manage students behavior, it is a fact that a teacher's years of experience and quality of training is correlated with children's academic achievement. This will make provision for children schooling in the rural areas to have well-qualified teachers like those in the urban areas. Equipping teachers training institution have been found as key that will improve and balance the quality of schools in low-SES neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, and involvement of parents and increased funding and resources. The government should use all measures to encourage parents to control more closely all angles of their children's up bringing that can harm both the children and society at large. Government should be able to equip and furnish their libraries with current textbooks together with the old ones for students to read, make comparison and be able to draw out information meaningfully. I suggest that, for effective academic performance, education needs to be reformed in other to help the next generation meet the future challenges and ensure the continued success of our the nation's economy and to provide the youths with the opportunity they deserve, to make substantial changes to transform our schools to a world-class educational system. Government should make available in all schools ICT units to ensure that students

gained computer knowledge and employ competent hand to manage those computers. Government should be able to monitor both the school administrators, teachers and students respectively, to enable them know the areas that improve or hinder student's academic performance and are able to amendments where necessary. The policy maker should make sure that all schools develop counseling programmers and make provisions to both the government and the community must ensure counselors are trained and are assisting students in various schools. There is need for the government to ensure that teachers' salaries are good enough and should be paid as at when due, this will motivate them to teach effectively and without divided attention. Government should be endeavor to upgrade both the teachers, parents and the students through the creation of workshops, seminars, and academic collaboration exercises to help develop all concerned. the government should be endeavor to apply all measures to facilitate parents and teachers to monitor peer relationships hence, my findings indicates that peer influences affects learning, therefore low-income children may not receive the necessary social skill development in the home, it is important that these skills are acquired in the classroom, specifically through peer relationships. Peer relationships and peer play serve as a protective factor and facilitate the essential social skill development. Indeed, communication based social skills and social skills that help children deal with conflict and cope with stressful situations are crucial components of a strong foundation for low-income children. Development of these skills through peer relationships and peer play can shape children's perceptions of school and the relationships formed within it, thus increasing adjustment, academic achievement, and school engagement If children can develop the social skills needed to interact with peers through peer play at a young age, they will likely experience increased feelings of belonging and more developed language skills, allowing them to communicate clearly and effectively and leading to a greater likelihood for a positive school trajectory found that students grade tend to be higher when students have un usually strong academic peers. Negative peer groups do exist and should be of concern to the teacher, the students in question and the parents. Negative peer influence immersed as a result of passive acceptance of peer groups structure. Most teachers expect that students will behave in a certain way that is consistent with their peer group affiliation and consequently make no attempt to intervene with the

structure. Government should know that The Gambia society is a multicultural society, therefore there is need to design a curriculum which can address diverse issues related to learner's life. Put simply, government should introduce Culture based education, is education that is quite relevant for academic achievement hence it will help to engage, support, and empower learners the more. Students learn more readily when prior knowledge is activated and connected to new information learning and it will promote and supporting the cultural relevance. Cultural-historical-activity theory, more specifically emphasizes connectedness to community and culture as the foundation for teaching and learning.

Obviously, cultural based theory influences the formation of supportive student-teacher relationship at school. Owing to the fact that student's cultural background prepares them on skills, styles and habits in life. Though, many studies have figured out the importance of student's family cultural environment. Their studies focused on how family cultural environment may influence the standards that teachers uses to access students and their parents. This suggestion is in line with the University of Alasaka Fairbanks school of education when the affirmed in 2004 that, for education to become meaningful for the learner, the educator must teach not only to the individual cognitive abilities of each learner, but also must have knowledge of the social, cultural, political and historical contexts shaping the leaner's perception of what is being taught. Clark, (2005, p.5) contend that every society educate it children in the needed skills, practices and beliefs necessary to ensure the continuity existence of that society. The child's first exposure to this process occurs in her family of origin where a social learning takes place through observation and imitation, and in turn influences the child formal learning in school.

