

UNIVERSITY OF GHANA

COLLEGE OF HUMANITIES

**EFFECTS OF SOCIAL CAPITAL ON SENIOR HIGH SCHOOL STUDENT
EDUCATIONAL OUTCOMES IN THE GREATER ACCRA REGION OF GHANA**

BY

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DECLARATION

I, **Evans kwaku Amakye**, do hereby declare that the research work presented in this document is entirely my original and authentic work. I have not submitted this research to any university or institution for any academic degree or qualification. Any material or ideas that are not my own have been attributed to their respective authors through appropriate citations, whether they appear in the text or outside of it. Plagiarism and intellectual dishonesty have no place in my work, and I have strived to uphold the highest ethical standards in conducting and presenting this research.

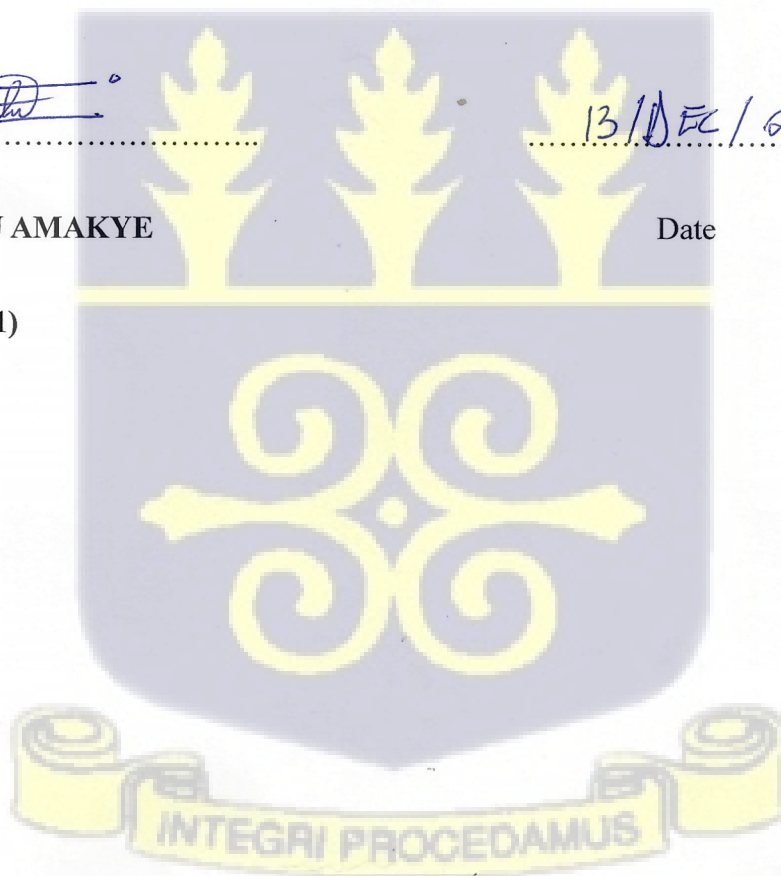


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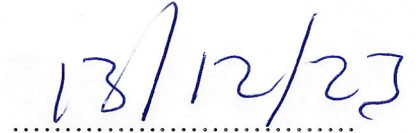
CERTIFICATION

I certify that this thesis was supervised per procedures the University of Ghana laid down.



DR. RICHMOND ATTA-ANKOMAH

(Supervisor)



DATE



DEDICATION

I dedicate this research work to God, the unwavering source of wisdom, strength, and guidance throughout my academic journey, and to cherished family members. Your love and unwavering support have been my pillar of strength. This research is a testament to the collective support and belief in my aspirations. I am forever grateful for the blessings of God and the support of my loved ones and friends.



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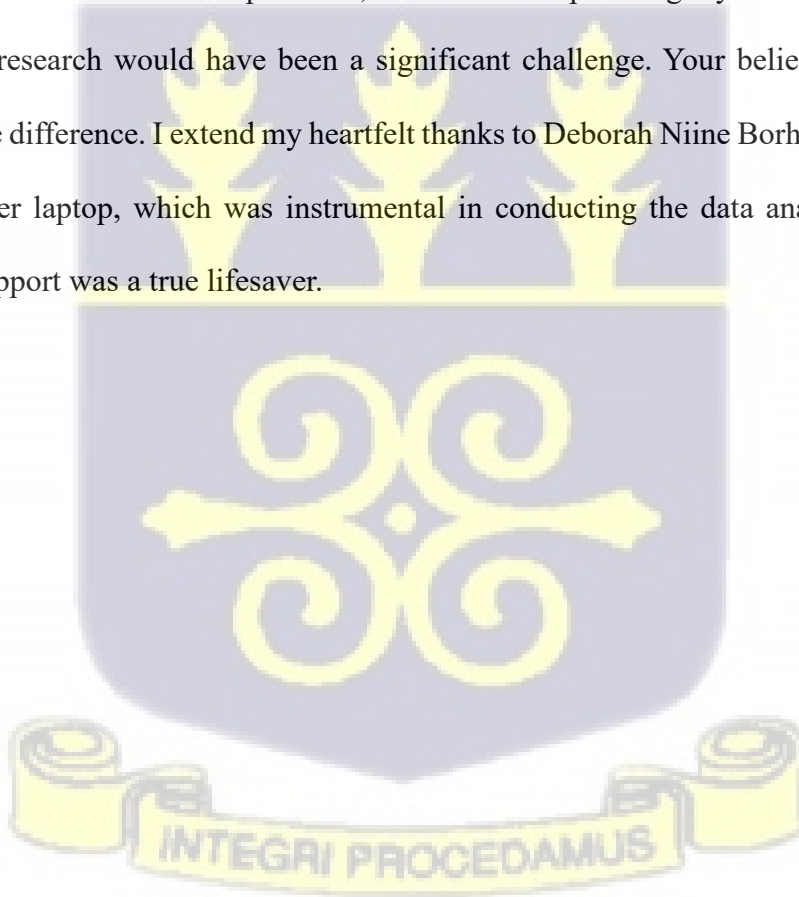


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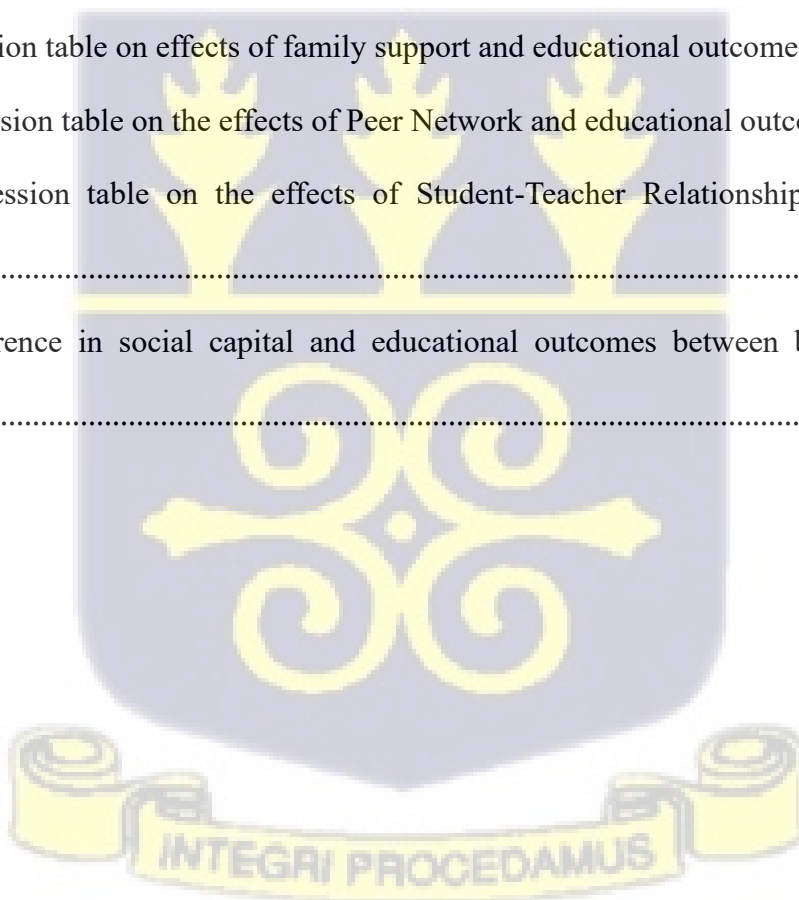
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ABSTRACT

This dissertation examined the effect between social capital and educational outcomes among senior high school students in two distinct educational settings: Ada Senior High Technical School and Kwabenya Community Senior High School. The study explores the influence of three dimensions of social capital, namely family support, peer networks, and student-teacher relationships, on students' educational outcomes. Additionally, it investigates the differences in social capital and educational outcomes between boarding and day students. The study population was drawn from Ada Senior High Technical and Kwabenya Community Senior High School. The study made use of a 200-sample size drawn from the population. The study used a mixed-method research approach where questionnaires were administered and two focus group discussions. One at Kwabenya Community Senior high School and Ada Senior high Technical School were used to collect data. The findings reveal a positive and significant relationship between social capital and educational outcomes in both schools, highlighting the crucial role of a supportive social environment in fostering student success. Family support, peer interactions, and student-teacher relationships were identified as influential factors that explain a substantial portion of the variation in academic achievements. The findings also reveal that boarding students consistently exhibit stronger effects of the various social capital on educational outcomes compared to the day students.



CHAPTER ONE

1.1 Study Background

Social capital has gained significant recognition as a prominent determinant of personal and collective well-being in today's interconnected and fast-paced society. Individuals and groups can successfully navigate social systems and cooperate toward shared goals thanks to their social capital, which includes their networks, relationships, and social resources (Saraneimi et al., 2022; Hassanzadeh et al., 2016). Trust, conventions, and mutual support in one's social network contribute to a cohesive community and productive outcomes in many spheres of life (Alpino & Mehlum, 2021; Carradore, 2022; Chetty et al., 2022). Fundamentally, social capital is based on the idea that people's connections with one another are valuable in and of themselves and can lead to positive outcomes for more than just themselves. People and groups can increase their ability to obtain resources, knowledge, and support by investing in and cultivating their social relationships. Increased economic activity, better health, and more educational possibilities are all possible thanks to these interconnected systems (Gannon & Roberts, 2018; Akcomak, 2011). The scope of social capital extends beyond individual relationships and local groups to entire communities and even nations. At the individual level, social capital facilitates access to social assistance, the acquisition of social influence and useful information, and the development of social networks. Social capital at the community level promotes collaboration, civic participation, and collective action, all of which help communities thrive and grow. Large-scale social capital affects socioeconomic and political structures, including public policy and government administration. (Claridge, 2020; Neves et al, 2018). There may be far-reaching consequences for tackling societal difficulties, supporting inclusive growth, and advancing social justice through a better understanding of and the ability to tap into social capital. A society's ability to address complicated

problems and bring about lasting change increases when its social networks are fortified, trust is established, and social cohesiveness is fostered (Dinga, 2014; Stjernqvist et al., 2018). Education plays a crucial role in shaping individuals' lives and societies. It provides a platform for acquiring knowledge, skills, and values necessary for personal growth, career development, and active citizenship (Pulimeno et al., 2020; Thangeda et al., 2016). One of the key measures of the effectiveness of education systems is the assessment of educational outcomes. Educational outcomes encapsulate the knowledge, skills, attitudes, and competencies students acquire during their educational journey. These outcomes indicate an education system's overall quality and success. (Zhang et al., 2020, Wang & Calvano, 2022). UNESCO (2023) stated that the importance of educational outcomes lies in their ability to reflect the extent to which educational institutions are achieving their goals. These goals can vary depending on the educational level, ranging from early childhood education to higher education. At each level, specific outcomes are expected to be achieved to ensure students' well-rounded development and future success (Lamas, 2015).

In education, social capital includes parental expectations, responsibilities and social networks at home, school, and the community, which is crucial to a student's educational outcomes and personal development (Rogosic & Baranovic, 2016; Plagens, 2011). The cultural norms and values that encourage student efforts, the school's disciplinary and academic climate, and parents' expectations and responsibilities for educating their children all play a role in the wide range of student achievement. Social capital is a helpful theoretical construct for elucidating why children from different countries have such vastly diverse levels of academic success (Mikiewicz, 2021; Linfors et al., 2017).

