



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

**THE INTERSECTION BETWEEN SOCIO-ECONOMIC STATUS AND
SCHOLASTIC ATTAINMENT IN SELECTED SCHOOLS IN THE FORT
BEAUFORT EDUCATION DISTRICT, PROVINCE OF THE EASTERN CAPE**

BY

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Hare, in Fulfilment of requirements for the Degree of Master of Social Science
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DECLARATION

I do hereby declare that the research entitled “Effects of Socio-Economic Status on Scholastic Attainment: A Study of Selected High Schools in the Fort Beaufort Education District, Eastern Cape” is my own original work, with the exception of quotations and references which have been attributed to their original authors. It has not been submitted by me for a degree at any institution.

Signature

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Date

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ABSTRACT

The aim of this study was to examine and highlight the effects of socio-economic status on scholastic attainment in selected high schools in the Fort Beaufort Educational District. Participants were children in Grades 10 to 12 and included children from both high and low Socio-Economic Status (SES) families, and with varying qualities of education owing to biographies of distinctive insertion into the part apartheid educational structure. Utilizing Pierre Bourdeu's concept of cultural capital as a theoretical framework, the study ardued that children from high SES in the Fort Beaufort Education District perform better at high schools owing to acces to relevant educational materials and the general academic culture in their home environment. The opposite is however the case for children from low SES who lack access to such material, culture and language, thus making it difficult to perform optimally in their high school studies. The study used both qualitative and quantitative research methods. The purpose of using triangulation was to decrease or counter-balance the deficiency of a single strategy, thereby increasing the ability to interpret the findings. The adoption of the mixed method approach in this study was also directed at increasing the reliability, validity and the generalizability of the results of the study.

The most expressive measure of SES was the average income for the area in which the child lives or is educated. The quality of education was estimated based on whether the school was previously disadvantaged or previously advantaged. The child's academic achievement was measured using the two most recent school reports. As predicted, the research results showed that children from high SES families and with a high quality of education scored better on their examinations than did children from low SES families and with a low quality of education. The data also revealed an interesting interaction between SES and quality of education. Participants from low SES families but with a high quality of education scored significantly better on examination assessment performance than did participants from low SES families and with a low quality of education. These findings suggest that children from low SES families in the Fort Beaufort Education District might be at a grave disadvantage in terms of their ability to succeed academically but that the quality of education might be a more important factor than SES in determining levels of general intellectual functioning.

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CHAPTER ONE: GENERAL INTRODUCTION

1.1 Introduction

The central issue this study addresses is the effects of Socio-Economic Status on Scholastic Attainment in Selected High Schools in the Fort Beaufort Education District of the Eastern Cape. Previous related studies focused mainly on parental background, language impact and the effects of socio-economic factors like poverty and inequality generated from apartheid. These studies indicated that the above mentioned factors have an influence on the outcome of children's scholastic intelligence (Dass-Brailsford, 2005; van der Berg, 2008; Howie, 2003 and Charjan, 1995). However, not much has been studied on the effects of socio-economic status on pupils' achievement in South Africa, specifically in the Eastern Cape Province. While it has been shown that socio-economic status can have an influence on pupils' academic achievement, there is, however, a dearth of literature on how socio-economic status affects scholastic attainment in the Eastern Cape Province. Therefore, this study which utilizes Bourdieu's cultural capital theory on education (Bourdieu, 1977; Sullivan, 2002; Lereau et al, 2003; Bennett, 2005 and Goldthorpe, 2007) sought to investigate the effects of socio-economic factors on scholastic attainment in the Eastern Cape. The study recommended new and effective ways to combat the negative impacts of Socio-economic Status (SES) on scholastic attainment in South Africa.

For the purpose of this study, socio-economic status refers to a finely graded hierarchy of social positions used to illustrate a person's overall social position or reputation. It can be indicated by a number of concepts such as employment status, occupational status, educational attainment, income and wealth (Graetz, 1995). Suleman, Hussain, Khan and Nisa (2012) define socio-economic status as the combination of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level and occupational status. Therefore, there has been agreement among many scholars on the variables that define socio-economic status, namely, employment status, educational level, occupational status, income and wealth (Fergusson, Horwood & Boden, 2008). Academic achievement and/or student performance, on the other hand, denotes successful accomplishment or performance

in a particular subject area. It is indicated by grades, marks and scores of descriptive commentaries. It includes how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis & Hawes, 1982 cited in Dimbisso, 2009). The relationship of the two variables is tested within the school curriculum which, according to Tanner (1980:41), is defined as “planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners’ continuous and wilful growth in personal social competence.”

Hass (1987:73) provides a broader definition, stating that a curriculum includes “all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives planned in terms of a framework of a theory and research or past and present professional practice.” Furthermore, Goodlad and Su (1992) define curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behavioural changes in students as a result of planned activities and includes all learning experiences received by students with the guidance of the school. Therefore, curriculum, in the academic spectrum, can be defined briefly as a prescribed course of studies which students must fulfil in order to pass a certain level of education.

Specifically, this study is on effects of socio-economic status on scholastic attainment in selected high schools at the Fort Beaufort Education District. In addition, the study establishes ways in which socio-economic status affects students’ academic performance in selected high schools at the Fort Beaufort Education District.

Socio-economic status has always limited academic achievement (Chandra & Azimuddin, 2013). Socio-economic status is a key variable in determining the academic achievement of students. Increasingly, researchers are examining the educational process, including academic achievement, in relation to socio-economic background (Bornstein & Bradley, 2003; Brooks-Gun & Duncan, 1997; Coleman, 1998 and Mclayol, 1998). The socio-economic status of a child is most commonly determined by combining parents’ educational rank, professional status and earnings (Jeynes, 2002). Studies have reportedly established that socio-economic status

affects students' outcomes (Baharudin & Luster, 1998; Jeynes, 2002; Eamon, 2005; Majoribanks, 1996; Hochschild, 2003; McNeal, 2001 and Seyfriend, 1998).

Studies have also shown that socio-economic status, parental involvement and family size are particularly important family factors (Majoribanks, 1996). Families with higher socio-economic status often have more success in preparing their young children for school because they have access to a range of resources to promote and support young children's development. For instance, they are able to provide their children with high quality care amenities and facilities. Ample studies have found that students from upper socio-economic status do very well at school. Findings in other countries showed that students with higher family socio-economic status perform better than those with a lower socio-economic status (Lee & Burkam, 2002).

Delaney, Harman and Redmand (2010) observed that students with a low socio-economic status misjudge themselves because of their socio-economic status that they inherited from their parents. Students who have a lower socio-economic status obtain low test scores and drop out of school (Eamon, 2005 and Harcschild, 2003). The low socio-economic status affects academic achievement as it prevents access to important resources and creates stress at home (Eamon, 2005; Majoribanks, and 1996; Jeynes, 2002). Low socio-economic status also leads to family problems and a disrupted home environment, and as a result, the academic performance of the child is negatively affected.

Scholars have made it known that a socio-economic gap in the early school years has lasting consequences. Particularly, as low socio-economic status children get older, their situation tends to worsen, and because of their relatively poor skills, they are disposed to leave school early (Alexandra, Entwisle & Kabbani, 2001; Battin-Pearsons et al, 2000; Cairns, Cairns & Neckerman, 1989; Jonosz, LeBlane, Boulerice & Tremblay, 1997; Rimberger, 2004 and Schargel, 2004).

The technical report of the 2013 National Senior Certificate (NSC) revealed that the Eastern Cape is the only province with districts performing between an average of 50% and 59%. Evidence from the last three years based on the report from the Department of Basic Education (2013) revealed that the Eastern Cape has recorded the lowest pass rate in the National Senior Certificate examination. Furthermore, the same report indicated that the Fort Beaufort district had the lowest NSC examination

pass rate of 64, 9% in 2013. In 2014, there was not much difference although there was a pass rate improvement of 65, 4%, an increase of 0, 5 percent points from 64.9% in 2013.

In this study, Socio-economic status (SES) is measured by determining education, income, occupation, or a composite of these dimensions. Although education is the most commonly used measure of SES in epidemiological studies, no investigators in the United States and elsewhere in Africa have conducted an empirical analysis quantifying the relative impact of each separate dimension of SES on risk factors for disease (Winkleby, Jatulis & Fortmann, 2015). Marmot (2004) indicates that when analysing a family's social economic status, the household income, earners' education and occupation are examined, as well as combined income versus with an individual, when their own attributes are assessed.

This study setting is Fort Beaufort Educational District, a rural area in the Amathole Municipality Eastern Cape Province, South Africa. The rationale for the selection of Fort Beaufort Educational District for this study comes from the fact that there is a high level of poor results for children in high schools in this district. In addition, the area is resource-poor and faced with funding constraints and, therefore, offers unique characteristics and opportunities for understanding the socio-economic status on scholastic attainment. The Eastern Cape Province is one of the poorest provinces in South Africa (Bank & Kamman, 2008). Here, the majority of the poor lives in rural areas and depend on their natural resources to survive.

1.2 Core argument of the study

The study focused on effects of socio-economic status on scholastic attainment among high school learners in the Fort Beaufort Education District of the Eastern Cape Province of South Africa. The Cultural capital Theory (Bourdieu, 1977) was used to explain how the different variables in the study interact with each other. The cultural capital theory argues that children from high socio-economic status always perform better compared to those from low socio-economic status. The Eastern Cape Province is among the poorest provinces in South Africa and also ranks among the lowest in educational performance nationally.

The crux of the study was to understand how the socio-economic status of parents and/or guardians impacts on the scholastic attainment of high school learners. The socio-economic inequalities among parents/guardians also mean that scholastic attainment may also vary among learners.

In line with the postulation of theory, the findings from the study revealed that children from high socio-economic background excelled better than those with low socio-economic status. The study also revealed that factors such as parents' level of education, residential area, occupation, culture and social class negatively affect the academic performance of children from low socio-economic backgrounds.

Based on the foregoing, the core argument of this dissertation is that the socio-economic status of parents/guardians has an impact on the scholastic attainment of high school learners. Children with high socio-economic statuses are more likely to perform better at school because they have access to better educational materials and better schools; children from poor socio-economic statuses are less likely to have high scholastic attainment at school.

1.3 Literature Review

For years, educators have debated issues that affect the academic success of all students. Seeker (2004) stated that when groups of students with similar backgrounds are compared, students from high socio-economic status outperform those from low socio-economic status academically. Delaney, Harmon and Redmond (2010) show that students with a low socio-economic status under-estimate themselves because of the socio-economic status inherited from their parents and the performance characteristics of the high school. Children from better families are more likely to stay in school, whilst those who are poor are likely to drop out. This has been suggested by both statistics and empirical research. For example, a research conducted in rural China by Glewe and Kreme (2006) saw poor and credit constrained children three times more likely than children to drop out of primary school.

The educational background of parents, on the other hand, is found to be another influential factor on their children's education. According to Erasado (2005), educational level of household members is influential, particularly on children, and determines their access at school. Hijaza and Naqui (2006) found that mothers'

education has significant positive relation, and the mother's age has a significant negative relationship with students' achievement. The study further indicated that income showed a significantly negative relationship with a student's achievement. Saifi and Mehmood (2011) studied the effect of SES on students' achievement. They used income, parent education, occupation, material possessed at home, transport and servants as indicators of SES, and data was analyzed through percentages. The findings indicated that parents' education, occupation and facilities at home affect the student's performance. A mother who is more educated and has higher self-esteem has children who receive high test scores (Baharudin & Luster, 1998; Eamon, 2005).

The poverty level of students has been found to be a barrier to educational achievement. McCoy's (2005) research stated that mathematical teaching and learning is one of the most important and serious issues in education. Often, schools with high poverty levels have a difficult time recruiting and retaining quality teachers. With the inability to hire effective teachers, the quality of learning does not meet its potential. Hershberg (2000) suggested educational reform in which all students succeed, including low socio-economic status students. These reforms were also directed at producing, recruiting and retaining quality educators. McCoy (2005) states that poor achievement in algebra is mainly due to the student. Various characteristics including gender, race, ethnicity and socio-economic status play a major role in students' academic success. Research shows that students who are poor, female, and from a minority group tend to have less academic success than other students.

Divorce has been found to negatively affect academic achievement (Jeynes, 2002) Jeynes (2002) found students whose parents had divorced were among those who scored lowest on standardized test. A possible explanation for this relationship is that divorce can cause a family's socio-economic level to decrease, and the parent connection is harmed (Jeynes, 2002 and Majoribanks, 1996).

Researchers have argued that supportive and attentive parenting practices positively affect academic achievement (Eamon, 2005). In addition, high parent aspirations have been associated with increasing a student's interest in education (Majoribanks, 2005). The effect that parental involvement in their children's school has on academic achievement is less clear (Domina, 2005). Parental involvement in school has been linked to both positive and negative influences on academic achievement (Domina,

2005; McNeal, 2001). It is thought that the type of involvement may make a difference and in some cases, parents become involved after their child has already had academic difficulties (Domina, 2005; McNeal, 2001). Other recent studies have found more conclusively that while parental involvement may not help improve academic scores, it does help prevent behavioural problems (Domina, 2005).

Students' academic success is greatly influenced by the type of school that they attend, namely: school structure, school composition and school climate. The school one attends is the institutional environment that sets the parameters of a student's learning experience. Depending on the environment, a school can either open or close the doors that lead to academic achievement. Crosne, Johnson and Elder (2004) suggested that school (public or private) and class size are two important structural components of school. Private schools tend to have better funding and smaller class sizes than public schools (Crosnoe et al, 2004). The additional funding of private schools leads to better academic performance and more access to resources such as computers, which has been shown to enhance academic achievement (Crosnoe et al, 2004 and Eamon, 2005). Smaller class sizes create more intimate environments and, therefore, can increase teachers' and students' bonding, which has also been shown to have a positive effect on student success (Crosnoe et al, 2004).

In South Africa, van der Berg (2008) examined the relationships between educational outcomes, socio-economic status, pupil and teacher characteristics, school resources and processes and concludes that poor schools were least able to systematically overcome inherited socio-economic disadvantages. In addition, a study by Howie (2003) revealed that the pupils' proficiency in English was a strong predictor of their success in mathematics. In fact, Dass-Brailsford (2005) indicated that the group of black students who achieved academic success in South Africa was high achieving, had strong initiative and motivation, was goal orientated and experienced the self as having agency.

The atmosphere in the family, usually characterized by strong support, also influenced a resilient response. Relationships with teachers, role models, and supportive community members were viewed as protective factors. According to Maswikiti (2005), children from low SES families in South Africa might be at a grave disadvantage in terms of their ability to succeed academically, but the quality of education might be a

more important factor than SES in determining levels of general intellectual functioning. Thus, children from high SES families with a high quality of education scored better than did children from low SES families with a low quality of education.

1.4 Problem Statement

The study concentrated on the effects of socio-economic status on academic performance with a focus on small rural schools and larger urban schools. Wenglinsky (1989) reported that students from low socio-economic families have fewer educational opportunities than those from the middle and upper class families. The educational background of students' families plays an important role in academic success. Similarly, Burtless (1996) stated that schools which have stronger financial resources can positively affect the performance of students in those districts. Financial equalization is an important factor in the quality of education and overall academic success among those students.

Moreover, Heyneman (2005) is of the view that for many years, it has been shown that students from low socio-economic backgrounds do not show effective performance in school. The effects of socio-economic status on academic performance have been subjected to vigorous debates. Okpala, Okpala, and Smith (2011) concluded that schools with high expenditure per pupil showed a positive effect on student achievement, whereas schools with a number of free and reduced lunch participants fared negatively. Schools with a high number of free and reduced lunch participants are considered to be low income school districts.

Existing studies have mostly dwelled on parental background, language impact and the effects of socio-economic influences generated from apartheid and indicated that these factors influence the outcome of the children's scholastic intelligence (Dass-Brailsford, 2005; van der Berg, 2008; Howie, 2003; Charjan, 1995). However, the socio-economic factors on pupil's achievement in South Africa, specifically in the Eastern Cape, seem to have been almost neglected or under-explored. Consequently, this study investigated the effects of social economic factors on scholastic attainment in the Eastern Cape and ways to overcome negative impacts of SES on pupils.

1.5 Research Aim

The aim of the study was to investigate and highlight the extent to which socio-economic status affects scholastic attainment in selected high schools in the Fort Beaufort Education District.

1.6 Research Questions

Based on the research problem, the following research questions were derived:

- To what extent does socio-economic status has an effect on the scholastic outcomes or student achievement?
- What, if any, are the socio-economic factors that influence the selection of the curriculum in selected high schools in the Fort Beaufort Education district?
- How do socio-economic factors influence the choice of subjects in selected high schools in the Fort Beaufort Education district?
- How do socio-economic factors influence the assessment criteria in selected high schools of the Fort Beaufort Education district?

The research aims and objectives of the study were able to assist the study to respond to the following research questions:

1.7 Research Objectives

The main research objective of the study was:

- To establish the extent to which socio-economic status has an effect on the scholastic outcomes or student achievement.

The specific objectives of the study were as follows:

- To establish the socio-economic factors that influence the selection of the curriculum in selected high schools in the Fort Beaufort Education district.
- To investigate the way in which socio-economic status influences the choice of subjects in selected high schools in the Fort Beaufort Education district.

- To determine the manner in which socio-economic factors influence the nature and the form of the assessment criteria in selected high schools of the Fort Beaufort Education district

1.8 Theoretical Framework

This study utilized Bourdieu's cultural capital theory on education (Bourdieu, 1977; Sullivan, 2002; Lereau et al, 2003; Bennett, 2005 and Goldthorpe, 2007) which states that the education system of industrialized societies function in such a way as to legitimize class inequalities.

This theory was propounded by Pierre Bourdieu in 1977 and was focused on explaining class differences in academic success; it has sparked much debate amongst various scholars such as Kingston (2001), Lareau and Weininger (2003) and Wildhagen (2010). These scholars have written extensively on the cultural capital theory mainly on its effect on either the reproduction of the social structure or making possible upward mobility. According to Wildhagen (2009), there is a need for new attempts to operationalized and analyse habitus. Horvat and Davis (2011) concur with Wildhagen and further explain that much examination of cultural capital and habitus are long overdue and may help scholars return to the basic question of culture that is critical to understanding educational inequality.

Bourdieu's writings on cultural capital, habitus, and field often explain inequality in an extended metaphor of life as a game (Bourdieu, 1997). Bourdieu (1984) states that capital represents the resources that an individual has at her disposal that are valued in the game. On the other hand, habitus represents an individual's disposition that stems from her standing in the game or her "feel for the game". The field represents the social world within which an individual plays a particular game (Bourdieu, 1998: 88).

Kingston (2001) is of the view that Bourdieu's beliefs of the education field is that students are one set of actors whose goal in the education field is to meet the standards of teachers in order to move to the next level of the game.

In order to achieve success, students must use the capital they have received from their families, communities and prior experience (Bourdieu, 1984). According to Gaddis (2012: 4), “proper use of capital typically results in success and positive feedback from teachers and also builds students’ confidence, thus altering their habitus”. The winners and losers in the game, according to Bourdieu (1997), suggest that inequalities in capital and resulting differences in habitus affect academic outcomes.

However, many scholars routinely use cultural capital theory in an effort to explain class differences in academic success but often overlook the concepts of habitus (Gaddis, 2012). In contrast to the cultural capital theory, DiMaggio (1982) and DiMaggio and Mohr (1985) argue that cultural capital has great benefits for youth from low socio-economic status backgrounds. Rather than blocking upward mobility, cultural capital benefits low socio-economic status (SES) youth by allowing them to better navigate the education system and interact with educational gatekeepers than they otherwise would (Di Maggio, 1982). Therefore, cultural capital allows low SES youth to fit into a world that values middle and high SES culture.

1.9 Research Methodology

The section on research methodology covers, *inter alia*, issues concerning research design and methods, sampling procedure, population and data analysis.

1.9.1 Research design and methods

This study used both qualitative and quantitative research methodologies. A survey method has been widely employed in related fields by scholars (Maswikiti, 2005; Ogunshola & Adewale, 2005; Azhar, Nadeem, Naz, Perveen & Sameen, 2013; Saifi & Mehmood, 2008; van der Berg, 2008; Yazddanpanah, 2013 & Howie and 2003). Fewer empirical studies have, however, adopted a qualitative approach (Cherjan, 1995 and Dass-Brailsford, 2005). It has to be noted that the mixed method approach has seldom been utilized in these studies. Nevertheless, mixed methods research is becoming increasingly articulated, attached to research practice, and recognized as the third major research approach. Triangulation, as this method has otherwise been called, is the combination of at least two or more theoretical perspectives, methodological approaches, data sources, investigators, or data analysis methods.

The purpose of using triangulation is to decrease or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings (Thurmond, 2001). The adoption of a mixed method in this current study is directed at increasing the reliability, validity and the generalizability of the results of the study.

The quantitative method was utilized to obtain numeric data to provide accurate analysis of the effects of socio-economic status on scholastic attainment. The qualitative method was used to get textual data representing the views of the teachers and parents. Qualitative research, broadly defined, means any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss & Corbin, 1990:17) who claim that qualitative methods can be used to better understand any phenomenon about which little is yet known. Additionally, they can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. Therefore, the use of a quantitative method in this study was considered appropriate where the researcher felt quantitative measures could not adequately describe or interpret a situation in relation to effects of socio-economic status on scholastic attainment. Interviews were conducted with Head teachers in each high school to gather in-depth information concerning effects of socio-economic status on scholastic achievement among students in selected high schools in Fort Beaufort Education district. For identification of respondents for the in-depth interview, purposive sampling was used to select 10 interviewees from the two (2) clusters.

Quantitative research is linked to positivism whereby reality is seen as “stable, observable and measurable” (Cressel, 2003:39). Quantitative research seeks causal determination, prediction and generalization of findings and focuses on collecting numeric data which is analysed statistically. Some researchers believe that qualitative and quantitative research approaches can be effectively combined in the same research project (Strauss & Corbin, 1990; Patton, 1990). Russek and Weinberg (1993:39) claim that using both quantitative and qualitative data can give insights that neither type of analysis could provide exclusively. The purpose of using quantitative methods in this study was to describe, explain and predict the effects of socio-economic status and scholastic attainment in the Fort Beaufort Education District.

1.9.2 Population

A population, as defined by Bless and Higson-Smith (2006), is the entire set of objects or people, which is the focus of the research and about which the researcher wants to determine some characteristics and to which the results are to be generalized. The populations for the study, therefore, are selected high schools at Fort Beaufort Education district, Elukhanyisweni High School and Thubalethu High School and their teachers.

1.9.3 Sampling procedure

This study utilised the stratified random sampling method to draw its respondents from the two selected high schools in the Fort Beaufort Education District, namely, Elukhanyisweni and Thubalethu High schools. The total number of high school learners at the former school is 114 (grade 10= 39, grade 11=40 and grade 12=35) and at the latter school is 325 (grade 10=111, grade 11=130 and grade 12= 84). A stratified random sampling technique was performed within each of the grades in each of the two schools using the Raosoft sample size calculator with a 5% margin error, 95% confidence level and 50% response distribution. The resultant sample for Elukhanyisweni became 36 for grade 10 pupils, 37 for grade 11 learners and 33 for grade 12 students. For Thubalethu, the sample numbers were 87, 98 and 70, for grades 10, 11 and 12, respectively. The 10 and 13 teachers from Elukhanyisweni and Thubalethu, respectively, constituted a small population and were, therefore, included in the sample in their entirety.

1.9.4 Data analysis

Data analysis was conducted using the IBM Statistical Package for the Social Science (SPSS) and factor analysis. Factor analysis helped to identify a reduced set of constructs related to variables under consideration. Factor analysis is used to generate hypotheses regarding causal mechanisms for later investigation. It was specifically useful in a study like this on SES effects on learners' academic achievement. Relationships between variables were measured using linear regression. This is a mathematical equation that describes the relationship between two or more variables as a straight line. In addition, bivariate correlation was used to test the hypotheses for the study and to determine if there are relationships between variables.

Bivariate correlation uncovers associations between variables and tests the significance. The data was coded as raw scores into *Microsoft Excel* and afterwards transferred to *SPSS*. In addition, frequency tables, cross tabulations, charts and graphs were utilized where appropriate to present some of the results. A descriptive approach was also employed in this study to explore and describe how SES influences learners' scholastic success. The data gathered through the in-depth interviews was quoted and interpreted accordingly.

Driven by the insights of the theoretical framework derived from Bourdieu's cultural capital theory, themes were gleaned from both in-depth interviews and the completed questionnaires for analysis. The research questions and/or the research objectives of this study already provided indicators of these themes which were validated from the collected data through some form of content analysis. For in-depth interviews, all class teachers of the grades in the study were interviewed. This means class teachers of grades 10, 11 and 12 were selected for interviews. Moreover, the principal and deputy principal in each school were interviewed. This makes a total of ten teachers who were interviewed - five from each school.

1.10 Significance of the study

Results of this study will enable educators to make important decisions on education reform that will benefit all social groups of students. This study investigated whether a correlation exists between socio-economic status and educational attainment in selected high schools in Fort Beaufort Education district and whether this applies for small, rural and larger urban schools. From the findings of the study, policy makers can work out strategies whose implementation could ensure that the performance of high school learners is improved.

1.11 Ethical Issues

This study addressed some ethical issues that included information to privacy and the right to answer questions. Towards this end, the University of Fort Hare's protocol of obtaining the relevant ethical clearance certificate was followed. An ethical clearance application was approved by the University of Fort Hare's Research Ethics Committee which issued an ethical clearance certificate to the researcher, thus authorizing the commencement of the study. The researcher made sure that all ethical guidelines

have been adhered to by seeking the permission of the respondents. Sensitive issues revealed by respondents were kept confidential and were used only for purpose related to the study. The researcher did not reveal the identity of the respondents and ensured anonymity of participants.

1.12 Conclusion

This chapter succinctly introduced the research problem, aim, objectives, theoretical framework and the research methodology. Nevertheless on the basis of insights derived from the literature review and theoretical framework the chapter aligns well with the position of the study that poor children are likely to perform poorly at school because of their socio-economic status. However, children from rich families are likely to perform better because their parents can afford to assist them academically. The findings of this study were made possible through the use of a mixed method approach which is qualitative and quantitative. The findings of the study concur with the theoretical framework that children with high socio-economic status are likely to perform better at school compared to those from low socio-economic status. Chapter two focuses on the literature review which informed the theoretical framework of the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter discusses the theoretical and empirical literature that informed the theoretical framework. The study is on effects of socio-economic status on scholastic attainment in the Fort Beaufort Education District. The main thesis of this study is that children from high socio-economic status perform better compared to those from low socio-economic status. The chapter will cover the following aspects: socio-economic status and academic achievement, the influence of family background on academic achievement, the effects of peer pressure on academic achievement, the effects of school environment on academic achievement, the influence of neighbourhoods on academic achievement, the effects of the home environment and family on academic performance. The literature supports the idea that children from high socioeconomic status perform better compared to those from poor background. For instance if their parents are educated and have all the required cultural capital, the home environment of these children is therefore supportive thus providing them with a better opportunity to perform well at school.

2.1 Socio-Economic Status and academic achievement

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation (Marmot, 2004) indicates. When analysing a family's social economic status, the household income, earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. Lareau, (2003) observes that Socio-economic status is typically broken into three categories: high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed. Additionally, low income and little education have been shown to be strong predictors of a range of

physical and mental health problems due to environmental conditions may be the entire cause of that person's social predicament to begin with. Simiyu (2001) claims that the family income refers to wages salaries, profit, rents and any flow of earnings received. Income can also come in the form of unemployment or workers' compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate.

Academic achievement assumes primary importance in the realm of an education system endeavored at the progressive scholastic achievement of the students and human resources development at the macro level (Coley, 2002). The education of a child is assessed on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth (Tang, 2003). The importance of academic achievement in one's life cannot be overemphasized. It acts as an emotional tonic (Ghani, 2003). The significance of scholastic and academic achievement has raised important questions for educational researchers. In this context, the role of socio-economic status cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement.

The nature of a relationship between socio-economic status and academic achievement has been debated for longer period among social scientist (Aikens, Barbarin, 2008). Socio-economic background molds the road map of achievements (Palardy, 2008). Research has also found that socio-economic status, parental involvement and family size are very influential in students' academic performances (Shamim, 2011). The socio-economic status of students is commonly determined by combining parents' educational levels, occupational status and income.

Regardless of the fact that socio-economic status indicators are different, the commonly used ones are the educational level, parental occupation and family financial level (Zhao et. al, 2011). Education differences among people with distinguished socio-economic statuses were epitomized as a permanent social phenomenon (Ma, 2001). Moreover, differences in the socio-economic status in schools may influence large differences in the academic performance, differences that

are also labeled "socio-economic gaps" in academic achievement (Ma, 2001). It is argued that families and individuals with low socio-economic status suffer from high incidence concerning psychosocial characteristics, being cynical, hostile and having a low self-esteem (Blacksher, 2002). The socio-economic status may differentiate greatly from country to country, and countries that tend to have huge differences in the socio-economic status also have large differences in school achievement (PISA, 2009). Moreover, socio-economic status is linked to school performance; it does not imply that the rich are born smart. However, it implies that, in richer families, children are more likely to have more experiences that stimulate their intellectual development (Jeynes, 2003). The literature illustrates that the socio-economic status of the family is consistently found to be the only strong predictor concerning educational outcomes (Fan, 2012). To explain this concept, researchers postulate that parents who come from families with low socio-economic status are less associated in their children's schooling and support them less in contrast to parents of children from families with a higher socio-economic status, thus resulting in performance lower academic (Siliskas et al, 2010).