Cultures obviously, do have distinctive learning style patterns, but the great variation among individuals within groups means that educators must use diverse teaching strategies with all students.

Our ability to give every child a chance to succeed in school depends upon a full understanding of culture and learning styles. After all, effective educational decisions and practices must emanate from an understanding of the ways that individuals learn. Consequently, knowing each student, especially his or her culture, is essential

preparation for facilitating, structuring, and validating successful learning for all students

The Teacher

The teacher should be able to monitor, supervise, and observe the students to know what they need to be well blended for better academic attainment. Teacher must be knowledgeable of the teaching contents, build trust, be patient enough, have good relationships with the learners, and encourage both the children from advantaged homes and the disadvantaged homes by identifying themselves with their problems and making all students see education as a long term venture that could facilitate one's social mobility. Teacher should consider the students ability in selection of teaching method to enable knowledge comprehension and information retention in learners. There is need for teachers to bring out time to plan their lessons to enhance students to understand the learning objectives. Teachers should always discuss on academic progress with individual students as a form of monitoring progress, in relation to focus on school vision and mission. They should make comparison of the student's goals, and identify factors that led to their failure and clarify school vision and mission to students and parents. Every teacher need to be highly creative in order to know the ideal teaching skills, manage students behaviors, manage the learning process, space and time all to encourage learners. Good set induction should be encouraged during lesson introduction, learning activities/lesson presentations and lesson ending for the purpose of getting learners motivated from the beginning to the end. Teachers should create the habits of reinforcing students during teaching and learning to increase learner's interest. Teachers should do away with punishing students from wrong doings and replace punishment with counseling to enable them improve in their wrong attitudes. Any persistent negative attitude noticed by the teacher should be made known to the school management and parents as they are part of the variables that influences student academic background. It is

important for teachers to consider students cultural beliefs, traditions, and values both during teaching and during student teacher interactions. Teacher should give all students equal rights and privileges' at all times to avoid the feelings of inferiority complex and cultural shock among learners. Finally, I suggest that teachers should learn to develop extrinsic motivation this will bring about love for their job and improve their ability of caring and in managing student behaviors and it will build in them emotionally supportive relationships aid in emotional adjustment and create protective factors that defend children against psychological stressors as Children interact with their peers and teachers on a regular basis, making those relationships important to understand. Emotionally supportive teachers can make children feel that there is an adult who cares about them, listens to them, and provides encouragement. A trusting, warm relationship with an adult is an important part of the development of a student's self-perception and therefore the classroom community. If a student and a teacher have a positive relationship, the student will likely feel confident and demonstrate pro-social classroom behaviors, engaging in peer play and comfortably exploring the classroom. The relationship can also adversely affect students and their development. A negative or tense relationship between a student and a teacher can lead to an expression of antisocial behaviors that inhibits positive peer interactions. Teachers can help students regulate their behavior and advance academically community or classroom group encourages participation, idea sharing, and gives children a sense of belonging. Teachers participation in a classroom community helps children understand the way a group functions, internalize social norms, and develop more comprehensive social skills. Peer relationships form within these communities and these relationships, and the presence of peer play can help children develop communication and problem solving skills that will have long term benefits for children. Children who are managed and taught by good teachers engaged themselves in learning better than less concerned and are likely to think positively about school and the learning process. If students do not participate in warm, interactions and relationships at home, it is crucial that they receive this support while in the classroom by their teachers