The social relationship between a child and their parents must be strong enough for the child to access the parents' social capital and financial wealth at the family level. High school dropout rates are higher among young people from atypical family structures, such as those with many siblings or no living parents (Gamoran et al., 2021; Shahidul et al., 2015). There may be negative effects on children's development and education due to the widespread adoption of alternative family arrangements that are becoming the norm in today's culture. Trust between the home, the school's disciplinary climate and academic norms are important components of social capital at the institutional level (Hee & Shuhan, 2022; Behtoui, 2016). Student achievement is improved due in part to these types of social capital. The quality of education and the disparity in academic performance between students of different socioeconomic backgrounds have improved significantly due to these factors (Akessa & Dhufera, 2015; Broer et al., 2019).

In Ghana, the interconnection between social capital or relations and education is a critical factor shaping the educational landscape (Krauss, 2013; Boadi et al, 2022). One key aspect is the role of families and communities in supporting educational endeavours. In many Ghanaian communities, strong social ties contribute to a collective responsibility for education, where extended family members, neighbours, and community leaders play pivotal roles in fostering a conducive learning environment. This communal approach helps address challenges such as resource constraints and ensures that education is viewed as a shared goal, fostering a sense of accountability and support (Saani, 2022; Ahiabor, 2017). Moreover, in the Ghanaian context, traditional social structures, such as chieftaincies and community elders, play a crucial role in shaping educational outcomes. The respect for authority and communal decision-making within these structures can significantly influence educational policies and practices. Local leaders often serve as advocates for education, influencing community members to prioritize schooling and creating an environment that values

learning (Saani, 2022). Additionally, the interplay between social capital and education is evident in the way cultural norms and values are integrated into the curriculum. By acknowledging and incorporating the rich cultural heritage of Ghana, education becomes more meaningful and relatable for students, fostering a sense of identity and pride (Wolf & Avornyo, 2023; Dei, 2011). In this intricate web of social relations, the collaboration between government bodies, community leaders, and families becomes essential for building a robust educational system that addresses the unique challenges and opportunities present in the Ghanaian society (Aryeh-Adjei, 2021; Shibuya, 2020)

The education system holds significant importance in moulding the prospects of individuals and communities. Nonetheless, there are still discrepancies in academic achievements among various communities and regions in Ghana. This study examines social capital's impact on educational outcomes among Senior High School Students. This will be accomplished by evaluating the effect social capital has on the educational outcomes at the senior high school level.

1.2 Problem statement

Despite significant investments and reforms aimed at improving educational outcomes in Senior high school in Ghana, students face various challenges in their educational journey, including limited access to quality resources, inadequate infrastructure, and socioeconomic disparities leading to a persistent gap in educational achievements and outcomes, particularly among students from the diverse socioeconomic background (Takyi et al., 2019; Quansah et al., 2019). Senior high students' challenges lead to poor academic performance and educational outcomes. (Appiah & Beccles, 2022, Anlimachie & Avoada, 2020). However, social capital offers a potential avenue for mitigating these challenges and promoting positive educational outcomes. For example, strong

social networks can provide students valuable information, guidance, and opportunities to enhance their academic trajectory. Supportive relationships with family members, peers, teachers, and community members can foster a sense of belonging, motivation, and emotional well-being, which are crucial for academic success (Lenkewitz & Wittek, 2022; Wang & Huang, 2021).

Additionally, community resources such as libraries, tutoring programs, and extra-curricular activities can supplement formal education and provide students with additional avenues for learning and growth. This gap suggests that conventional approaches to enhancing academic support and resource allocation may need to adequately address the underlying factors influencing student educational outcomes (Iyengar, 2021; Kyereko et al., 2022). One such factor deserving deeper exploration is social capital. Several works have been done on social capital's impact on educational outcomes (Mikiewicz, 2021; Briscoe, 2015; Lutz et al., 2016). The effect of social capital on educational outcomes in Senior High Schools in Ghana is an under-researched area. While there is evidence linking social capital to academic success and other learning outcomes (Adjargo, 2012; Kuranchie, 2017), there is a lack of comprehensive studies on the specific impact of social capital on educational outcomes in the Ghanaian context. The role of family support, peer networks, and student-teacher relationships in influencing educational outcomes has been acknowledged in the literature (Boadi, et al, 2022; Adjargo, 2012). However, the extent to which these factors affect educational outcomes in Senior High Schools in Ghana is not well-documented. Additionally, the existing literature suggests that there may be variations in the influence of social capital on educational outcomes across different groups of students (Adjargo, 2012). Therefore, there is a need to explore the potential differences in social capital and its impact on educational outcomes between day and boarding students in Ghana, warranting further investigation. This study aims to contribute to the existing literature by providing a deeper understanding of the role

of social capital, family support, peer networks, and student-teacher relationships in educational outcomes in Ghanaian Senior High Schools, while also considering the potential variations between day and boarding students. By addressing these questions, the study will provide insights into the potential of these factors as tools for improving educational outcomes in Ghanaian Senior High Schools, and shed light on any disparities that may exist between day and boarding students.

1.3 Research objectives

The main objective of this research is to examine the effects of social capital on Senior High School student' educational outcomes in the greater Accra region of Ghana. The specific objectives are:

- To determine the levels of social capital that exist among Senior High School students in the Greater Accra Region of Ghana.
- To assess the effects of social capital on Senior High School students' educational outcomes of the study area.
- To identify the difference in social capital and educational outcomes of boarding students and day students.

1.4 Research question

The following research questions served as a guide for this research.

- What social capital levels exist among Senior High School students in the Greater Accra Region of Ghana?
- What effect does social capital have on educational outcomes of Senior high School student of the study area?

- What are social capital and educational outcomes differences between boarding and day students?

1.5 Significance of the study

This study's outcomes will enhance educational policy by providing a comprehensive understanding of the impact of social capital on students' educational outcomes. This will offer valuable insights for policymakers operating within the realm of education. Policymakers can develop interventions and strategies to enhance educational outcomes for all students, particularly those from underprivileged backgrounds, by acknowledging the impact of social capital. Investigating the effect of social capital on educational achievements can provide educators with a more comprehensive comprehension of the extra-curricular elements that play a role in the educational outcomes of students, thereby informing educational practices. The consciousness of educators and educational leaders regarding the significance of positive social connections, cooperative learning settings, and community involvement can facilitate the creation of efficacious approaches to augment students' academic experiences. This research will also contribute to the extant knowledge base and potentially contribute to the wider domain of educational research. The study will contribute to the expanding corpus of literature on social determinants that impact scholastic achievement and furnish significant perspectives for forthcoming research and scholarly discussions in pedagogy.

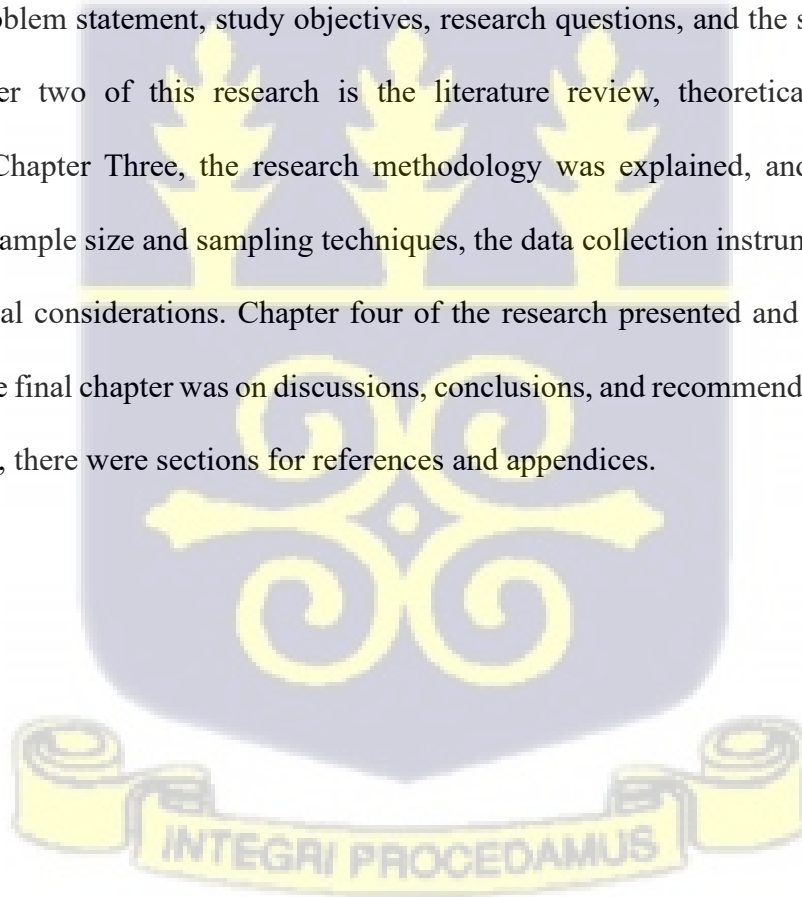
1.6 Research scope

To a large extent, this research focuses on social capital and educational outcomes of students at the senior high school level by examining its relationship, using Kwabenya community senior in the Ga East Municipal Assembly and the Ada Senior High Technical School in Ada West

municipality. It will also delve into the two schools' various dimensions of social capital. The dimensions that this research investigated were peer network, family support and student-teacher relationship. The extent to which these three dimensions of social capital influence the educational outcomes of the students was investigated, the research also compared how social capital affects the educational outcomes of boarding students and day students.

1.7 Organization of Study

This research is organized into five chapters. Chapter one of the research comprises the following: introduction, problem statement, study objectives, research questions, and the significance of the research. Chapter two of this research is the literature review, theoretical and conceptual framework. In Chapter Three, the research methodology was explained, and it contained the population, the sample size and sampling techniques, the data collection instruments, the research design and ethical considerations. Chapter four of the research presented and analysed the data collected, and the final chapter was on discussions, conclusions, and recommendations. Aside from the five chapters, there were sections for references and appendices.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents an empirical and theoretical literature review on social capital and its impact on education, the various dimensions of educational capital, and the relationship between social capital and educational outcomes. The second part of this chapter reviewed the literature on theoretical reviews of Bourdieu's field theory and the Coleman theory of social capital.

2.1. The Concept of Social Capital

The concept of "social capital" describes the strengths and opportunities that come from people's connections with others and the institutions they belong to (Chetty et al., 2022; Oinas et al., 2022; Martikke, 2017). Sanchez-Franco & Roldan (2015) stated that social capital includes the trust, conventions, and reciprocity inherent in social connections, which may be used to one's advantage or to benefit the group. Social capital is essential to maintaining harmonious social relationships, the growth of prosperous communities, and individual prosperity (Fine, 2010; Macerinskiene & Aleknaviciute, 2011; Villalonga-Olives & Kawachi, 2015).

Fundamentally, social capital is predicated on the notion that social networks possess inherent worth. Diverse types of connections can be established, including familial relations, companionships, occupational affiliations, and communal organizations (Engbers et al., 2016; Inbulana & Managi, 2021). The degree of social capital in a particular setting is contingent upon the robustness and calibre of the interrelationships established therein (Uphoff et al., 2013; Richardson et al., 2022). The presence of trust and reciprocity significantly influences the cultivation of social capital. Establishing social capital is predicated upon cultivating trust and

engagement in mutually advantageous individual transactions (Brown & Livermore, 2019; Fisher, 2015).

In a study by Tegegne (2015), he asserted that social capital holds noteworthy ramifications for both the micro and macro levels of analysis. The possession of social capital can potentially augment the overall welfare and standard of living of individuals. Robust social networks offer psychological assistance, social confirmation, and a feeling of inclusion, all of which are instrumental in promoting mental well-being and general contentment (Flores et al., 2018; Tuominen & Haanpaa, 2018; Vyncke et al., 2013). Social capital can facilitate access to job opportunities, knowledge, and resources, enhancing individuals' economic prospects (Shiyuan et al., 2022).

Fitzpatrick et al. (2023) in a study also stated that social capital is intricately associated with social cohesion and community development at the societal level. It has been observed that communities possessing elevated levels of social capital are associated with decreased crime rates, heightened educational attainment, and improved health outcomes (Moore et al., 2013; Kim, 2022). Social capital can facilitate trust and cooperation, which in turn can enable collective action among communities. This can empower them to tackle shared challenges and attain mutual objectives (Carmen et al., 2022). Moreover, Jottier & Heyndels (2012) argued that social capital could enhance the effective operation of institutions and foster stability in social and political domains.

In a study by Claridge (2018), she opined that social capital can be understood from two perspectives, which are structural and cognitive. Social capital, viewed structurally, prioritizes the material components of social networks and their ingrained assets (Alecu et al, 2022; Claridge, 2018). Individuals maintain various interpersonal relationships and associations with others,

including but not limited to friends, family members, co-workers, neighbours, and members of different groups or communities (Behera, 2021; Ruonavaara, 2021). The associations that individuals have with one another can be categorized as either formal, such as memberships in clubs or professional organizations, or informal, such as friendships or acquaintanceships (van den Berg et al., 2012). The cognitive approach to social capital centres on the collective beliefs, principles, and confidence among community or social cluster members. The concept places significant emphasis on individuals' subjective perceptions and beliefs regarding the reliability, reciprocity, and trustworthiness of others. Establishing common expectations and mutual understandings is pivotal in shaping social interactions and enabling cooperation and collective action.