The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future (Baker, et al, 2002). The socio-economic status of a child is most commonly determined by combining parent's educational level, occupational status and income level (Burkham, 2002). Studies have repeatedly found that SES affects student outcomes. Students who have low SES earn lower test scores and are more likely to drop out of school. Low SES students have been found to score ten percent lower than higher SES students (Glewwe et al, 2002). It is argued that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Yang, 2003). The economic hardships that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflicts, and increased likelihood of depression in parents and single parent households. For these reasons, SES is closely tied to the home environment, and one could argue that SES dictates the quality of home life for children

Different researchers state that socio-economic status has an influential role in the academic performance of students. Asikhia (2010) contends that the family educational background and socio-economic status play pivotal roles in the learning

process of the child. She argues further that the child's performance, whether positive or negative, could be linked to the type of family such a child comes from. Unitty et al (2012) confirmed that family type, size, socio-economic status and educational background play a significant role in children's educational attainment and social integration. Ajila and Olutola (2000) state that the home influences the individual, given the fact that the parents are the initial socializing agents in an individual's life. Uwaifo (2008) declares that family background of a child has a significant bearing on his reaction to life circumstance and his magnitude of performance. Omirin and Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' performance. Okoh (2010) is of the view that if the finances of students are not adequate, the situation may affect their academic performance.

Okoh (2010) states that students' academic performance may be improved if their financial needs are sufficiently met. The United States Department of Education (2000) recognizes that the link between poverty of parents and students' performance is not simple and direct. It asserted that poverty is a significant factor accounting for the distinction in performance and achievement across rural, sub-urban and urban districts. Okediran et al (2002) posited that maternal and paternal deprivations of the fundamental needs of the young students have prompted their poor performance in public examinations such as Junior Secondary School Certificate Examinations (JSSCE), West African School Certificate Examinations (WASCE) and National Examination Council (NECO).

Shittu (2004) asserted that poor parental care with gross deprivation of social and economic needs of a child usually result in poor academic performance of the child. Caro (2009) revealed that the relationship between family socio-economic status and academic achievement is cordial. Chen (2009) also contends that parental education is a crucial determinant of students' achievement. He noted that there is a difference in academic achievement between students of high and low socio-economic families and posited that since children from low socio-economic status have relatively poor skills, they are likely to leave school early and are less likely to gain admission to college.

Udida, Ukway and Ogodo (2012) accept that family characteristics are significant sources of the difference in students' educational outcomes. In addition, they assert that student's academic performance is affected by the socio-economic background of their parents as parents that earn a high income can be accountable for their children's education contrasted with parents that lower salaries. Huang (2007) posits that there is a link between parents' education level and children's motivation and achievement at upper secondary schools. Hansen and Masterkaasa (2006) confirm that students who originate from farming households reveal the lowest educational attainment while those who originated from academic households perform best. Unity, Osagioba and Edith (2013) stress that a child's academic performance is affected negatively if he/she comes from an economically disadvantaged family. They stressed further that such children are faced with many challenges that lead to poor school performance.

According to the Organization for Economic Co-operation and Development, academic achievement at school is not only linked to school related factors but also to the socio-economic environment from which students emanate (Honea, 2007). The argument is that children from low socio-economic families do not have a study environment in their homes to have a positive influence on their academic achievement (Desoete & Verhaeghe, 2011). The education of parents has a fundamental influence effect on the children's school achievement. Studies have illustrated that the education level of high achieving students is higher than education level of the parents of unsuccessful students. It is also stated that the average period time that parents participate in education is an imperative factor in students' academic success (Sirin, 2005). Furthermore, it is postulated that parents who have higher education are likely to create the most conducive environment for their children to study.

There are particular reasons why socio-economic status is the most important variable in determining the academic achievement of students. Families with high socio-economic status are often successful in preparing their young children for school since they have access to wide range of resources to promote and encourage young children's development (Delaney, et al, 2010). They are able to provide their young children with high quality care, amenities and facilities (Doughney, 2011). Children from low socio-economic status parents do not have access to extra learning facilities;

hence, the opportunity to get to the top of their educational ladder may not be very easy.

The SES of parents has been illustrated by Ainley et al (1995) as a parent's overall social and economic position, an outcome of his/her education, type of profession, income levels and wealth - among other indicators- that determine her social and financial independence or self-reliance (Eamon, 2005). Literature reviewed gives the view that the SES of parents does not only influence the learning habits of their wards but also spills over to have an effect on the kind of parenting they offer to their children (Jeynes, 2002). This latter assertion is made in the context of the level of interest shown by parents in the educational activities and issues of their wards. The resultant outcome of the combination of the SES of parents and the kind of parenting they offer their children apparently go a long way to influence the academic achievements of their children.

The achievement of students is negatively linked with the low SES level of parents because it is an obstacle to the individual in attaining access to sources and resources of learning (Duke, 2000). Low SES level strongly affects the achievement of students, thus dragging them down to a lower level (Sander, 2001). Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can also have an enhanced communication with their children concerning the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000).

Parents who have better occupations and jobs have more control over their family life and wellbeing (Adewale, 2012). First, occupation status reflects the outcome of educational attainment, provides information about the skills and credentials required to obtain a job and associated monetary and other rewards (Rothestein, 2004). Furthermore, occupations determine the income of a family; the higher the income a family attains, the more material resources they can buy (Hill et al, 2004). This is associated directly with the quality of resources parents and families are able to afford for their children and academic studies. Families with little or no income are unable to afford these similar resources, thus making the inequity between the low and high socio-economic statuses (Oni, 2007). Usually, families from low socio-economic

status communities are less likely to have the financial resources or time availability to provide children with academic support (Omoegun, 2007). Education usually involves attaining general knowledge after studying a specific subject such as Math, Reading, Science, History English etc. Children's initial reading competence is linked to the home environment, for example, the number of books owned, how much parents expose children to language, and time is spent reading. Parents from low-SES communities usually are unable to afford resources such as books, computers or tutors that create a positive environment.

According to Dahl and Lochner (2005), impoverished learning environments are likely to have a bearing on children's cognitive skills and language, whilst poverty that impacts on parenting practices and well-being is associated with behavioural difficulties in children as young as five (Bor et al., 1997). Drummond and Stipek (2004) on discussing their "Low-income Parents' beliefs about their role in children's academic learning" assert that a few of these parents reported that their responsibilities were restricted to meet children's basic and social emotional needs such as providing clothing, emotional support, and socializing manners. Therefore, these parents' parochial view toward their accountabilities in the educational processes of their children and insufficient funds to intensify such processes could affect their children's success.

Socio-economic status is a fundamental variable when one is emphasizing academic performance (Fan, 2012). It can be argued that families where the parents are privileged educationally, socially and economically, promote a developed magnitude of achievement in their children (Niazi, 2011). They also assist with improved magnitude of psychological encouragement for their children through enhanced atmosphere that encourage and motivate the expansion of skills imperative for attainment at school. The socio-economic status of a child is typically determined by parental educational level, parental occupational status and income level (Jeynes, 2002). It is argued that low socio-economic status negatively affects students' academic achievement due to low socio-economic status since a student who does not have adequate resources adds additional stress and tension at home (Eamon, 2005). According to Parson, Stephanie and Deborah (2001), socio-economic status is an expression used to distinguish between people's relative status in the community

regarding family income, political power, educational background and occupational status.

Saifi and Mehmood (2011) contend that socio-economic status is a joint measure of economic and social position of an individual or family relative to others on the basis of income, education and occupation. Suleman et al. (2012) found that those children whose socio-economic status was strong show better academic performance, and those with poor socio-economic status showed poor and unsatisfactory academic performance. Heyneman (2005) stated that for many years, researches have revealed that students do not show effective performance in school when their parental socio-economic status is low. The academic achievement of students is negatively correlated with the low parental socio-economic status level as it prevents the individual from gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005). Most researchers and experts believe that the low socio-economic status negatively affect the academic performance of students because due to their low socio-economic status, their needs and demands remain unfulfilled, and that is why they do not show better academic performance (Adams, 1996). Farooq et al. (2011) concluded that a higher level of socio-economic status is the best indicator which plays a fundamental role in promoting the quality of students' achievement.

Many research studies have shown that the socio-economic status is a factor responsible for the academic attainment of the students. Research studies show that socio-economic status influences students' achievements (Hochschild, 2003). It is believed that low socio-economic status has significant negative effects on the academic achievement of the students because low socio-economic status is an obstruction of access to very important resources and creates additional tension and stress at home (Eamon 2005). Students who have a low socio-economic status show poor results and are more likely to leave the school (Hochschild, 2003).

Morakinyo (2003) found that there is a relationship between socio-economic status and academic achievement of the students. Maurin (2002) stated that there are many reasons that why parental income is potentially a very important determinant of the performance of children at school. The main reason is that maybe rich parents can buy better food, better housing and medical care. In other words, they can purchase more of all the basic goods and services that support children's development and

assist them to perform well at school (Bakker et al, 2007). Imagining that the parental demand for these specific goods and services really increases with parental income, we should examine a significant impact of income on children's performance. Krueger (2004) reviews various contributions supporting the view that financial limitations and constraints significantly impact on educational attainment of a student.

Vogels (2002) postulates that parents with poor SES are more likely to have a low level of education, a low income and no job. All these situations do have a significant impact on the self-esteem, competence and disposition of pupils. This is also highlighted by Houtenville and Conway (2008) who claim that parent education and family income are positively associated with parental influence on pupils. A study conducted by Holloway further maintains this argument by revealing that college educated, relatively affluent parents are more involved in educational activities at school than are lower SES parents although some research proposes that lower SES parents involved in certain aspects of parent involvement as frequently as their middle class counterparts (Weiss et al, 2003).

Families with low socio-economic status often lack the financial, social and educational supports that characterize families with high socio-economic status (Casanova et al, 2005). Poor families may have insufficient or limited access to community resources that encourage and maintain children's development and school readiness and may have insufficient skills for such activities as reading to and with their children. Furthermore Morakinyo (2004) claim that low maternal education and minority language status are usually associated with fewer signs of emerging literacy and greater number of difficulties in pre-schoolers (Schulz, 2005). Having insufficient resources and limited resources can negatively affect families' decisions concerning their young children's development and learning. Consequently, children from families with low socio-economic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socio-economic status.

2.2 The influence of Family Background on Academic achievement

Whether a child accomplishes well in schools can be affected by several of household factors. These encompass socio-economic status (education, occupation and income) size of the household, the extent of discipline at home, family structure, and the degree of parental involvement and desire in child schooling are all aspects that influence

performance in school. In a study by Christenson and Gorney (1992), family and environmental factors were found to influence student achievement (Barnard, 2004). These aspects include parents' expectations and attribution, structure and learning, home environment, discipline, and parental involvement. According to Dearing et al (2006), substantial research has reliably revealed that students' academic achievement has been affected by background of family features such as socio-economic status of parents. Schiller, Khmelkov and Wang (2002) also support this claim by stating that parents who have more education appear to have the capacity to offer their children with the academic and social support important for educational success when contrasted to parents with less education.

Fuchs and Woessmann (2004) also contend that parental education and occupation to have more significant effects on reading than on mathematics test scores. They stated that parental occupation and having at least one parent with a full-time job have significant influence on pupil academic performance (Willms, 2001). In another explanation poverty, low levels of parental education, parental and neighbourhood negative attitudes toward schooling in general, children from disadvantaged background have significantly affected academic achievement negatively (Venstra, 2004) whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Chevalier, 2002). Higher family income is associated with higher students' achievement. According to Asikhia (2010), pupils from poor homes are forced out of school and made to engage in hawking and selling packaged drinking water.

Previous research has shown that children from single parent households do not perform as well in school as children from two-parent households (Weiser, 2010). There are several different explanations for this achievement gap. Single parent households have less income and there is a lack of support from the single parent which increases stress and conflicts (Davis-Kean, 2005). Single parents often struggle with time management issues due to balancing many different areas of life on their own. Some research has also shown that single parents are less involved with their children and, therefore, give less encouragement and have lower expectations of their children than two-parent households. Some researchers also argued that divorce can have negative impact on academic achievements.

Jeyenes (2002) argues that students whose parents had divorced were among those who scored lowest on standardized test. According to De Bell (2008), life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Mandara, 2006). These conditions are not conducive for effective parenting. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs. Such conditions do not provide a conducive environment for academic excellence. Possible explanations for this relationship are that divorce can cause a family's SES level to decrease and parental connections are harmed.

Research shows that supportive and attentive parenting practices positively affects academic achievement. Additionally high parent aspirations have been associated with increasing student interest in education (Woessmann, 2004). The effect of parental involvement in their children's school has on academic achievement is less clear. Parental involvement in school has been linked to both positive and negative influences on academic achievement (Marjoribanks, 2005). Explanations for this discrepancy are not conclusive (Chow, 2004). It is thought that the types of involvement may make a difference and that in some cases parents become involved after their child has already had academic difficulties (Taylor, 2004). Other recent research has found more conclusively that while parental involvement may not help academic scores, it does help prevent behavioural problems.

Maternal characteristics are another key factor that affects academic achievement. Mothers who are more educated and have a higher self-esteem have children who receive higher test scores (Hallaw, 2006). In addition, mothers who delay child bearing have shown to provide more cognitively stimulating and supportive environments at home which has a positive effect on school performance smaller size has been linked with higher academic achievement. Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. This is also supported by Bean et al. (2006) who argues that the number of siblings that a pupil has is assumed to have an influence on his/her academic achievement. The larger the family size, the less the attention and devotion from

parent child parents and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this austerity period when the prices of food and commodities are skyrocketed (Lee et al, 2007).

An increased number of children in the family leads to less favourable child outcomes. Children from larger families have been found to have less favourable home environments and lower levels of verbal facility (Harvey, 2005) as well as the highest rates of behavioural problems and lower levels of educational achievement (Tenibiaje, 2011). The additional attention and support leads to better school performance. Adolescents who live in higher quality neighbourhoods typically perform better in school than those who live in poor neighbourhoods (Salami, Alawode, 2004). Poorer neighbourhoods often lack positive role models, adult supervision and connections to good schools. That kind of environment often prevents students from creating healthy social networks and leads to lack of motivation, which negatively affects academic performance.

Suresh (2010) while studying the parental involvement in children's education stated that regardless of the parents' education level, most parents seemed to have invested their educational in the form of participation. However, the quality and the quantity of knowledge and skills of the parents especially those who are from the low level of education remain uncertain. Oyerinde (2001) states that most middle class mothers have a good educational background which is invested in their children's educational success in the form of self-confidence and participation. William (2005), in his study, revealed that parental involvement and secondary school student education has a link to parental involvement, for example, parental style and expectations; it had a greater impact on student educational outcomes than some of the 16 more demonstrative aspects of parental involvement such as having household rules and parental attendance and participation in school functions.

A study carried out in Kenya by Nzyima (2011) indicates that parental inputs such as coming to school to discuss the education progress of their children and interest in education were some of the inputs considered as parental involvement (Desforges, Abouchaar, 2003). She further states that parental background influenced parents' involvement in the education of the children. For example, parental level of education

was a determinant of their involvement in their children's education (Jeynes, 2003). Parents who were involved in their children's education encouraged them to work hard, supported and supervised their education.

Simiyu (2002) concurs with these findings when he states that a relationship exists between children's academic achievement and parents' participation in their children's schools activities. Children whose parents participated in school activities had higher scores compared to those whose parents never participated (Spera, 2005). He stressed that those parents who participated in their children's school activities were able to guide and counsel their children in partnership with the teachers and head teachers, hence their children had better performance than those whose parents who hardly visited or participated in school activities (Readorn, 2011). Students whose parents monitor and regulate their activities provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Gonzalez et al, 2005). Research work has shown that the nature of parental discipline affects academic output of children (Klein, Pellerin, 2004). It can be argued that the degree of self-efficacy and anxiety manifested by learners determines their academic performance (Begum, 2007). On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. The democratic style of parenting has been found to be very helpful to a teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success (Lee et al, 2007).

2.3 The effect of Peer pressure on Academic achievement

Researchers have been discussing the link between social interactions among peers in school and academic outcomes for over many years (Zimmerman, 2003). Extensive literature notes that a child's peer group influences social and academic development and that these influences begin at the very start of formal education (Stewart, 2008). Influence and motivation for all kinds of children's behaviour, including study habits and personal academic development, come not only from their peers, but also from their parents, teachers and others with whom they come into close contact (Hanushek et al, 2003). Due to the sheer amount of time the typical child spends each day with his or her friends, peer influence on a child can be substantial.

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitude in order to conform to group norms (Black et al, 2010). While most educators argue that peer pressure has an influence on children's academic performance, Kirk (2000) states that few studies have been done to prove this argument. Peer groups are an important socialization agent. The more subtle form of peer pressure is known as peer influence and involves changing one's behaviour to meet the perceived expectations of their peers (Ding, Lehrer, 2007). A number of students view their peers as role models. Teachers, parents and peers all provide adolescents with suggestions and feedback concerning how they should behave in certain situations (Howard et al, 2004). These models can be a source of motivation as modeling denotes individual changes in terms of cognition and behaviour. When one observes other individuals, this can influence him to certain new behaviours and viewpoints that may be different from his or her own.

Lockwood and Kunda (2002) categorize role models into two, namely, positive role models and negative role models. A positive role model refers to an individual who has obtained overwhelming outstanding success and is commonly expected to influence others to attain same excellence (McEwan, 2003). On the contrary, a negative role model refers to an individual who has experienced misfortunes and is widely expected to motivate people to take the steps necessary to avoid similar unpleasant outcomes (Rainey, Murova, 2004).

Positive role models can inspire one by revealing an ideal, desired self-highlighting possible achievement and the root for achieving this (Ammermueller, Pischke, 2009). Negative role models can inspire one by illustrating disasters and highlighting mistakes that must be avoided so as to prevent them (Veronneau et al, 2008). Due to the fact peer groups play an important part in an individual's development process, they can have a negative effect on young people due to peer pressure (Berndt, 2004). Peer pressure is the demand placed on the individual to engage in certain activities while peer conformity is the degree to which an individual adopts actions that are sanctioned by his peer group.

Ryan (2000) found that peer groups are influential on changes in students' intrinsic values for school. The peer group is not, however, influential regarding changes in students' utility value for school (Ryan, 2000). It was found that associating with friends

who have a positive attitude towards school enhanced students' own satisfaction with school, whereas associating with friends who have a negative attitude towards school decreased it (Landau, 2002).

According to Black (2002), peer groups provide a platform where teens mold and shape their identities. Castrogiovanni (2002) contends that at no other stage of development is one's sense of identity so unstable. A peer labeling process may be significant in the construction of positive identities for some adolescents but negative identities for others (Nelson, DeBacker, 2008). Unfortunately, members of groups may accept negative labels, incorporate them into their identity, and through the process of secondary deviance, increase levels of deviant behaviour.

Some academics argue that peer effects become more important as time passes, peaking somewhere during adolescence (Omotere, 2011). At the same time, children must foster positive peer groups early in order to become well-adjusted adolescents and adults. Having friends in school allows the child to learn a host of skills: group interaction, conflict resolution, and trust building, among others (Betts, Zau, 2004). Without positive peer group interactions, serious social problems may develop. Peer rejection in early childhood and early adolescence, for example, is a good predictor of social and academic problems later (Chen et al, 2003). The predictive power is generally indirect; consider, for example, the case of positive peer relationships. Peer approval leads to a pro-social behaviour in many areas of a child's life, including academics (Kang, 2007). This, in turn, will tend to affect the self-esteem of the child, which has other social consequences. The literature on this issue is extensive, and a number of texts have been written on the subject.

Some literature suggests that there is a cultural pattern within the African-American and Latino communities whereby students mock academic achievement because it is perceived as "selling out" or "acting white" (Carmen, Lei, 2008). In other words, children in this culture are often ostracized for conforming to the educational system. This issue is particularly troubling since it may well explain the differences in academic and career achievement between whites and minorities (Robertson, Symons, 2003).

Literature suggests that peer effects become strongest by early adolescence. Further, literature indicates that peers significantly influence all facets of a child's life, including academic achievement (Wentzel, 2005). The model specified below explores both of

these issues, in particular the effect of peers over time and the denigration of academic achievement by peers. Educators and parents should be aware that peer groups provide a variety of positive experiences for adolescents. Castrogiovanni (2002) cited the following: the opportunity to learn how to interact with others, support in defining identity, interests, abilities, and personality; autonomy without control of adults and parents; opportunities for witnessing the strategies others use to cope with similar problems and for observing how effective they are; involved emotional support and; building and maintaining friendships.

Teenagers learn about what is acceptable in their social group by “reading” their friends’ reactions to how they act, what they wear, and what they say (Carell et al, 2008).

The peer group gives this potent feedback through their words and actions, which either encourages or discourages certain behaviours and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer influence. In fact, Burns and Darling (2002) stated that self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers (Chen et al, 2005). When a teen who takes an unpopular stand and goes against the expectations or norms of the peer group, he or she is at risk for being ridiculed. Ridicule is not an easy thing to accept at any age, let alone when you are twelve or thirteen years old. This leads to the topic of peer pressure.

2.4 The effect of School environment on Academic achievement

A student’s educational outcome and academic success are immensely influenced by the type of school they attend. School factors are school structure, school composition and school climate (Wang, Holcombe, 2010). The school one attends is the institutional environment that sets the parameters of a student’s learning experience. Depending on the environment, a school can either open or close the doors that lead to academic achievement. Crosnoe et al (2004) argue that a school sector (public or private) and class size are two important structural components of schools. Private schools tend to have both funding and smaller sizes than public schools (Crosnoe et al, 2004b). The additional funding of private schools subsequently leads to better academic performance and more access to resources such as computers, which has been shown to enhance academic achievement.

Smaller class sizes create a more intimate setting and, therefore, can increase teacher-student bonding, which has also been shown to have a positive effect on student success (Strom et al, 2013). School composition or the general makeup of a school is another important factor regarding academic achievement. The racial make-up of a school's student body has been shown to influence test scores and student attachment to their school (Akey, 2006). Student test scores increase when a student's own race matches the most common race of their schools' student body. This is especially true for minority races. Bali and Alvarez (2004) who conducted their research at a poor California school district postulate that average test scores could be attributed to the fact that black and Hispanic populations were higher than the state's total population of those groups.

However, research concerning teacher and student achievement have produced mixed results. Moreover, there is still a considerable amount of evidence linking the race of teachers to student performance. Teacher diversity affects non-minority and minority students differently. For non-minority students, teacher diversity can hinder or have no effect on their academic performance (Woods, Wolke, 2004). However, a larger amount of minority teachers has been shown to positively affect the test scores and school attachment of minority students (Duran-Narucki, 2008). The skills level of teachers is another indicator of student performance. Students who attend schools with a high number of fully credentialed teachers perform better (Valencia, Johnson, 2006). School climate is defined as the general atmosphere of a school and is closely related to the interpersonal relations between students and teachers. Trust between teachers and students increases if a school encourages teamwork (Broussard, Garrison, 2004). Research has shown that students who trust their teachers are more motivated and perform better in school. School policies and programs often dictate school climate (Barth et al, 2004). Therefore, minority students benefit more from school policies if the administrators and teachers who help create the policies are representative of minorities. Students can focus more clearly when a school is able to create an environment where students feel safe. If a school is able to accomplish a feeling of safety, students can show success despite their family or neighbourhood backgrounds.

The school location and quality of the physical building influence the performance and achievement levels of pupils. Harbison and Hanushek (1992) stated that the quality of

the physical facilities is positively related to student performance. This assertion corroborates that of (Saifi, Saeed, 2007) who stressed that good sitting arrangements and good buildings produce high academic achievement and performance, while dilapidated buildings that lack mental stimulating facilities, coupled with low or no sitting arrangements, are destructive. According to Asikhia (2010), where the school is located determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could demotivate learners from achieving academically. This is what Isangedighi (1998) refers to as learner's environment mismatch. According to him, this promotes poor academic performance. Engin-Demir (2009) argues that attending a school with a better physical environment is associated with increased Maths scores. Adepoju (2001) found that students in urban schools show more positive performance than their rural counterparts. In addition, Ogunleye (2002) reported a significant difference in the achievement of students in urban peri-urban areas.

2.5 The influence of Neighbourhoods on Academic achievement

The impact of neighbourhoods on children's outcomes has been subjected to debate. From a theoretical perspective, residential mobility and the sorting of individuals into neighbourhoods is a key factor in the production of human capital (Bradley, Corwyn, 2002). Some researchers argue that early childhood environments, in combination with individual attributes and family background, influence subsequent outcomes much more than environmental conditions in later childhood or adolescence (Leventhal, Brooks-Gunn, 2001). Developmental theory and studies of school failure suggest that arguments concerning the importance of early influencers may be particularly relevant for educational achievement (Slaving et al, 1993). Others believe that disadvantaged neighbourhoods may have adverse effects on adolescent development by depriving youth of positive peer influences, adults who provide role models and actively monitor neighbourhood events, including school, community, and healthcare resources, as well as by exposing them to violence (Sampson et al, 2002).

The neighbourhood varies on the magnitude in which resources and infrastructure meet the needs of their members and residents (Sanbonmatsu et al, 2006). Scholars agree that the quality of life in the neighbourhood impacts and shapes children's lives in many ways (Sirin, 2005). Research also reveals that children's development and

academic performance are influenced by the degree of stability and social cohesion, including the quality of certain relationships with adults. It is argued that children who grow up in disadvantaged neighbourhoods are more likely to become teenage mothers, drop out of school, achieve lower levels of education and earn lower adult incomes.

Recent research has also revealed that neighbourhoods have a tremendous impact on the acceptable behaviour of residents and the establishment of cultural norms. Some researchers found that even when variables within the student and school were rigorously controlled, location of student residence negatively affected student achievement (Catsambis & Beveridge, 2001). For obvious reasons, the location of residence was a powerful influence not only on the parents' achievement but on the achievement of the children as well. Residence in impoverished neighbourhoods might expose vulnerable minors to crime, drug use and more (Brooks-Gunn & Duncan, 1997). Regrettably, sometimes even good parents who attempt to live above the negative influence of the community all too often lose their children to the streets because the pull from peer groups is strong (Berliner, 2006). Poor parents have limited choices when selecting neighbourhoods and educational opportunities for their children (Brooks-Gunn & Duncan, 1997). These parents have little or no voice to express their concern about the limited educational opportunities presented to their children. Children from high-poverty school districts are less likely to have access to qualified and experienced teachers and are more likely to face low expectations from teachers (Flores, 2007).

Recent research of urban neighbourhoods which capitalizes on new statistical techniques of Hierarchical Linear Modeling and new data collection methods of systematic observation elucidates the processes by which neighbourhood context influences social behaviour (Sampson & Raudenbush, 1999). Studying Chicago neighbourhoods, Sampson et al (1997) identified collective efficacy as a salient characteristic of neighbourhood context. It refers to mutual trust and a shared willingness on the part of the neighbourhood residents to intervene for the "common good." Collective efficacy is also linked to the strength of neighbourhood organizations and to their ability to secure additional resources and services that sustain the neighbourhood's social stability and social control (Sampson, 2000). Neighbourhoods characterized by concentrated disadvantage tend to have low levels of collective

efficacy, which then lead to social disorder, deviance and crime (Sampson & Raudenbush, 1999). Therefore, the social context of many poor, inner city neighbourhoods may constitute a source of behavioural risk and an educational disadvantage for adolescents.

Minority groups such as African Americans and Latinos are particularly vulnerable to neighbourhood disadvantages because they are more likely to be segregated in disadvantaged neighbourhoods than White groups (Ainsworth, 2002). White and minority adolescents living in more advantaged neighbourhoods may benefit from readily available positive adult role models, peers with high educational aspirations, and neighbourhood or community organizations, including high-quality schools (Brooks-Gunn et al., 1997). Disadvantaged neighbourhoods may also pose constraints on parents' ability to adopt effective parental practices. Sampson and Raudenbush (1999) suggest that low levels of collective efficacy, limited resources and a high concentration of children in single-parent families may augment additional difficulties to the tasks of supervising children and adolescent peer groups.

Few studies have actually explored neighbourhood influences on parental practices regarding children's education. Large numbers of poverty stricken households affect the quality of learning environments of children (Brooks-Gunn et al., 1997a) while high levels of residential segregation reduce the positive influence of family advantages on the academic achievement of African Americans (Kang, 2007). The potential advantages of living in a neighbourhood with high collective efficacy is supported by a study which found that successful African American students had mothers who experienced less social isolation in their communities.