The Parents

Parents should always attend with zeal PTA meetings planned by the school managements, they must try to see it as part of their duty and not just going to fulfill all righteousness, I mean they should take active role in parent- teacher events like conferences. It will yield fruitful when such interest is built earlier enough especially when the children are still tender, with this habit the value and the zeal for education will be made known to them and by so doing they will be able to understand better the factors that may contribute in academic performance of their children. Parents should monitor the kind of friends their children are moving with; hence peer influence could be disastrous to their lives and could affect their school performance. Parents should try to be aware of the likes and dislikes of their children, with this they will know their family situation, and it will pave perfect ways to help train and rear the child to do better in academic attainment. It is paramount for parents to know the effects of broken homes on their children's academic performance; this will help a lot to avoid school dropouts and having nonentities as children. The emotional trauma such problems cause in both the child and the parents are unbearable. Parents should re-examine their financial support since support is viewed as the main contributors towards the students' performance, this will help to avoid problems caused by large family size. Parents should give birth to the number of children they can comfortably take good care of and render efficient support towards their education. A home environment that encourages learning should be provided by the parents, parents are supposed to train their wards in a way that their children should feel free to interact and discuss and share their experiences without fear or shame and this positive attitude should be encouraged by the parents by them practicing pastoral care training approach in their various homes, which is featured by show of love, support, liberal, free from traumatic home and stress, hence trauma and stress brings about emotional discomfort that affects learning negatively in all age levels. The better they parents know that the physical and psychological conditions of the home environment affect the children academically the better for them. The home influences the child at the most earliest possible time of his life at a time when his mind is most receptive. It is paramount that, parents should be aware that the home provides the first impression which may last through the whole life of the child. The

child sees the parents, siblings, and all things around his environment as significant and they are capable of promoting or diminishing himself worth and academic performance.

The students

Students should build the habit of learning for career prospect and academic growth, those from low socio economic background should be encouraged to be going to the library to read at all times, especially those materials their parents cannot afford. Students should be mindful of the types of friends they keep, because peer influence does affect, in most cases negatively in academic performance. Rothstein- Fisch and Trumbull, (2008), stated and uphold that if a community truly wants to promote the success of all students, it must recognize how achievement motivation varies culturally within the population it serves. It is deemed imperative to say that achievement motivation could be attained with all individuals putting their hands on desk. School administrators, therefore need to learn from parents how students have been socialized at home to think about academic achievement. They can also help parents understand the culture of the school and the kinds of expectations schools may have of their children. This integration between the school and the home is the key to forging continuity and effectiveness in teaching and learning.

Based on the findings of this study, the following are the summaries of recommendations:

1. In taking decision concerning students' academic performance, their cultural background should be considered.
2. Students should build the habit of learning for career prospect and academic growth, those from low socio economic background should be encouraged to

be going to the library to read at all times, especially those materials their parents cannot afford.

3. Parents should re-examine its financial support since support is viewed as the main contributors towards the students' performance, this will help to avoid problems caused by large family size. Parents should give birth to the number of children they can comfortably take good care of and render efficient support towards their education.
4. Parents are advised to pay full attention on their children education at home. They should make a time table for their children regarding homework and studies. In this way their academic performance will be improved.
5. Parents should be informed that they can improve the education of their children through encouragement, provision of educational facilities and participation.

6.3. *SUGGESTED AREAS FOR FURTHER RESEARCH*

Based on the limitations of this study, the researcher makes some suggestions for further studies in the following areas;

The study could be replicated using private secondary schools to give room for the generalization of the results to other students in both private and public schools for comparison purposes.

In order to find out whether cultural background and socio economic class really affects the secondary school students in the west coast region, similar studies should be replicated in other parts of The Gambia for the purpose of generalization

What can improve the academic performance of secondary students from poor socio economic status?

The impact of health care services on student's academic performance

6.4 LIMITATIONS OF THE STUDY

In the course of carrying out this study, the researcher encountered some limitations. The study was limited by the fact that the study was only conducted in selected public secondary schools in the West Coast Region of the Gambia and therefore the findings may not be generalized to other regions, and other private schools in the Gambia. Other factors that could affect students' academic performance were held constant and not considered in this study except the cultural and socio-economic background mentioned in the scope of this study. This could have accounted for the identified significance in the study.