Various typologies of social capital exist, and one widely recognized classification comprises three distinct types (Putnam, 1995). Bonding social capital pertains to the associations and affiliations among individuals who possess comparable attributes, such as beliefs, hobbies, or affiliations (Torrejon & Martin-Mathews, 2022; Murray et al., 2020). Sormani & Rossano-Rivero (2023) stated that the phenomenon is distinguished by robust connections and unity within a tightly knit assemblage. Social capital based on bonding is frequently established within familial relationships, close friendships, or closely connected communities. The groups above foster a shared sense of identity, reciprocal assistance, and communal solidarity (mirza et al., 2022). Bridging social capital pertains to forming linkages and associations among heterogeneous individuals and collectives. The concept entails extending one's social network beyond the immediate circles and establishing relationships with individuals from diverse backgrounds, cultures, or social strata (Ling & Dale, 2013; Tahlyan et al., 2022). The concept of bridging social capital facilitates the advancement of diversity, social integration, and the exchange of resources, information, and ideas. The outcomes

above may result from engaging with diverse individuals, including heightened social tolerance, exposure to varied perspectives, and expanded access to novel opportunities (Murray et al., 2020). The concept of linking social capital applies to the affiliations and interpersonal associations that individuals or collectives possess with individuals or institutions occupying power or influence, such as government officials, corporate executives, or prominent community members (Claridge, 2018). The concept of linking social capital pertains to the capacity of individuals or communities to gain access to resources, information, and opportunities that may not be easily accessible to them. This entails establishing affiliations with persons or entities capable of furnishing counsel, assistance, and entry to significant networks. Establishing connections through social capital is relevant in tackling systemic disparities and fostering upward social mobility. (Izmen & Gurel, 2023).

Social capital facilitates the development of trust, reciprocity, and cooperation among individuals and groups (Hatak et al., 2015; Xu & Marandola, 2023). Robust social connections and affiliations among individuals tend to foster trust and cooperation, thereby promoting heightened levels of collaboration, reciprocal assistance, and joint endeavours (Szkudlarek & Biglieri, 2016; Puskarova, 2022). The presence of social capital is associated with favourable physical and mental health outcomes (Ehsan et al., 2019; Dai & Gu, 2021). Robust social networks have been found to offer emotional assistance, diminish stress levels, and encourage positive health practices (Cao et al., 2022; Okarfor & Rihan, 2023). Individuals possessing significant social capital are more likely to enjoy enhanced access to healthcare resources, social services, and information, ultimately improving their overall well-being (Hassanzadeh, 2016; Zhu et al., 2022). Behera (2021) stated that communities with robust social capital exhibit greater resilience and are better equipped to respond effectively to disasters and crises. Aldrich et al. (2014) said that social networks play a

crucial role in enabling the efficient allocation of resources, promoting the dissemination of information, and fostering collective mobilization in times of adversity. Individuals possessing a greater degree of social capital exhibit a greater propensity to engage in collaborative efforts and extend mutual aid towards one another, particularly during periods of communal exigency (Rivera & Nickels, 2014; Abramson et al., 2014).

2.2 Social Capital and Education

Byun et al. (2012) argued that the amalgamation of education and social capital plays a pivotal role in individuals' and communities' advancement and prosperity. Regarding education, social capital pertains to the collection of resources, connections, and networks at the disposal of individuals and communities and can benefit educational prospects and achievements (Coppe et al., 2022; Jensen & Jetten, 2015). Social capital acknowledges the significance of social connections and support in influencing academic experiences and accomplishments (Gamoran et al., 2021). Brouwer et al. (2016) argued that the importance of social capital in education lies in its potential to mitigate obstacles and disparities encountered by certain students. Networking facilitates access to resources, information, and opportunities that may be otherwise inaccessible to individuals lacking such connections (Utz & Breauer, 2017; Elison et al., 2007). Through the cultivation of social capital, educational institutions and communities can collaborate to establish a conducive atmosphere that bolsters and amplifies academic success for every student (Andrews, 2011). As Lenkewitz (2023) stated, social capital can impact an individual's ability to obtain a high-quality education. Individuals who possess robust social networks and affiliations may enjoy enhanced accessibility to educational resources, information about scholarships, mentorship opportunities, and guidance in effectively navigating educational systems (Plagens, 2011; Pincince, 2020). Possessing social capital can facilitate the navigation of obstacles and allow

individuals to enter educational opportunities that may be otherwise inaccessible (Alecú et al., 2022).

Behtoui (2016) argued that the manifestation of social capital in education could take on diverse forms, and these are as follows; The active involvement of families in their children's education and the establishment of robust connections with schools have been found to augment the learning experience of the child (Wang & Huang, 2021; Karsidi et al., 2013). The active participation of parents in their child's education through means such as attending parent-teacher conferences, volunteering, and offering academic assistance has been shown to have a beneficial effect on the academic achievement of students (Schmid & Garrels, 2021). At the familial level, parents' cultural and financial capital is contingent upon the strength of the social bond between parent and child for their transmission to occur (Mortimer et al., 2014; Ling et al., 2023; Luthra & Soehl, 2015). Students from households headed by a lone parent or those with more siblings exhibit a higher probability of discontinuing their high school education due to the diminished social resources linked with the atypical family configuration (Song et al., 2012; Tsolou & Babalis, 2020). The emergence of novel household structures in contemporary society has led to the disappearance of several social connections and engagements that previously served as sources of social capital for future generations (Cabras & Mount, 2017). This absence of social capital may adversely affect children's educational development (Behtoui & Stromberg, 2020; Byun et al., 2012). Research suggests that students who cultivate robust friendships and foster positive peer relationships are likelier to achieve better educational outcomes (Lessard & Juvonen, 2019; Yu et al., 2023; Flashman, 2012; Brouwer et al., 2022). Peer networks have the potential to offer academic assistance, foster learning through cooperative efforts, and establish a favourable educational environment (Scager et al., 2016; Stradford, et al, 2020). Melesse & Molla (2018) opined that

cultivating a positive school culture that promotes a sense of belonging, respect, and inclusivity can improve educational outcomes. Research indicates that students who experience a sense of belongingness within their school community exhibit greater levels of academic engagement, extra-curricular involvement, and academic performance (Widodo, 2019; Allen et al., 2018; Arslan & Duru, 2016; Haugen et al., 2023). Establishing favourable connections between educators and learners is conducive to fostering a constructive and captivating educational milieu (Xie & Derakhshan, 2021; Henry & Thorsen, 2018). Establishing trust, respect, and rapport between teachers and students has positively impacted student motivation, participation, and achievement (Coristine et al., 2022; Zhou et al., 2023). Liu et al. (2023) stated that partnerships among educational institutions, civic groups, commercial enterprises, and other invested parties have the potential to furnish supplementary assets and prospects for pupils. Collaborative alliances have the potential to provide educational enhancements such as mentorship initiatives, internship prospects, specialized expertise and competencies, and assistance services.

A study by Tasner & Gaber (2017) asserted that social capital is the resources individuals and groups can obtain through social network connections. According to the study, social capital has been observed to yield favourable effects on educational outcomes, encompassing academic performance, rates of completion, and enrolment in higher education institutions. Educational institutions possess the potential to significantly contribute to the cultivation of social capital by facilitating collaborative and cooperative interactions among students, parents, and educators. The study also proposes that educational institutions prioritize cultivating social capital by promoting trust and reciprocity and establishing shared norms and values.

2.3.0 The Dimensions of Educational Social Capital

Although social capital lacks tangible attributes, it can be comprehended and conceptualized through diverse dimensions or constituents. The following are dimensions that are frequently linked to educational social capital.

2.3.1 Family support

The provision of familial support is an essential component of educational and social capital, as it exerts a notable influence on an individual's educational path and achievements (Li et al., 2022; Sengonul, 2022; Rothon et al., 2011). The provision of familial support serves as a form of educational and social capital across various dimensions. Wu et al. (2014) stated that providing emotional support to family members could positively impact a student's self-confidence, resilience, and overall well-being. This form of assistance has the potential to aid students in surmounting obstacles, sustaining a constructive outlook, and remaining driven in their pursuit of academic objectives (McCormick & Capella, 2013). Academic support provided by families can significantly enhance a student's educational achievement. This may encompass various forms of academic support, such as assisting with homework assignments, furnishing supplementary educational materials, or participating in dialogues about scholastic topics (Lara & Saracostti, 2019; Schmid & Garrels, 2021). The active participation of parents or family members in the educational pursuits of their offspring can cultivate an environment that promotes learning and stimulates a desire for knowledge (Bartoli et al., 2022; Darko-Asumadu et al., 2021). Providing guidance and mentorship by family members can be instrumental in steering students towards crucial educational determinations, such as selecting subjects, career trajectories, or higher

education opportunities (Guhan et al., 2020; Leidenfrost et al., 2011). Individuals can furnish invaluable perspectives, communicate personal encounters, and dispense guidance from their erudition and comprehension. Claussen & Osborne (2012) noted that providing familial support could contribute to a student's cultural capital, encompassing a set of valued knowledge, skills, and behaviours within a given social group. Possessing cultural capital can influence academic achievement, as it furnishes learners with a fundamental understanding of cultural conventions, anticipations, and linguistic aptitude that can augment their educational endeavours (Edgerton & Roberts, 2014).

Li & Qiu (2018) argued that familial context, encompassing parental educational attainment, occupational status, and financial resources, substantially influences children's academic performance, and that children hailing from families with higher socioeconomic status exhibit superior academic performance compared to their counterparts from lower socioeconomic status backgrounds.

Another study by Lara & Saracostti (2019) revealed significant disparities in children's academic performance based on varying levels of parental involvement. Specifically, children whose parents exhibit limited involvement tend to show lower levels of academic achievement. The results of this study align with existing international research, which indicates that parental involvement plays a crucial role in determining children's academic achievements. The study emphasized the necessity of directing attention towards parental engagement within Latin American settings, which an absence of scholarly investigation has characterized.

Bouiri et al. (2022) observed a notable correlation between parental education and academic achievement. Apart from parental education, they asserted that a positive correlation exists between family income and students' academic achievement.

2.3.2 Student-teacher relationship

Coppe et al. (2022) asserted that the teacher-student relationship is important in promoting social capital within education. This can be perceived as a manifestation of social capital. Student-teacher relations pertain to how students and their teachers interact, the dynamics between them, and the overall nature of their relationship (Spilt et al., 2012; Luce et al., 2017; Pennings et al., 2018). The student-teacher relationship is the interrelatedness of communication, collaboration, and shared comprehension in education. Establishing a constructive rapport between students and teachers is crucial in fostering a productive educational milieu and advancing academic and personal development (Koca, 2016).

The establishment of a robust teacher-student relationship fosters a sense of trust and reciprocal support. When students perceive that their teachers hold them in high regard, treat them with dignity, and provide them with assistance, they are inclined to participate actively in the educational process, adopt a more adventurous approach to learning, and solicit guidance when necessary (Fabris et al., 2022). The provision of trust and support plays a significant role in fostering the growth of social capital in a classroom or educational environment (Arriza & Rocha, 2016; Stjernqvist et al., 2018). Establishing positive emotional connections between teachers and their students fosters an atmosphere of safety, care, and connectedness (Zheng, 2022). Establishing an emotional connection among students fortifies the classroom's communal structure, resulting in heightened collaboration, empathy, and cooperation (Sagayadevan & Jeyaraj, 2012; Lei et al.,

2016). The establishment of a robust teacher-student relationship has the potential to yield favourable outcomes for students in terms of their academic and vocational advancement. Educators who offer individualized support, mentorship, and advocacy have the potential to assist learners in navigating academic trajectories, investigating professional prospects, and obtaining avenues for progression (Roorda et al., 2011). The provision of this assistance facilitates the acquisition of social capital, which has the potential to yield lifelong benefits for students. The development of social skills is a crucial aspect of education, and teachers hold a prominent position in imparting and demonstrating these skills to students. This includes but is not limited to effective communication, teamwork, and conflict resolution (Miller-lewis et al., 2014; Lin et al., 2021). Acquiring these competencies is paramount in cultivating social capital across diverse settings, as they facilitate establishing and sustaining favourable interpersonal connections.