A more recent study of neighbourhoods in Philadelphia found evidence that some parental practices vary by neighbourhood, but there was no evidence that neighbourhood characteristics reduce the impact of these parental practices on student outcomes. However, these weak findings could be attributed to the small sample size of the study, which also excluded the least and most affluent neighbourhoods of the city (Furstenberg et al., 1999). One can expect that it is exactly the neighbourhoods with extreme characteristics, especially the most disadvantaged ones, that could have the strongest impact on their residents (Rifkin et al, 2005).

Brody and colleagues (2001) studied the influence of neighbourhood characteristics on 10- and 11-year-old African American children in Iowa and Georgia. Their data suggest that children who live in disadvantaged communities, whether urban or rural, were more likely to affiliate with antisocial peers than were children living in more affluent communities. Affiliating with antisocial peers had a negative effect on children's academic progress, even when those children came from nurturing, supportive families. Swanson (2004) examined how community poverty affected high school completion for different ethnic groups. He found that high school graduation rates for African American students were more adversely affected by high poverty environments than were graduation rates of white or Asian American students. The graduation rate for African Americans in very high-poverty school districts averaged approximately 50 percent of the lowest graduation level observed among the racial and ethnic groups studied.

Results of a study by Bickel, Smith and Eagle (2002) suggest that high-poverty neighbourhoods can vary in the kinds of support they give their residents and that supportive neighbourhoods can mitigate the harmful effects of economic disadvantage on student achievement. These researchers examined the achievement test scores of 292 kindergarten students attending 12 elementary schools in two poor rural counties in West Virginia. Some communities fit a conceptual model in which social accessibility and common outlook provided a supportive social order. In these communities, residents expected their relationships with their neighbours to be friendly, informal, socially useful and based on similar worldviews. Controlling for family background and social class, the researchers found that as neighbourhoods more closely approximated this model, students' early school achievement was enhanced. As neighbourhoods departed from this model, achievement was diminished.

Shumow, Vandell and Posner (1999) focused on how various community demographic characteristics affected the academic performance of students in the 3rd and 5th grades. Fifth grade students who lived in neighbourhoods with lower average household incomes, lower adult education levels, more female-headed households and more violent crime performed worse in school than did students who lived in neighbourhoods with more socio-economic resources and less crime. The 5th graders' academic performance correlated negatively with neighbourhood risk even after controlling for demographic indicators of family risk such as family income and

employment status. This negative impact did not extend to the study's 3rd grade subjects.

The researchers speculated that before students reached 5th grade, they spent more time in the home and had less opportunity to be influenced by the larger community. Average family poverty level, average education level of adults, family median income, and students' socio-economic status affected the standardized test scores of 8th graders across Virginia. Community education level and students' socio-economic status were the strongest predictors of success on standardized tests. The researchers concluded, however, that all the factors studied were interrelated and that programs to optimize education opportunities for economically disadvantaged youth must address more than these two factors. They recommended implementing a holistic approach to adequately address the complex variables at work in communities.

Bronfenbrenner (1979) theorized, in the Ecological Systems Theory, that child development is influenced by several interactive hierarchical levels of environment. The innermost level contains the child, and the outer-level factors are those that have a direct or indirect influence on development, such as family, school, neighbourhood, cultural values, and social contexts. The theory describes neighbourhood level influences as one of the multiple levels of influences on development and justifies the assessment of neighbourhood characteristics in predicting academic achievement. Neighbourhoods vary in terms of children's learning experiences as well as in recreational, social and educational opportunities (Bradley & Corwyn, 2002; Brooks-Gunn, Sampson & Morenoff, 2002).

Studies indicate that children from poor neighbourhoods, when compared with children from more affluent neighbourhoods, perform less well in school and tend to exhibit lower skill levels and more behaviour and health problems even when family characteristics are held constant (Bradley & Corwyn, 2002; Brooks-Gunn et al., 1997).

The family may shelter the child from neighbourhood influences on achievement during early childhood, but neighbourhood effects are likely to become more pronounced with advancing age and greater exposure to schools and peers (Brooks-Gunn et al., 1997). Simultaneous consideration of several sources of variability in achievement is needed to determine the extent to which neighbourhood contributes independently to variations in achievement. In most studies, measures of

neighbourhood effects are based exclusively on aggregate or tract-level census data and are thus likely to underestimate linkages between-neighbourhood characteristics and outcomes. Researchers have strongly recommended that measures of neighbourhood include both “objective” features of the neighbourhood and perceived characteristics from the resident's perspective (Brooks-Gunn et al., 1997).

2.6 The effect of the home and the family on academic performance

Children who experience poverty may live in physical environments that offer less stimulation and fewer resources for learning. Their parents may be unable to buy them games, toys, books, computers, and other resources that promote learning or provide them with high-quality childcare (Yeung, Linver & Brooks-Gunn, 2002). They may be living in places that are not safe for outdoor play. Thus, in many poor communities, their home circumstances are often not conducive to learning. These include factors such as a lack of lighting, spending much time on domestic chores, having no desk or table to work at or not having books at home. These circumstances may lead to anxiety and emotional stress, which may be increased by violence and abuse among girls in some homes (Donald et al., 2010). All of these challenges in poor communities, considered together with the impact of lower levels of parental education, may result in children having little or no assistance with their homework and less motivation to learn.

Higher-income children benefit from higher levels of cognitively stimulating materials available in their homes, compared to low-income children (Hanushek & Zhang, 2006:21). The family income directly influences the material resources available to the children in their homes. The provision of a stimulating home environment, in turn, accounts for much of the effect of income on the cognitive development of school children and may be the most important pathway through which poverty operates. In poor countries, the lack of educational resources in the schools sometimes makes learning extremely difficult. In 2001, an average of only on a list of desirable resources for teaching were available in the 14 SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) countries, and as many as 10% of children (45% in Zanzibar) had no place to sit (UNESCO, 2004, 2011). Such absence of basic resources and extreme overcrowding in many developing countries' schools

means that other factors that are crucial for quality education (for example, teacher subject-knowledge) may initially play a smaller role.

Even though sometimes the budget situation improves, more resources do not always generate a similar educational improvement because there may be threshold levels beyond which adding further resources do not yield significant additional benefits for the teacher (Saito, 2011).

Children from poor economic backgrounds are not afforded the same luxuries and opportunities as those from wealthy backgrounds. This is one reason why differences in vocabulary and reading ability are associated with family income (Hanushek & Zhang, 2006:21). Poor families are faced with direct as well as the indirect consequences of their economic situation, including the lack of resources and the stress associated with their predicament (Bradley, Corwyn, McAdoo & Coll, 2001:1859).

Bradley et al. (2001:1861) found that being poor can affect almost every aspect of a child's home life. Qualities such as parental responsiveness, parental teaching, and the quality of the physical home environment were all associated with family income. Bradley et al. (2001:1862) studied the home environments of children in the United States according to age, ethnicity and poverty status. They indicated that knowledge of a child's day-to-day exposures contribute to the understanding of the relationship between the environment and development. For example, children who have access to a large number of books in their homes who are consistently being read to, develop the ability to read and vocabulary at a faster rate than children without these resources. Educational resources play a significant role in boosting the academic performance of learners. Poor families have fewer material resources, and children growing up with fewer resources tend not to do well at school and in other aspects of life, leading to variations in social, emotional, cognitive and physical functioning.

Resources are often more readily available in urban than in rural areas, in rich than in poor neighbourhoods within cities, and in rich than in poor schools (Levine, 2006). Even in countries where public resources are equitably distributed among schools, good teachers may avoid poor schools because of the greater difficulty of teaching poor children (Chinyoka & Ganga, 2011). Developing countries find it difficult to find good teachers to teach in the rural areas, while in rich countries good teachers often

avoid poor schools. In South Africa, financial incentives have not been very successful at attracting better teachers to poor rural and urban schools. This is partly because of the extreme difficulty of teaching poor children, often in deprived circumstances, and the preference of good teachers to teach in more affluent schools.

Many studies in emerging countries have shown that access to education differs depending on income level (Okeke et al., 2012; Chireshe et al, 2010; Chabaya et al, 2009; Obure, Obongo & Waka, 2009:450; Masitsa, 2006:101-103). The effects of income and other highly correlated aspects of socio-economic status, maternal education, maternal depression, home learning resources, parental interaction, neighbourhood factors and school attendance are explored to understand the separate contribution of each factor to the academic performance of children in South Africa.

Constantine (2005, as cited in Brooks-Gunn et al., 2007) scrutinized six communities in the greater Los Angeles, California area, and found that children of high-income people had access to significantly more books than children in low-income groups. In fact, she found that in some wealthy communities, children had more books in their homes than low socio-economic status (SES) children had in all the school sources combined. The lack of support and cognitive stimulation in the children's home environments was found to account for one third to a half of the disadvantages in verbal, reading, and mathematical skills among persistently poor children (Korenman, Miller & Sjaastad, 2005:145). Poverty results in poor home circumstances for learning, affects the children's physical well-being and ability to learn, is associated with low parental education, and limits the resources for investing in education. Given the above, the home environment should be endowed with resources and be conducive to promote learning. At the household level, evidence suggests that children from poorer households are generally likely to receive less education.

Brooks-Gunn and Duncan (2007:68) recognized that persistent exposure to poverty is detrimental; the most damaging effects seem to occur for girl children who have been living in these severe environments for many years. They found that children living below the poverty threshold performed less well than children living in moderately disadvantaged environments. Furthermore, poorer children were more likely to experience learning disabilities and developmental delays than non-poor children.

Yeung et al. (2008:418) explored the extent to which childhood poverty affects the life chances of children. They compared children's completed schooling and no marital childbearing to parental income during middle childhood, adolescence and early childhood. The results showed that family income was associated with completing schooling, and the association of income and academic attainment appeared to be the strongest among children in low income families. Equally, high parental income during a child's adolescence was found to increase entry into college (Brooks-Gunn & Duncan, 2007).

2.7 Conclusion

This chapter sought to discuss how socio-economic status affects scholastic attainment. It also discussed the factors that influence student achievement. Literature revealed that children who have all the cultural capita such as good home environment, educated parents, good income are likely to perform better at school which aligns with the general findings of the study in the Fort Beaufort education district. The chapter sought to discuss how socio-economic status affects the scholastic attainments of pupils. It explored the conceptualization and dilemmas of defining socio-economic status and scholastic attainment. It also examined the factors that influence scholastic attainment. Factors such as socio-economic status and academic achievement, influence of family background on academic achievement, the effects of peer pressure on academic achievement, effects of school environment on academic achievement, influence of neighbourhoods on academic achievement and effects of the home environment and family on academic performance were examined. Below follows the chapter on the theoretical framework of the study.

CHAPTER: THREE THEORETICAL FRAMEWORK

3.1 Introduction

The study is on effects of socio-economic status on scholastic attainment in the Fort Beaufort Education District. The study adopted the cultural capital theory by Bourdieu to understand the issues that affect scholastic attainment in the Fort Beaufort Education District. The theory made it possible to give guidelines on the issues that affect student achievement. This study utilized Bourdieu's cultural capital theory on education (Bourdieu, 1977; Sullivan, 2002; Lereau et al, 2003; Bennett, 2005 and Goldthorpe, 2007) which states that education system of industrialized societies function in such a way as to legitimize class inequalities. Bourdieu states that cultural capital consists of familiarity with the dominant culture in a society, especially the ability to understand and use 'educated' language. The possession of cultural capital varies with social class, yet the education system assumes the possession of cultural capital. This makes it very difficult for lower-class pupils to succeed in the education system. Bourdieu claims that since the education system presupposes the possession of cultural capital, which few students possess, there is a great deal of inefficiency in 'pedagogic transmission' (i.e. teaching). This is because students simply do not understand what their teachers are trying to get across.

3.2 Bourdieu's cultural capital notion as the theoretical framework

According to Bourdieu, the education systems of industrialised societies function in such a way as to legitimize class inequalities. Success in the education system is facilitated by the possession of cultural capital and of higher class habitus. Lower-class pupils do not possess these traits, so the failure of the majority of these pupils is inevitable. This explains class inequalities in educational attainment. However, success and failure in the education system is seen as being due to individual gifts (or the lack of them). Therefore, for Bourdieu, educational credentials help to reproduce and legitimate social inequalities, as higher-class individuals are seen to deserve their place in the social structure.

The concept of habitus was developed by Bourdieu (1977, 1986; Bourdieu and Passeron, 1977, 1979), drawing on Mauss (1979). Habitus is a system of lasting dispositions acquired through past experiences. These cognitive and normative

predispositions vary systematically between individuals from different social classes, since 'the material conditions of existence characteristic of a class condition' (Bourdieu, 1977: 72) are part of the environment which produces habitus. These deeply ingrained dispositions influence, among other things, individuals' attitudes towards curriculum, pedagogy and assessment, and, importantly, how schools behave towards children from different class backgrounds. For Bourdieu, this explains why working-class children often struggle in schools; since their habitus aligns less with the school's assumptions, requirements and values, they are less likely to succeed. Actions constrained or enabled by habitus have their roots in past experiences, allowing the latter to shape expectations. Habitus has an influence on which goals are considered as desirable or reasonable. In addition, a course of action is not merely chosen according to how likely it is to lead to some outcome but also by the subjective estimation of the likelihood of success. Such estimations reflect previous collective experience within the class of origin.

Lareau et al (2003) evaluate how the concept of cultural capital has been imported into the English language, focusing on educational research. They contend that a dominant interpretation of cultural capital has merged with two central premises. First, cultural capital denotes knowledge of "highbrow" aesthetic culture. Secondly, cultural capital is logically and causally distinct from other important forms of knowledge or competence (termed "technical skills," "human capital," etc.). They then review Bourdieu's educational writings to demonstrate that neither of these premises is essential to his understanding of cultural capital. In the third section, they discussed a set of English-language studies that draw on the concept of cultural capital, but avoid the dominant interpretation as these serve as the point of departure for an alternative definition. Their definition stresses Bourdieu's reference to the capacity of a social class to "impose" advantageous standards of evaluation on the educational institution. They discussed the empirical requirements that adherence to such a definition entails for researchers and provide a brief illustration of the intersection of institutionalized evaluative standards and the educational practices of families belonging to different social classes. Using ethnographic data from a study of social class differences in family-school relationships, they showed how an African-American middle-class family displays cultural capital in a way that an African-American family below the poverty level does not.

Sullivan (2002) explained the cultural capital theory of Bourdieu as consisting of familiarity with the dominant culture in a society, especially the ability to understand and use 'educated' language. The possession of cultural capital varies with social class, yet the education system assumes the possession of cultural capital. This makes it very difficult for lower-class pupils to succeed in the education system. By doing away with giving explicitly to everyone what it implicitly demands of everyone, the education system demands of everyone alike that they have what it does not give. This entails mainly linguistic and cultural competence and the familial relationship with culture which can only be produced through family upbringing when it transmits the leading culture (Bourdieu, 1977). Bourdieu claims that since the education system presupposes the possession of cultural capital, which few students possess, there is a great deal of inefficiency in 'pedagogic transmission' (i.e. teaching). This is because students simply do not understand what their teachers are trying to get across.

For Bourdieu, this is particularly apparent in the universities, where students, afraid of revealing the extent of their ignorance, diminish the risk by throwing a smoke-screen of nebulousness over the possibility of truth or error (Bourdieu and Passeron, 1990). However, despite the fact that lower-class pupils are extremely deprived in their competition for educational credentials, the consequences of this rivalry are seen as meritocratic and legitimate. In addition, Bourdieu claims that social inequalities are legitimated by the educational credentials held by those in dominant positions. This means that the education system has a key role in maintaining the status quo.

In sum, according to Sullivan (2002), Bourdieu's view is that cultural capital is taught in the higher-class home and allows higher-class students to gain higher educational credentials than lower-class students. This permits higher-class individuals to maintain their class position and legitimates the dominant position which higher-class individuals typically go on to hold. Some lower-class individuals will succeed in the education system, but rather than challenging the system, this will strengthen it by contributing to the appearance of meritocracy. Bourdieu can be criticised for not being precise enough about exactly which of the resources associated with the higher-class home constitute cultural capital and how these resources are converted into educational credentials. Although Bourdieu's emphasis on the non-material resources controlled by the higher-class household is to be welcomed, there is evidence that the dramatic fall in the material costs to families of education due to educational reforms,

such as the worldwide delivery of free and compulsory secondary education, has not reduced the grade of association between class origins and educational attainment (Shavit, Blossfeld, 1993 and Halsey et al., 1980). This suggests that the educational advantage which higher-class parents pass on to their children may not be completely caused by economic factors and that the notion of cultural capital is, therefore, worthy of serious attention.

Irene (2003) explored adolescent students' perceptions of parental influence and their dispositions to study mathematically-demanding courses in higher education, drawing on six family case studies' interviews. This author comes from a background in Primary Education and Psychology and never thought he would use a theory of sociology for his PhD. Nonetheless, he found Bourdieu's theory useful for his thesis because it is widely applied in educational research for investigating parental influence, especially in primary education, although it is not common for exploring parental influence in adolescence. Therefore, he used Bourdieu's theory slightly differently from what other people did in the past. He did use most of his theoretical concepts: capital, habitus, practice and field, but he also tried to extend Bourdieu's theory in his thesis. He used some of his theoretical concepts, which are not so widely used, to theorise the phenomenon of 'denial' of parental influence from adolescent students. In his PhD, he argued that parental influence is 'misrecognised' by adolescent students and their parents, and thus it could be a form of 'symbolic violence'.

Bourdieu wrote about symbolic violence in almost all his books: *The Logic of Practice*, *Reproduction in Education, Society and Culture* and *Masculine Domination*, are only a few. He originally used the term to talk about symbolic violence exercised through the educational system to advantage the middle-class students and to disadvantage the working-class students; by legitimatising the dominant culture at school, the working-class students are self-excluded from school (Bourdieu & Passeron, 1990).

He also talked about symbolic violence between genders and generations. He argues that inter-generational relations are driven by the 'logic of debt' (Bourdieu, 1980), and those who possess more capital in a field can exercise symbolic violence 'with the complicity of those who suffer from it' (Bourdieu and Wacquant, 1992). Therefore, he conceptualise a family as a field, where parents possess more capital than their children and are in the position to exercise symbolic violence on their children by

making their capital available to them. He argued that the 'denial' of parental influence in adolescent students' interviews regarding their educational choices for future studies in Higher Education serves as a 'misrecognition' of parental influence.

Andersen et al (2011), in their study, deliberated different understandings of the concept of cultural capital and claim that a main line of division runs between a narrow understanding, linking cultural capital to high culture, and a broader notion stressing the importance of more general linguistic and cognitive skills, habits, and knowledge. They contend that the formal or symbolic aspects of students' performance, in contrast to their technical skills, are given different weight in different settings and discuss the implications based on Bourdieu's writings. These implications are tested out on a data set consisting of five cohorts of Norwegian compulsory school leavers, among which three cohorts are followed through secondary schools. Their school performance is recorded in great detail as they use a class scheme developed for registered data aimed at capturing the basic class divisions described by Bourdieu. Many of their findings support Bourdieu's ideas about class and culture. Among other things, they found that the level of school performance varies among class factions as well as among classes on different hierarchical levels. Class inequality increases during the educational career and varies between written and oral exams.

In answering the research questions, the study employed the cultural capital theory propounded by Pierre Bourdieu in 1977. The Cultural capital theory was based on explaining class differences in academic success and has sparked much debate amongst various scholars such as Kingston (2001), Lareau and Weininger (2003) and Wildhagen (2010). These scholars have written extensively on the cultural capital theory, mainly on its effect on either the reproduction of the social structure or making possible upward mobility. According to Wildhagen (2009), there is a need for new attempts to operationalized and analyze habitus. Horvat and Davis (2011) concur with Wildhagen and further explain that much examination of cultural capital and habitus are long overdue and may help scholars return to the basic question of culture that is critical to understanding educational inequality.

Bourdieu's writings on cultural capital, habitus and field often explain inequality in an extended metaphor of life as a game (Bourdieu, 1997). Bourdieu (1984) states that capital represents the resources that an individual has at her disposal that are valued

in the game. On the other hand, habitus represents an individual's disposition that stems from her standing in the game or her "feel for the game". The field represents the social world within which an individual plays a particular game (Bourdieu, 1998: 88).

Kingston (2001) is of the view that Bourdieu's belief of the education field is that students are one set of actors whose goal in the education field is to meet the standards of teachers in order to move to the next level of the game.

In order to achieve success, students must use the capital they have received from their families, communities and prior experience (Bourdieu, 1984). According to Gaddis (2012: 4), "proper use of capital typically results in success and positive feedback from teachers and also builds students' confidence, thus altering their habitus". The winners and losers in the game, according to Bourdieu (1997), suggest that inequalities in capital and resulting differences in habitus affect academic outcomes.

However, many scholars routinely use cultural capital theory in an effort to explain class differences in academic success but often overlook the concepts of habitus (Gaddis, 2012). In contrast to the cultural capital theory, DiMaggio (1982) and DiMaggio and Mohr (1985) argue that cultural capital has great benefits for youth from low socio-economic status backgrounds. Rather than blocking upward mobility, cultural capital benefits low socio-economic status (SES) youth by allowing them to better navigate the education system and interact with educational gatekeepers than they otherwise would (Di Maggio, 1982). Therefore, cultural capital allows low SES youth to fit into a world that values middle and high SES culture.

3.2 Conclusion

This chapter explored the theoretical framework anchored in Bourdieu's cultural capital theory. This was useful in providing the framework for understanding the socio-economic status and educational achievement of children. The framework gave an interpretation to the study that pupils from high socio-economic status perform better compared to those of low socio-economic status. The study revealed the children with high socio-economic status excel at school compared to those with low socio-economic status. The study also shows that income is a barrier for children from poor

backgrounds because they cannot afford to buy school materials. The core argument of the study is that children from poor families are likely to perform poorly academically. The cultural capital theory argues that children from rich families are likely to perform better at school because they have everything in their disposal. The following chapter discusses the research methods used by the study.

CHAPTER FOUR: METHODOLOGY

4.1 Introduction

The study is on effect of socio-economic status on scholastic attainment in the Fort Beaufort Education District. The study was made possible through the use of the mixed method approach which helped the researcher to get rich data on effects of socio-economic status in the Fort Baeufort Education District. Without the use of the mixed method it will be imposible to arrive at conclusion on how socio-economic status affects scholastic attainment in the Fort Beaufort Education District. The previous chapter provided the theoretical framework of the study by arguing that children from high socio-economic status perform better at school as compared to those from poor background. The argument brought forward by the study is that children from a high socio-economic status are likely to perform well at school as compared to those from the low socio-economic status. The study also revealed that income is one of the factors that influence the assessment criteria. Empirical and theoretical evidence suggests that children from poor families are like to perform badly at school because they do not have enough resources. The cultural capital theory concurs with the findings that children with parents who are educated are likely to do better at school ascompared to those with parents without an education.

Specifically, this chapter deals with the methodology that was employed to carry out the study, namely, the research design, population, sampling method, research instruments, data collection instruments, procedure and data analysis techniques. This section of the study explains and justifies each method encompassing the choice of sampling procedures and research instruments. The researcher ensured that the appropriate approaches are used so that the effects of socio-economic status on scholastic attainment in the Fort Beaufort educational district are properly investigated in order to meet the objectives of the study.

4.2 Research Design

This research made use of both qualitative and quantitative research designs since they allow for a comprehensive and holistic understanding of effects of socio-economic

status on scholastic attainment and sought a methodological approach that includes multiple ways of knowing. It utilized a mixed methods approach with the intent of capturing the best of both qualitative and quantitative methodologies (Creswell, 2003). These are two competing perspectives in the process of understanding social phenomena. Creswell (2003) defines qualitative research as a multi-method focus, involving a naturalistic approach in its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpreting phenomena in terms of the meanings people bring to them. The researcher gets multiple meanings and interpretations rather than one imposed dominant interpretation (Mouton & Marais, 1990:175). The qualitative research design enabled the researcher to gain a wider understanding of the effects of socio-economic status and how it impacts on educational attainment. Qualitative research was used to seek an understanding of the social phenomenon within its cultural, social and situational context without imposing pre-existing expectations upon the setting.

Qualitative research rests upon the assumption that one can obtain extensive in-depth data from ordinary conversations with people (Gubrium & Sankar, 2005). Qualitative research design is based on inductive reasoning, so once the data was generated, relationships and patterns were discovered through the close scrutiny of the data. The data was analyzed and interpreted by means of inductive abstraction and generalization (De Vos, 1998: 336). The research was aimed at eliciting the participants' understanding of their world thorough in-depth exploration of meanings, experiences and perceptions.

The researcher elicited data through excerpts drawn from interview transcripts reflecting the participants' explorations of their experiences in their own spoken words. This produced descriptive data in the participants' written or spoken words and reflects the participant's beliefs, values, attitudes and cognitive processes which underlie the phenomenon (Creswell, 1994). Understanding participants' cultural experiences helped the researcher to determine how cultural capital theory was applicable in Fort Beaufort educational district, in relation to scholastic attainment.

4.3 The questionnaire and in-depth interview as research instruments for this study

The instruments for data collection were questionnaires and in-depth interviews. Despite these instruments being based on differing methodological origins where the questionnaire is derived from the deductive quantitative tradition and the in-depth interview representing explorative and qualitative research instruments for the inductive methodological genre, more recent research practices are open to methodological triangulation. Here, the combination of research methods was driven by the type of research questions asked. The researcher explored both the rural and urban schools' coping strategies through in-depth interviews and also used questionnaires to source responses from the teachers and learners so that those responses can be generalized to the rest of learners and teachers who are in the Fort Beaufort Educational District.

The questionnaire used for this study was mainly closed-ended and the Likert scale question style was employed to allow participants to indicate their degree of agreement with given statements on a Likert scale of 1 to 5, where 1=strongly disagree, 4=strongly, and agree =neutral. The questionnaires made it simpler for the data to be statistically analyzed. The in-depth interview had question pointers or themes relating to cultural capital and education attainment of pupils. The issues of biasness in the use of the in-depth interview as a data collection instrument cannot be overemphasized, but the researcher tried, as much as possible, to be objective with the questions asked and the factual recording of responses. This instrument of data collection is very valuable as it allows individuals to freely express themselves, thus making available detailed information that the questionnaire cannot offer.

On the issue of bias, the questionnaire has been spared from this criticism owing to the fact that questionnaires are seen to be ensuring correct and accurately recorded responses due to the uniformity of questions and language. Nevertheless at a certain level, the rigidity and/or artificiality of the questionnaire has been regarded as a vice (Tsumasi, 2001). To deal with the latter problem, the researcher personally administered questionnaires to ensure that all the required responses are given and provided explanations that might be needed when required.

4.3.1 Justification and implementation of data collection instruments

The methodological concepts of validity and reliability provide a common foundation for the integration of qualitative and quantitative techniques. Data was collected in the

most objective manner through survey questionnaires complemented by a qualitative research instrument (in-depth interview). The questionnaire development went through the following stages: planning, defining target respondents, composing the questionnaire, coding and implementation. A biographical questionnaire including age, educational level, marital status and occupation was administered.

The socio-economic status questionnaire was made up of items taken from three separate instruments developed by Frone, Russell and Cooper (2004), Gutek, Searle and Klepa (1996) and Wiley (2001), all cited in Eagle et al. Internal consistency estimates of reliability for the scales were determined, while a 5-point Likert Scale response format was applied (Coded such that 1 = strongly disagree to 5 = strongly agree). This implies that the higher the score, the higher the socio-economic status. This is because the questionnaire is unable to reveal motives and to uncover behaviour which may be consciously or unconsciously concealed. The questionnaire focuses narrowly on specific variables and is not suitable for eliciting important motives underlying behaviour. The qualitative approach also had its own limitations which include subjectivity, discretion and reliability. The use of a qualitative research design made it difficult to replicate the study because of the flexibility, subjectivity and discretion involved. This study combined several methods, and each method was used to supplement and check the others in the process of triangulation (Giddens, 2005).

4.3.2 Data collection procedure

The researcher wrote a letter to the Director of the Department Of Education in the Fort Beaufort educational district and various heads/principals to seek permission to conduct the administering of questionnaires and interviews. The letters were channeled through the District Education Officer, which paved the way for the second cycle school heads to approve the interviews since the objectives were well spelt out, which goes a long way to benefit the people. The questionnaires were administered using hardcopies. The administering of questionnaire and in-depth interview was done in five days for each of the two (2) urban and rural schools. The responses were collected after five days to enhance the response rate, thus within a week, the questionnaire administration on the target respondents (i.e. learners) was completed.

4.3.3 Population and Sample of the Study

The population of the study comprised learners and teachers in selected schools in the Fort Educational District. There are a total of 149 schools in the Fort Beaufort Educational District. This is made up of 120 public schools and 29 private schools. Both private and public schools were targeted for this study to see how effects of socio-economic status affect learners from these different schools, so the focus of the study was based on units of analysis. Babbie and Mouton (2001) describe a unit of analysis as that which the researcher examines in order to construct descriptions of all such units and to explain the differences among them, and this becomes the basis for determining the boundaries of a study.