No doubt to get this nature of work done there must be challenges ranging from frequent moving all-round the schools in The west coast region of The Gambia, it was not an easy task, so many explanations, delays were encountered when administering the questionnaire needed to be filled by the respondents. The interview series was not easy as so many rural parents were unable to communicate effectively because of language barrier as they did not understand English language as the researcher is a non-Gambia, this led me to incur additional expenses as, I

revisited with a person that helped to interpret to both me and the respondent. The administration of the questionnaire and interview lasted for weeks, despite all this odds, the researcher was able to tactfully dealt with those problems and completed the work effectively and successively

6.5 SUMMARY OF CHAPTERS

In the introductory chapter, the definitions of some key concepts like cultural background, socio economic background and academic performance were explained and discussed. The researcher made it known that education is the pillar for national and human development, as it foresters the right attitude in human thereby reflecting in nation building. In a bid for a child to gain educated and have good academic performance, students are largely associated with many factors such as beliefs, traditions, norms, values. Poor school environment, poor library, in some homes limited parental care, motivation and interest which arises as a result poor socio economic background. Evidence proves that, the manners student's process and assimilate information are being influenced by those variables noted above. The statement of problem of the study was based on knowing the cultural socio economic background and academic performance of students and why it was based on class level. The study was set to examine the impulses that might limit students from different families to perform better in school. The study established the relationship between cultural, socio economic class and academic performance

Chapter two review of literature, the researcher structured it into two parts, that is part A and part B. Part A dealt with the cultural aspect of the student that influences their academic performance, here seven sub-headings were used such as (1) The theoretical framework, (2)Cultural and linguistic diversity, (3)Poor Academic Achievement, (4)The Socio Cultural frame work Customs and Traditions, (5)Ethnicity and Academic Achievement, (6)Relationship between Culture and Education (7)Culture and Achievement Motivation and Academic Success.

While in part B, is made up of thirteen sub-headings were used to help discuss better, the socio economic background and academic performance of students. They

are as follows: (1)Class System, (2)Education and Poverty, (3)The Concept of Social Class and Education, (4)Life Chances and Education, (5)Family Size Structure and Academic Performance, (6)Influence of Parental Involvement and Academic Performance, (7)Hereditary Factors and Academic Performance, (8)The home, school, peer Relationship and Academic Performance, (9)Social Class and Equity in Access to Education, (10)Family Background and Academic Performance, (11)Effect of Socio Economic Status of Parents on Childs Education, (12)Students Motivation, (13)Teacher Motivation and Academic Performance

Chapter three, Research methodology, the following frame work was used: inferential statistics, Descriptive statistics, quantitative research approach and qualitative research approach. The researcher made use of questionnaire items, interviews, 2014/2015 session of grade nine examinations (JUNIOR WAEC). The area of study was the west coast region of The Gambia located at region two of The Gambia and it comprises nine villages. The sample techniques used was random sampling technique and the population of the study was three hundred (300). Respondents, ten schools were chosen from the total of 80 schools in the west coast region. And in each school the total of 30 respondents were selected randomly, rural parents were also interviewed

Chapter four, the data were collected, organized according to the research questions and hypothesis. The research question analyzed using, mean and Pearson r coefficient, while the hypothesis were analyzed using chi-square

Chapter five the results of the analyses were interpreted, conclusion, recommendations, limitations of the study and summaries of the chapters were done conclusively

Berardi and Lee (2003) opined that each one of us is significantly influenced by the physical cultural and intellectual environment in which we grow and mature, he

added that genetics and the experiences we have as young children, the cultural mores and attitudes we are exposed to, and opportunities for exploration and developing our minds all contribute and play a critical part in knowledge acquisition and academic performance.

Sifuna (2006) observed that as a result of culture, there emerge unfavorable policy environment, structure for girls student and patriarchal societies are affected by patriarchal systems, which gives preference for education of the boys who are believed to retain responsibilities for their parents when they grow older, unlike the girls, he concludes that the culture gives priority to boys are factors that affects academic performance of students especially the girls. On the same note, Konchara (2004) opined that cultural issues brings about gender violence on students that grim picture of the rigid cultural practices that make the academic performance to be negatively affected

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