In a study by Agyekum (2019) he stated that establishing positive teacher-student relationships fosters a harmonious atmosphere, whereas negative relationships contribute to a sense of instability. Furthermore, he posited that teachers who prioritize highlighting the positive attributes of their students, as opposed to focusing on their negative qualities, facilitate an environment in which students are more inclined to exhibit positive behaviours. Establishing a detrimental rapport between educators and students can arise from an excessive focus on unfavourable student attitudes rather than the provision of commendations. Establishing positive relationships between teachers and students is crucial in fostering students' academic development. He also adds that positive teacher-student relationships have the potential to enhance academic performance, promote heightened student engagement, and mitigate the likelihood of student attrition and adverse teacher-student relationships are associated with diminished academic achievement, exacerbated behavioural difficulties, and elevated rates of student attrition.

The results of Zhou et al. (2023) study indicate that fourth-grade students exhibited significantly higher average scores in teacher-student relationships, subjective well-being, and academic achievements compared to eighth-grade students. They argued that establishing a positive teacher-student relationship can enhance students' academic performance through direct and indirect means by fostering a sense of subjective well-being between both parties involved. They argued that emotional well-being mediated the relationship between teacher-student interaction and academic performance among fourth-grade students. Specifically, personal well-being accounted for 42.8% of the total effects observed. Notably, this mediating effect was found to be higher in fourth graders compared to eighth graders.

2.3.3 Peer network

In education, a peer network pertains to a collective of individuals with similar interests, objectives, or educational backgrounds who congregate to provide mutual assistance and acquire knowledge from each other (Rimpela et al., 2022). The group composition is commonly comprised of individuals who are either students, educators, or experts within the realm of academia. Peer networks offer a conducive atmosphere for seeking guidance, exchanging ideas, and cooperating on endeavours or undertakings, fostering support and collaboration among individuals (Hochman et al., 2015; Vignery, 2021). Providing a shared sense of camaraderie and mutual understanding among individuals encountering comparable difficulties is offered. The exchange of knowledge among students, participation in collaborative workshops or conferences, and involvement in peer observation or coaching are effective means of skill and academic performance enhancement (Vignery, 2021; Dang et al., 2019). Peer networks facilitate the convergence of individuals with varied backgrounds, experiences, and expertise, thereby promoting diverse perspectives. The

presence of diverse individuals fosters a culture of idea-sharing, creativity, and experimentation with various pedagogical techniques and strategies.

Berthelon et al. (2019) employed ordinary least squares and instrumental variable estimations to propose that the calibre of peers positively impacts students' academic performance. Additionally, they argue that the extent and coherence of students' social networks benefit their educational accomplishments. Their study indicated a positive correlation between the calibre of one's peers and their academic performance. Additionally, the breadth and cohesiveness of a student's network were found to benefit their academic achievements.

Brouwer et al. (2022), in their study separated the effects of peer selection from influence processes when examining the academic performance of first-year students following their transition to higher education. The researchers employed social network analysis to investigate the formation of peer networks within learning communities and their association with academic achievement. The researchers discovered that peer networks significantly impact academic achievement, and that the construction of these networks is influenced by both the selection and influence of peers. The researchers concluded that the establishment of peer networks played a significant role in fostering academic achievement within learning communities at the tertiary level and recommended that institutions of higher education, such as universities and colleges, consider the significance of peer networks when developing learning communities and providing support for students' academic achievements.

A study conducted by Gamoran et al. (2021), revealed that the implementation of a school-based intervention aimed at enhancing social capital among parents resulted in a favourable impact on student academic performance, particularly among students belonging to low-income households.

The intervention encompassed implementing parent-teacher conferences and promoting inter-parental communication regarding their children's educational progress. The study additionally revealed that the impact of the intervention was most pronounced in educational institutions characterized by significant levels of economic segregation. Their study concludes that parental social capital can significantly enhance student achievement and that interventions implemented within schools can effectively improve social capital. In general, the study presents empirical support for the significance of social capital in education. It posits that interventions targeting enhancing social capital among parents can yield favourable outcomes regarding student academic performance.

2.4.0 Theoretical framework

2.4.1 Bourdieu's Field Theory

Bourdieu's Field Theory offers a significant conceptual framework for comprehending social capital within the educational context. The theory developed by Bourdieu (1985) examined society's power and social inequality mechanisms. As per Bourdieu's conceptualization, social capital pertains to the assets and benefits at the disposal of individuals and collectives owing to their social affiliations and interlinkages. The available resources may encompass a variety of elements, such as knowledge, information, social support, and opportunities. Social capital is a significant factor in determining educational outcomes and opportunities for individuals within education (Bourdieu, 1985).

The educational system is not a neutral platform, but a social arena marked by power dynamics and competitive forces. Within this domain, a diversity of individuals and social collectives possess disparate levels of cultural capital, denoting the knowledge, competencies, and educational

attainment acquired through socialization and upbringing (Grenfell, 2009; Rogosic & Baranovic, 2016). The acquisition of cultural capital can confer educational benefits and facilitate individuals' adept navigation of the system. Bourdieu emphasized the notion of habitus, which denotes the internalized dispositions, attitudes, and behaviours that individuals acquire through socialization (Hart, 2018). The habitus significantly impacts how individuals perceive and engage with the education system. Individuals hailing from privileged backgrounds may exhibit a habitus that is more congruent with the prevailing cultural norms and values of the education system, thereby conferring an edge over individuals from marginalized backgrounds (Coppe et al., 2022; Franz et al., 2021).

2.4.2 Coleman's Theory of Social Capital

Coleman (1988) defined social capital as the resources inherent in social networks, encompassing the standards of trust and reciprocity, which individuals can access and employ to their advantage. When scrutinizing education from this perspective, social capital is pivotal in moulding academic achievements and prospects for learners. Coleman, social capital significantly influences educational opportunities and achievements (Rogosic & Baranovic, 2016). Pupils who are integrated into social networks characterized by elevated levels of social capital are prone to having greater access to valuable resources, such as information, support, and opportunities, which can augment their academic achievements (Lenkewitz, 2023). The impact of social capital on educational outcomes can be attributed to disseminating social norms and expectations. When a community or network places a high value on education and sets lofty standards for academic performance, students who belong to that network are more inclined to adopt those norms and endeavour to attain educational success. Rogosic & Baranovic (2016) stated that Coleman's theoretical framework also considers the influence of social capital on disparities in education. The

argument suggests that students from underprivileged backgrounds face restricted social capital availability, impeding their educational prospects and achievements. To mitigate these discrepancies, it is imperative to implement interventions that focus on enhancing social capital in underprivileged communities.

2.5 Conceptual framework

This study formulated a conceptual framework to elucidate the phenomenon uncomplicatedly and showed the relationships between the variables under investigation, as Figure 1 shows. The study employed social capital as the independent variable, investigating three dimensions of educational social capital.

The first dimension, centred on family support, encompasses activities such as discussing schoolwork, educational goals, students' comfort in seeking academic help from family, and overall family involvement in school-related activities. This dimension is supported by existing studies which provides insights into the nature of parental support and its contribution to the educational environment (Donkor, 2023). Additionally, emphasizes the association between family and community involvement in schools and improvements in students' academic achievement and attendance (Sengonul, 2022; Rothon et al., 2011).

The second dimension, peer network, encompasses various factors such as academic interactions among friends, motivation derived from peers for academic performance, and inter-peer tutoring, both within and outside the school context (Rimpela et al., 2022; Dang et al., 2019). These aspects highlight the significance of social relationships in shaping educational experiences and outcomes. For instance, studies have shown that peer interactions can contribute significantly to a student's academic motivation and performance (Vignery, 2021; Dang et al., 2019). Moreover, the role of

inter-peer tutoring has been explored in both school and extracurricular settings, shedding light on its potential impact on knowledge transfer and skill development (Brouwer et al. 2022).

The third dimension, focusing on student-teacher relationships, involves assessing the effectiveness of interactions, students' comfort in discussing academic challenges with their teachers, teacher responsiveness to student concerns, and the overall influence of teachers on students' educational outcomes (Spilt et al., 2012; Luce et al., 2017). These aspects highlight the importance of the teacher-student dynamic in shaping the educational experience. Research indicates that positive student-teacher relationships can have a significant impact on students' academic performance and overall well-being (Sagayadevan & Jeyaraj, 2012; Lei et al., 2016). For instance, students who feel comfortable discussing challenges with their teachers may be more likely to seek help and engage actively in their learning process (Zhou et al. 2023). Moreover, teacher responsiveness to student concerns has been linked to increased student motivation and satisfaction with the learning environment (Miller-lewis et al., 2014; Lin et al., 2021).

In this study, educational outcomes served as the dependent variable, and the researchers explored how the independent variable of social capital, along with its three dimensions, influenced these outcomes. This conceptual framework allowed for the comprehensive examination of the multifaceted effect of social capital on students' academic achievements and overall educational experiences.



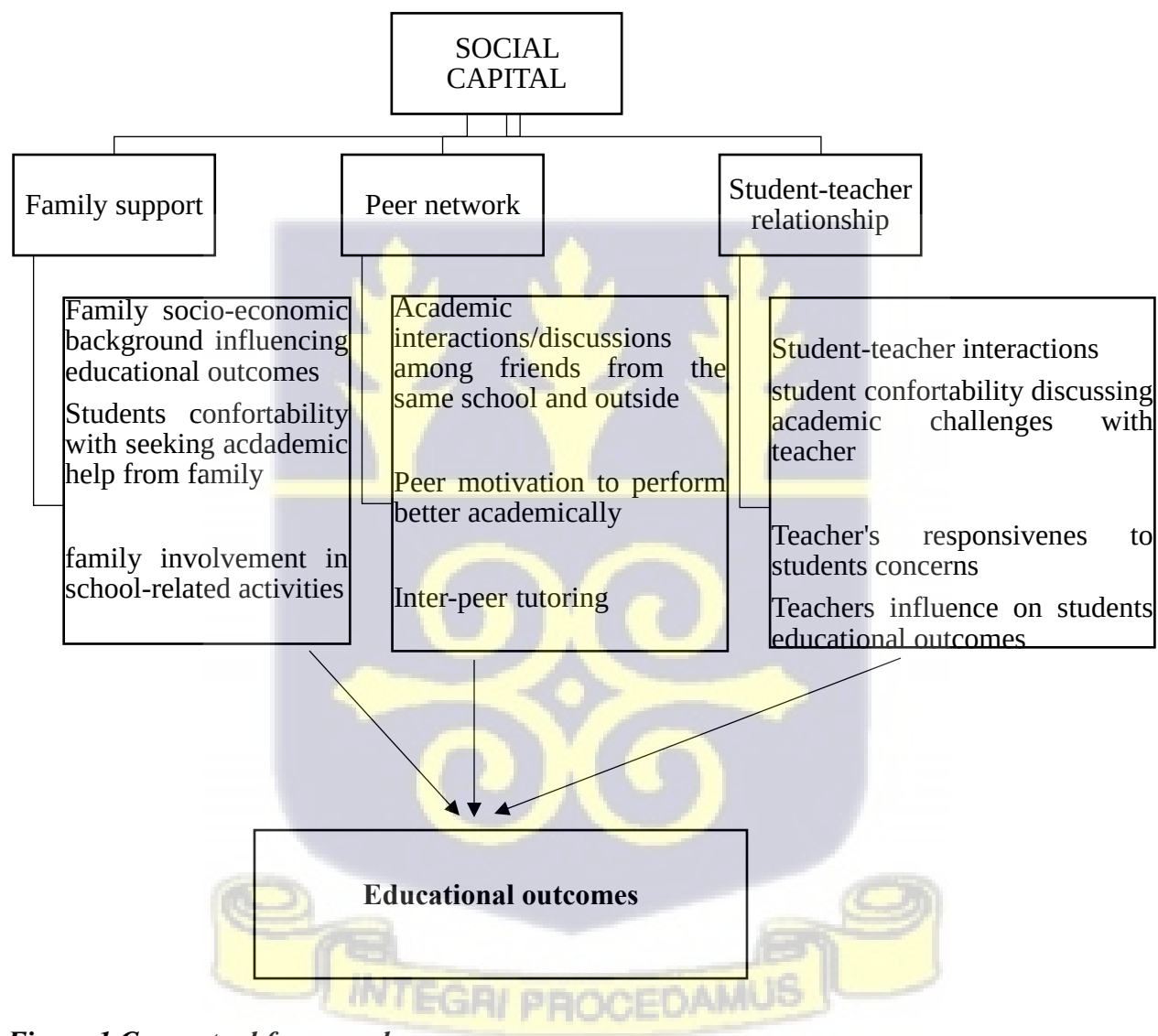


Figure 1 Conceptual framework.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter delves into the methodology employed in the study, encompassing the research approach, research design, study area, study population, sources of data, and sample size. Additional areas of emphasis include various methodologies for sampling, techniques for collecting data and utilizing instruments, strategies for managing and analysing data, and ethical considerations.