4.3.4 Research Sample and Procedures

This study utilised the stratified random sampling method to draw its respondents from the two selected high schools in the Fort Beaufort Education District, namely, Elukhanyisweni and Thubalethu High schools. The reason for two schools is that the researcher wanted to understand the views and experience of learners from both urban and rural. The total number of high school learners at the former school is 114 (grade 10= 39, grade 11=40 and grade 12=35) and at the latter school is 325 (grade 10=111, grade 11=130 and grade 12= 84). A stratified random sampling technique was performed within each of the grades in each of the two schools using the Raosoft sample size calculator with a 5% margin error, 95% confidence level and 50% response distribution. The resultant sample for Elukhanyisweni became 36 for grade 10 pupils, 37 for grade 11 learners and 33 for grade 12 students. For Thubalethu, the sample numbers were 87, 98 and 70, for grades 10, 11 and 12, respectively. The 10 and 13 teachers from Elukhanyisweni and Thubalethu, respectively, constituted a small population and were, therefore, included in the sample in their entirety.

The researcher distributed 200 questionnaires, 100 for each school. The questionnaires were distributed in grades 8 to 12. The criterion used was 40 for grade 12, 30 for grade 11 and 30 for grade 10.

Driven by the insights of the theoretical framework derived from Bourdieu's cultural capital theory, themes were gleaned from both in-depth interviews and the completed questionnaires for analysis. The research questions and/or the research objectives of this study already provided indicators of these themes which were validated from the collected data through some form of content analysis. For in-depth interviews, all class

teachers of the grades in the study were interviewed. This means class teachers of grades 10, 11 and 12 were selected for interviews. Moreover, the principal and deputy principal in each school were interviewed. This makes a total of ten teachers who were interviewed - five from each school in all ten teachers were interviewed.

4.3.5 Data Analysis

This involved using tables, variables, ratios, percentages, correlations and frequencies to help stakeholders obtain precise interpretations of data for decision making. It used Chi-Square to establish relations between two or more variables to ensure validity of results.

4.3.5.1 Qualitative Data Analysis

Interviews were all tape recorded with consent obtained from the respondents. The raw data was transcribed into texts for later analysis to trace emerging themes. Through qualitative data analysis, the researcher was able to give meaning to the data gathered in the study. The cultural capital theory was utilized in coming up with appropriate themes for analyzing the data.

4.3.5.2 Quantitative Data Analysis

The SPSS statistical package was employed to supply frequency distribution of data obtained from the questionnaires. Data was presented through frequency tables, chi-square, and graphs, among others.

4.4 Ethical considerations

The study involved applying fundamental ethical principles to ensure professional conduct. It ensured that the data collection adhered to the institution's standards. An ethical clearance was approved by the University Of Fort Hare's Research Ethics Committee. The issue of confidentiality was of utmost importance to the researcher. The identity and sensitive pieces of information shared by the respondents were kept anonymous and sought to deal honestly with the data, results, methods and procedure. The research did not fabricate, falsify, or misrepresent data. The researcher strived to avoid bias in data analysis and other aspects of research where

objectivity was required. Integrity was guaranteed as the researcher kept the promises and agreements, acted with sincerity and strived for consistency of thought and action. The researcher shared data, results, ideas, tools and resources which made the research open to criticism and new ideas. There was respect for intellectual property, patents, copyrights, plagiarism and other forms of intellectual property. Thus the researcher gave credit where credit was due and provided proper acknowledgement for all contributions to the study.

4.5 Significance of the study

Results of this study will enable educators to make important decisions on education reform that will benefit all social groups of students. This study investigated whether a correlation exists between socio-economic status and educational attainment in selected high schools in Fort Beaufort Education district and whether this applies for small, rural and larger urban schools. From the findings of the study, policy makers can work out strategies whose implementation could ensure that the performance of high school learners is improved.

4.6 Conclusion

The study is on effects of socio-economic status on scholastic attainment in the Fort Beaufort Education District. The study argued that Children with high socio-economic status in the Fort Beaufort Education District perform better at high schools, owing to access to relevant educational material and the general academic culture in their home environment. The contradictory is however the case for children from low socio-economic status who lack access to such material, culture and language, thus making it difficult to perform optimally in their high school studies

This study adopted a mixed methods approach. There was quantitative data on income and educational levels of parents and qualitative data on their views on the effects of socio-economic status on scholastic attainment. The researcher applied the survey method using questionnaire administering to collect large data from teachers and learners. A sample size of 210 was selected through the stratified method to develop strata or grouping with homogeneous characteristics, while random probability sampling was applied to select elements into the strata. The methodology applied both quantitative and qualitative methods, and data collection instruments

development followed the pattern: planning, defining target respondents, composing the questionnaire, coding and implementation. The validity and reliability measures followed the format of self-report using the medium of questionnaires defined by consistency of results. The ethics of the study were based on honesty, objectivity, integrity, care, respect for intellectual property and confidentiality. The data analysis used ratios, percentages, charts, correlations, case processing summary, cross-tabs, and chi-square tests, while applying the statistical package for social science (SPSS) tool to interpret data.

CHAPTER FIVE: THE EFFECTS OF SOCIO-ECONOMIC STATUS ON SCHOLASTIC OUTCOMES OF STUDENTS IN THE FORT BEAUFORT EDUCATION DISTRICT OF THE EASTERN CAPE PROVINCE OF SOUTH AFRICA

5.1 Introduction

This chapter discussed the effects of socio-economic status on scholastic outcomes or student achievement. The following aspects were discussed in depth: parents' socio-economic status and student performance, home environment and academic achievement, the influence of socio-economic factors on scholastic attainment, low socio-economic status and academic performance, school environment and academic achievement and proficiency in the medium of instruction and academic performance. The study argued that children from poor families always perform badly as compared to those from rich families and this concur with the position of the theoretical framework which indicates that children from wealthy families performs excellently in schools because they have all the required resources.. This means that socio-economic status influences negatively children from poor families since they do not have the required resources at school.

This chapter discusses the effects of socio- economic status on scholastic outcomes or student achievement. The study shall assess the extent to which pupils with high socio-economic status are excelling in vocabulary test, verbal intelligence, arithmetic and mathematics. It will also examine the extent that pupils' academic achievement is enhanced at home through, support from parents, internet, books and TV/radio. Furthermore the study shall assess the extent that socio-economic factors influence the scholastic attainment in the Fort Beaufort Education District.

5.2 Parents socio-economic status and student performance.

This section discussed parents' socio- economic status and student performance. The factors that were discussed in the section are pupils' vocabulary test, pupils' verbal intelligence, pupils' arithmetic skills, pupils' skills in mathematics and pupils intellectual capability. The study noted that children who come from poor background always

performs badly in vocabulary test, they do not possess good verbal intelligence, they have poor arithmetic, mathematical skill and intellectual capability. Failure by children from poor backgrounds to possess the above attributes affects them negatively in their school work. Therefore the main argument is that children with poor socio-economic-status don't have the necessary skills that are required at school as compared to those from rich backgrounds. Table 1 below will discuss the relationship that exists between parent's social-economic status and pupils' vocabulary test.

Table 1: Parents socio- economic status and Pupils vocabulary test:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5,8	5,8	5,8
	Disagree	12	7,0	7,0	12,9
	Neutral	63	36,8	36,8	49,7
	Strongly Agree	49	28,7	28,7	78,4
	Agree	37	21,6	21,6	100,0
	Total	171	100,0	100,0	

Source: Computer printout of finding of the vocabulary test

The table above indicates that 49 (28.7%) of the respondents strongly agree that parents with high socio-economic status influence the performance of pupils in vocabulary test. Moreover 37 (21.6) of the respondents agree that parents with high socio- economic status influence performance of pupils in vocabulary test. However, it could be deduced from the table that 10 (5.8%) of the respondents strongly disagree that parents with high socio-economic status influence the performance of pupils in vocabulary test. The tables shows that 63 (36.8%) of respondents were neutral. Excerpts from the in-depth interviews concur with this position as follows:

... “ *I think the income from home is not enough and thing get worse when parents do not take care of their children and that results to poor performance at school*” (interviewee 3, Elukhanyisweni High school ,05/ 03/2016)

and

... “*Yes I think so because they have everything in their disposal to make sure that their children perform good compare to those from less endowed school*” (interviewee 9 , Thubalethu High school, 05/04/2016)

and

... “Oh the income it has a positive impact to me. Positive in the sense that parents can take care of their children even if the money is little and they can buy materials needed at school and that could lead to positive results” (interviewee 2 , Elukhanyisweni High school, 05/03/2016).

An interesting point noted from the empirical findings of this study is that parents with high socio-economic status influence the vocabulary test of pupils. In the work of Maswikiti (2005) on Influence of Socioeconomic Status and quality of education on School Children’s academic performance in South Africa, the work revealed that children from low SES would perform more poorly than children from high SES on the measurement of academic achievement and of general intellectual functioning which concurs with the findings of this current study. Similarly, Udida, Ukwai and Ogodo (2012) in their study also pointed out that family characteristic are significant source of difference in student’s educational outcomes. In addition, they asserted that student’s academic performance is affected by the socio-economic background of their parents; as parents that earn high income can be accountable for their children’s education. This is in sharp contrast with parents that earn lower salaries. Huang (2007) posits that there is a link between parents’ education level and children’s motivation and achievement at upper secondary schools.

Hansen and Masterkaasa (2006) confirm that students who originate from farming households reveal the lowest educational attainment while those who originated from academic households perform best. Unity, Osagioba and Edith (2013) stress that a child’s academic performance is affected negatively if he/she comes from an economically disadvantaged family, which aligns with the findings of present study. They stressed further that such children are faced with many challenges that leads to poor school performance. The other factor that is to be discussed is the pupil’s verbal intelligence. Table 2 below indicates the relationship between parent’s socio economic status and pupil’s verbal intelligence.

Table 2: Parents socio- economic status and Pupils verbal intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4,7	4,7	4,7
	Disagree	16	9,4	9,4	14,0
	Neutral	71	41,5	41,5	55,6
	Strongly Agree	44	25,7	25,7	81,3
	Agree	32	18,7	18,7	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The above table depicts that 44 (25.7%) of the respondents strongly agree that parents with high socio-economic status influence pupils' verbal intelligence. The table also reveals that 32 (18.7%) of respondents agree that parents with high socio- economic status influence the performance pupils' verbal intelligence. 4.7 % of respondents strongly disagree that parents with high socio-economic status influences pupils performance in verbal intelligence. 9.4% of respondents did not agree with idea that parents with high socio-economic status influence the performance of pupils in verbal intelligence. However 71 (41.5%) of respondents were neutral.

The findings above show that parents with high socio-economic status influence children verbal intelligence. Maswikiti (2005), in his study, also agrees that children from a high SES group generally perform better academically and on general intelligence measures than those of low SES counterparts, which agrees with the findings of the present study. This study confirms previous research findings like Bradley and Corwyn (2002) and several other researches like Magnuson and Duncan (2006) who have argued that there are both negative indirect and direct effects of SES on children with low SES such as lack of resources and culturally diverse experience like educational recreational activities and learning materials from early on, such as trips to the library, theatre and museum or even educational or cultural trips, which, in turn, limits their cognitive growth and impacts on their school performance. They argue that various cultural experiences, environments, resources, ways of motivation and type of schooling broaden a child's intellectual horizons early on in their development and low SES children lack this exposure which puts them at a disadvantage. In South Africa for instance low SES children face several obstacles such as exposure to

gangs, drugs and a home front that is not conducive to learning and higher academic performance, which puts them at a grave disadvantage compared to their high SES counterparts. More so, table 3 below will depicts the influence of socio economic status on the pupil's arithmetic skills.

Table 3: Parents socio- economic status and Pupils arithmetic skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3,5	3,5	3,5
	Disagree	14	8,2	8,2	11,7
	Neutral	73	42,7	42,7	54,4
	Strongly Agree	44	25,7	25,7	80,1
	Agree	34	19,9	19,9	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The above table explicitly shows that 25 5% of respondents strongly agree that parents with high socio-economic status influence the pupils' performance in arithmetic. The table also indicates 19.9% of respondents agree that parents with high socio-economic status influence the pupils' performance in arithmetic. However the table clearly points out that 3.5% of respondents strongly disagree that parent with high socio economic status influence the pupils' performance in arithmetic. 8.2% of respondents did not agree that parents with high socio- economic status influence the pupils' performance in arithmetic. Lastly 42% of respondents were natural about weather parents with high socio economic status influence the performance of pupils' in arithmetic.

Parents with high socio-economic status influence pupil's performance in arithmetic. A study conducted by Schmidt (1996) reached the same findings and stated that class difference and socio-economic status are only slightly related to an I.O. test performance at the first grade level, but this relationship increases in the upper grades. In addition to the above, socio- economic status also have an impact on the pupil's skills in mathematics as shown by table 4 below.

Table 4: Parents socio- economic status and Pupils skills in mathematics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5,8	5,8	5,8
	Disagree	15	8,8	8,8	14,6
	Neutral	63	36,8	36,8	51,5
	Strongly Agree	48	28,1	28,1	79,5
	Agree	35	20,5	20,5	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The above table explicitly shows that 48 (28.1%) of respondents strongly agree that parents with high socio-economic status influence the pupils' performance in mathematics. The table also indicates that 20.5% of respondents agree that parents with high socio-economic status influence the pupils' performance in mathematic. Nevertheless the table clearly points out that 5.8% of respondents strongly disagree that parent with high socio economic status influences the pupils' performance in mathematics. 8.8% of respondents did not agree that parents with high socio-economic status influence the pupils' performance in mathematics. Lastly 36.8% of respondents were natural about weather parents with high socio economic status influence the performance of pupils' in mathematic. Table 5 below shows the relationship that exist between socio economic factors and academic achievement

Table 5: Socio economic factors and academic achievement

D5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,3	2,3
	Disagree	14	8,2	8,2	10,5
	Neutral	58	33,9	33,9	44,4
	Agree	50	29,2	29,2	73,7
	Strongly Agree	45	26,3	26,3	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicated that Socio economic status has relatively strong effects on academic achievement s that 26, 3% of the respondents strongly agree that Socio economic status has relatively strong effects on academic achievement. The study also reveals that 29, 2%of the respondents agree that Socio economic status has relatively strong effects on academic achievement. Furthermore the study illustrates that 2, 3% of the respondents strongly disagree Socio economic status has relatively strong effects on academic achievement. In addition 2, 3% of the respondents disagree that Socio economic status has relatively strong effects on academic achievement. Lastly 33, 9% of the respondents were neutral. This can be corroborated with information collected from in-depth interview. For instance, one of the interviewees had this to say:

... “ if parents are educated they want their children to be educated too, and they will make sure that they send them to better schools that will equip them. But even those from disadvantaged background they want their children to go to school but unfortunately they don't have money and the schools that they are in don't have resources and that could lead to poor academic achievement because of their lower socio-economic status, they can't afford to take their children to better schools” (Interviewee 2, Thubalethu High school, 16/04/16)

The findings from the current study can confirm that parents with high socio-economic status influence their children academic achievement positively. The influence of parent's socioeconomic status on parental involvement has been well documented in explaining how the socioeconomic level of parents is translated into their child's school achievement. Research in parent involvement (Midraj & Midraj, 2011) shows that involvement at home has a more significant impact on children's attainment than parent involvement in school activities (Christenson & Sheridan, 2001; Hickman, Greenwood, & Miller, 1995; Izzo, Weissberg, Kasprow, & Fendrich, 1999 and Trusty, 1999).

Olaniyi and Mageshni (2008) in their studies show that, Parental involvement positively correlated with students' academic achievement. Children of parents involved in the home-based learning support activities and direct communication with their children had superior school grades than those from less involved parents. Kingsley (2011) carried out a study to analyse the link between parental school involvement and the

academic achievement of young students from diverse socio-economic backgrounds between the ages of (15 and 20), the results indicate a positive and significant correlation between mothers' school involvement and the academic achievement of the students. The findings from these studies collaborate with the results of the current study.

Many research's shows that parents' involvement in their children's education is an important component of student success and achievement (Compton-Lilly, 2003; Lareau, 2000; Shields, Gordon, & Dupree, 1983; Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005). Greenwood and Hickman (1991) study shows that parental involvement enhances child's educational aspirations, sense of well-being, attitude, improving grades and readiness for school. Several other studies indicate that parent/family involvement has a lasting effect throughout the educational careers of students (Kellaghan, Sloane, Alvarez, & Bloom, 1993 and Trusty, 1999). Simon (1999) found that although study habits, attitudes, and behavior patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school. In addition, Anderson, (2000) observed that parental involvement decreases the likelihood that students will be placed in special education, repeat a grade, and/or drop out. Other studies have found that parental involvement increases student motivation (Gonzales-Haas, Willems and Holbein, 2005) and decreases instances of behavioural problems (Domina, 200). The table 6 below illustrates how interest and love for academic by parents can improve children intellectual capability.

Table 6: Parents love and interest in their children's academic and its influence on the pupil's intellectual capability

D2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1,8	1,8	1,8
	Disagree	7	4,1	4,1	5,8
	Neutral	56	32,7	32,7	38,6
	Agree	52	30,4	30,4	69,0
	Strongly Agree	53	31,0	31,0	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicates that 31.0% of respondents strongly agree that parents who love and show interest in their children academic pursuits stimulates the pupil's intellectual capability. The table also reveals that 30.4% of respondents agree that parents who loving and show interest in their pupils. However, 1.8% of respondents strongly disagree that parents who love and show interest in their children academic pursuits stimulates the intellectual capability. 4.1% of respondents disagree that parents who love and show interest in their children academic pursuits stimulates the intellectual capability. Lastly the table states that 32.7% of respondents were neutral. An abstract from the in-depth corroborates the position as the respondents said the following:

... "Well... if parents are educated it is likely that they will motivate their children to go to school and also children will follow the footsteps of their parents" (interviewee 1, Elukhanyisweni High school 16/05/16)

The family background should be an environment in which children have the opportunity to succeed and be happy. A conducive home influence manifests itself further in the school environment. It helps plan, execute and evaluate the child's school experiences, in relation to his level of maturation and readiness for future career. Equally, both parents should help to protect and foster the physics and mental health of the child in order to help him/her excel academically. Lodge (1992) believes that education should begin from birth and in the home. To him education was in fact growth and that the early years were all important. This he feels that the environment

of the child influences his character and that all true education involves balance and harmony

According to Odebunmi (1975), “when parents are made aware of favourable environments children may be academically prepared for formal school such as primary school, secondary school and territory institutions. This statement suggests that the child’s come has a considerable role to play in the educational development of the child. Similarly, Taiwo (1997) stated that: “The home should provide the opportunity for a child to show his interest and ability by providing an environment which is intellectually stimulating to the child. Parents should encourage their children by providing them with school materials books, writing materials and other school needs that might help them develop intellectually. A child that is deprived of the above items and encouragement would find it difficult in adjusting to the conditions in the school. The attitude of parents towards their children is an important factor influencing the academic performance of such a child. A child first experiences a sense of belonging and affection while at home. The way and manner a child behaves in school is a function of the relationship that exists between him and his parents at home. Studies have shown that a child who is loved and cared for by his parents responds positively to school work in terms of academic performance of parental affection perform poorly in school. Parents should therefore desist from depriving their children of their love and affection. Depriving a child of a good education or affection might turn the child to be a criminal or a truant in school. The table 7 below shows that students with parents who have high socio-economic status perform well in class tests and assignments.

Table 7: Children with high socio-economic parents perform better in class tests and assignments

D14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4.7	4.7	4.7
	Disagree	19	11.1	11.1	15.8
	Neutral	55	32.2	32.2	48.0
	Agree	43	25.1	25.1	73.1
	Strongly Agree	46	26.9	26.9	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 46 of the respondents strongly agree that children of high socio-economic parents perform better in class tests and assignments. The study also indicates that 43 of the respondents agree that children of high socio-economic parents perform better in class tests and assignments. Furthermore the study also indicates that 8 of the respondents strongly disagree that children of high socio-economic parents perform better in class tests and assignments. More so the study also reveals that 19 of the respondents disagree those children of high socio-economic parents perform better in class tests and assignments. Lastly 55 of the respondents were neutral. Table 8 below depicts that whether children with a better educational background performs better in scholastic tests.

Table 8 Children from better education background perform comparably better in scholastic tests

D15				
		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.5	3.5
	Disagree	18	10.5	14.0
	Neutral	54	31.6	45.6
	Agree	49	28.7	74.3
	Strongly Agree	44	25.7	100.0
	Total	171	100.0	100.0

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 44 of the respondents strongly agree that children from better education background perform comparably better in scholastic tests. The study also indicates that 49 of the respondents agree that children from better education background perform comparably better in scholastic tests. Furthermore the study also indicates that 6 of the respondents strongly disagree children from better education background perform comparably better in scholastic tests. More so the study also reveals that 18 of the respondents disagree that children from better education background perform comparably better in scholastic tests. Lastly 54 of the respondents were neutral. Table 9 below illustrates the extent to which the support mechanisms and the encouragement from parents help the child to perform better in the school.

Table 9: Support and encouragement from parents enables the child to do better at school.

D16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.8	1.8	1.8
	Disagree	16	9.4	9.4	11.1
	Neutral	50	29.2	29.2	40.4
	Agree	48	28.1	28.1	68.4
	Strongly Agree	54	31.6	31.6	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 31, 6% of the respondents strongly agree that support and encouragement from parents enables the child to do better at school. Whilst 28, 1% of the respondents agree that support and encouragement from parents enables the child to do better at school. Furthermore 1, 8% of the respondents strongly disagree that support and encouragement from parents enables the child to do better at school. More so 9, 4% of the respondents disagree that support and encouragement from parent enable the child to do better at school.

In conclusion, this section discussed parents' socio- economic status and student performance. The factors that were discussed in the section are pupils' vocabulary test, pupils' verbal intelligence, pupils' arithmetic skills, pupils' skills in mathematics and pupils intellectual capability. The study noted that children who come from poor background always performs badly in vocabulary test, they do not possess good verbal intelligence, they have poor arithmetic, mathematical skill and intellectual capability. Failure by children from poor backgrounds to possess the above attributes affects them negatively in their school work. Therefore the main argument is that children with poor socio-economic- status don't have the necessary skills that are required at school as compared to those from rich backgrounds. The children from poor families does not possess the required skills at schools and this affected their performance and this is in relation to the theoretical framework that argued that children from wealthy families possess the skills that are required at school and it helps them in their performance.

5.3 Home environment and academic achievement.

This section looked at home environment and academic achievement. The section looked at whether academic achievement is achieved at home through the following: parents support, books, television/radio, smartphones. In addition this section also looked at whether children of high socio-economic status are better represented amongst achieving pupils because their parents are able to pay the cost of expensive and quality schooling/education, children from wealthy backgrounds perform best well on tests of academic achievement, children from a high socio economic status receive almost double their share in terms of matric scholastic achievement, pupils who are overloaded with household chores are likely to have poor scholastic achievement, pupils from single parents tend to have low educational achievements compared to those with both parents and whether pupils who are well fed are likely to do better at school than those who are poorly fed. The study indicated that children who have access to advanced technology such as smartphones and television excel in school as compared to those who do not have access to the latest technology. Also the study found out that the children with parents who are able to pay for them expensive schools so that they get quality education perform the best as compared to others. This is related to the theoretical framework that argued that those from wealthy families' perform excellent as compared to those from poor families. Table 10 below will indicate whether parents support can enhance academic achievement.

Table 10: Academic achievement is enhanced at home through parents support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3,5	3,5	3,5
	Disagree	9	5,3	5,3	8,8
	Neutral	66	38,6	38,6	47,4
	Strongly Agree	52	30,4	30,4	77,8
	Agree	38	22,2	22,2	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The above table indicates that 30.4% of respondents strongly agree that pupil's academic achievement is enhanced at home through parent's support. Also 22.2% of respondents agree that pupil's academic achievement is enhanced at home through parents support. However, it could be deduced from the table that 3.5% of respondents strongly agree that pupils' academic achievement is enhanced at home through parents support. The table shows that 5.3% of respondents disagree that the pupils academic achievement is enhanced at home through parent's support. Lastly the table shows that 38.8% of respondents were neutral. Extracts from the in-depth interviews concur with this position as these respondents answered in the following:

... "Starting with those whose are affording because of their occupation it will motivate their learners to realise that in the long run they should go to the tertiary institution because their parents can afford registration. But those from parents with low income it will demotivate them they would think more especially those who have many kinds. Children will decided to drop out of school and look for job because their cannot support them" (interviewee 3, Elukhanyisweni High school, 05/04/2016)

And

... "Well if parents are educated it is likely that they will motivate their children to go to school and the children will follow the footsteps of parents because parents are supportive to them" (interviewee 1, Thubalethu High school, 05/03/2016)

Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved. Desforges and Abouchaar (2003) study is in agreement with this findings that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. Different scholars state that socio-economic status has an influential role in the academic performance of students.

Asikhia (2010) contends that the family educational background and socio-economic status play pivotal roles in the learning process of the child. She argues further that

the child's performance whether in the positive or negative could be alluded to the type of family such a child comes from. Unitty et al (2012) confirmed that family type, size, socio-economic status and educational background play a significant role in children's educational attainment and social integration which agrees with the findings of the present study. Ajila and Olutola (2000) stated that the home influences the individual given the fact that the parents are the initial socializing agents in an individual life which aligns with the findings of the current study. Uwaifo (2008) asserts that family background of a child has a significant bearing on his reaction to life circumstance and his magnitude of performance. Omirin and Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' performance. Ebebuwa-Okoh (2010) is of the view that if the finances of students are not adequate, the situation may affect their academic performance. In addition to the above, another factor that can enhance academic achievement is internet as shown by table 11 below.

Table 11: Pupil's academic achievement is enhanced at home through internet

Enhanced academic achievement through Internet					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1,8	1,8	1,8
	Disagree	14	8,2	8,2	9,9
	Neutral	68	39,8	39,8	49,7
	Strongly Agree	44	25,7	25,7	75,4
	Agree	42	24,6	24,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

Table 6 indicates that 25.7% of respondents strongly agree that pupil's academic achievement is enhanced at home through internet. The study also indicates that 24.6% of respondents agree that pupil's academic achievement is enhanced at home through internet. However, 1.8% of respondents strongly disagree that pupil academic achievement is enhanced at home through internet. 8.2% of respondents did not agree that pupil's academic achievement is enhanced at home through internet. Lastly

39.8% were neutral. Supporting the analysis above respondents said this in the in-depth interviews:

... "I think they have money, they have resources compared to us so that gives them an advantage to have good results at the end of the year. I mean resource such as libraries, internet etc." (Interviewee 5, Elukhanyisweni High school, 05/05/2016)

And

... "Ok we are suffering here we do not have enough resources such as teaching personnel and technology by technology I mean internet, because we are living in the world that uses internet so we are still backward here in terms of technology". (Interviewee 4, Thubalethu High school, 03/04/16).

The work of Austin et al (2011) they concurred with the present findings that students that used the Internet at school and at home, which is termed moderate use, enjoy higher grades than those that did not use the Internet. Results indicate that grades are higher when students undertake moderate Internet use; however, grades decline when students are below or surpass a certain threshold (Austin, et al, 2011)

Girls and boys accessed the Internet differently. Adolescent girls used the Internet at school and library more often than boys. A significantly higher number of adolescent girls owned their own PCs than boys did. At school, adolescent girls used the Internet during classes, extra-curricular activities, and lunch breaks more often than boys. However, boys used the Internet at PC Bangs (Internet cafés), which is consistent with the findings from previous research (Korean Statistical Information Service. 2004, May; Lee, 2005, October (what does this mean?) According to the Organization for Economic Co-operation and Development, academic achievement at school is not only linked to school related factors but also with the socioeconomic environment in which students emanates (Honea, 2007). The argument is that students from low socioeconomic families do not have a study environment in their homes to have a positive influence on their academic achievement (Desoete & Verhaeghe, 2011).

The education of parents has a fundamental influence and effects on the children`s school achievement. Studies have illustrated that educational level of parents of high

achieving students is higher than education level of the parents of unsuccessful students. It is also stated that the average period of time that parents participate in education is an imperative factor in students `s academic success which agrees with the findings of this study (Sirin, 2005). Furthermore it is postulated that parents who received higher education are likely to create the most conducive environment for their children to study. Another factor that enhances academic performance at home is through having access to books as shown below by table 12 below.