3.1 Research Approach

Three primary research approaches hold significant influence in the field, namely the quantitative research approach which places emphasis on collecting numerical data and employing statistical analyses to identify patterns and relationships (Creswell & Creswell, 2017). This approach is particularly suited for investigations where measurable and standardized data are crucial for drawing objective conclusions (Bryman, 2016). Qualitative research, on the other hand, delves into non-numerical data to explore the meanings, attitudes, and experiences of individuals or groups within their natural context (Creswell & Creswell, 2017). This approach is characterized by its emphasis on subjectivity and context (Denzin & Lincoln, 2018). and the Mixed methods approach which integrates both quantitative and qualitative methods within a single study, aiming to provide a more comprehensive understanding of the research question (Creswell & Creswell, 2017). The selection of a research approach is contingent upon the inherent characteristics of the research quandary and the desired outcomes that the research endeavour seeks to attain

(Taherdoost, 2022; Gaus, 2017). This research adopted the mixed-method approach to examine the relationship between social capital and educational outcomes at the secondary school level. The mixed methods approach enabled this research to acquire a more all-encompassing comprehension of the correlation between social capital and educational outcomes. The quantitative data collection furnished this research with numerical evidence of correlations, whereas qualitative data yielded insights into the underlying mechanisms and contextual factors that impact this association. By integrating these methodologies, researchers can attain a more comprehensive and intricate comprehension of the phenomenon being examined. The mixed-method approach in research denotes utilizing both qualitative and quantitative methods within a given study. This methodology integrates data collection and analysis approaches from qualitative and quantitative research paradigms to comprehensively comprehend the research subject (Dawadi et al., 2021). The collection of quantitative and qualitative data in a Mixed-method study is then integrated to offer a more comprehensive understanding of the phenomenon being studied by researchers. Mixed methods enable scholars to investigate research inquiries from various perspectives, facilitating a more profound comprehension of the subject matter and potentially revealing more comprehensive insights (Almalki, 2016; Schoonenboom & Johnson, 2017).

3.2 Research design

This research adopted a correlational study as the design. A correlational study is a research design utilized to investigate the association between two or more variables. The process entails quantifying the variables of significance and ascertaining their correlation and the nature of their correlation. In correlational research, variables are not manipulated but observed and measured in their natural state (Cherry, 2023; Curtis et al., 2016). The fundamental objective of a correlational study is to evaluate the magnitude and orientation of the association among variables. The

correlation coefficient denotes the degree of association between variables (Curtis et al., 2016; Lau, 2017). Adopting the correlational studies as the study's design provided a means for which this research investigated the relationships between variables: social capital and educational outcomes. In this instance, the correlational analysis facilitated the research examining a correlation between educational and social capital, which encompasses family support, peer network and student-teacher relationship, and educational outcomes, including academic achievement.

3.3 The study population

The study population targeted Senior high School students in the Greater Accra Region. Purposive sampling was used to select one boarding school which was Ada Senior high Technical School and one day school which was school Kwabenya Community Senior High School. The purposive sampling technique is where researchers deliberately select specific individuals or elements from a population based on certain characteristics or criteria. This approach is often used when gathering information from a particular subgroup considered relevant to the research objectives (Etikan, 2016; Ames et al., 2019). These schools were targeted because they are embedded within diverse social capitals comprising family support, peer networks and student-teacher relationships. These social capitals can significantly influence their educational experiences and outcomes. Studying social capital in this context helped the study explore the effect between the two variables. The purposive sampling of Kwabenya Community Senior School a day school and Ada Senior High Technical School a boarding school was to ascertain the differences in social capital and educational outcomes between day and boarding students.

3.4 Sample size and sampling techniques

The total population of both Kwabenya Community senior high school and Ada Senior high technical school as at the time of conducting the study was 4250, at 95% confidence interval and 5% margin error the ideal sample size was 353. However, due to the constrained timeframe, budget limitations, and the absence of some of the student because of vacation during the study period, two hundred (200) students were selected as the sample for this study, 100 each from Ada Senior High Technical School and Kwabenya Community Senior High School. This sample size still represents a significant portion of the total population of 4250 students across both schools, allowing the study to balance resource limitations while striving for meaningful insights. The research employed a simple random sampling method to select the participants from the two schools. West (2016) stated that simple random sampling is a technique employed to select a subset of individuals or items from a larger population to ensure every member of the population has an equal probability of being chosen. This method ensures that the selected sample accurately represents the entirety of the population, rendering it a widely employed technique across diverse disciplines, such as statistics and research (Kirk, 2011). Al-Omari (2012) argued that the process of minimizing bias and enabling the formulation of generalizations about a population based on sample characteristics is facilitated by this approach. This study opted for this method because it can provide a robust representation of the sample group while minimizing the potential for researcher bias compared to non-probability sampling techniques. The optimal sample size for this research aligns well with the chosen technique.

3.5 Research and data collection instruments

Research instruments are tools or methods researchers employ to assess variables or items of significance during data collection (Salkind, 2010). According to Salkind (2010), the instrument creation process extends beyond the mere development of tools and encompasses the researcher's awareness and approach to handling them. The present discussion concerns a potential compromise of internal validity within the research context. Therefore, a researcher must be involved in designing any research instrument to ensure that it does not yield biased outcomes. In the context of the quantitative aspect of the study, the study devised a close-ended questionnaire as the primary instrument for collecting quantitative data. With the qualitative aspect, focus group discussion was employed by this research to collect in-depth information and experiences from the participants.

3.6.1 Development of the questionnaire

Roopa & Rani (2012) stated that questionnaires act as a set of interrogative inquiries intentionally formulated by a researcher to be responded to by individuals participating in a study. The rationale behind the utilization of this instrument lies in its ability to facilitate the analysis of closed-ended questions. Assigning numerical values to individual responses facilitates the ease of statistical analysis and interpretation. Consequently, a structured questionnaire was developed to capture the research objectives effectively. The questionnaire was divided into five distinct sections. Section A comprised twenty-two (22) questions that focused on collecting student demographic data, encompassing age, gender, academic level, extra-curricular activities, household durable assets, and socioeconomic background. The other sections specifically focused on collecting data on the variables the research measured. Section B involved sixteen (15) questions, which sought to collect data on the level of family support the students receive and how it impacts their educational

outcomes. Section C also involved nine (9) questions that measured the peer network of the students and how it impacted their educational outcomes. In section D, the questionnaire comprised seven (8) questions that collected data on the students' relationship with their teachers and how it impacts their educational outcomes. In the final section, the students could assist the research with their academic performance over the last academic semester. In total, the questionnaire was made up of 56 items which sought to tackle the major objectives of the study by establishing the relationship between social capital and educational outcomes of students at the senior high school level and to determine which of the dimensions of educational, social capital of family support, peer network and teacher relationship is dominant in the two schools. The questionnaire entailed a combination of four (4) and five (5) point Likert scale questions and yes or no questions.

To enhance the questionnaire's validity, a pre-test of the research instrument was conducted with a sample size of 50 participants. There is a prevailing consensus among researchers in the research community that conducting a pre-test of a research instrument is a crucial technique for enhancing validity (Daud et al., 2023). The study yielded a set of outcomes. Within the framework of this study, the pre-texting of the questionnaire held significant importance as it provided the study with an initial understanding of the respondents' comprehension levels regarding the questions encompassed within the questionnaire. Subsequently, the questionnaire underwent a reliability assessment. This finding indicates that the participants in the study had a good understanding of the research topic, and their answers to the questions were more precise. The researcher enhanced the validity of the questionnaire through the process of validation.

The Cronbach's alpha coefficient of 0.762 suggests that the items included in the questionnaire have reached an acceptable level of internal consistency. Based on this, the researcher expresses a high confidence level in the instrument's validity for data collection.

3.6.2 Conducting the focus group discussion.

After administering the questionnaire, two focus group discussions were organized—one at each school, each involving ten participants. The selection of participants aimed to encompass diversity in terms of age, gender, academic level, and socioeconomic status. Participants with different socioeconomic backgrounds, including both high and low socioeconomic status, were chosen based on their questionnaire responses. The researcher served as the moderator for these discussions, delving deeper into the insights gathered from the questionnaire responses.

3.8 Data analysis method

The questionnaires were collected from the students after completion and carefully examined to maintain consistency. The data collected during the fieldwork was organized and filtered to include only valid data suitable for the study. Subsequently, this filtered data was coded and entered into an Excel spreadsheet for further analysis using the statistical software Stata. The research objectives were addressed through the utilization of both descriptive and inferential analyses. Using descriptive and inferential analyses was deemed appropriate as it allows for a comprehensive representation of the collected data.

To address the first objective, which sought to identify the level of social capital among Senior High School students in the Kwabenya community senior high school and Ada Senior High Technical, a cross-tabulation analysis was conducted. Cross tabulations were created to explore the level of social capital in both schools. Specifically, the analysis focused on how family support,

peer network, and teacher-student relationships were interrelated and how these dimensions influenced students' social connections and overall experiences.

The second objective which was to assess the effects of social capital on Senior High School students' educational outcomes of the study area, to accomplish this objective, a regression analysis was employed. Three separate regression analyses were conducted, each corresponding to one of the key components: family support, peer network, and student-teacher relationship. The specifics of the regression models utilized in these analyses are detailed in Table 1 for family support, Table 2 for peer network, and Table 3 for student-teacher relationship.

Table 1: Regression model for the effect of family support on educational outcomes

$$\text{Educational Outcome} = \beta_0 + \beta_1 * \text{Household} + \beta_2 * \text{Other family members} + \beta_3 * \text{Family Income level} + \beta_4 * \text{Educational background of Parents} + \beta_5 * \text{household durable asserts} + \beta_6 * \text{Number of siblings} + \varepsilon$$

In examining the effect of family support on educational outcomes, a multivariate regression analysis was conducted, and the model used are succinctly presented in Table 1. The analysis incorporated 'Household' and 'Other family members' as independent variables, while also accounting for the influence of 'Family Income level,' 'Educational background of Parents,' 'Household durable assets,' and 'Number of siblings' as control variables. To measure educational outcomes, the study leveraged the academic scores of participants collected over two semesters, serving as a reliable indicator of their overall academic performance. The measurement of family

support, encompassing both household and support from other family members, as well as the control variables, was meticulously carried out through targeted questionnaire questions. Each response was appropriately coded using Stata, enhancing the efficiency of subsequent regression analyses.

Table 2: Regression model for the effect of peer network on educational outcomes

$$\text{Educational Outcome} = \beta_0 + \beta_1 * \text{Friends in school} + \beta_2 * \text{Friends outside school} + \beta_3 * \text{Number of friends} + \beta_4 * \text{Location of School} + \varepsilon$$

For the effect of peer network on educational outcomes also, a multivariate regression analysis was conducted the model used is as seen in table 2, were 'Educational Outcome' serves as the dependent variable, and 'Friends in school,' 'Friends outside school,' and 'Number of friends' function as the independent variables. The inclusion of these friendship-related variables is based on the premise that social connections play a pivotal role in academic experiences. Additionally, the study accounts for any potential confounding effects by including relevant number of friends and location of school as the control variable. Each variable was measured consistently, mirroring the methodology employed for other variables in the study. The unit of measurement for 'Friends in school,' 'Friends outside school,' the 'Number of friends' and the 'Location of school' was standardized through specific questionnaire questions, and the responses were meticulously coded using Stata for precision in subsequent analysis.

Table 3: Regression model for the effect of Student-teacher on educational outcomes

$$\text{Educational Outcome} = \beta_0 + \beta_1 * \text{Student-teacher relationship} + \varepsilon$$

As seen in table 3, a linear regression was conducted to determine the effect of student-teacher relationship on educational outcomes. The unit of measurement for 'Student-teacher relationship' was established through specific questionnaire questions, and the responses were coded meticulously using appropriate procedures, ensuring consistency with the methodology applied to other variables. The coding process was facilitated using Stata for accuracy in subsequent regression analysis.

For the third objectives which sought to determine the differences in social capital and educational outcomes between boarding and day students. To address these aspects, T-tests was employed. The analysis focused on assessing whether there were statistically significant differences in social capital and educational outcomes between the two groups—boarding and day students.