Table 12: Pupil's academic achievement is enhanced at home through book

Enhanced academic achievement through Books					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1,8	1,8	1,8
	Disagree	14	8,2	8,2	9,9
	Neutral	64	37,4	37,4	47,4
	Strongly Agree	48	28,1	28,1	75,4
	Agree	42	24,6	24,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study shows that 48 of respondents strongly agree that pupil's academic achievement is enhanced at home through book. The study also reveals that 42 of respondents agree that pupils academic achievement is enhanced at home through books. 1.8% of respondents strongly disagree that pupils academic achievement is enhanced at home trough books. The table also reveals that 8.2% of respondents did not agree that pupils academic achievement is enhanced at home trough books. Lastly, the study indicates that only 37.4% of respondents were neutral. Extracts from the in-depth interviews concur with this position as these respondents answered in the following:

“ Our leaners do not perform well here maybe it is because we do not have enough resources like libraries, that means we do not even have enough books pupils have to share the book” (interviewee 1, Thubalethu High school, 05/06/16)

and

“Most definitely yes, I do for instance coming from the model C background and now teaching at the public school. I can see a lot of things I was exposed to that helped me get to where I am today; children at the public school are not exposed to. For instance here we have 22 learners doing grade 12 and I have only 13 textbooks and back at the school I went to I had a textbook for each and every subject I was doing. It’s only this year they are introducing computers at the school and even though it is end user Microsoft word, excel, power point but back at the school I went, I was exposed to a computer, if you had any research you need to do you just visit the lab and do whatever research you want to do after school. The lab is open you have your own username and password, you just go. So we were exposed to all those things whereas here resources its hustle” (interviewee 3, Thubalethu High school 05/04/16)

A study conducted by Atkinson and Feather (1966) agrees with the findings of the present study that children from favourable home environments tend to have a high need for achievement as opposed to those from unfavourable home environments. The findings are also in line with the report of Gottfried, Fleming and Gottfried (1998) that child rearing practices vary with parental level of education. Alokun, Osakinle, Onijingingin (2001) in their study concluded that educational background of parents and provision of study facilities for children at home have significant influence on the academic performance of such children which aligns with the findings of this study. Another factor that can influence academic performance is TV/Radio as shown in table 13 below.

Table 13: Pupils' academic achievement is enhanced at home through TV/Radio

Enhanced academic achievement through TV/ Radio					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3,5	3,5	3,5
	Disagree	13	7,6	7,6	11,1
	Neutral	70	40,9	40,9	52,0
	Strongly Agree	45	26,3	26,3	78,4
	Agree	37	21,6	21,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study reveals that 26.3% of respondents strongly agree that pupil's academic achievement is enhanced at home through TV/radio. The other 21.6% of respondents agree that pupils academic achievement is enhanced at home through TV/radio. However, 3.5% of respondents strongly disagree that pupil academic achievements is enhanced at home through TV/radio. 7.6% of respondent did not agree that pupils academic achievement is enhanced at home through TV/radio. Lastly, 40.9% of respondents were neutral.

The study found out that books at home enhanced the academic achievement of children. Evans et al (2009) in their study concluded that books in the home have a positive payoff in improved test scores throughout the world, which agrees with the findings of the current study. In addition they found that home library size has a very substantial effect on education attainment. Evans et al (2009) also attested in their study that home library helps children to do better on the standard test; this aligns with the findings of this present study. Technology in the form of smartphones can influence pupil's academic performance as shown in table 14 below.

Table 14: Pupil's academic achievement is enhanced at home through smartphones

Enhanced academic achievement through Smart Phone					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	15	8,8	8,8	12,9
	Neutral	63	36,8	36,8	49,7
	Strongly Agree	47	27,5	27,5	77,2
	Agree	39	22,8	22,8	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study reveals that 27.5% of respondents strongly agree that pupil's academic achievement is enhanced at home through smartphones. The study also reveals that 22.8% of respondents agree that pupil's academic achievement is enhanced at home through smartphones. However 4.1% of respondents strongly disagree that pupils academic achievement is enhanced at home through smartphone. 15 or 8.8% of respondents did not agree that pupils academic achievement is enhanced at home through smart phone. Lastly, 36.8% of respondents were neutral. An abstract from the in-depth interviews concur with this position as the respondent answered as follows:

“ well if parents are educated and they have money children will likely to have to have every material they need at school, by material I mean they can have book, special lesson, smartphone that can help them, computers to mention the few” (interviewee 5, Elukhanyisweni High school, 06/05/16)

An interesting point noted from the interview #5 is that if parents who can afford can buy any kind of material such as smartphone which will help their children at school. Cochrane (2010) examined the use of smartphones and tablets in tertiary education. Using the case study method, the research found that the smartphones enabled a social constructivist pedagogy where students could self-create content, and allow for formative lecturer and peer feedback. In another study, Huang et al (2012) found that students in the procedural scaffolding condition had better learning outcomes (discourse levels, group and individual learning) than the controlled condition. Students were able to easily access information with the camera on the smartphone

using QR codes, reflect and pace their own learning using the scaffolding strategy. This collaborates with the findings of the present study. Students expressed excitement regarding the use of mobiles for learning (Ramos, 2008). Table 15 below illustrates the extent to which children of high socio-economic status are better represented amongst achieving pupils, because their parents are able to pay the cost of expensive and quality schooling/education.

Table 15: Children of high socio-economic status are better represented amongst achieving pupils, because their parents are able to pay the cost of expensive and quality schooling/education

D24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	7	4,1	4,1	7,0
	Neutral	64	37,4	37,4	44,4
	Agree	55	32,2	32,2	76,6
	Strongly Agree	40	23,4	23,4	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study shows that 40 of respondents strongly agree that children of high socio-economic status are better represented amongst achieving pupils, because their parents are able to pay the cost of expensive and quality schooling/education. The study also states that 55 of respondents agree that children of high socio-economic status are better represented amongst achieving pupils, because their parents are able to pay the cost of expensive and quality schooling/education. However the study also states that 5 of respondents strongly disagree that children of high socio-economic status are better represented amongst achieving pupils, because their parents are able to pay the cost of expensive and quality schooling/education. 7 of respondents did not agree that children of high socio-economic status are better represented amongst achieving pupils, because their parents are able to pay the cost of expensive and quality schooling/education. Lastly the study states that 64 of respondents were neutral. In support of the analysis above one of the respondents said:

“Children from well families I mean from family with money can go to better schools. Their parents can afford to pay those fees for private schools and also they can arrange extra classes for their children because they can afford. So you can see they have better chances to pass at the end of the year because they have everything they need. They have books, internet, and libraries and over and above their parents are supportive to them”. (Interviewee 5, Elukhanyisweni High school, 06/05/16)

Table 16 below shows that children from wealthy backgrounds perform less on tests of academic achievement.

Table 16: Children from wealthy backgrounds perform less on tests of academic achievement

D25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4,7	4,7	4,7
	Disagree	9	5,3	5,3	9,9
	Neutral	54	31,6	31,6	41,5
	Agree	57	33,3	33,3	74,9
	Strongly Agree	43	25,1	25,1	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that (43 or 25, 1%) of the respondents strongly agree that children from wealthy backgrounds perform less well in tests of academic achievement. The study also reveals that (57 or 33. 3%) of the respondents agree that children from wealthy backgrounds perform less well in tests of academic achievement. Furthermore the study also illustrates that (8 or 4.7%) of the respondents strongly disagree that children from wealthy backgrounds perform less well in tests of academic achievement. More so the study also reveal that (9 or 5, 3%) of the respondents disagree that children from wealthy backgrounds perform less well in tests of academic achievement. Lastly (54 or 31.6%) of the respondents were neutral. In support of the analysis above respondents from the in-depth interviews said:

“Mhmmmm I think it’s similar to the exams in terms of them not having much time because they have so much to deal with at home. They don’t have time to concentrate on their books”. (Interviewee 7, Thubalethu High school, 06/05/16)

Table 17 below depicts whether children from a high socio economic status receive almost double their share in terms of matric scholastic achievement.

Table 17: Children from a high socio economic status receive almost double their share in terms of matric scholastic achievement

D26					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3,5	3,5	3,5
	Disagree	10	5,8	5,8	9,4
	Neutral	53	31,0	31,0	40,4
	Agree	54	31,6	31,6	71,9
	Strongly Agree	48	28,1	28,1	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicates that 28, 1% of the respondents strongly agree that children from high socio- economic status receive almost double their share in terms of matric scholastic achievement The study also shows that 31. 6% of the respondents agree children from a high socio economic status receive almost double their share in terms of matric scholastic achievement. In addition the study illustrates that 3.5% of the respondents strongly children from a high socio economic status receive almost double their share in terms of matric scholastic achievement. Furthermore the study reveals that 5, 8% of the respondents disagree that children from a high socio economic status receive almost double their share in terms of matric scholastic achievement. Lastly 31.0% of the respondents were neutral. Another factor to be discussed is whether pupils who are overloaded with household chores are likely to have poor scholastic achievement as shown by table 18 below.

Table 18: Pupils who are overloaded with household chores are likely to have poor scholastic achievement

D30					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,3	2,3
	Disagree	11	6,4	6,4	8,8
	Neutral	57	33,3	33,3	42,1
	Agree	52	30,4	30,4	72,5
	Strongly Agree	47	27,5	27,5	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 47 (27.5%) of respondents strongly agree that pupils who are overloaded with household chores are likely to have poor scholastic achievement The study also illustrates 52 (30.4%) of respondents agree that pupils who are overloaded with household chores are likely to have poor scholastic achievement However the study indicates that 4 (2.3%) of respondents strongly disagree that Pupils who are overloaded with household chores are likely to have poor scholastic achievement Lastly, the study states 57 (33.3%) were neutral.

“We have a problem here as you see this is a rural area. Our children are from poor background sometimes they have responsibilities back home and they don’t have time to study. Some have to take care of their brother and other have to take care of their parents and that makes them to delay at school”.(Interviewee 9, Thubalethu High school,06/05/16)

Table 19 belo will discuss whether pupils from single parents tend to have low educational achievements compared to those with both parents

Table 19: Pupils from single parents tend to have low educational achievements compared to those with both parents:

D31					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1,8	1,8	1,8
	Disagree	9	5,3	5,3	7,0
	Neutral	58	33,9	33,9	40,9
	Agree	47	27,5	27,5	68,4
	Strongly Agree	54	31,6	31,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 54 (31.6%) of respondents strongly agree that pupils from single parents tend to have low educational achievements compared to those with both parents. The study also illustrates 47 (27.5%) of respondents agree that pupils from single parents tend to have low educational achievements compared to those with both parents. However the study indicates that 3 (1.8%) of respondents strongly disagree that pupils from single parents tend to have low educational achievements compared to those with both parents lastly, the study states 58 (33.9%) were neutral. The table 20 below shows whether pupils who are well fed are likely to perform much better in school as compared to the poorly fed.

Table 20: Pupils who are well fed are likely to do better at school than those who are poorly fed

D32					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,4	2,4
	Disagree	10	5,8	5,9	8,2
	Neutral	58	33,9	34,1	42,4
	Agree	49	28,7	28,8	71,2
	Strongly Agree	49	28,7	28,8	100,0
	Total	170	99,4	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 49 (28.7%) of respondents strongly agree that Pupils who are well fed are likely to do better at school than those who are poorly fed. The study also illustrates 49 (28.7.4%) of respondents agree that pupils who are well fed are likely to do better at school than those who are poorly fed. However the study

indicates that 4 (2.3%) of respondents strongly disagree that pupils who are well fed are likely to do better at school than those who are poorly fed. Lastly, the study states 55 (33.9%) were neutral. In support of the in-depth interviewees the respondents said this:

“It does, it does because as I said no one can concentrate on an empty stomach and mhhmm... eating pap and potatoes every day, starch it has effects even the energy of the learner, yes the person might be full but that doesn’t mean.....that person actually needs the nutrition that will keep the body going the whole day” (Interviewee 9, Thubalethu High school, 06/05/16)

In a nut shell, the section looked at home environment and academic achievement. The section looked at whether academic achievement is achieved at home through the following: parents support, books, television/radio, smartphones. In addition this section also looked at whether children of high socio-economic status are better represented amongst achieving pupils because their parents are able to pay the cost of expensive and quality schooling/education, children from wealthy backgrounds perform best well on tests of academic achievement, children from a high socio economic status receive almost double their share in terms of matric scholastic achievement, pupils who are overloaded with household chores are likely to have poor scholastic achievement, pupils from single parents tend to have low educational achievements compared to those with both parents and whether pupils who are well fed are likely to do better at school than those who are poorly fed. The study indicated that children who have access to advanced technology such as smartphones and television excel in school as compared to those who do not have access to the latest technology. Also the study found out that the children with parents who are able to pay for them expensive schools so that they get quality education perform the best as compared to others. This is related to the theoretical framework that argued that those from wealthy families’ perform excellent as compared to those from poor families.

5.4 The influence of socio-economic factors in scholastic attainment

This section discussed the influence of socio-economic factors in scholastic attainment. The factors are as follows: income, occupation, residential area, family size, social class, and culture of parents and parent’s level of education. The study showed that students who come from poor families with low income, poor occupation

and residential area have got poor scholastic attainment as compared to others from rich families. This is in relation with the argument from theoretical framework that argued that those from wealthy families excel in school as compared to those children from poor families. The first factor to be discussed is income and how it influences scholastic attainment as shown by table 21 below

Table 21: Income as the socio- economic factor that influence the scholastic attainment

Factors influencing Scholastic attainment: Income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	9	5,3	5,3	9,4
	Neutral	61	35,7	35,9	45,3
	Strongly Agree	53	31,0	31,2	76,5
	Agree	40	23,4	23,5	100,0
	Total	170	99,4	100,0	
Missing	System	1	,6		
Total		171	100,0		

Source: computer printout of a table derived from the data and findings of the study

The table above tells 53 (31.0%) of respondents strongly agree that income as the socio-economic factor influence the scholastic attainment. The study further suggests that 40 (23.4%) of respondents agree that income as the socio-economic factor influence scholastic attainment. However, 7 (4.1%) of respondents strongly disagree that income as the socio-economic factor influence the scholastic attainment. 9 (5.3%) of respondents did not agree that income as the socio-economic factor influence the scholastic attainment. The study also reveals that 61 (35.7%) respondents were neutral and 6% was missing from the study. Supporting the analysis the respondents in the in-depth interviewee said this:

“If the income of parents is low that could lead to negative outcomes such that the child won’t be able to have enough school material and that could lead to poor performance. But if the income is good the child stands a chance to do well at school because parents can afford” (interviewee 3, Elukhanyisweni High school, 09/04/16)

and

“Mhmmm.... The income because this is a fee school surely whoever is here should be coming from a home that has income so to speak. But you will realise that within our surroundings we are surrounded by homes that are headed by children where there is a high unemployment so really that is why we realise that most of the learners here especially the boarding ones are coming outside Fort Beaufort because those here cannot afford to be here so the school is kind of white elephant to them” (interviewee 10, Thubalethu High school 12/04/16,)

and

“Well it might have both positive and negative effects. Positive in the sense that this parents can afford to buy whatever the child needs like books, cell phone with internet where the child can research whatever they need, arrange extra class but if the child is not motivated enough he may not utilise those privileges” (interviewee 6 Elukhanyisweni High school 08/05/16,)

and

“If parents do not have money is a problem because they have to send their children to public schools which are so disadvantage. Those schools lack resource. But those with money can take their children to private schools where they know that their children will get good quality education” (interviewee 2, Elukhanyisweni High school 08/05/16,)

Income is important in determining how much money can be spent on education and resources that will enhance education. This factor can also affect where children attend school quality of educational attainment. Student's recorded highest on the affordability of quality of residence room, catering and recreational facilities based on socio- economic background of the student, the higher the socioeconomic background the easier to afford the basic needs necessary for the academic performance (Okioga, 2011), this findings concurred with the results of the current study. A study conducted by Ahmar et al (2013) pointed out the difference between academic achievements of female students belonging to high and low socio- economic status, there was significant difference in academic achievement of female students of high and low socio economic status. This result is supported by many previous studies such as Khan (1991) who conducted study on socio economic status and academic

achievement, Chopra (1969 and 1982) Frempong (2000) and White (1982). In the studies of White (1982) and Srivastava (1974) this point of view was strongly supported as they reported Socio economic status to be strong predictor of academic achievement of girls. They found that girls belonging to low socio economic status are generally busy in their household work with her mother in very early stage of their life and they don't have much time and facilities which require for scoring good academic score. Rothman's (2003) analysis revealed that within the same school, a girl who comes from a higher socio-economic group will achieve better test results than a girl from a lower socio-economic group. Barger and Hall (1965) have shown that the high socio-economic status of school students was conducive to high academic achievement. Also in his study Menon (1973) investigated and found out the difference between high and low socio-economic status groups. He concluded that the academic achievement was influenced by the socio-economic status. Accordingly, those who belonged to high socioeconomic status showed better performance. The second socio – economic factor that influences scholarship attainment to be discusses is occupation and it being illustrated by table 22 below

Table 22: Occupations as a socio- economic factor influencing the scholastic attainment

Factors influencing Scholastic attainment: Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3,5	3,5	3,5
	Disagree	11	6,4	6,4	9,9
	Neutral	59	34,5	34,5	44,4
	Strongly Agree	53	31,0	31,0	75,4
	Agree	42	24,6	24,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above reveals that, 53 (31.1%) of respondents strongly agree that occupation as socio-economic factor influence the scholastic attainment. The table also depicts that 42(24.6%) of respondents agree that occupation as a socio economic factor influence the scholastic attainment. However, 6(3.5%) of respondents strongly disagree that occupation influence the scholastic attainment. 11 (6.4%) of respondents

did not agree that occupation influence the scholastic attainment. Lastly, the table shows that 59 (34.5%) of respondents were neutral. Support for the analysis respondents from in-depth interviews said:

... “Mhmmm... it’s a problem because if my mother is a nurse she will push me towards nursing. If my father is an attorney or an advocate they will always push me to follow on their foot so they start living for ... let’s say my mother works at a retail store or whatever they’ve always wanted to be a doctor or whatever but because of their circumstances growing up they actually now want to live their lives through the children. They want to achieve their dreams through their children, you push a child to science because you wanted to be a doctor but your child intellectually is not gifted the work is too much and you end up failing the child. The child ends up doing science but has a passion for commercial subjects” (interviewee 2, Thubalethu High school, 06/05/16).

and

... “occupation of parents has a positive impact because at some point parent will become a role model, if the learner can see that my parent affords everything, we are having a warm house we are catered for our needs he afford to pay for the car he has at least it will motivate that learner to be someone in the community who is affording” (interviewee 5, Thubalethu High school, 06/05/16)

Brockhaus (1982) found, in the course of his investigation, that the parents of higher academic achievers practised more professional, administrative and clerical occupations while the parents of the under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations which agree with the results of this current study. Similarly a study done by Marjoribanks (1972) maintains that most under-achievers come from the lower-socio-economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving the intellect. He further found that there is a definite correlation between academic achievement and parental occupational status. On the other hand, De Lint (1987) discovered that half of the test group members are of the opinion that their parents are not financially capable of allowing them to study up to standard 10 or are uncertain as to their parents' financial

capacity. The largest percentage of pupils of the test group than of the control group feel that their parents cannot afford to keep them at school up to standard 10.

From the finding of De Lint (1987) one can obtain an idea of the socio-economic position of the parents of the test group and the control group. De Lint (1987) found that the parents of the underachievers are less affluent than the controlled group's parents. Also De Lint (1987) found that relatively more of the test group's fathers practise occupations lower down on the occupational ladder than fathers of the controlled group which agree with the findings of this present study. Gachathi (1976) indicates that Occupational prestige as one component of socio-economic status encompasses both income and educational attainment Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job (Nyakundi et al, 2012).

Downie (1989), in his study, came to the same findings that the impoverished child tends to be an under-achiever, it would seem that his poverty causes him to be even further behind in his schoolwork than his low intelligence would lead one to suppose. Similarly a study conducted by Downie (1989:53) also concludes that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with insufficient wages is the sole causes of poverty. Such factors as poor food, little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn. This may rob him of a background and general knowledge which is accepted as self-evident by most schools (Downie, 1989). Table 23 below shows how residential area as a socio-economic factor influences scholarship attainment.

Table 23: Residential area and Scholastic attainment

Factors influencing Scholastic attainment: Residential area					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	9	5,3	5,3	8,2
	Neutral	63	36,8	36,8	45,0
	Strongly Agree	55	32,2	32,2	77,2
	Agree	39	22,8	22,8	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 55 (32.2%) of the respondents strongly agree that residential area as the socio-economic factor influence the scholastic attainment. Also 39 (22.8%) of the respondents agree that residential area as the socio economic status influence the scholastic attainment. However, it could be deduced from the table that 5 (2.9%) of the respondents strongly disagree that residential area influence the scholastic attainment. The tables shows that 63 (36.8%) of respondents were neutral. Excerpts from the in-depth interviews collaborate with this position as these respondents answered in the following:

... “ *Well you know it is said that children are a product of their environment meaning that the environment play a very vital role in the upbringing of the children because you know in our culture the child is not your child alone the child is the child of the society, so if a... yes I residential area has an effect for instance if it is a quiet place with no violence it will have a positive effect on the kid. Now think of an area where they do drugs, get drunk kids are exposed to that these things have a negative effect on kids*” (interviewee 5, Elukhanyisweni High school, 06/05/16)

... “ *For me if you are in an area where people are educated then the child is likely to learn from them, but if the area is not educated children turn to leave school very early and look for jobs*” (interviewee 1, Thubalethu High school, 06/05/16)

... “ *It has a positive and also a negative effect there, because I’m just checking on their nearby houses to our school they are low cost houses given to those parents who are from the farms they are illiterate, unemployed and hey they are just doing everything there they are drinking a lot they are taking I the home booze which is called*

iqilika whereby they take the bees the honey from the bushes and do their own booze it is cheap the mug is 50c they are always drunk they do whatever, I morals are very low the values of I community they do whatever they are using vulgar language and it affects the children because they feel hayi maan there is no use you can see a child whose coming from those areas shabby although he is wearing full uniform but shabby because he doesn't feel I have to look good because of the values that are dropped by their parents" (interviewee 4, Thubalethu high school, 06/05/16)

Singh (1988) studied the influence of residential place on the achievement of students with the objective to study the effect of location on the achievement level of students by taking a sample of 650 adolescents within the age range of 17 to 20 years and found that the urban students had better academic achievement than rural students. The reason behind this may be the facilities and exposure provided to urban learner, which aligns with the findings of this current study. The impact of neighbourhoods on children outcomes has been subjected to wide debate. From a theoretical perspective, residential mobility and the sorting of individuals into neighborhoods is a key factor in the production of human capital (Bradley and Corwyn, 2002). Scholars, parents and others basically agree that the quality of life in the neighborhood impacts and shapes children's lives in many ways (Sirin, 2005) which aligns with the findings of this current study. Residence in an impoverished neighborhood might expose vulnerable minors to crime, drug use, and more which is confirmed in the current study (Brooks-Gunn & Duncan, 1997).

Adolescents who live in higher quality neighborhoods typically perform better in school than those who live in neighborhoods (Alawode, 2004). Poorer neighborhoods often lack positive role models, adult supervision and connections to good schools. That kind of environment often prevents students from creating healthy social networks and leads to lack of motivation which negatively affects academic performance. Table 24 to follow indicates the extent to which family size influences scholarship attainment.

Table 24: Family size as the socio- economic factor influence the scholastic attainment

Factors influencing Scholastic attainment: Family Size					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	8	4,7	4,7	8,8
	Neutral	65	38,0	38,0	46,8
	Strongly Agree	52	30,4	30,4	77,2
	Agree	39	22,8	22,8	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study indicates that 52 (30.4%) of respondents strongly agree that family size influence the scholastic attainment. The study further reveals that 39 (22.8%) agree that family size influence the scholastic attainment. However, it could be deduced from the table that 7 (4.1%) of respondents strongly disagree that family size influence scholastic attainment. Lastly the table shows that 65 (38.0%) of respondents were neutral. Abstract from the in-depth interviews collaborate with this position as these respondents answered in the following:

... *“The size of the familymost learners who come from bigger families they struggle really because they don’t get enough attention at home enough love and when they come to school you just get a bunch of demotivated people. Some of them you realise that they are kind of hyperactive when you try to understand this hyperactivity you realise that this person is just seeking attention, which he/she does not get at home and because they are many here at school. I know some other teachers are I don’t know whether they are included or not it’s not easy for us to give that individual attention to learners sometimes we slap them or talk harshly because they are interrupting the class but they only seek attention they never got at home”* (interviewee 2, Thubalethu High school, 10/05/16)

... *“Ahhh.... You know it is in our culture to have extended families, well we do incorporate that idea of sharing sometimes it does have a good effect knowing that sharing is part of us but it also depend on how much is shared”* (interviewee 5, Elukhanyisweni High school,12/05/16)

An increased number of children in the family lead to less favorable child outcome. Children from larger families have been found to have less favorable home environments and lower levels of verbal facility (Harvey, 2005) as well as highest rates of behavioral problems and lower levels of education achievement (Tenibiaje, 2011). Simiyu (2002) concur with these findings when he stated that a relationship existed between children's academic achievement and parent's participation in their children's schools activities. Children whose parents participated in school activities had higher scores compared to those whose parents never participated (Spera, 2005). He stressed that those parents who participated in their children schools activities were able to guide and counsel their children in partnership with the teachers and the head teachers hence their children had better performance than those whose parents hardly visited or participated in school activities (Readorn, 2011). This aligns with the findings of this current study.

Previous research has shown that children from single parent households do not perform as well in school as children from two-parent households (Weiser, Riggio, 2010). There are several different explanations for this achievement gap. Single parent households have less income and there is a lack of support from the single parent which increases stress and conflicts (Davis,-Kean, 2005). Single parent often struggle with time management issues due to balancing many different areas of life on their own. Some research has also shown that single parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than two-parent households. Some researchers also argued that divorce can have negative impact on academic achievements. Social class is another socio-economic factor that influences scholastic attainment as shown by table 25 below.

Table 25: Social class of parents influence the scholastic attainment

Factors influencing Scholastic attainment: Social class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	9	5,3	5,3	8,2
	Neutral	63	36,8	36,8	45,0
	Strongly Agree	53	31,0	31,0	76,0
	Agree	41	24,0	24,0	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The above table states it clearly that 53 (31.0%) of respondents strongly agree that social class influence the scholastic attainment. The table further reveals that 41 (24.0% of respondents agree that social class of parents influence pupils scholastic attainment. However, it could be concluded that 5 (2.9%) of respondents strongly disagree that social class influence the scholastic attainment of pupils. Lastly the table indicates that 63 (36.8%) of respondents were neutral. Supporting the analysis the respondents in the in-depth interviewee said this:

... “Eeee I would say in Xhosa they say *lthole litsiba apho unina atsiba khona*. One of the reasons why the parents are not so educated it affects the learners as well because some of them they do not find the courage to learn more just because there is no encouragement there is no motivation even at home, sometimes you would call parents here, you cannot understand how poorly attending the parents meetings one parent you might phone and say I am in Cofimvaba I cannot reach there, if I come there I won't have money to give to my kids for pocket money. So It's a kind of what can I call itit's either this or that if I come my child will not have money. It's a trade-off's that what I want to say” ” (interviewee 5, Thubalethu High school, 12/05/16)

The parents' acquiring information about their child's progress in the high school, only after they have obtained such evidence do they begin to get realistic aspirations for their child. Information components directed at parents can provide a rational and empirical basis for parental attitudes" (Bastiani, 1987:96). Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can also have an

enhanced communication with their children concerning the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000). Culture as a socio- economic factor can influence scholastic attainment is indicated by table 26 below.

Table 26: Culture and Scholastic Attainment

Factors influencing Scholastic attainment: Culture					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	14	8,2	8,2	11,1
	Neutral	60	35,1	35,1	46,2
	Strongly Agree	46	26,9	26,9	73,1
	Agree	46	26,9	26,9	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicates that 46 (26.9%) of respondents strongly agree that culture influence the scholastic attainment. 46 (26.9% of respondents agree that culture influence the scholastic attainment. However, it can be deduced from the study that 5(2.9%) of respondents did not agree that culture influence the scholastic attainment. Lastly, the study indicates that 60 (35.1%) of respondents were neutral. The last socio economic factor that influences scholarship attainment is parents' level of education as illustrated by table 27 below

Table 27: Parents level of education and scholastic attainment

Factors influencing Scholastic attainment: parent's level of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	5,3	5,3	5,3
	Disagree	5	2,9	2,9	8,2
	Neutral	61	35,7	35,7	43,9
	Strongly Agree	46	26,9	26,9	70,8
	Agree	50	29,2	29,2	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The table above depicts that 46 (26.9%) of respondents strongly agree that parents level of education influence the scholastic attainment of pupils. The study further reveals that 50 (29.2%) of respondents agree that parent's level of education affects the scholastic attainment. Also the study states that 9 (5.3%) of respondents strongly disagree that parents level of education affects scholastic attainment. 5 (2.9% of respondents did not agree that parents level of education influence the scholastic attainment of pupils. Lastly, 61(.35.7%) of respondents were neutral. Excerpts from the in-depth interviews concur with this position as the respondents answered in the following way:

... *"Mhhhhh..... Parents who went to school will push their children to go to school. Even those who are not but the unfortunate part is that they don't have money to make sure their children go to school"* (Interviewee 1, Elukhanyisweni High school, 12/05/16)

and

... *"It affects the learners positively and negatively let us start with those who their level of education is high maybe they are civil servants a clerk, nurse, teacher, police at least they have a certain level of education so it motivates a child to be a hard worker but those who are from the low income groups those who unemployed even the working conditions do not favour the parent that learner will be affected negatively, it will be a motivation for others to improve the conditions of the household but in others it has a negative effect they become demoralized they want to live school early and go to work so as to assist for instance here at Fort beaufort we do have farms orange farms so they just join their parents to be farm workers"* (interviewee 3, Thubalethu high school, 15/10/16)

And

... *"From a non-educated background it's rare to find an educated person as I have mentioned the motivation is very little on that side and knowledge as well you know. The education these days is learner centred it requires a lot of involvement on the side of parents, if you give homework the learner struggles on his own there is no assistance from the side of the parents and parents are not reprimanding the learners to study and to do homework just because even themselves they are not that much educated so really it does"* (interviewee 1, Elukhanyisweni High school, 15/04/16)

In fact, research suggests that parental education is indeed an important and significant predictor of child achievement. For example in analysis from several large-scale development studies Duncan and Brook-Gun(1997) concluded that mental education was linked significantly to children's intellectual outcome even after controlling for a variety of other SES indicators such as household income. Similarly, in a study conducted by Akan (2014) came with same findings that parental educational background and having study facilities at home have great influence on academic performance.