3.9 Ethical Considerations

This section elucidates the ethical considerations that form the foundation of the research. The researcher duly considered these ethical principles during the data collection phase of the study. Following the regulations set forth by the university overseeing the researcher's study, ethical clearance was obtained before the researcher's fieldwork. The letter of consent was provided to the schools chosen for this study. The researcher prioritized respect for the dignity of the respondents. The participants in this study were guaranteed the protection of their privacy by implementing measures that excluded the inclusion and disclosure of their names and personal information. The researcher also endeavoured to secure the voluntary participation of respondents, ensuring that their full consent was obtained. It is important to note that no individuals were subjected to coercion or pressure to participate in the study. The participants were assured that the data collected would be utilized solely for academic objectives.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND ANALYSIS

4.0 Introduction

In this chapter, the study begins by presenting the data gathered during the study and then proceeds to analyse it. To provide a better understanding of the sample, this chapter included information about the demographic and socioeconomic background of the respondents.

4.1 Demographic Characteristics and Socioeconomic Background of Respondent

The actual sample size of the study was 200, but the researcher administered a total of 215 questionnaires. The extra 15 served as a buffer in case the researcher could not retrieve some of the administered questionnaires or some that needed to be completed. Of the 215 questionnaires administered, 205 were retrieved, and the researcher selected the best 200 for the analyses and inference. The respondents' demographic data were examined and analysed in the following categories: gender, age, academic level, academic program, and status. The result of the demographic analysis is captured in Table 4. The socioeconomic analysis of the respondents captured categories such as the income level of student's parents, the type of Junior high school they attended and the locality it falls in, the level of education and occupation of their parents, the number of siblings they have, the number of people living in their household and their household durable assets. The results are shown in Table 4 and 5

Table 4: Summary Statistics of Categorical Variables of Socioeconomic characteristics

Characteristics	Components	Frequency	Percentage
Gender	Male	104	52
	Female	96	48
Academic level	SHS 1	86	42
	SHS 2	52	26
	SHS 3	62	31
Academic program	Agriculture	16	8
	Business	22	11
	General Arts	42	21
	Home economics	20	10
	Science	56	28
	Technical	21	10.5
	Visual Arts	23	11.5
Boarding or day status	Boarding	100	50
	Day	100	50
Income level of family	Upper income	13	7
	Middle income	123	61
	Lower income	64	32
Highest level of Education of household	Basic education	10	0.5
	Secondary education	57	28.5
	Tertiary education	142	71
Most educated family member	Father	84	42
	Mother	39	19
	Other Siblings	77	39
Father level of education	Basic education	21	10.5
	Secondary education	55	27.5
	Tertiary education	117	58.5
	No formal education	7	3.5

Mother level of education	Basic Education	43	21.5
	Secondary education	26	13
	Tertiary education	35	17.5
	No formal education	96	48
Type of Junior high school attended	Government	67	33.5
	Private	133	66.5
Type of locality of JHS	Urban	39	19.5
	Rural	161	80.5
Extracurricular activity engagement of respondents	Yes	112	56
	No	88	44
Respondents holding position in school	Yes	83	58.5
	No	117	41.5

Source: *Authors field data (2023)*

Table 4 illustrates that 48% were female students, while 52% were male. In terms of academic levels, 43% were in Form 1, 26% in Form 2, and 31% in Form 3. Regarding academic programs, 28% pursued science, 21% were enrolled in General Arts, and 11% were studying business. The distribution by status reveals a deliberate selection of 50% as boarding students and 50% as day students.

In Table 4, the distribution of respondents' parents' income brackets reveals a noteworthy pattern. A significant proportion, 61.5%, falls within the middle-income bracket, while 32% are in the lower-income bracket. However, a mere 7% are in the upper-income bracket.

The table indicates an important finding in the high prevalence of tertiary education as the highest educational level within respondents' families (71%). In contrast, basic education serves as the highest level for only 0.5%. This suggests a prevailing trend towards higher educational attainment

within the families of the respondents, possibly indicating a positive influence on the educational environment.

In terms of the most educated household member, table 4 reveals that fathers are frequently perceived as the most educated (42%), followed by other siblings (39%). This points to a traditional structure where fathers often hold higher educational qualifications within the household. However, it's noteworthy that a significant percentage (38.5%) also identifies other siblings as the most educated, highlighting evolving dynamics within households.

Examining the educational level of parents, a striking finding is that a substantial majority of fathers (58.5%) have tertiary education. In contrast, only a small percentage (3.5%) have no formal education. For mothers, while tertiary education is also prevalent (17.5%), a considerable proportion (48%) have no formal education. This underscores a gender-based disparity in educational attainment within the parental generation. Regarding the type of Junior high school attended, a notable observation is that a significant majority (80.5%) of respondents are from urban areas. Additionally, 66.5% attended private Junior high schools, suggesting a preference for non-government institutions among the surveyed population.

A significant portion of respondents (56%) engage in extracurricular activities, indicating an active involvement in non-academic pursuits. Moreover, 58.5% of respondents hold positions in school, reflecting a considerable level of student participation in leadership or organizational roles.

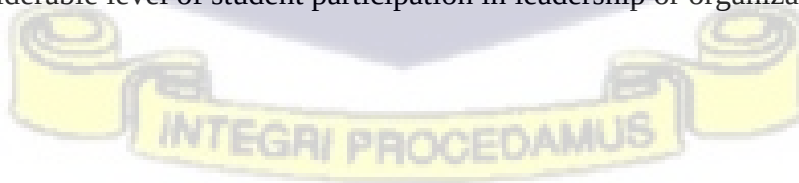
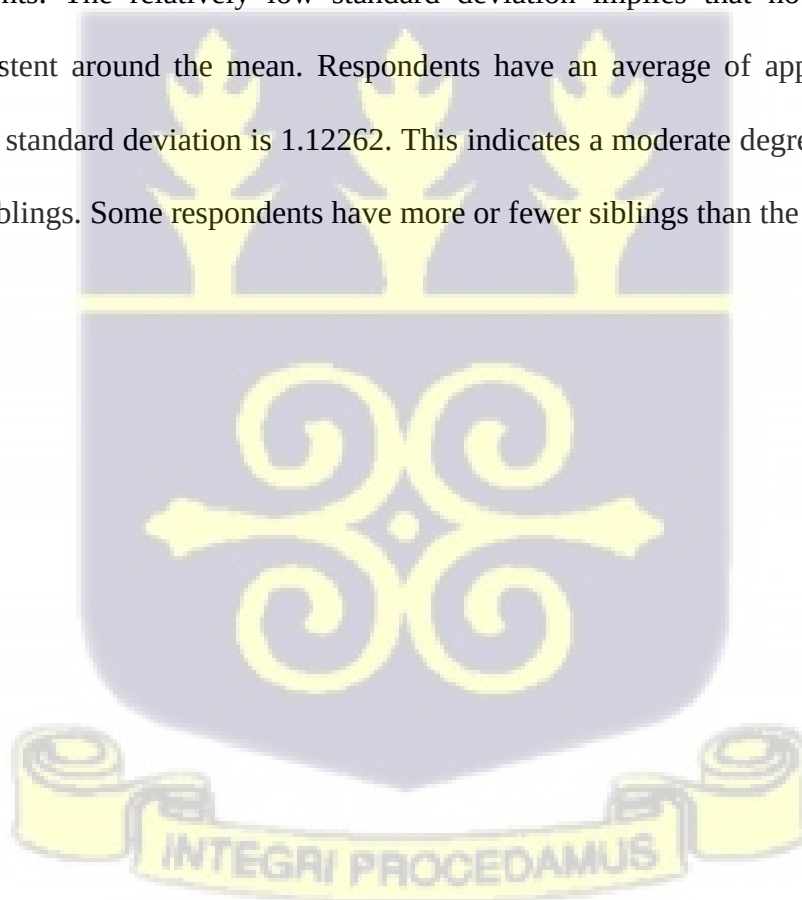


Table 5: Summary Statistics of Categorical Variables of Socioeconomic characteristics

Variables	Mean	Standard deviation
Age	16.89	1.69181
Household size	5.295	1.11993
Number of siblings	3.145	1.12262

Source: Authors field data (2023)

Table 5 indicates that the average age of the respondents is 16.89 years, with a standard deviation of 1.69181. The standard deviation indicates some variability in ages, suggesting that the ages are not uniform but relatively close to the mean. The mean household size is 5.295, and the standard deviation is 1.11993. This suggests that, on average, there are about 5 individuals in the households of the respondents. The relatively low standard deviation implies that household sizes are somewhat consistent around the mean. Respondents have an average of approximately 3.145 siblings, and the standard deviation is 1.12262. This indicates a moderate degree of variability in the number of siblings. Some respondents have more or fewer siblings than the average.



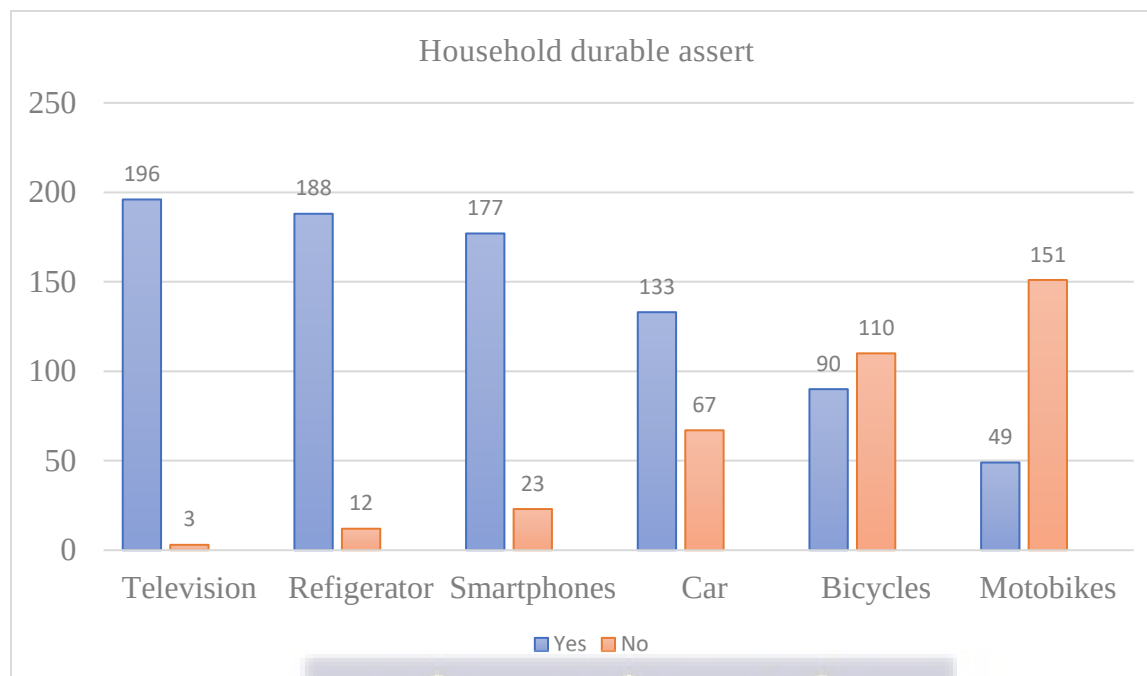


Figure 2: Household durable assets of participants.

Figure 2 provides a comprehensive breakdown of household durable assets among respondents. Notably, an overwhelming 98.49% reported having television sets, underscoring the pervasive ownership of this asset. Conversely, a mere 1.51% indicated not possessing televisions. In terms of refrigerators, a substantial 94% of respondents reported having them in their households, emphasizing the widespread prevalence of this essential appliance. Only 6% mentioned not having refrigerators. The data also highlights the prevalence of smartphones, with 88.5% of respondents owning these devices. This underscores the widespread adoption of modern communication technology. Conversely, 11.5% reported not having smartphones. Regarding cars, a significant 66.5% of respondents mentioned having them in their households, pointing to widespread access to private transportation. In contrast, 33.5% indicated not having cars, revealing a sizeable portion without this particular durable asset. A distinct finding is the absence of bicycles in more than half

of the households, with 55% of respondents not owning them. This highlights a notable characteristic among the surveyed population. An alternative perspective on television sets reveals that 45% of respondents reported having them, while 55% do not. This underscores the diversity in ownership patterns within the surveyed population.

4.3 Level of Social Capital of Students

To answer this question, the level of social capital was measured along three dimensions of social capital: family support, peer network and student-teacher relationship. Results are captured in the ensuing Tables, specifically Tables 6,7 and 8.