Sarigiani (1990) noted that parental educational level or attainment has been found to be significantly related to the educational attainment of their children in both rural and national samples. This study also had two levels of judging educational level. The two levels are some college or below to college graduates and above. As with the case previously, the children of more educated group tended to have higher aspirations and higher education plans. Both of these students help illustrate that those children from parents with higher education levels tends to do better than the less advantaged group. Children in turn are then disadvantaged when their parents have a lower education as well. It may form a cycle of uneducated family members.

To summarise, the section discussed the influence of socio-economic factors in scholastic attainment. The factors that were discussed are as follows: income, occupation, residential area, family size, social class, and culture of parents and parent's level of education. The study showed that students who come from poor families with low income, poor occupation and residential area have got poor scholastic attainment as compared to others from rich families. This is in relation with the argument from theoretical framework that argued that those from wealthy families excel in school as compared to those children from poor families.

5.5 Low socio-economic status and academic performance

This section discussed low socio- economic status and their impact on academic performance. The aspects that were discussed are whether underprivileged pupils tend to perform poorly in school, children of low socio-economic background score less well on an average test of academic achievement, working class children underachieve because they lacked high expectations, cultural practices which differ from school practises lead to educational under achievement and whether low socio-

economic groups are highly represented amongst pupils who repeat grades. The study found out that children with low socio-economic status such as those underprivileged perform badly in schools as compared to those from rich and wealthy families. The theoretical framework argued that those from wealthy families always perform excellent in schools similar to the results of the study. The issue to be discussed first is whether underprivileged pupils tend to perform poorly in school as shown by table 28 below.

Table 28: Underprivileged pupils tend to perform poorly in school

D1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	10	5,8	5,8	8,8
	Neutral	62	36,3	36,3	45,0
	Agree	46	26,9	26,9	71,9
	Strongly Agree	48	28,1	28,1	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The table above indicates that 48 (28.1%) of respondents strongly agree that underprivileged pupils tend to perform poorly in school. The study also states that 48 (26.9%) of respondents agree that underprivileged pupils tend to perform poorly in school. However, the study reveals that 5 (2.9%) of respondents strongly disagree that underprivileged pupils tend to perform poorly in school. 10 (5.8%) of respondent did not agree that underprivileged pupils tend to perform poorly in school. Lastly the table shows that 62 (36.3%) of respondents were neutral. Excerpts from the in-depth interviews concur with this position as one of these respondents answered in the following way:

... *“It demotivates the learners because most learners think if their parents do not afford it is of no use to get 80 percent 70 percent or be above 50 percent because in their minds they want to attain certificates that will just let them to go to work maybe to be petrol attendants or maybe clerks or to be tellers at spar”* (interviewee 1, Thubalethu High school, 23/04/16)

Donald et al (2010) posit that a vicious cycle of poverty can be noted, when children from poor backgrounds suffer malnutrition, poor physical health and poor academic performance thus leading to school drop-out. It is therefore not easy to break the cycle of poverty among poor children. This also corroborates findings established by (Chinyoka, 2013; Chinyoka and Naidu, 2013) who demonstrated that living in poverty has a wide range of negative effects on the physical and mental health and the wellbeing of children. This, however, does not rule out the fact that some children are resilient and will continue to excel despite coming from impoverished backgrounds (Chinyoka, 2013). The study also established that in resettlement areas, parents are more interested on farming than education. Poverty is the key component towards child labour (Naidu and Chinyoka, 2014). Due to poverty children are forced to drop-out of school and look for employment for the survival of the family.

Children raised in poverty are much less likely to have these crucial needs met than their more affluent peers are and, as a result, are subject to some grave consequences. Deficits in these areas inhibit the production of new brain cells, alter the path of maturation, and rework the healthy neural circuitry in children's brains, thereby undermining emotional and social development and predisposing them to emotional dysfunction (Gunnar, Frenn, Wewerka, Ryzin, 2009; Miller, Seifer, Stroud, Sheinkopf, and Dickstein, 2006). Low-SES children are often left home to fend for themselves and their younger siblings while their caregivers work long hours; compared with their well-off peers, they spend less time playing outdoors and more time watching television and are less likely to participate in after-school activities (U.S. Census Bureau, 2000). Unfortunately, children won't get the model for how to develop proper emotions or respond appropriately to others from watching cartoons; they need warm, person-to-person interactions. The failure to form positive relationships with peers inflicts long-term socio-emotional consequences (Szewczyk-Sokolowski et al., 2005). The second factor to be discussed is the extent to which children of low socio-economic background score less well on an average test of academic achievement as shown by table 29 below.

Table 29: Children of low socio-economic background score less well on an average test of academic achievement

D3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	13	7,6	7,6	11,7
	Neutral	57	33,3	33,3	45,0
	Agree	49	28,7	28,7	73,7
	Strongly Agree	45	26,3	26,3	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicates that 45 (26, 3%) of the respondents strongly agree that children of low socio-economic background score less well on an average test of academic achievement. Furthermore 49 (28, 7%) of the respondents agree that children of low socio-economic background score less well on average test of academic achievement. The study also illustrate that 7 (4,1%) of the respondents strongly disagree that children of low socio-economic background score less well on an average test of academic achievement. In addition the study reveals that 13 (7,6%) of the respondents disagree that children of low socio-economic background score less well on average test of academic achievement. Lastly the table shows that 57,(33, 3%) of the respondents were neutral. This can be substantiated with information collected from in-depth interview:

“Mmhmmm... so now children are expected to write exams and some of them will tell you that mhmm my mother is unemployed so whatever job ayifumanayo sha has to go now she is going to work for I piece job and it is the day I am supposed to be writing and I have to look after the children uyeva. It's either they will miss the exam or they will get to that exam unprepared because they had various other household chores to to to deal with, so you'll get that others because of unemployment they take up baby seating jobs so I attention yabo is divided on the other side they want to make money and on the other side they want to go to school and it affects the assessment

And I poverty yes they're trying now with this nutrition uba makutyiwe ezikolweni but we know no one can focus on an empty stomach, so you just not driven to study rather you sleep on that empty stomach or rather than you sit ufunde, so it does affect their concentration level”((interviewee 3, Elukhanyisweni High school, 16/05/16)

Students who have low SES earn lower test scores and are more likely to drop out of school (Eamon 2005, Honchschild 2003). Low SES students have been found to score about ten percent lower, on the National Assessment of Educational Programs than higher SES student (Seyfriend 1998). SES has also show to override other educational influence such as parental involvement (McNeal 2001). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). The economic hardship that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflict, and single parents household and this align with the findings of the current study (Eamon 2005). Table 30 below indicates whether working class children underachieve because they lacked high expectations.

Table 30: Working class children underachieve because they lacked high expectations

D4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	12	7,0	7,0	9,9
	Neutral	60	35,1	35,1	45,0
	Agree	50	29,2	29,2	74,3
	Strongly Agree	44	25,7	25,7	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicates that 44(25, 7%) of the respondents strongly agree that working class children underachieve because they lacked high expectations. The study also shows that 50 (29, 2%) of the respondents agree that working class underachieve because they lacked high expectations. In addition the study illustrate that 5 (2, 9%) of the respondents strongly disagree that working class children underachieve because they lacked high expectations. Furthermore the study reveals that 12 (7, 0%) of the respondents disagree that working class children underachieve because they lacked high expectations. Lastly 60 (35,1%) of the respondents were neutral . This can be substantiated with information collected from one of the in-depth interviews as follows:

... “it demotivates the learners because most learners think if their parents do not afford it is of no use to get 80 percent 70 percent or be above 50 percent because in their minds they want to attain certificates that will just let them to go to work maybe to be petrol attendants or maybe clerks or to be tellers at spar” (interviewee 5, Elukhanyisweni High school, 16/05/16)

Research has suggested that institutional structures and practices lead to pupils from different social classes experiencing school in different ways (Gillborn & Youdell, 2000). Working class pupils are more likely to be excluded from school (Munn et al, 2002) or to self-exclude (Osler and Vincent, 2003). The main findings of the study confirm that one of the biggest groups of underachievers is the Working Class. One of the main reasons for pupil underachievement is a perceived lack of aspiration amongst parents for their children's future and a lack of engagement in their schooling, the failure of the National Curriculum to reflect adequately the needs of working class pupil which is in line with the finding of the current study. It is also perpetuated by factors such as economic deprivation; feelings of marginalisation within the community exacerbated by housing allocation; a lack of community and school engagement; a perception that their identities are not being affirmed in school; low literacy levels and parental low aspiration of their children's education.

A lack of consensus over social class classifications has also made research on education and social class difficult in the past. More recent conceptualisations of social class as a 'process' now provide another useful means for understanding and talking about social class and social class inequalities (Reay, 1998; Skeggs, 2004). Social class has been shown to have a significant effect on educational outcomes and future life chances even where educational achievement is high (Marshall, 2002). Working class pupils are less likely to achieve 5 A* - C passes at GCSE than their middle class peers and are less likely to go on to Higher Education (Office for National Statistics, 2005; OFSTED, 2005). They are also less likely to attend a popular and successful school (Sutton Trust, 2005). Table 31 below will indicate the extent to which cultural practices which differ from school practices lead to educational underdevelopment.

Table 31: cultural practices which differ from school practises lead to educational under achievement

D19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.5	3.5	3.5
	Disagree	16	9.4	9.4	12.9
	Neutral	57	33.3	33.3	46.2
	Agree	52	30.4	30.4	76.6
	Strongly Agree	40	23.4	23.4	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study indicates that 40 (23.4%) of the respondents strongly agree that cultural practices which differ from school practises lead to educational under achievement. More so the study also illustrates that 52 (30.4%) of the respondents agree that cultural practices which differ from school practises lead to educational under achievement. Furthermore the study also reveals that 6 (3.5%) of the respondents strongly disagree that cultural practice which differ from school practises lead to educational under achievement. Whilst 16 (9.4%) of the respondents disagree that cultural practices which differ from school practises lead to educational under achievement. Lastly 57 (33. 3%) of the respondents were neutral. Table 32 below shows the extent whether low socio-economic groups are highly represented amongst pupils who repeat grades.

Table 32: low socio-economic groups are highly represented amongst pupils who repeat grades

D23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,3	2,3
	Disagree	10	5,8	5,8	8,2
	Neutral	59	34,5	34,5	42,7
	Agree	56	32,7	32,7	75,4
	Strongly Agree	42	24,6	24,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study illustrates that 42 (24.6%) of respondents strongly agree that low socio-economic groups are highly represented amongst pupils who repeat grades. The study also 56 (32.75%) of respondents agree that low socio-economic group are highly represented amongst pupils who repeat grades. Furthermore the table states that 4

(2.3%) of respondents strongly disagree that low socio-economic groups are highly represented amongst pupils who repeat grades. Lastly the study depicts that 5 (34.5%) of respondents were neutral. Supporting the analysis above, one of the respondents said:

“Our learners here they don’t have time to study their books, and that leads to poor results at the end of the year. Sometimes they have more work to do at home and they don’t have time to read and lead them to repeat grades” (interviewee 10, Elukhanyisweni high school, 16/05/16)

In summary this section discussed low socio- economic status and their impact on academic performance. The aspects that were discussed are whether underprivileged pupils tend to perform poorly in school, children of low socio-economic background score less well on an average test of academic achievement, working class children underachieve because they lacked high expectations, cultural practices which differ from school practises lead to educational under achievement and whether low socio-economic groups are highly represented amongst pupils who repeat grades. The study found out that children with low socio-economic status such as those underprivileged perform badly in schools as compared to those from rich and wealthy families. The theoretical framework argued that those from wealthy families always perform excellent in schools similar to the results of the study.

5.6 School environment and academic achievement

This section discusses school environment in relation to academic performance. This section discuss whether pupils are likely to perform better in small class size than in large class size, schools with inadequate teachers negatively affect pupil’s academic performance, physical facilities of the school have an effect on the pupil’s academic achievement, characteristics of teachers play an important role in scholastic achievement, school facilities have a larger impact on the academic achievement of pupils, school environment is principally responsible for educational under achievement, class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results and whether schools with better quality infrastructure are likely to attract scholastic competent pupils. The study found out that school environment influences academic achievement. Children from wealthy families afford to attend in first class schools

therefore this improves their academic performance in comparison to those in poor schools. The standards of the teachers, the facilities and the medium of instruction gave a greater advantage to those children learning in first class schools who come from rich families. This is being supported by the theoretical framework when it argued that those from rich families excel in school as compared to those from poor families. The first issue to be discussed is the extent that pupils are likely to perform better in small class size than in large class size as indicated by table 33 below.

Table 33: Pupils are likely to perform better in small class size than in large class size

D7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,3	2,3
	Disagree	7	4,1	4,1	6,4
	Neutral	55	32,2	32,2	38,6
	Agree	56	32,7	32,7	71,3
	Strongly Agree	49	28,7	28,7	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study also indicates that 49 (28, 7%) of the respondents strongly agree that pupils are likely to perform better in small class size than in large class size. The study also shows that 49 (28, 7%) of the respondents agree that Pupils are likely to perform better in small class size than in large class size. Moreover the study also indicates that 4 (2, 3%) of the respondents strongly disagrees that pupils are likely to perform better in small class size than in large class size. The study also reveals that 7 (4, %) of the respondents disagree pupils are likely to perform better in small class size than in large class size. Lastly the study also shows that 55 (32, 2%) of the respondents were neutral. Supporting the analysis above, one of the respondents said:

... *"We are stressed here we don't have enough teachers. Pupils are many and we can't give them one on one attention and that could lead to poor results because we cannot even identify pupils with problem because we have big numbers in class"* (interviewee 1, Thubalethu High school ,12/04/16)

From the findings above it can be summarised that small class size lead to academic achievement, because teachers are able to interact with pupils. In a study conducted by (Blatchford, Bassett, Goldstein, & Martin, 2003), they agreed that smaller classes have positive effects on pupil academic performance. Similarly, Common sense and logic suggest that with more children in the class there will be more potential for distraction, and more possibility of being off task. Conversely in small classes there will be more opportunities to engage children and keep them on task. Finn et al. (2003) developed a theoretical and empirical case for why student classroom engagement is the key process that explains why smaller classes lead to better attainment and this confirm to the results of the current study. The second factor to be discussed is the extent to which pupils with inadequate teachers negatively affect pupil's academic performance. This is being illustrated by table 34 below.

Table 34: Schools with inadequate teachers negatively affect pupil's academic performance

D8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,3	2,3
	Disagree	10	5,8	5,8	8,2
	Neutral	59	34,5	34,5	42,7
	Agree	52	30,4	30,4	73,1
	Strongly Agree	46	26,9	26,9	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study indicates that (46 or 26.9%) of respondents strongly agree that pupils with inadequate teachers negatively affect pupil's academic performance. The study also illustrates that (52 or 30.4%) of respondents agree that pupils with inadequate teachers negatively affect pupil's academic performance. However, the study shows (4 or 2.3%) of respondents strongly disagree that pupil's with inadequate teachers negatively affect pupils academic performance. 10 or 5.8% of respondents did not agree that pupils with inadequate teachers negatively affect pupils. Lastly (59 or 34,5%) of the respondents were neutral. In support of the analysis above one of the respondents to the in-depth interview said:

“ lack of teachers or shortage of stuff, we are stressed here we don’t have enough teachers and that results in overloading of work because teachers are few and have to teach many subjects and you can’t expect good results from that environment” (interviewee 6, Thubalethu High school ,12/04/16)

In a work by Khumalo (2014) it concurred that teachers’ qualifications, experience and level of specialization do influence learners’ performance. The study also revealed that inadequate teaching and learning materials (T/LMs) and other study materials, educator and learner absenteeism and lateness and inability to complete the content of the teaching syllabus and other school related factors contribute to poor academic performance of learners. To supplement more concrete evidence the study conducted by Dobbie (2011) on educator characteristics and student achievement indicated that there is considerable variance in the productivity of educators. For example, Dobbie (2011) found that educators’ academic achievement, leadership, experience and perseverance are associated with student gains in mathematics and English. These findings suggest that educator success can be predicted by his or her qualifications. Although we acknowledge that teacher’s qualifications play a vital role in learners’ achievements, but nevertheless there are teachers with less qualifications who produce good results. However, such cases are very rare and sporadic. The present researcher believes that it is significant for school principals to appoint educators who hold relevant qualifications to the school curriculum and who have specialized in their field of study. Learners’ academic performance will improve if educators have qualifications in what they are doing.

Asikhia (2010) conducted a study on students’ and educators’ perceptions of the causes of poor performance in secondary schools. In this study, he revealed that educators’ qualifications influence students’ academic performance. Many studies (Stronge, et al., 2007; Asikhia, 2010; Dobbie, 2011 & Fakeye, 2012) found that learners achieve more when exposed to better learning conditions and much more qualified educators. Thus educators who do not have professional and academic teaching qualifications would absolutely have negative impact in their teaching and learning of the learners. The findings of the above studies are in line with the findings of Unanma, Abugu, Dike and Umeobika (2013) found that there is a strong relationship between educators’ educational qualifications and students’ achievement. Unanma, et al., (2013) asserted that educators who do not have any of the academic and

professional teaching qualifications would certainly have a negative attitude and influence on the teaching and learning in their subjects. This negative influence would result in poor performance of learners. Furthermore, Unanma, et al., (2013) contend that educators with higher qualifications are in a better position to lead students to achieve more as they are equipped with the pedagogical content knowledge to teach their subjects. Table 35 to follow will depicts the extent to which physical facilities of the school have an effect on the pupil's academic achievement.

Table 35: Physical facilities of the school have an effect on the pupil's academic achievement.

D10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	6,4	6,5	6,5
	Disagree	8	4,7	4,7	11,2
	Neutral	59	34,5	34,7	45,9
	Agree	47	27,5	27,6	73,5
	Strongly Agree	45	26,3	26,5	100,0
	Total	170	99,4	100,0	
Missing	System	1	,6		
Total		171	100,0		

Source: computer printout of a table derived from the data and findings of the study.

The study illustrate that 45 or 26, 3% of the respondents strongly agree that physical facilities of the school have an effect on the pupil's academic achievement. The study also reveals that 47 or 27, 5% of the respondents agree that physical facilities of the school have an effect on the pupil 's academic achievement. Furthermore the study also illustrate that 11 or 6, 4% of the respondents strongly disagree that physical facilities of the school have an effect on the pupil's academic achievement. More so the study also reveals that 8 or 4, 7% of the respondents disagree that physical facilities of the school have an effect on the pupil 's academic achievement. Lastly 59 or 34, 5% of the respondents were neutral. In support of the analysis above one of the respondents said:

"In our school we don't have library and we have shortage of teachers. We have many learners but we still have few classrooms, we don't even have sports field where we

can take our children to play so that we can identify those who are good in sports"
(interviewee 7, Thubalethu High school, 12/04/16)

Akomolafe (2016) agree that there is a significant relationship between physical facilities and students level of motivation and academic performance. The status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. It seems that the provision of these school facilities has dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programmes. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning; this will invariably lead to high performance.

Ajayi and Ayodele (2001) emphasized that the availability of resources are quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttressed the fact that non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library et cetera which is being experienced in secondary schools is a perfect reflection of what obtains in the university system. Ogunniyi (1982) claimed that laboratories play a key role in the teaching and learning of science that is why Adedeji (1998) noted that these facilities have to be adequate and should be in good condition for schools to function properly.

In support of the above Okunola (1985) said that well sited school buildings with aesthetic conditions, laboratory and playground often contribute to improved performance in the school system. He also argued that the availability of school building and other plant facilities are very important as they could enhance effective teaching and learning. Altbach (1998) is of the view that adequate facilities are essential for academic work. Also, in support of this Chandan (1999) claimed that for effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. Adewunmi (2000) corroborated Chandan's (1999) view, he revealed that the availability of adequate number of physical facilities had significant influence on pupil's academic performance. He further emphasized that adequate number of physical facilities should be supplied to state primary schools.

Ademilua (2000), in his study observed that inadequate provision of school resources has been a major factor of poor students' academic performance in Ekiti State. He equally remarked that without adequate physical resources/facilities there would be a continuous decline in students' academic performance. More so, the characteristics of the teachers play an important role in the scholarship achievement as shown in table 36 below.

Table 36: Characteristics of teachers play an important role in scholastic achievement

D11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.3	2.3	2.3
	Disagree	17	9.9	9.9	12.3
	Neutral	55	32.2	32.2	44.4
	Agree	44	25.7	25.7	70.2
	Strongly Agree	51	29.8	29.8	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 55 (29, 8%) of the respondents strongly agree that characteristics of teachers play an important role in scholastic achievement. The study also reveals that 44 (25, 7%) of the respondents agree that characteristics of teachers play an important role in scholastic achievement. Furthermore the study also illustrates that 4(2, 3%) of the respondents strongly disagree that characteristics of teachers play an important role in scholastic achievement. More so the study also reveal that 17(9, 9%) of the respondents disagree that characteristics of teachers play an important role in scholastic achievement. Lastly 55 (32, 2%) of the respondents were neutral. Table 37 below illustrates that school facilities have a larger impact on the academic achievement of pupils.

Table 37: School facilities have a larger impact on the academic achievement of pupils

D13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.3	2.3	2.3
	Disagree	12	7.0	7.0	9.4
	Neutral	55	32.2	32.2	41.5
	Agree	49	28.7	28.7	70.2
	Strongly Agree	51	29.8	29.8	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 51 (29, 8%) of the respondents strongly agree that school facilities have a larger impact on the academic achievement of pupils. The study also reveals that 49 (28, 7%) of the respondents agree that school facilities have a larger impact on the academic achievement of pupils. Furthermore the study also indicates that 4 (2, 3%) of the respondents strongly disagree that school facilities have a larger impact on the academic achievement of pupils. More so the study also reveal that 12 (7, 0%) of the respondents disagree school facilities have a larger impact on the academic achievement of pupils. Lastly 55 (32, 2%) of the respondents were neutral. Table 38 below depicts the extent to which the school environment is principally responsible for educational under achievement.

Table 38 : School environment is principally responsible for educational under achievement

D17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.1	4.1	4.1
	Disagree	13	7.6	7.6	11.7
	Neutral	53	31.0	31.0	42.7
	Agree	52	30.4	30.4	73.1
	Strongly Agree	46	26.9	26.9	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study reveal that 26, 9% of the respondents strongly agree that the school environment is principally responsible for educational under achievement. More so 30.4% of the respondents agree that the school environment is principally responsible for educational under achievement. Furthermore (4.1%) of the respondents strongly

disagree that the school environment is principally responsible for educational achievement. Whilst 7.6% of the respondents disagree that the school environment is principally responsible for educational under achievement. Lastly 31, 0% of the respondents were neutral. The table 39 below shows that where the pupils and the teachers mostly interact in the official medium of the instruction (English), they are likely to achieve better academic results.

Table 39: class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results

D20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.9	2.9	2.9
	Disagree	18	10.5	10.5	13.5
	Neutral	60	35.1	35.1	48.5
	Agree	51	29.8	29.8	78.4
	Strongly Agree	37	21.6	21.6	100.0
	Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 21, 6% of the respondents strongly agree that pupil in class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results. Whilst the study also reveal that 29.8% of the respondents agree that pupil in class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results. More so the study also illustrate that 2.9% of the respondents strongly disagree that pupil in class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results. Furthermore the study reveal that 10, 5% of the respondents disagree that pupil in class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results. Lastly 35, 1% of the respondents were neutral. Table 40 below illustrates that schools with better quality infrastructure are likely to attract scholastically competent pupils.

Table 40: schools with better quality infrastructure are likely to attract scholastic competent pupils

D21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2,3	2,3	2,3
	Disagree	14	8,2	8,2	10,5
	Neutral	62	36,3	36,3	46,8
	Agree	53	31,0	31,0	77,8
	Strongly Agree	38	22,2	22,2	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table indicates that 22.2% of respondents strongly agree that schools with quality infrastructure are likely to attract scholastic competent pupils. The study also reveals that 31.0% of respondents agree that schools with better infrastructure are likely to attract scholastic competent pupils. More so the table illustrate that 2.3% of respondents strongly disagree that schools with better quality infrastructure are likely to attract scholastic competent pupils. Lastly the study depicts that 36.3% of respondents were neutral. Supporting the analysis above, respondents from the in-depth interview said the following:

“Yes I think so because they have money, they have resources compared to us so that gives them an advantage to have good results at the end of the year” (interviewee 6, Elukhanyisweni High school, 16/05/16)

In conclusion, this section discussed school environment in relation to academic performance. This section discussed whether pupils are likely to perform better in small class size than in large class size, schools with inadequate teachers negatively affect pupil's academic performance, physical facilities of the school have an effect on the pupil's academic achievement, characteristics of teachers play an important role in scholastic achievement, school facilities have a larger impact on the academic achievement of pupils, school environment is principally responsible for educational under achievement, class where the pupils and the teachers mostly interact in the official medium of the instruction (English) are likely to achieve better academic results and whether schools with better quality infrastructure are likely to attract scholastic

competent pupils. The study found out that school environment influences academic achievement. Children from wealthy families afford to attend in first class schools therefore this improves their academic performance in comparison to those in poor schools. The standards of the teachers, the facilities and the medium of instruction gave a greater advantage to those children learning in first class schools who come from rich families. This is being supported by the theoretical framework when it argued that those from rich families excel in school as compared to those from poor families.

5.7 Proficiency in the medium of instruction and academic performance.

This section of the study will discuss the proficiency of the medium of instruction and academic performance. The section looked at whether pupils speaking African languages tend to have very low English Proficiency and whether pupils with higher English language proficiency mostly come from the background of higher socio-economic status. The study showed that proficiency in the medium of instruction influences academic performance. It was noted from the study that children from African background who speaks African languages have low English proficiency and also in most cases those with high English proficiency come from wealthy background. This is in line with the main argument of the study that those from wealthy families performs excellent in the schools work. Also the theoretical framework argued in the same way that those raised from families with high socio-economic status performs well in school. Firstly the section discussed whether pupils speaking African languages tend to have very low English proficiency as shown in table 41 below.

Table 41: Pupils speaking African languages tend to have very low English Proficiency.

D27					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4,7	4,7	4,7
	Disagree	9	5,3	5,3	9,9
	Neutral	55	32,2	32,2	42,1
	Agree	52	30,4	30,4	72,5
	Strongly Agree	47	27,5	27,5	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study.

The study illustrates that 27,5% of respondents strongly agree that pupils speaking African languages tend to have low English proficiency. The study also reveals that 30.4% of respondents agree that pupils speaking African languages tend to have very low English proficiency. The study also states that 4.7% of respondents strongly disagree that pupils speaking African languages tend to have very low English Proficiency. More so the study indicates that 5.3% of respondents did not agree that pupils speaking African languages tend to have very low English Proficiency. Lastly the study shows that 32.2% were neutral. In support of the analysis above respondents from the in-depth interviews said:

“ That’s difficult because we are saying that we need to push our mother tongue, my stand on that we are placing an over emphasis on mother tongue instead of placing an emphasis on academics because at the end of the day there’s no child who will write maths, economics or business studies exam that is in Xhosa. It’s just a brutal reality that we will have to face. So now on this thing of couch switching as we call it we teach children in English and then the example you make in their mother tongue to aid or assist this better understanding. The mistake we making now is to try to teach the children in their mother tongue, there’s no way in God’s world that you can teach a child English in Xhosa. Such things happen; the language spoken at home does have an effect because children are now focusing on just that the mother tongue, so when they get to school they struggle”. (Interviewee 2, Elukhanyisweni high school, 16/05/16)

The second aspect to be discussed is whether pupils with higher English language proficiency mostly come from the background of higher socio-economic status as indicated by table 42.

Table 42: Pupils with higher English language proficiency mostly come from the background of higher socio-economic status

D28					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4,7	4,7	4,7
	Disagree	13	7,6	7,6	12,3
	Neutral	52	30,4	30,4	42,7
	Agree	51	29,8	29,8	72,5
	Strongly Agree	47	27,5	27,5	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The study illustrates that 27.5% of respondents strongly agree that English language proficiency mostly come from the background of higher socio-economic status. The study further states that 29.8% of respondents agree that English language proficiency mostly come from the background of higher socio-economic status. However the study shows that 4.7% of respondents strongly agree English language proficiency mostly come from the background of higher socio-economic status. 17.6% of respondents did not agree that English language proficiency mostly come from the background of higher socio-economic status.

To conclude, this section of the study discussed the proficiency of the medium of instruction and academic performance. The section looked at whether pupils speaking African languages tend to have very low English Proficiency and whether pupils with higher English language proficiency mostly come from the background of higher socio-economic status. The study showed that proficiency in the medium of instruction influences academic performance. It was noted from the study that children from African background who speaks African languages have low English proficiency and also in most cases those with high English proficiency come from wealthy background. This is in line with the main argument of the study that those from wealthy families performs excellent in the schools work. Also the theoretical framework argued in the same way that those raised from families with high socio-economic status performs well in school

CONCLUSION

To sum up, this chapter discussed the effects of socio-economic status on scholastic outcomes or student achievement. The following aspects were discussed in depth:

parents' socio-economic status and student performance, home environment and academic achievement, the influence of socio-economic factors on scholastic attainment, low socio-economic status and academic performance, school environment and academic achievement and proficiency in the medium of instruction and academic performance. The study argued that children from poor families always perform badly as compared to those from rich families and this concur with arguments of the theoretical framework which argued that children from wealthy families performs excellent in schools because they have all the required resources.. This means that socio-economic status influences negatively children from poor families since they do not have the required resources at school. The chapter which follows below will deal with ways in which socio-economic status factors influence the various assessment criteria which themselves impacts on scholastic outcomes.

CHAPTER SIX: THE INFLUENCE OF SOCIO-ECONOMIC FACTORS ON ASSESSMENT CRITERIA IN THE FORT BEAUFORT EDUCATION DISTRICT OF THE EASTERN CAPE PROVINCE

6.0 Introduction

The current chapter is directed at demonstrating how socio-economic factors influence the various assessment criteria which impact on scholastic achievement as discussed in Chapter 5.

Specifically, this chapter discusses the influence of socio-economic factors on examination, tests, curricula and writing skills as assessment criteria. The study argues that children from wealthy families perform excellently as compared to those from poor families because they have all the necessary resources at their disposal. This is because the parents of such children have better income, occupation, residential area and level of education that promote educational standards. The study revealed that socio-economic factors have an influence on all the assessment criteria. Children from wealthy families can perform better in tests and examinations and possess good writing skills. The findings of this chapter align with the core argument of the study that children from wealthy families always do better at school compared to those from disadvantaged backgrounds. The study indicates that socio-economic factors have a negative influence on children from low socio-economic backgrounds.

According to Bourdieu (1997), social capital represents the resources that an individual has at her disposal that are valued in the educational sphere. This might imply that children from high socio-economic status will perform better because they are exposed to all the necessary resources that they need to use academically. Children from wealthy families possess the requisite cultural capital as mentioned above. This means that high social-economic status entails alignment of skills required at school with those acquired at home. Considering the above factors, children from wealthy families are likely to perform excellently at school as compared to those from poor families.

This chapter discusses the influence of socio-economic factors on assessment criteria in selected high schools. The study focused on the extent to which socio-economic factors influence examinations, tests and writing skills as assessment criteria. Further,

the study explored the extent to which socio-economic factors influence oral tests as an assessment criterion.

6.1 The influence of socio-economic factors on the examination as an assessment criterion

This section discusses the influence of socio-economic factors on the examination as an assessment criterion. The main factors discussed in this section are: income, occupation, residential area, parent's level of education, family size, social class and culture. The central position of this section is that all the factors mentioned above influence examinations as an assessment criterion. The study noted that socio-economic factors such as income, residential area, parents' level of education, family size, social class, culture and occupation have a negative influence on the performance of the children from low socio-economic status as indicated below. This means that children from families with high socio-economic status perform better as compared to those from poor socio-economic status.

Despite the high percentage of neutral respondents, the study reveals that the majority of the research participants are of the view that socio-economic factors have an influence on the examination as an assessment criterion. This is valid for factors such as income, occupation, parent's level of education, family size, social class and culture. Children that are raised from wealthy families possess more cultural capital compared to the others from poor families, and this gives them an added advantage to perform well in school. To start with, the way in which income influences the examination as an assessment criterion is discussed before examining the rest of the socio-economic factors. Table 1 below presents the issue.

Table 43: The influence of income on the examination as an assessment criterion.

Factors influencing examination as an assessment criterion: Income				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	5.8	5.8	5.8
Disagree	15	8.8	8.8	14.6
Neutral	54	31.6	31.6	46.2
Strongly agree	47	27.5	27.5	73.7
Agree	45	26.3	26.3	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 47 (27.5%) of the respondents strongly agree that income influences the examination as assessment criterion while 45 (26.3%) agree that income influences the examination as assessment criterion. However, it could be deduced from the table that 10 (5.8%) of the respondents strongly disagree that income influences the assessment criterion. The table shows that 54 (31.6%) of the respondents were neutral. Excerpts from the in-depth interviews corroborate this position as follows:

... *"The income from home does affect their scholastic attainment. Most of their parents don't prioritize the needs of their children and spend more money buying alcohol and unnecessary stuff"* (Interviewee 3, Elukhanyisweni High school, 05/03/2016)

and

"Eeeee...this affects the examination a lot because with a background I have just explained to you sometimes we get kids in class and you see this one is not concentrating and chances are that this child did not get breakfast, chances are that he/she did not get even supper. So you cannot expect a 100 % performance in class, and that definitely has an impact on the results. However, the government is now providing the feeding scheme for kids but sometimes it's not enough because it means

that a child from this background we've discussed will have one meal a day but at least it is something. What about his/her siblings at home who didn't get this? Chances are that he may not even enjoy what he's getting because he is thinking of a parent who did not have anything or the siblings" (Interviewee 3, Thubalethu High school, 05/03/2016).

Income is important in determining how much money can be spent on education and resources that will enhance education. This factor can also affect children's educational attainment, students' recorded highest on the affordability of quality of residence room, catering and recreational facilities based on socio-economic background of the student. According to Okiaga (2011), the higher the socio-economic background the easier it is to afford the basic needs necessary for the academic performance. The findings of Okiaga's study concurs with the results of the dissertation. A study conducted by Ahmar et al (2013) points out the difference between academic achievements of female students belonging to high and low socio-economic status stating that there was significant difference in the academic achievement of female students of high and low socio-economic status.

This result is supported by many previous studies such as that of Khan (1991) who conducted a study on socio-economic status and academic achievement (Chopra, 1969, 1982; Frempong, 2000; White, 1982). Children from wealthy families perform better than those from poor families because they have all the necessary resources at their disposal as shown below. The influence of socio-economic factors on the examination as an assessment criterion has been confirmed by the role of occupation in the examination process. Table 2 depicts this relationship.

Table 44: The influence of occupation on the examination as an assessment criterion

Factors influencing examination as an assessment criterion: Occupation				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	2.3	2.3	2.3
Disagree	13	7.6	7.6	9.9
Neutral	63	36.8	36.8	46.8
Strongly agree	50	29.2	29.2	76.0
Agree	41	24.0	24.0	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table reveals that 50 (29.2%) of respondents strongly agree that occupation influences the examination as assessment criterion. The study also states that 41 (21.0%) of respondents agree that occupation influences the examination as an assessment criteria. However, the study also depicts that 4 (2.3%) of respondents disagree that occupation influences the examination as the assessment criterion. More so 13 (7.6%) of respondents did not agree that occupation influences the examination as the assessment criterion. Lastly, the study indicates that 63 (36.8%) were neutral.

Memo, et al. (2010) in their research on the impact of socio-economic status on students' educational achievement at secondary schools districts of Malir, Karachi, in Indian found that there was a significant relationship between parents' occupation and students' academic performance in matriculation examination. Students whose fathers have better occupations performed well in matriculation examination than those students whose fathers had less prestigious occupations. Fathers with high level occupations are in a better condition to assist and encourage their children toward educational attainment. They can provide whatever is needed to support and encourage their children morally, intellectually, spiritually and psychologically.

However, parents with less prestigious occupations, due to instability and financial problems, cannot provide adequate modern facilities to support their children's education. Mothers' occupations also influence students' academic performance. It was observed that students with mothers who have better occupations performed well in matriculation examinations than their peers from mothers with less prestigious occupations. Children that are raised by wealthy families possess more cultural capital compared to the others from poor families, as shown by the relation between residential area and examinations below. Thus, it means rich students excel in their academic work. The study also shows that the influence of socio-economic factors on examinations, as assessment criterion, has been confirmed by the factor of residential area. Table 3 below shows the relationship.

Table 45: The influence of residential area on the examination as an assessment criterion

Factors influencing examination as an assessment criterion: Residential Area				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	2.3	2.3	2.3
Disagree	15	8.8	8.8	11.1
Neutral	62	36.3	36.3	47.4
Strongly agree	49	28.7	28.7	76.0
Agree	41	24.0	24.0	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table reveals that 49 (28.7%) of respondents strongly agree that residential area influences the examination as assessment criterion. The study also shows that 41 (24.0%) of respondents agree that residential area influences the examination as an assessment criterion. However, the study also depicts that 4 (2.3%) of respondents disagree that residential area influences the examination as the assessment criterion. More so, 15 (8.8%) of respondents did not agree that residential area influences the examination as the assessment criterion. Lastly, the study indicate that 62 (36.3%) were neutral.

Singh (1988) studied the influence of residential area on the achievement of students with the objective to study the effect of location on the achievement level of students by taking a sample of 650 adolescents within the age range of 17 to 20 years and found that urban students had better academic achievement than rural students, the reason behind this may be the facilities and exposure provided to urban learners, which align with the findings of the current study. The impact of neighbourhoods on children's outcomes has been subjected to a wide debate. From a theoretical perspective, residential mobility and the sorting of individuals into neighborhoods is a key factor in the production of human capital (Bradley and Corwyn, 2002).

Scholars, parents and others basically agree that the quality of life in the neighborhood impacts and shapes children's lives in many ways (Sirin, 2005), which aligns with the findings of this study. Residence in an impoverished neighborhood might expose vulnerable minors to crime, drug use, and more which is confirmed in the current study (Brooks-Gunn and Duncan, 1997). Bourdieu (1997) indicated that the capital that a certain family possesses has an impact on the educational standards of the children. The children excel in their school work because of high cultural capital. The table below depicts that parents' levels of education in the examination process confirm the impact of socio-economic factors on the examination as an assessment criterion.

Table 46: The influence of a parent's level of education on examination as an assessment criterion

Factors influencing examination as an assessment criterion: Parents level of education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	2.9	2.9	2.9
Disagree	14	8.2	8.2	11.1
Neutral	59	34.5	34.5	45.6
Strongly agree	48	28.1	28.1	73.7
Agree	45	26.3	26.3	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table above states that 48 (28.1%) of respondents strongly agree that parents' level of education influences the examination as the assessment criterion. The study also reveals that 45 (26.3%) of respondents agree that parents' level of education influences the examination as the assessment criterion. However, the study shows that 5 (2.9%) of respondents strongly disagree that parents' level of education influences the examination as the assessment criterion. 14 (8.2%) of respondents did not agree that parents' level of education influences the examination as the assessment criterion. Lastly, the study indicates that 59 (34.5%) of respondents were neutral.

Sarigiani (1990) noted that parental educational level or attainment has been found to be significantly related to the educational attainment of their children in both rural and national samples. This study had two levels of judging the educational level. The two levels are some college or below college graduates and above. As with the case previously, children of the more educated group tended to have higher aspirations and higher education plans. Both these student groups help illustrate that those children from parents with higher education levels tend to do better than the less advantaged group. Children in turn are then disadvantaged when their parents have a lower education as well. It may form a cycle of uneducated family member. Children with high socio-economic status perform the best in the schools because they have enough resources to use at school. The following table illustrates the relationship between family sizes as socio-economic factor on examination as an assessment criterion.

Table 47: The influence of family size on the examination as an assessment criterion

Factors influencing examination as an assessment criterion: Family size				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	3.5	3.5	3.5
Disagree	14	8.2	8.2	11.7
Neutral	64	37.4	37.4	49.1
Strongly agree	40	23.4	23.4	72.5
Agree	47	27.5	27.5	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study indicates that 40 (23.4%) of respondents strongly agree that family size influences the examination as an assessment criterion. The table also states 47 (27.5%) of respondents agree that family size influences the examination as the assessment criterion. More so, the study depicts that 6 (3.5%) of respondents strongly disagree that family size influences the examination as the assessment criterion; 14 (8.2%) of respondents did not agree that family size influences the examination as the assessment criterion. Lastly, the study states that 64 (37.4%) of respondents were neutral.

Previous research has shown that children from single parent households do not perform as well in school as children from two-parent households (Weiser, 2010). There are different explanations for this achievement gap. Single parent households have less income, and there is a lack of support from the single parent, which increases stress and conflicts (Davis-Kean, 2005). Single parents often struggle with time management issues due to balancing many different areas of life on their own. Some research has also shown that single parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than two-parent households. Some researchers also argued that divorce can have a negative impact on academic achievements. Cultural capital is important in determining the academic performance as children with high cultural capital perform

better as compared to others. The table below shows that social class has an influence on the examination assessment criterion.

Table 48: The influence of social class on the examination as an assessment criterion

Factors influencing examination as an assessment criterion: Social Class				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	4.1	4.1	4.1
Disagree	9	5.3	5.3	9.4
Neutral	64	37.4	37.4	46.8
Strongly agree	45	26.3	26.4	73.1
Agree	46	26.9	26.9	100.0
Total	171	100.0	100.0	

Source: Computer printout of a table derived from the data and findings of the study

The table illustrates that 45 (26.3%) of respondents strongly agree that social class influences the examination as an assessment criterion. The table also indicates that 46 (26.9%) of respondents agree that social class influences the examination as an assessment criterion. Nevertheless, the study indicates that 7 (4.1%) of respondents strongly disagree that social class influences the examination as an assessment criterion. To add, 9(5.3%) of respondents did not agree that social class influences the examination as the assessment criterion. The study also states that 64 (37.4%) of respondents were neutral.

The parents' acquire information about their children's progress in the high school, and only after they have obtained such evidence do they begin to get realistic aspirations for their child. Information components directed at parents can provide a rational and empirical basis for parental attitudes (Bastiani, 1987:96). Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can also have an enhanced communication with their children concerning the school work, activities and the information taught at school. They can better assist their children in their work and participate at school (Fantuzzo and Tighe, 2000). Children that come from families

with high socio-economic status have more skills that they learn from home that are also required at school. Culture is another construct that has an influence on the examination as an assessment criterion. The table below indicates that relationship.

Table 49: The influence of Culture on the examination as an assessment criterion

Factors influencing examination as an assessment criterion: Culture				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	4.7	4.7	4.7
Disagree	10	5.8	5.8	10.5
Neutral	63	36.8	36.6	47.4
Strongly agree	41	24.0	24.0	71.3
Agree	49	28.7	28.7	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study depicts that 41(24.0%) of respondents strongly agree that culture influence examination as an assessment criterion. The study states that 49 (28.7%) of respondents agree that culture influence the examination as an assessment criterion. More so, the study states that 8 (4.7%) of respondents strongly disagree that culture influence the examination as t an assessment criterion. 10 (5.8%) of respondents did not agree that culture influence the examination as an assessment criterion. Lastly, the study reveals that 63 (36.8%) were neutral.

Culture influences all aspects of schools, including such things as how the staff dresses (Peterson & Deal, 1998), what staff talk about in the teachers' lounge (Kottler, 1997), how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum, and teachers' willingness to change (Hargreaves, 1997). As Donahoe (1997) states, "If culture changes, everything changes", which aligns with findings of the current study.

In summary, this section looked at the influence of socio-economic factors on the examination as an assessment criterion. The main factors that were discussed in the section are income, occupation, and residential area, parents' level of education,

family size, social class and culture. The study noted that that all the factors mentioned above influence examination as assessment criterion. The study noted that socio-economic factors have a negative influence on children from low socio-economic status. However, it can be deduced from the study that these factors indicated above have a positive influence on children from high socio-economic status. This means that children from families with high socio-economic status perform better compared to those from poor socio-economic status.

6.2: The influence of socio-economic factors on the test as an assessment criterion.

The following section discusses the influence of socio-economic factors on the test as an assessment criterion. The main socio-economic factor discussed in the section is income and how it affects test as an assessment criterion. Income has a negative influence on test as an assessment criterion for children that come from poor backgrounds. Children from families with high income perform better compared to those who come from families with lower income. However, the sentiments above relate to the core argument of the study that children from wealthy families are likely to perform better at school as compared to those from poor families.

Income is the only factor under the test as an assessment criterion. Participants in the study indicated that income has negative effects on test as an assessment criterion. High socio-economic status entails excellent academic performance by the students. Therefore, table 8 give a detailed analysis of the relationship of income and test as an assessment criterion. Children that are raised from rich backgrounds possess more cultural capital as compared to the others from poor backgrounds and this gives them an added advantage to perform well in school. Table 50 below depicts the relationship between income and the test as an assessment criterion.

Table 50: : The influence of income on the test as an assessment criterion

Factors influencing test as an assessment criterion: Income				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	2.9	2.9	2.9
Disagree	15	8.8	8.8	11.7
Neutral	63	36.8	36.8	48.5
Strongly agree	37	21.6	21.6	70.2
Agree	51	29.8	29.8	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table states that 37 (21.6%) of respondents strongly agree that income influences the test as the assessment criterion. The study also reveals that 51 (29.8%) of respondents agree that income influences the test as the assessment criterion. Furthermore, the study reveals that 5 (2.9%) of respondents strongly disagree that income influences the test as the assessment criterion. To add, 25 (8.8%) of respondents did not agree that income influences the test as the assessment criterion. Lastly, the study indicates 63(36.8%) of respondents were neutral.

To sum up, the section discussed the influence of socio-economic factors on the test as an assessment criterion. The main socio-economic factor that was discussed in the section is income and how it affects test as an assessment criteria. Income influences test as an assessment criteria. It was noted that children from families with high income perform better as compared to those who come from families with lower income. This means that children from high socio-economic backgrounds perform excellently as compared to those from poor backgrounds. However, the sentiments above relate to the core argument of the study that children from wealthy families are likely to perform better at school as compared to those from poor families.

6.3 The influence of socio-economic factors on the writing skills as assessment criterion

The following section looked at the influence of socio-economic factors on the writing skills as assessment criterion. The factors discussed are income, occupation, parents' level of education, residential area, family size, social class and culture. The socio-economic factors such as income, occupation, parents, residential area, family size, social class, culture and parents' level of education bear a greater influence on writing skills as assessment criteria. This means that children who come from families with high socio-economic factors mentioned above perform well in school as compared to other children from parents with poor socio-economic status. This relates to the core arguments of the study which indicate that children from wealthy families perform better in schools as compared to those from poor families.

The majority of the participants from the study showed socio-economic factors have negative effects on writing skills as an assessment criterion. Children that are raised from families with high cultural capital have more skills that are needed in the schools, and this helps them to excel more in their school work. Table 9 below gives us a detailed illustration of the relationship between income and writing skills.

Table 51: The influence of income on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: Income				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	4.7	4.7	4.7
Disagree	15	8.8	8.8	13.5
Neutral	58	33.9	33.9	47.4
Strongly agree	47	27.5	27.5	74.9
Agree	43	25.1	25.1	
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study indicates that indicates that 47 (27.5%) of respondents strongly agree that income influences the writing skills as the assessment criterion. The study also

illustrates that 43 (25.1%) of respondents agree that income influences the writing skills as the assessment criterion. Furthermore, the study depicts that 8 (4.7%) of respondents strongly disagree that income influences the writing skills as the assessment criterion. Lastly, the study shows that 58 (33.9%) of respondents were neutral. Socio-economic status is a major determinant of the level of performance of the children. Children from families with higher socio-economic status perform better than their counterparts. Table 10 below indicates that socio-economic factors have an effect on the writing skills.

Table 52: The influence of occupation on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: occupation				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	4.1	4.1	4.1
Disagree	12	7.0	7.0	11.1
Neutral	61	35.7	35.7	46.8
Strongly agree	46	26.9	26.9	73.7
Agree	45	26.3	26.3	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study indicates that indicates that 46 (26.9%) of respondents strongly agree that occupation influences writing skills as the assessment criterion. The study also illustrates that 43 (26.3%) of respondents agree that occupation influences writing skills as the assessment criterion. Furthermore, the study depicts that 7 (4.1%) of respondents strongly disagree that occupation influences the writing skills as the assessment criterion. Lastly, the study shows that 61 (35.7%) of respondents were neutral

Okioga (2013) conducted a study on the impact of students' socio-economic background on academic performance in universities and found that middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Families with lower income do not participate in this

movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Lower incomes families can have children who do not succeed to the levels of the middle income children, have a greater sense of entitlement, are more argumentative and are not better prepared for adult life; results confirm the findings of the current study.

Gachathi (1976) indicates that occupational prestige; as one component of socio-economic status encompasses both income and educational attainment Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job (Nyakundi et al, 2012). Children who have a high socio-economic status perform better than those with low socio-economic status. Residential area can influence the writing skills as assessment criterion. Residential area is a social economic factor that affects writing skills as indicated by table 11 below

Table 53: The influence of Residential area on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: Residential Area				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	2.9	2.9	2.9
Disagree	7	4.1	4.1	7.0
Neutral	60	35.1	35.1	42.1
Strongly agree	50	29.2	29.2	71.3
Agree	49	28.7	28.7	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 50 (29.2%) of the respondents strongly agree that residential area influences the writing skills as assessment criterion. To add, 49 (28.7) of the respondents agree that residential area influences the writing skills as

assessment criterion. However, it could be deduced from the table that 5 (2.9%) of the respondents strongly disagree that residential area influences the assessment criterion. The table shows that 60 (35.1%) of respondents were neutral.

Parents with little education, in comparison to those with professional degrees, feel less able to assist their children with homework, are less able to communicate with the teachers, and feel out of place at school (Walker, Wilkins, Dallaire, Sandler and Hoover-Dempsey, 2005: 98). It may be concluded that poverty is strongly correlated to a range of home background variables, including parental education, which influence the children's educational outcomes. Thus, it may be difficult to separate these influences and to know the extent to which the education of poor children is retarded by limited financial resources rather than other home background factors. This is because these factors are so difficult to disentangle, and researchers often treat all the mechanisms operating via socio-economic status as a single effect (Duncan and Brooks-Gunn, 2007). In addition to the above, cultural capital impacts positively on the academic performance of the children as the children from wealthy families possess more skills that are required in the schools. Table 12 below depicts the relationship that exists between family size and writing skills. The diagram shows that family size influences writing skills as the assessment criterion.

Table 54: The influence of Family size on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: Family Size				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	2.9	2.9	2.9
Disagree	7	4.1	4.1	7.0
Neutral	64	37.4	37.4	44.4
Strongly agree	48	28.1	28.1	72.5
Agree	47	27.5	27.5	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The table above specifies that 48 (28.1%) of the respondents strongly agree that family size influences the writing skills as assessment criterion. Also 47 (27.5) of the

respondents agree that family size influences the writing skills as assessment criterion. Nonetheless, it could be deduced from the table that 5 (2.9%) of the respondents strongly disagree that family size influences the assessment criterion. The tables shows that 64 (37.4%) of respondents were neutral. Social class is one of the socio-economic factors that influence the writing skills as the assessment criterion. Children who come from rich families always perform better than those from poor families because they are given all the resources at home. This is illustrated by table 13 below.

Table 55: The influence of Social class on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: Social Class				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	4.1	4.1	4.1
Disagree	9	5.3.	5.3.	9.4
Neutral	60	35.1	35.1	44.4
Strongly agree	46	26.9	26.9	71.3
Agree	49	28.7	28.7	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study specifies that 46 (26.9%) of the respondents strongly agree that social class influences the writing skills as assessment criterion. Also 49 (28.7) of the respondents agree that social class influences the writing skills as assessment criterion. Nonetheless, it could be deduced from the table that 7 (4.1%) of the respondents strongly disagree that social class influences the assessment criterion. Performance of children is determined by the socio-economic status as those with high socio-economic status have an advantage over the ones with lower socio-economic status. The table shows that 60 (35.1%) of respondents were neutral. Culture is a socio-economic factor that has an influence on writing skills as an assessment criterion, as indicated by table 14.

Table 56: The influence of culture on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: Culture				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	2.9	2.9	2.9
Disagree	5	2.9	2.9	5.8
Neutral	64	37.4	37.4	43.3
Strongly agree	45	26.3	26.3	69.3
Agree	52	30.4	30.4	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study specifies that 45 (26.3%) of the respondents strongly agree that culture influences the writing skills as assessment criterion. Furthermore, 52 (30.4) of the respondents agree that culture influences the writing skills as assessment criterion. Nonetheless, it could be deduced from the table that 5 (2.9%) of the respondents strongly disagree that culture influences the assessment criterion. The table shows that 64 (37.4%) of respondents were neutral. Cultural capital is a major determinant of the performance of the children. High cultural capital entails high level of performance, and lower cultural capital entails lower level of performance. Table 15 below shows that parents' level of education influences writing skills as assessment criterion. Parents' level of education is a socio-economic factor.

Table 57: The influence of parents' level of education as a socio-economic factor on the writing skills as assessment criterion

Factors influencing writing skills as an assessment criterion: Parents level of education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	3.5	3.5	3.5
Disagree	6	3.5	3.5	7.0
Neutral	56	32.7	32.7	39.8
Strongly agree	48	28.1	28.1	67.9
Agree	55	32.2	32.2	100.0
Total	171	100.0	100.0	

Source: computer printout of a table derived from the data and findings of the study

The study specifies that 48 (28.1%) of the respondents strongly agree that parents' level of education influences the writing skills as an assessment criterion. Furthermore, 55 (32.2) of the respondents agree that parents' level of education influences the writing skills as an assessment criterion. Nonetheless, it could be deduced from the table that 6 (3.5%) of the respondents strongly disagree that parents' level of education influences the assessment criterion. The tables shows that 56 (32.7%) of respondents were neutral.

Fuchs and Woessmann (2004) also contend that parental education and occupation have more significant effects on reading than on mathematics test scores. They stated that parental occupation and having at least one parent with a full-time job have significant influence on pupils' academic performance (Willms, 2001) To add, poverty, low level of parental education, parental and neighborhood negative attitudes toward schooling in general cause children from disadvantaged backgrounds to have negative academic achievement (Venstra, 2004) whereas children with high level of parental education have greater access to a wide variety of economic and social resources

(family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Chevalier and Lanot, 2002). Higher family income is associated with higher student achievement. According to Asikhia (2010), pupils from poor homes are forced out of school and made to engage in hawking and selling packaged drinking water.

To sum up this section the study revealed that children from poor backgrounds always struggle when it comes to writing skills. This is because they do not have means to improve themselves. However, the study argued that children from better families always do better when it comes to writing skills because their parents have good incomes and can hire people to help them at home. Furthermore, their parents are educated, which means they help them when it comes to school work. The findings of this chapter align with the core argument that children from high socio-economic status excel at school compare to children from low socio-economic status.

6.4The influence of socio-economic factors on the selection of curriculum

The study sought to determine the influence of socio-economic factors on curriculum. The study has shown that curriculum is influenced by socio-economic factors. The study revealed that children from low socio-economic status struggle to follow the curriculum because they do not have resources. It is revealed from the study that children from high socio-economic status likely to do better because the curriculum favours them. This means that they have everything because their parents can afford to take them to better schools to study what they want.

The factors discussed in this section are as follows: income, occupation, residential area and parents' level of education. However, participants in the study indicated that socio-economic factors have an impact on the selection of curriculum. The status of family determines the level of performance. Children that are raised in rich families are bound to have the necessary skills needed in the schools; therefore, they perform excellent in the schools. The first factor discussed is the income, and table 16 below shows the relationship that exists between income as a socio-economic factor and selection of curriculum.

Table 58: The influence of income on the selection of curriculum

Factors influencing curriculum selection: Income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2,9	2,9	2,9
	Disagree	13	7,6	7,6	10,5
	Neutral	64	37,4	37,4	48,0
	Agree	52	30,4	30,4	78,4
	Strongly Agree	37	21,6	21,6	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above indicates that 37 (21.6%) of the respondents strongly agree that income influences the selection of curriculum. To add, 52 (30.4) of the respondents agree that income influences the selection of curriculum. However, it could be deduced from the table that 5 (2.9%) of the respondents strongly disagree that income influences the selection curriculum. The tables shows that 64 (37.4%) of respondents were neutral. One excerpt from in-depth interviews corroborates this position as follows:

... *“The income does affect the selection of curriculum. You see here we only offer what we call general subjects, so those who have money they take their kids to school were they can do maths and physics. When you look at that, it costs money and that means those who don’t have money cannot take their kids to better schools so to me income play a vital role in the selection of curriculum”* (interviewee 3, Thubalethu High School, 05/ 03/2016).

High socio-economic status has a positive impact on the selection of curriculum at school. In addition to income, occupation is another socio-economic factor that influences the selection of curriculum, as indicated by table 17 below.