Table 6: Cross-tabulation of the level of family support

Items/Response	Family support		Other family members	
	Household			
	ADA SECTECH (%)	Kwabanya SHS (%)	ADA SECTECH (%)	Kwabanya SHS (%)
In what way does your family support your education?				
Buy books for you	97	95	10	3
Payment of extra classes	81.4	90.63	18.60	9.38
Pocket money	100	100	5	10
How often do your family members discuss schoolwork or educational goals with you?				
Never	3	8	32	20
Rarely	5	4	22	32
Occasionally	12	15	12	12
Often	25	40	14	15
Very often	45	33	20	21
Do you feel comfortable seeking help from your family when you face academic challenges?				

Yes, I do	72	65	67	42
No, I don't	28	35	33	58

How involved are your family in school-related activities (e.g., parent-teacher meetings, school events)?

Not involved at all	0	5	43	57
Minimally involved	10	12	30	24
Moderately involved	30	32	17	7
Highly involved	60	51	10	2

Have your family members provided financial assistance or resources to support your education?

Yes, they have	97	88	32	43
No, they haven't	3	12	78	57

Does any of your family members help with your assignment?

Yes, they do	29	61	17	28
No, they don't	71	39	83	72

Has your family's support positively influenced your motivation to succeed academically?

Strongly agree	53	42	47	33
Agree	37	49	39	57
Neutral	7	5	10	6
Disagree	3	3	3	4
Strongly disagree	0	1	2	0

How would you rate the level of support you receive from your family regarding your educational pursuits?

Very high support	46	38	21	10
High support	51	57	32	38
Neutral	3	3	41	10
No support	0	2	6	42

How do you perceive the impact of your family's support on your educational outcomes?

This leads to a very high academic outcome	36	42	44	39
leads to High academic outcomes	55	49	32	51
Neutral	9	6	17	7
This leads to low academic outcomes	0	3	7	2

Do you believe having a supportive family affects your educational outcomes?

Yes, it has	94	90	82	77
No, it hasn't	6	10	18	23

How well do you think your family understands your educational aspirations and goals?

Not at all,	1	0	32	29
Somewhat	4	2	49	43
Moderately	2	4	10	23
Very well	33	51	3	4
Completely	59	43	6	1

Have your educational outcomes improved due to the support you receive from your family?

Yes, it has	95	91	77	65
No, it hasn't	5	9	23	35

Do you think your educational outcome would have been different if you had more support from your family?

Strongly Agree	59	42	31	25
Agree	33	37	29	33
Neutral	5	15	20	19
Strongly disagree	3	4	17	20
Disagree	0	2	3	5

Do you think your educational outcome would have been different if you had less support from your family?

Strongly Agree	50	41	22	38
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Agree	31	44	7	17
Neutral	10	7	10	12
Strongly Disagree	2	5	29	10
Disagree	7	3	32	23

What barriers hinder your family's ability to support your education?

The lack of Money	10	20	66	43
Lack of Time	35	49	27	14
My family are uneducated	15	5	30	23

Source: Authors field data (2023)

Table 6 shows some interesting patterns in how families support education at Ada Senior High Technical and Kwabenya Community Senior High School for both household members and other family members. For buying books, In Ada, 97% of the respondents mentioned that their household families buy books for them, while only 3% of other family members do the same. in Kwabenya, 95% of the respondents receive book support from their household families, and 3% of other family members provide this support. The data suggests that buying books is a more common form of support from households compared to other family members in both locations. For payment of extra classes In Ada, 81.4% of the respondents receive payment for extra classes from their household members, while 18.6% of other family members support in the same way. In Kwabenya, 90.63% of the respondents receive support for fees from their household, while 9.38% of other family members provide this support. The data indicates that paying fees, especially for extra classes, is more common among Ada and Kwabenya household members than other family members. With regards to pocket money, In Ada, 100% of the respondents receive pocket money from their household members, and 5% of other family members provide pocket money. In Kwabenya, 100% of respondents also receive pocket money from their household members, and 10% of other family members give pocket money. The data suggests that pocket money is a

universal form of support from both household members and other family members in both locations.

Table 6, which depicts the responses of the family support level, showed that most of the respondents have high levels of familiar support at the household level. At Ada Senior High Technical School, a majority of respondents (45%) reported that discussions about school with household members are "very often," and 25% said they occur "often." This indicates high active engagement and support from household members in the student's academic journey. In contrast, 32% of respondents reported "never" or "rarely" having such discussions with other family members, suggesting that household members are more involved in academic matters. At Kwabenya Community Senior High School, 40% of respondents reported that discussions about school with household members occur "often," and 33% stated they are "very often." This indicates a significant level of engagement with household members. Similarly, 21% of respondents reported "very often" discussions with other family members, suggesting active involvement beyond just the household.

The respondents were asked to state how comfortable they are seeking help from their family at the household level and among other family members. At Ada Senior High Technical School, an overwhelming majority of 72% of students feel comfortable seeking help from household members when facing academic challenges, indicating strong familial support. A slightly lower percentage (65%) feel comfortable seeking help from other family members, but this still demonstrates substantial support. At Kwabenya Community Senior High School, 67% of respondents feel comfortable seeking assistance from household members when encountering

academic challenges, which is a significant majority. However, only 42% feel comfortable seeking help from other family members, suggesting that household members play a more central role in academic support.

The same table shows that both schools have a significant portion of respondents indicating that their household members are "highly involved" in school-related activities. This is positive as it shows strong family support at the household level. Most respondents (60%) at Ada Senior High Technical School indicated that their household members are "highly involved" in school-related activities. Again, at Kwabenya Community Senior High School, most respondents (51%) reported that their household members are "highly involved" in school-related activities. This level of involvement is substantial and shows strong support from within the immediate family among respondents in both schools. In both cases, involvement from other family members (beyond the household) is relatively low, with a notable percentage reporting "not involved." only 10% of respondents at Ada Senior High Technical School respondents reported that other family members are "highly involved." In comparison, 43% stated that they are "not involved." At Kwabenya Community Senior High School, there is also a lower level of reported involvement from other family members. Only 2% are "highly involved," while 57% are "not involved." This indicates that support and involvement are more concentrated within the household and that the immediate family plays a more central role in school-related activities.

From Table 6, it is very evident that a significant majority of students receive financial assistance or resources from their household members. At Ada Senior High Technical School, an overwhelming majority (97%) of respondents reported that their household members have provided financial assistance or resources to support their education at Kwabenya Community

Senior High School. While still substantial, the percentage of respondents reporting household financial support is slightly lower at 88%. This indicates a very high level of financial support from within the immediate family. In contrast, at Ada Senior High School, only 32% of respondents stated that other family members have provided financial assistance, while 68% indicated that they have not. At Kwabenya Community Senior High School, a smaller percentage (43%) reported receiving financial support from other family members, while a majority (57%) stated they had not. This suggests that financial support primarily comes from the household.

The table also captures students' responses concerning the assistance they receive concerning assignments. At Ada Senior High Technical School, a majority (71%) of respondents from household members reported that they do not receive help with assignments. Only 29% stated that they receive assistance. A significant percentage (83%) of respondents reported not receiving help from other family members with their assignments, while only 17% mentioned that they do receive assistance. This indicates a lower level of involvement in assignment help from both household and extended family members. This is largely because Respondents at this School are boarders. In Kwabenya Community Senior High School, a smaller percentage (39%) of respondents from household members reported not receiving help with assignments, while a majority (61%) said they do receive assistance. This indicates a higher level of involvement from household members in helping with assignments. However, a substantial percentage (78%) of respondents stated that they do not receive help from other family members with their assignments, while only 22% reported receiving assistance.

From the table, it is evident that there is a strong association between family support and student's motivation to succeed academically at Ada Senior High Technical School in both schools. A

significant percentage (53%) of respondents strongly agree that their household family support positively influences their motivation to succeed academically, indicating a strong correlation between family support and motivation. Other family members also positively impact, with 47% strongly agreeing that their support contributes to motivation. 86% (47% strongly agree + 39% agree) of respondents feel positively influenced by extended family members. Similarly, at Kwabenya, a substantial percentage (42%) of respondents strongly agree that household family support positively influences their motivation to succeed academically. In this case, other family members have an even stronger impact, with 33% strongly agreeing that their support contributes to motivation. 90% (33% strongly agree + 57% agree) of respondents at Kwabenya feel positively influenced by extended family members.

Respondents were asked to rate the level of support they receive from their families regarding their educational pursuits. At Ada Senior High Technical School, a combined 97% of respondents (46% very high + 51% high) rated the level of support from their parents regarding their educational pursuits as either "very high" or "high." This indicates a high level of parental support for education within the household. In contrast, for other family members, only 53% (21% very high + 32% high) rated the support as "very high" or "high." A significant percentage (41%) chose "neutral," suggesting a more mixed perception of support from extended family members. Similar to Ada Senior High Technical School, a combined 95% of respondents (38% very high + 57% high) at Kwabenya Community Senior High School rated the level of support from their parents regarding their educational pursuits as either "very high" or "high." This indicates a strong level of parental

support for education within the household. However, for other family members, the perception of support is notably lower, with only 48% (10% very high + 38% high) rating it as "very high" or "high." A significant percentage (42%) chose "no support," indicating a lack of perceived support from extended family members.

Again, the table captures students' responses concerning the impact of the support they receive from their Families on their academic outcomes at Ada Senior High Technical School. A combined 91% of respondents (36% very high + 55% high) perceive that household support leads to either a "very high" or "high" academic outcome. This suggests that most students at Ada believe that their household support positively impacts their educational outcomes significantly. For other family members, 77% (44% very high + 33% high) of respondents also perceive that it leads to a "very high" or "high" academic outcome. This indicates that many students believe that extended family support contributes positively to their academic achievements. Like Ada, a combined 91% of respondents (42% very high + 49% high) at Kwabenya Community Senior High School perceive that household support leads to either a "very high" or "high" academic outcome. This suggests that the majority of students at Kwabenya also believe that their household support has a positive impact on their educational outcomes. For other family members, 90% (39% very high + 51% high) of respondents perceive that it leads to a "very high" or "high" academic outcome. This indicates a similar perception as with household support, with students believing that extended family support positively influences their academic achievements.

The table reveals a high belief among students at both schools that having a supportive family positively impacts their educational outcomes. Both household and extended family members are perceived as contributors to this positive impact. At Ada Senior High Technical School, an

overwhelming percentage (95%) of respondents from the household believe that having a supportive family positively affects their educational outcomes. Also, at Kwabenya Community Senior High School overwhelming percentage (91%) of respondents from the household believe that having a supportive family positively affects their educational outcomes. This indicates a strong consensus among students that family support is crucial for their educational success. For other family members, 73% of Ada Senior High School respondents still believe that having a supportive family positively affects their educational outcomes. It was 65% at Kwabenya Community Senior High School. While slightly lower than the household percentage, this is still a significant majority of students who recognize the importance of extended family support.

The table captures the responses of the respondents on whether they believe their family understands their educational goals and aspirations. At Ada Senior High Technical School, the majority (92%) of respondents from the household believe that their family members, particularly parents, understand their educational aspirations and goals either "very well" (33%) or "completely" (59%). Similarly, at Kwabenya Community Senior High School, the majority (94%) of respondents from the household feel that their family members, particularly parents, understand their educational aspirations and goals either "very well" (51%) or "completely" (43%). This suggests a high level of perceived understanding within the household regarding students' educational goals. This indicates a high level of perceived understanding within the household regarding the student's educational goals. For other family members, at Ada Senior High Technical School, understanding is less uniform, with only 9% choosing "very well" or "completely." A significant portion (81%) believe that other family members only "somewhat understand" (49%) or "moderately understand" (10%) their educational aspirations. Similar to Ada, understanding from other family members is less uniform, with 67% believing that they only "somewhat

understand" (43%) or "moderately understand" (23%) their educational aspirations at Kwabenya Community Senior High School.

The table reveals a high belief among students in both schools that Family support positively impacts their educational outcomes. Both household and extended family members are perceived as contributors to this positive impact. At Ada Senior High Technical School, a significant percentage (95%) of respondents from the household believe that their educational outcomes improved due to the support they receive from their family. Similarly, at Kwabenya, a significant percentage (91%) of respondents from the household believe that their educational outcomes improved due to the support they received from their family. This indicates a strong consensus among students that family support positively impacts their educational achievements. For other family members, 73% of Ada Senior High Technical School respondents also believe that their educational outcomes improved due to family support. At Kwabenya Community Senior High School, 65% of respondents believe their educational outcomes improved due to family support. While slightly lower than the household percentage, this is still a substantial majority of students who recognize the positive impact of extended family support on their educational outcomes.