Table 59: The influence of occupation on the selection of curriculum

Factors influencing curriculum selection: Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	14	8,2	8,2	12,3
	Neutral	68	39,8	39,8	52,0
	Agree	49	28,7	28,7	80,7
	Strongly Agree	33	19,3	19,3	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table reveals that 33 (19.3%) of respondents strongly agree that occupation influences the selection of curriculum. The study also states that 49 (28.7%) of respondents agree that occupation influences the selection of curriculum. However, the study also depicts that 7 (4.1%) of respondents disagree that occupation influences the selection of curriculum. More so, 14 (8.2%) of respondents did not agree that occupation influence the selection of curriculum. Lastly, the study indicates that 68 (39.8%) were neutral. One of the Quotations from the in-depth interviews corroborates this position as follows:

... “If parents are in good occupation, I mean if their politicians, doctors, nurses, teachers etc. will want their children to follow their footsteps, they will take them to better school meaning private school, schools of high quality not just public schools” (interviewee 6, Thubalethu High school, 10/ 05/2016).

Children from wealthy families select better curricula as compared to those from poor families. Another socio-economic factor discussed is residential area. Residential area influences the selection of curriculum, as shown by table 18 below

Table 60: The influence of residential area on the selection of curriculum

Factors influencing curriculum selection: Residential Area					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	12	7,0	7,1	11,2
	Neutral	67	39,2	39,4	50,6
	Agree	47	27,5	27,6	78,2
	Strongly Agree	37	21,6	21,8	100,0
	Total	170	99,4	100,0	
Missing	System	1	,6		
Total		171	100,0		

Source: computer printout of a table derived from the data and findings of the study

The table reveals that 37 (21.6%) of respondents strongly agree that residential area influences the selection of curriculum. The study also states that 47 (27.5%) of respondents agree that residential area influences the selection of curriculum. However, the study also depicts that 7 (4.1%) of respondents strongly disagree that residential area influences the selection of curriculum. More so, 12 (7.0%) of respondents did not agree that residential area influences the selection of curriculum. Lastly, the study indicates that 67 (39.2%) were neutral. Curriculum selection is influenced by cultural capital as those with high cultural capital select best curricula. The last socio-economic factor that influences the selection of curriculum is the parents' level of education, and it is illustrated by table 19 below.

Table 61: The influence of Parents' level of education on the selection of curriculum

Factors influencing curriculum selection: Parent's level of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4,1	4,1	4,1
	Disagree	12	7,0	7,0	11,1
	Neutral	65	38,0	38,0	49,1
	Agree	48	28,1	28,1	77,2
	Strongly Agree	39	22,8	22,8	100,0
	Total	171	100,0	100,0	

Source: computer printout of a table derived from the data and findings of the study

The table above states that 39 (22.8%) of respondents strongly agree that parents' level of education influences the selection of curriculum. The study also reveals that 48 (28.1%) of respondents agree that parents' level of education influences the selection of curriculum. However, the study shows that 7(4.1%) of respondents strongly disagree that parents' level of education influences the selection of curriculum. To add, 12 (7.0%) of respondents did not agree that parents' level of education influences the selection of curriculum. Lastly, the study indicates that 65 (38.0%) of respondents were neutral.

Finally, this section looked at the influence of socio-economic factors on curriculum. The factors discussed are income, occupation, parents' level of education, residential area, family size, social class and culture. It was noted that socio-economic factors such as income, occupation, parents, residential area, family size, social class, culture and parents' level of education bear a greater influence on curriculum. This means that children who come from families with high socio-economic factors mentioned above performs better in as compared to other children from parents with poor socio-economic status. This relates to the core argument of the study which indicates that children from wealthy families perform better in schools as compared to those from poor families.

6.5 Conclusion

This chapter addressed the influence of socio-economic factors on assessment criteria in the Fort Beaufort Education District of the Eastern Cape. The study is on effects of socio- economic status on the scholastic attainment in the Fort Beaufort Education District. The cultural capital theory was used to direct study which argues that children from High socio-economic status always perform excellently at school because they have all the resources that are needed at school. However those from poor background likely to perform poor because they lack resources. The core argument of the study states that Children from good socio-economic status perform better academically because they have the entire cultural requisite they need, unlike those from poor background who lack this cultural capital.

This chapter has demonstrated that good socio-economic background has a bearing on excellent academic achievement. This is owing to the fact that children from better socio-economic status have access to educational support resources at their homes to help them to better prepare for assessments at school. Those from low socio-economic status would not have access to those educational resources, hence their poor assessment results. For instance this chapter revealed that factors such as income parents level of education and occupation to mention the few has an influence on the assessment criteria. For example if we take income, parents who have good income their children likely to perform well at school because they have all the resources that are need. Furthermore if parents are educated it they know exactly what is need for their children at school. The finding of this chapter concurs with the core argument of the study those children who have good socio-economic status likely to perform well at school. The finding of this chapter also aligns with the theoretical framework that if children have enough cultural capita will perform well at school but if they lack this cultural capital they will likely to perform poor academically.

CHAPTER SEVEN: Discussion of Findings, Recommendations and Conclusion

7.1 Introduction

The study is on effects of socio-economic status on scholastic attainment in the Fort Beaufort Education District. The core argument of the study is that children from wealthy families perform well because they all the cultural capital that is needed. However those children from poor families likely to perform well because they lack the cultural capital. This core argument aligns with the general findings of the study those children from wealthy families in the Fort Beaufort Education District likely to perform well because they have everything needed in their disposal. However those from poor background in this district always perform poor because they lack this cultural capital.

This chapter re-enters, captures and discusses the findings of this study based on the aims, objectives, the research questions and the theoretical framework which utilized Bourdieu's Cultural Capital theory (Bourdieu, 1977; Sullivan, 2002; Lereau et al, 2003; Bennett, 2005 and Goldthorpe, 2007) which states that the education system of industrialized societies function in such a way as to legitimize class inequalities. The study was aimed at investigating the extent to which socio-economic status affects scholastic attainment in selected high schools in the Fort Beaufort Educational District.

Scholars have argued that a socio-economic gap in the early school years has lasting consequences particularly because as low socio-economic status children get older, their situation tends to worsen. Due to their relatively poor skills, they are prone to leave school early (Alexandra, Entwisle & Kabbani, 2001; Battin-Pearsons et al, 2000; Cairns, Cairns & Neckerman, 1989; Jonosz, LeBlane, Boulerice & Tremblay, 1997; Rimberger, 2004 & Schargel, 2004). The technical report of the 2013 National Senior Certificate (NSC) revealed that the Eastern Cape is the only province with districts performing between an average of 50% and 59%. Evidence from the last three years based on the report from the Department of Basic Education (2013) revealed that the Eastern Cape has recorded the lowest pass rate in the National Senior Certificate examination. Furthermore, the same report indicated that the Fort Beaufort district had the lowest NSC examination pass rate of 64, 9% in 2013. In 2014, there was not much difference although there was a pass rate improvement of 65, 4%, an increase of 0, 5 percent points from 64.9% in 2013.

In this study Socio-Economic Status (SES) was measured by determining education, income, occupation or a composite of these dimensions. Although education is the most commonly used measure of SES in epidemiological studies, no investigators in the United States and elsewhere in Africa have conducted an empirical analysis quantifying the relative impact of each separate dimension of SES on risk factors for disease (Winkleby, Jatulis & Fortmann, 2015). Marmot (2004) indicates that when analysing a family's social economic status, the household income, earners' education and occupation are examined, as well as combined income versus with an individual, when their own attributes are assessed.

The researcher applied a mixed method approach where both the qualitative and quantitative methods were employed. Questionnaires and in-depth interviews were the instruments employed for data collection while stratified and purposive sampling procedures were used. This challenging research methodology ensured that the findings and conclusion reached are reliable and factual. Below, I will engage in a brief discussion of the key findings

7.2 THE CORE ARGUMENT OF THE STUDY RESTATED

The study focused on effects of socio-economic status on scholastic attainment among high school learners in the Eastern Cape Province of South Africa. The Cultural capital Theory (Bourdieu, 1977) was used to explain how the different variable in the study interact with each other. The cultural capital theory argues that children from high socio-economic status always perform better compare to those from low socio-economic status. The Eastern Cape Province is among the poorest provinces in South Africa and also ranks among the lowest in educational performance nationally.

The core of the study was to comprehend how the socio-economic status of parents and/or guardians influences on the scholastic attainment of high school learners. The socio- economic imbalances among parents/guardians also means that educational attainment may also differ among learners therefore, the value of education based on the previous status of high (formerly privileged and formerly underprivileged schools) were also of interest.

In line with the conjecture of theory, the outcomes from the study publicized that children from high socio-economic background excelled better than those with low

socio-economic status. The study also revealed that factors such as parents' level of education, residential area, occupation, culture and social class negatively affects the academic performance of children from low socio-economic backgrounds. Based on the foregoing, the core argument of this dissertation is that, the socio-economic status of parents/guardians has an impact on the scholastic attainment of high school learners. Children from with high socio-economic statuses are more likely to perform better at school because they have access to better educational materials and better schools; children from poor socio-economic statuses are less likely to have high scholastic attainment at school.

7.3 Key findings

The study concentrated on the effects of socio-economic status on academic performance with a focus on small rural schools and larger urban schools. Wenglinsky (1989) reported that students from low socio-economic families have fewer educational opportunities than those from the middle and upper class families. The educational background of students' families plays an important role in academic success. Similarly, Burtless (1996) stated that schools which have stronger financial resources can positively affect the performance of students in those districts. Financial equalization is an important factor in the quality of education and overall academic success among those students. From the data collected and analysed, the following findings were made.

7.3.1 Parents' socio-economic status and academic performance of high school learners

The study established the fact that parents with high socio-economic status influence the performance of pupils in vocabulary test. The study also confirmed that the parents with high socio-economic status influence pupils' verbal intelligence. The study revealed that the parents with high socio-economic status influence the pupils' performance in arithmetic. The study shed light that the parents with high socio-economic status influence the pupils' performance in Mathematics.

The study learned that low socio-economic groups are highly represented amongst pupils who repeat grades because learners do not have time to study their books, and that leads to poor results at the end of the year. Sometimes they have more work to do at home and do not have time to read, and this leads them to repeat grades.

Moreover, the study established that children of high socio-economic status are better represented amongst achieving pupils because their parents are able to pay for the cost of expensive and quality schooling/education. To add, from the study, it was found that pupils without access to pre-school are likely to perform poorly at school as compared to those with pre-school education.

7.3.2 Home support and academic achievement

It was also proved that pupil's academic achievement is enhanced at home through parent's support. The researcher established that pupils' academic achievement is enhanced at home through internet utilization. The research gave interpretation to the fact that the pupils' academic achievement is enhanced at home through internet. Results indicate that grades are higher when students undertake moderate Internet use. The study confirmed that pupils' academic achievement is enhanced at home through books, TV/Radio and smartphone. The study also confirmed that income as the socio-economic factor influences the scholastic attainment of pupils. Supporting this finding, in-depth interviewee 6 said;...*"If the income of parents is low, that could lead to negative outcomes such that the child won't be able to have enough school material and that could lead to poor performance. But if the income is good, the child stands a chance to do well at school because parents can afford"*. The researcher also found that support and encouragement from parents enables the child to do better at school.

7.3.3 Outcome of socio-economic status

The researcher gave an interpretation to the fact that social class of parents, parents' level of education, family size, occupation, residential area, and culture influence the scholastic attainment of pupils in selected high schools in the Fort Beaufort Educational District. The researcher found that underprivileged pupils tend to perform poorly in school. The study discovered that parents who love and show interest in their children's academic pursuits stimulate pupils' intellectual capability. The study established that children of low socio-economic backgrounds score less on an average test of academic achievement.

The study found that Socio-economic status has relatively strong effects on academic achievement. The researcher established that pupils from nuclear families are likely to achieve higher scholastic output than pupils from extended families. It was also

confirmed by the study that pupils are likely to perform better in small class sizes than in large class sizes.

It was found out by the researcher that pupils who are overloaded with household chores are likely to have poor scholastic achievements. Children who are from poor background sometimes have responsibilities back home and do not have time to study. Some have to take care of their siblings while others have to take care of their parents, and that makes them late for school. The study established that pupils from single parents tend to have low educational achievements compared to those with both parents. Furthermore, the study established that pupils who are well fed are likely to do better at school than those who are poorly fed. The study established that income, as a socio-economic factor, influences the test as assessment criteria in selected high schools in the Fort Beaufort Educational District. From the study, the researcher found that income, occupation of parents, residential area, parent's level of education, family size, social class and culture as socio-economic factors influence examination as assessment criteria in selected high schools in the Fort Beaufort Educational District.

It was discovered from the study that the following socio-economic factors: occupation, income, residential area, family size, social class and parent's level of education influence writing skills as assessment criteria. Furthermore, the study also found that the above mentioned socio-economic factors influence the selection of curriculum in selected high schools in the Fort Beaufort Educational District.

7.3.4 Available school facilities and academic performance

The researcher gave an interpretation to the fact that inadequate teachers negatively affect pupils' academic performance. The study found that physical facilities of the school have an effect on the pupils' academic achievement. A participant from the study, interviewee 5 from the Elukhanyisweni High School said: ...*"In our school we don't have library and we have shortage of teachers. We have many learners, but we still have few classrooms, we don't even have sports field where we can take our children to play so that we can identify those who are good in sports"*.

From the study, it is revealed that characteristics of teachers play an important role in scholastic achievement of children of high socio-economic parents who perform better in class tests and assignments. Furthermore, the study found that school environment

is principally responsible for educational underachievement. The study established that children from better educational backgrounds perform comparably better in scholastic tests.

The researcher also discovered that schools with quality infrastructure are likely to attract scholastic competent pupils because these schools have money and resources; this gives them an advantage to get good results at the end of the year compared to those schools with no resources.

7.3.5 Language proficiency and academic performance

In classes where the pupils and teachers mostly interact in the official medium of instruction (English), pupils are likely to achieve better academic results. To add, it was found from the study that pupils speaking African languages tend to have low English proficiency, and English language proficiency mostly comes from a background of higher socio-economic status.

7.4 Contribution to existing knowledge

The outcome of this study has contributed immensely to and has enriched existing knowledge and literature on SES influence on scholastic attainment. The following insight was gained on the effects of Socio-economic status on the scholastic attainment. It was discovered from the study that socio-economic factors such as occupation, income, residential area, family size, social class and parents' level of education influence writing skills as assessment criteria. The study also found that socio-economic factors influence the selection of curriculum in selected high schools in the Fort Beaufort Educational District. The study learned that low socio-economic groups are highly represented amongst pupils who repeat grades because learners do not have time to study their books, and that leads to poor results at the end of the year. Sometimes they have more work to do at home and do not have time to read, and this leads them to repeat grades. Moreover, the study established that children of high socio-economic status are better represented amongst achieving pupils because their parents are able to pay for the cost of expensive and quality schooling/education. From the study, it was also found that pupils without access to pre-school are likely to perform poorly at school compared to those with pre-school education. The researchers also found out that pupils who are overloaded with household chores are likely to have poor scholastic achievement.

7.5 Implications for existing theory

The aim of the study was to investigate and highlight the extent to which socio-economic status affects scholastic attainment in selected high school in the Fort Beaufort Educational District. This study utilized Bourdieu's cultural capital theory on education (Bourdieu, 1977; Sullivan, 2002; Lereau et al, 2003; Bennett, 2005; Goldthorpe, 2007) which states that the education system of industrialized societies functions in such a way as to legitimize class inequalities. Bourdieu states that cultural capital consists of familiarity with the dominant culture in a society, especially the ability to understand and use 'educated' language. The possession of cultural capital varies with social class, yet the education system assumes the possession of cultural capital. This makes it very difficult for lower-class pupils to succeed in the education system. Bourdieu claims that, since the education system presupposes the possession of cultural capital, which few students in fact possess, there is a great deal of inefficiency in 'pedagogic transmission' (i.e. teaching). On the basis of this theory, the study sufficiently confirmed the tenets of the theory as evidenced in the analysis, the empirical studies and the findings emanating from this research. It can clearly be seen that low socio-economic groups are highly represented amongst pupils who repeat grades. Since learners do not have time to study their books, this leads to poor results at the end of the year. Sometimes they have more work to do at home and do not have time to read, and this leads them to repeat grades.

Moreover, the study established that children of high socio-economic status are better represented amongst achieving pupils because their parents are able to pay for the cost of expensive and quality schooling/education. Also from the study, it was found that pupils without access to pre-school are likely to perform poorly at school as compared to those with pre-school education. The researcher also found that pupils who are overloaded with household chores are likely to have poor scholastic achievement.

7.6 General Recommendations

In the light of the findings presented in this study, the researcher suggests a number of strategies to improve the pupils' performance and to curb the poor performance of

pupils in the Fort Beaufort Educational District. Fort Beaufort Educational District should take the initiative to address the following issues:

Keeping in view the findings of the study, it is recommended that parents' education be of central focus to get educated youth as parents can educate and train their children to play a positive role in making a country as a developed one. Along with this, parents may carefully decide on the family size as large families have greater responsibilities. In South Africa, culture consciously or unconsciously gets transferred by parents to their children, and it affects their studies.

Teachers should be mandated to participate in professional development in the area of specialization for students from a low socio-economic background to develop academically. Parental factors that accounted for the low academic performance in the school were: non-provision of textbooks and supplementary readers, less interaction with children's teachers, and less involvement in school work. It is recommended that parents need to be alerted to make the education of their children a priority. This can be achieved through organising regular sensitization meetings and community non-formal education classes by Youth Groups within the Fort Beaufort Educational District. This would encourage parents to be active in the affairs of the school. As Etsey (2005) indicates:

Parents' involvement in school activities would make them aware of problems and issues affecting the pupils, teachers and the school in general. In this way, they would be able to provide solutions that would lead to the provision of a better teaching and learning environment to improve upon the academic performance in the schools. They would also see the need to provide basic needs of their pupils and provide help for them at home with their studies.

Ensure that educators identify underperforming learners, monitor the utilisation of study time, and assist in resolving problems regarding the poor performance of such individual learners and groups at school, because they do not get assistance at home. Encourage learners to complete most of the work at school during study time, where they can assist each other or seek help from their educators since their parents might not be able to assist. Create a caring and supportive environment where learners will be assisted without being labelled by grouping them into categories (slow learners, hyperactive, special education etc.)

The Department of Education should revisit the criteria that were used to allocate resources to schools so that the neediest schools are prioritised and the amount of funds to be in line with their needs. Task teams should visit all schools to establish and verify their needs and even take photos of each school to ensure that resources are allocated in line with their needs and status, rather than in terms of requests from principals as submitted to the Circuit Office. This could assist disadvantaged schools to enjoy equal treatment and access to quality education too. The schools should have special educators who will assess learners' academic achievement by administering educational tests (curriculum based test, Peabody individual achievement test, etc.) and put measures in place to deal with problems that affect academic achievement from the beginning of the year.

7.7 Recommendation for further studies

The study recommends that future researchers should focus on the following:

- a) Effects of socio-economic status on high school learners' social behaviour; and
- b) Academic achievement of high school learners and effects of teaching methods.

7.8 Conclusion

The study examined the effects of socio-economic status on scholastic attainment in the Fort Education District. The study concludes that children from wealthy families in the Fort Beaufort Education District perform better at school because they have all the cultural capital that is needed at school. Nevertheless those children from poor families in the district mentioned above are always struggling at school because they lack the cultural capital that is needed at school. This finding aligns with the core argument that children from high socio-economic status always perform well at school because they have all the cultural capital that is needed at school. However children from low socio-economic status likely to perform poor because they lack resources. The study made use of mixed methods approach which made it possible to arrive at this conclusion. The mixed method approach helped the researcher to get rich data on how socio-economic status affects the scholastic attainment in the Fort Beaufort education District of the Eastern Cape.

This chapter discussed the findings of the study, namely that: parents' socio-economic status affects scholastic attainment of learners'; available school facilities impact on academic performance of learners; and high English language proficiency was commonly found amongst learners with high socio-economic background. The study exposed factors affecting the academic performance of pupils in the Fort Beaufort Educational District. The findings were presented, and the study expanded on how each of the factors such as income, occupation, parents' level of education, residential area etc. contributed to the pupils' poor performance and made references to help improve pupils' performance. The recommendations included improving parents' attitudes towards the schooling of their children, increasing supervision of schools and allocation of resources to schools.

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APPENDIX

APPENDIX 1 interview schedule

TOPIC:THE INTERSECTION BETWEEN SOCIO-ECONOMIC STATUS AND SCHOLASTIC ATTAINMENT IN SELECTED SCHOOLS IN THE FORT BEAUFORT EDUCATION DISTRICT, PROVINCE OF THE EASTERN CAPE

I am carrying out a research on the effects of socio-economic status on scholastic attainment. The empirical data for this study will be sourced from selected high schools in the Fort Beaufort Educational District, Eastern Cape. I am, therefore, requesting your participation in this study by participating in this in-depth interview. Your participation in this study will remain confidential, and all the information given here will be used for academic purpose only and discarded once the study is completed. Participating in this in-depth interview is voluntary and anonymous. Your contribution will be appreciated.

Thank you

INTERVIEW SCHEDULE

INSTRUMENT 2

Introduction:

1) Purpose of the interview

To investigate the effects of socio-economic status on scholastic attainment in selected high schools in Fort Beaufort education district.

2) Guaranteed anonymity and confidentiality

Your response will be strictly confidential and will not be forwarded to any other person(s) except my supervisor.

3) Permission to tape

The interview will be tape-recorded depending on your content. This will allow me to capture all the conversation. The recorded conversation will be deleted or discarded immediately after the interviews have been transcribed into text.

4) Any questions?

The following are mostly open ended-questions and should be asked of each person interviewed.

- 1) What socio-economic factors do you think are capable of influencing the selection of the curriculum in your high school?
- 2) In what ways do socio-economic factors influence the choice of subjects in your school?
- 3) Briefly describe how socio-economic factors affect the examination as an assessment criterion at your school.
- 4) Explain how a test is affected by socio-economic factors as an effective assessment criterion at your school.
- 5) In what ways does socio-economic status influence the writing skills of pupils as an assessment criterion?
- 6) What socio-economic factors greatly affect the scholastic attainment of pupils in your school?
- 7) What are the effects of the low income of families on the scholastic attainment of pupils in your school?
- 8) What effects do you think the social class of parents has on the scholastic outcome of pupils in your school?
- 9) Do you think pupils from less endowed schools perform poorly as compared to those from heavily endowed schools? Elaborate on your answer.
- 10) Do you consider poor nutrition/feeding as a factor that greatly affects the learning outcomes of pupils in your school?

- 11)What effects do you think the parents' level of education has on the scholastic attainment of their children?
- 12)What effects do you think the occupation of parents has on the scholastic attainment of their children?
- 13)What effects do you think the income of parents has on the scholastic attainment of their children?
- 14)What effects do you think the residential area of parents has on the scholastic attainment of their children?
- 15)What effects do you think family size has on scholastic attainment of learners?
- 16)What effects do you think the language spoken at home and at school has on scholastic attainment

THANK YOU

APPENDIX2: Questionnaire

I am carrying out a research on the the intersection between socio-economic status and scholastic attainment in selected schools in the fort Beaufort education district, province of the Eastern Cape . The empirical data for this study will be from selected high schools in the Fort Beaufort Educational District, Eastern Cape. I am therefore requesting your participation in this study by completing this questionnaire. Your participation in this study will remain confidential, and all the information given here will be used for academic purposes only and discarded once the study is completed. Completion of this survey is voluntary and anonymous. Your contribution will be appreciated.

Thank you

Section A: Demographic data

1. Gender

Female		Male	
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2. Age

13-17 years		18-22 years		23-25 years		Above 26 years	
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3. Race:

Black African		White		Coloured		Indian		Other	
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4. Religion:

Christian		Muslim		Catholic		Pagan	
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5. Level of study

Grade 10		Grade 11		Grade 12	
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Section B

Please rate on the scale your parents' level of education

	No education	Matric	Diploma/Degree	Hon/MA/Phd
Mother				
Father				

Please indicate on the scale your parents' occupation status

	Unemployed	Domestic	Government Work	Pension	Self employed
Mother					
Father					
Guardian					

To what extent do you agree that pupils' with parents with high socio-economic status are excelling in following aspects?

	Strongly disagree	Disagree	neutral	Strongly agree	agree
Vocabulary tests					

Verbal intelligence					
Arithmetic					
Mathematics					

Please rate your academic achievement in the previous year in the subjects indicated below:

	Outstanding	Excellent	Very good	Good	Satisfactory	Poor
Science						
English						
Technology						
Commerce						

To what extent do you agree that pupils' academic achievement is enhanced at home through the following:

	Strongly Disagree	Disagree	Neutral	Strongly agree	Agree
Support from parents					
Internet					
Books					
TV/Radio					
Smartphones					
Other specify					

Section C

To what extent do you agree that the socio-economic factors indicated below influence the selection of curriculum at your school?

	Strongly disagree	disagree	neutral	agree	Strongly agree
Income					
Family size					
Residential area					
Parents' level of education					
Occupation					
Social class					
Culture					

Please rate the extent to which you agree that the socio-economic factors are indicated below influence the examination as assessment criteria:

	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
Income					
Occupation					
Residential area					
Parents level of education					
Family size					
Social class					

Culture					
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To what extent do you agree that the socio-economic factors indicated below influence the test as an assessment criterion?

	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
Income					
Occupation					
Residential area					
Family size					
Social class					
Culture					
Parents' level of education					

To what extent do you agree that the socio-economic factors indicated below influence writing skills as assessment criteria?

	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
Income					
Occupation					
Residential area					
Family size					
Social class					
Culture					

Parents' level of education					
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Pleas rate the extent to which you agree that the socio-economic factors are indicated below influence the oral test as assessment criteria:

	Strongly disagree	disagree	neutral	Strongly agree	Agree
Income					
Occupation					
Residential area					
Family size					
Social class					
Culture					
Parents' level of education					

To what extent do you agree that the socio-economic factors indicated below influence scholastic attainment at your school?

	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
Income					
Occupation					
Residential area					
Family size					
Social class					
Culture					

Parents' level of education					
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Section D

To what extent do you agree with each statement indicated below?

Strongly disagree	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Under-privileged pupils tend to perform poorly in school.					
Parents who are loving and show interest in their children's academic pursuits stimulate the pupils' intellectual capability.					
Children of lower socio-economic backgrounds score less on tests of academic achievement.					
Working class children underachieve because they lack high expectations					
Socio-economic status has relatively strong effects on academic achievement					
Pupils from nuclear families are likely to achieve higher scholastic output than pupils from extended families					
Pupils are likely to perform better in small class sizes than in large class sizes					

Schools with inadequate teachers negatively affect pupils' academic performance					
The socio- economic environment has an effect on the development of a child's intelligence					
Physical facilities of the school have an effect on pupils' academic achievement					
The characteristics of teachers play an important role in scholastic achievement					
Socio-economic status has less effects on pupils' academic achievement					
School facilities have a larger impact on the academic achievement of pupils					
Children of high socio-economic parents perform better in class tests and assignments					
Children from better educational backgrounds perform comparably better in scholastic tests					
Support and encouragement from parents enables the child to do better at school					
The school environment is principally responsible for educational under- achievement					

Pupils from illiterate backgrounds academically achieve because of high expectations					
Cultural practices which differ from school practices lead to educational under achievement					
Pupils in classes where the pupils and the teacher mostly interact in the official medium of instruction (English) are likely to achieve better academic results					



Schools endowed with computers, library, internet and counselling personnel are likely to perform better academically				
Schools with quality infrastructure are likely to attract scholastically competent pupils				
Children of better educated parents are more represented amongst achieving pupils				
Pupils from low socio-economic groups are highly represented amongst pupils who repeat grades				
Children of high socio-economic status are better represented amongst achieving pupils because their parents are able to pay for the cost of expensive and quality schooling/education				
Children from wealthy backgrounds perform academically better on the national selection examination				
Children from low socio-economic backgrounds perform less on tests of academic achievement				
Children from a high socio-economic status receive almost double their share in terms of matric scholastic achievement				
Pupils speaking African languages tend to have very low English proficiency				
Pupils with higher English language proficiency mostly come from backgrounds of higher socio-economic status				
Pupils with higher socio-economic status and high level of English proficiency tend to achieve better results at school				
Pupils without access to pre-schools are likely to perform poorly at school compared to those with pre-school education				
Pupils who are overloaded with household chores are likely to have poor scholastic achievement				

Pupils from single parents tend to show low educational achievements compared to those with both parents					
Pupils who are well fed are likely to do better at school than those who are poorly fed					
Pupils from prestigious residential areas are likely to perform better in school than those from disadvantaged residential areas					

APPENDIX 3: certificate of editing

No. 23 Rigg Street, Mossel View, Uitenhage, 6230

B.A. Ed; Hons (ELT); M.A. (Linguistics); PhD.

To whom it may concern:

This document certifies that dissertation whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Ruby Mann, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title: THE INTERSECTION BETWEEN SOCIO-ECONOMIC STATUS AND SCHOLASTIC ATTAINMENT IN SELECTED SCHOOLS IN THE FORT BEAUFORT EDUCATION DISTRICT, PROVINCE OF THE EASTERN CAPE

Author:

SOKANI A

Date Edited:

27 December 2016

Signed:

Ruby Mann