The response on whether students believe their educational outcomes would have been different with more support from their family provides insights into their perceptions and expectations regarding the impact of family support on their education. At Ada Senior High Technical School, a majority (92%) of respondents believe that their educational outcomes would have been different if they had more support from their household. At Kwabenya Community Senior High School, a majority (79%) of respondents believe that their educational outcomes would have been different if they had more support from their household. This indicates that many students believe

increased family support could have positively influenced their educational outcomes. For other family members at Ada Senior High Technical School, 60% of respondents also believe that their educational outcomes would have been different with more support from their extended family. At Kwabenya Community Senior High School, 58% of respondents also believe that their educational outcomes would have been different with more support from their extended family. This suggests that while not as unanimous as household members, a substantial proportion of students perceive the potential for improved outcomes with increased family support.

From Table 6, at Ada Senior High Technical School, a significant percentage (81%) of respondents believe that their educational outcomes would have been different if they had less support from their household. At Kwabenya Community Senior High School, a significant majority (85%) of respondents believe that their educational outcomes would have been different if they had less support from their household. Most students believe that reduced family support could negatively affect their educational outcomes. For other family members at Ada Senior High Technical School, 61% of respondents also believe that their educational outcomes would have been different with less support from their extended family. Also, at Kwabenya Community Senior High School, 55% of respondents believe that their educational outcomes would have been different with less support from their extended family. This suggests that many students perceive the potential for negative outcomes with reduced family support.

For Lack of Money In both schools, lack of money is a common hindrance, with higher percentages in Kwabenya (20% for households and 43% for other family members) compared to Ada (10% for households and 66% for other family members). This suggests that financial constraints are a significant issue for families in both areas, but it is more pronounced among other family members

in Kwabenya. Lack of time is a notable factor in both schools, but it is particularly prominent among household members in Ada (35%) and Kwabenya (49%). This indicates that not only financial resources but also time constraints affect the ability of families to support education, especially among those directly responsible for the child's education. The percentage of uneducated family members hindering education support is noteworthy in both schools, with higher percentages at Ada (15% for household and 30% for other family members) compared to Kwabenya (5% for household and 23% for other family members).

In addition to quantitative data on the level of family support in both Ada Senior High Technical and Kwabenya Community Senior High School, qualitative insights from focus group participants shed further light on the role of family support in students' academic outcomes.

"I come from a modest family, and the financial support I receive from my parents has been a game-changer. It has allowed me to access additional educational resources and opportunities. But it is not just about the money; It is the belief they have in me. Knowing they are there for me every step of the way motivates me to do my best. I can confidently say that without my family's support my educational outcomes would have suffered."
(Discussant response of the focus group discussion in Ada Senior High Technical School, 2023).

"My parents are my biggest cheerleaders. They have always emphasized the value of education and have constantly supported me. Even when I find certain subjects challenging, they are patient and help me. Without their support I think I would have struggled more in school" (Discussant response of the focus group discussion in Kwabenya Community Senior High School, 2023).

These focus group responses echo the high levels of family support observed in the quantitative data, suggesting strong family support in both schools and indicating that family support is highly valued and perceived as a significant factor contributing to student academic outcomes in both schools.

Table 7: Cross-tabulation of the level of peer network.

Item/Response	Peer Network			
	Friends in School		Friends outside School	
	ADA SECTECH (%)	Kwabanya SHS (%)	ADA SECTECH (%)	Kwabanya SHS (%)
How many close friends do you have?				
1-5 Friends	30	42	50	29
5-10 friends	17	33	21	42
10-15 friends	33	10	10	13
15-20 Friends	15	5	16	10
20 and above friends	5	9	3	6
How often do you interact with your friends?				
Never	5	4	4	2
Rarely	1	10	17	6
Occasionally	16	5	43	11
Often	43	32	13	44
Very often	35	49	21	37
How often do you discuss school-related topics with your friends?				
Never	2	5	3	0
Never	5	7	3	4
Occasionally	12	9	43	10
Often	34	50	30	35
Very often	47	29	21	51
Do your friends motivate you to perform better?				
Yes, they do	89	76	56	71

No, they don't	11	24	44	29
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Have you ever sought academic help or tutoring from any of your friends?

Yes, I have	98	91	66	87
No, I haven't	2	9	34	13

Do you collaborate with your friends on school assignments or projects?

Yes, I do	88	92	24	65
No, I don't	24	8	76	35

Which of these negative behaviours have you learnt from your friends?

Smoking	2	0	4	0
Truancy	15	10	28	1
Lateness	20	3	17	5
Womanizing	0	5	10	0
Other				

How has your network with your friends impacted your educational outcome?

This leads to a very high academic outcome	45	33	38	47
leads to High academic outcomes	50	62	52	49
Neutral	4	5	10	3
This leads to low academic outcomes	1	0	0	0

Has the collaboration, interaction, and networking with your friends in and outside your school Improved your educational outcomes?

Yes, it has	93	97	87	90
No, it hasn't	7	3	13	10

Source: Authors field data (2023).

From Table 7, the respondents in both schools tend to have a relatively modest number of close friends within and outside the school. Most (30%) of Ada Senior High Technical School students report having 1-5 close friends within the school. A significant portion (17%) also have 5-10 friends. However, only 5% indicate having 20 or more friends within the school. The majority

(50%) have 1-5 close friends outside of school, while smaller percentages have 5-10 (21%) or 10-15 (10%) friends outside of school. Many students at Kwabenya (42%) have 1-5 close friends within the school, and a substantial number (33%) have 5-10 friends. Fewer students have larger networks of friends in school. The majority (42%) have 5-10 close friends outside of school, while others have 1-5 (29%), 10-15 (13%), or 15-20 (10%) friends outside of school.

Table 7 suggests that students in both schools (Ada and Kwabenya) have active social lives and frequently interact with their friends within and outside the school environment. A significant percentage (78%) of Ada Senior High Technical School students report frequently interacting with their friends in school. Specifically, 43% mention interacting "often," and 35% interact "very often." A smaller percentage (17%) interact occasionally, while only a small percentage (1%) report rarely or never interacting with friends in school. Most (64%) of students interact with their friends outside of school frequently, with 21% interacting "very often" and 43% interacting occasionally. Only a minority (21%) rarely or never interact with friends outside school. At Kwabenya Community Senior High School, a substantial portion (81%) of students frequently interact with their friends in school. Specifically, 44% mention interacting "often," and 37% interact "very often." Only a small percentage (17%) interact occasionally, while very few (2%) reports rarely or never interacting with friends in school. Like interactions in school, most (81%) of students at Kwabenya frequently interact with their friends outside of school. Specifically, 49% interact "very often," and 32% interact "often." Only a small percentage (17%) occasionally interacts, while very few (8%) reports rarely or never interact with friends outside of school.

Table 7 captures the frequency at which the respondents discuss school-related topics with their friends. A significant majority (81%) of Ada Senior High Technical School students frequently

discuss school-related topics with their friends. Specifically, 34% often discuss these topics, and 47% discuss them very often. A smaller percentage (17%) discusses school topics occasionally, while only 5% report rarely or never discussing school topics with friends in school. Most (51%) of Ada Senior High Technical School students often discuss school-related topics with friends outside of school. Specifically, 30% often discuss these topics, and 21% discuss them very often. A smaller percentage (43%) discusses school topics occasionally, while only 6% report rarely or never discussing school topics with friends outside of school. Most (79%) of Kwabenya Community Senior High School students frequently discuss school-related topics with their friends in school. Specifically, 50% often discuss these topics, and 29% discuss them very often. A smaller percentage (16%) discusses school topics occasionally, while only 5% report rarely or never discussing school topics with friends in school. Nearly all students (86%) at Kwabenya often discuss school-related topics with friends outside of school. Specifically, 35% often discuss these topics, and 51% discuss them very often. A smaller percentage (10%) discusses school topics occasionally, while only 4% report rarely or never discussing school topics with friends outside of school.

On the question as to whether the respondents believe that their friends motivate them to learn, a significant majority (89%) of students at Ada Senior High Technical School believe that their friends in school motivate them to learn. This indicates that a strong sense of peer motivation exists within the school environment, with a high level of students positively influencing each other's learning experiences. Only a small percentage (11%) do not feel motivated by their friends in school. For friends outside of school, the data shows that a smaller percentage (56%) of students believe their friends motivate them to learn. While still a majority, the level of motivation from friends outside of school is comparatively lower than within the school environment.

Nonetheless, many students outside of school find motivation from their friends. A significant majority (76%) of students at Kwabenya Community Senior High School also believe that their friends in school motivate them to learn. This suggests a strong peer motivation culture within the school, similar to Ada. A minority (24%) does not feel motivated by their friends in school. For friends outside of school, a slightly smaller majority (71%) of students believe their friends motivate them to learn. Like Ada, the level of motivation from friends outside of school is high, indicating that students find encouragement from their peers in various social contexts. The table underscores the positive impact of peer motivation on students' approach to learning and their educational outcomes in both schools. It highlights the importance of fostering peer relationships and support networks to promote academic motivation and social capital among students.

From the table 7, it is very evident that student has sought academic help and tutoring from their friends. Most (95%) of students at Ada have sought academic help or tutoring from their friends within the school. Similarly, a significant majority (97%) of students at Kwabenya have sought academic help or tutoring from their friends within the school. This indicates a high level of collaboration and support among students in assisting each other academically and highlights that peer-based academic support is a common and valued resource among students in both schools (Ada and Kwabenya). For friends outside of school, most (70%) of students at Ada Senior High Technical School have also sought academic help from their friends. Most (92%) of Kwabenya Community Senior High School students have sought academic help from their friends. This indicates that student's value and trust the academic assistance provided by their friends in various settings. While the percentages are lower compared to friends within the school, they still reflect a substantial reliance on peer support outside of the school environment.

Table 4 shows high cooperation between the respondents and their friends regarding assignments or projects. Most (88%) of Ada Senior High Technical School students report collaborating with their friends in school on assignments or projects. Similarly, a significant majority (92%) of students at Kwabenya collaborate with their friends in school on assignments or projects. This indicates high cooperation and teamwork among students within the school environment. For friends outside of school, a much smaller percentage (24%) of Ada Senior High Technical School students collaborate on assignments or projects. The data suggests that collaborative efforts are less common outside the school setting, potentially because respondents were boarding students or differences in academic activities. At Kwabenya Community Senior High School, most (65%) of students still collaborate on assignments or projects. While the percentage is lower than within the school, it shows that collaborative learning extends beyond the classroom environment.

Table 4 suggests varying levels of influence of negative behaviours from friends in the two schools. Smoking In Ada, a small percentage of students (2%) reported learning smoking behaviour from their friends in school, while 4% learned it from friends outside school. In Kwabenya, there were no reports of students learning smoking behaviour from their friends. This suggests that smoking influence is relatively low in both schools, with slightly higher influence from friends outside the School in Ada. In Ada, lateness was reported as a behaviour learned from friends, with 20% learning it from friends in school and 17% from friends outside school. In Kwabenya, lateness was less of an issue, with only 3% learning it from friends in school and 5% from friends outside school. This indicates that lateness behaviour appears to be more prevalent among friends in Ada, both in and out of school. Truancy is a significant concern, particularly in Ada. 15% of students in Ada reported learning truancy from friends in school, and a substantial 28% reported learning it from friends outside school. In Kwabenya, truancy was reported by 10% of students as learned

from friends in school and only 1% from friends outside school. This suggests that truancy is a more prevalent negative behaviour among friends, especially outside school, in Ada compared to Kwabenya. Womanizing behaviour was reported to a very limited extent. In Ada, none of the students reported learning womanizing from their friends, while in Kwabenya, 5% reported learning it from friends in school and none from friends outside school. This indicates that womanizing behaviour is relatively low and not commonly learned from friends in both schools.

The table indicates that many students in both schools (Ada and Kwabenya) perceive their network with friends positively impacting their academic outcomes. Among students with friends within the school, a significant percentage (95%) at Ada Senior High Technical School report very high or high academic outcomes. Specifically, 45% report a "very high" academic outcome, and 50% report a "high" academic outcome. An overwhelming percentage (95%) at Kwabenya Community Senior High School also perceive positive impacts on their academic outcomes. Specifically, 33% report a "very high" academic outcome, and 62% report a "high" one. This suggests that students with close friends within the school environment often perceive positive effects on their academic performance. For students with friends outside of school at Ada Senior High Technical School, a substantial percentage (90%) perceive their network with friends as positively impacting their academic outcomes. This includes 38% reporting a "very high" academic outcome and 52% reporting a "high" academic outcome. At Kwabenya Community Senior High School, a significant percentage (96%) perceive their network with friends positively impacting their academic outcomes. This includes 47% reporting a "very high" academic outcome and 49% reporting a "high" academic outcome.

The table highlights that most students in both schools (Ada and Kwabenya) believe their collaboration, interactions, and networks with friends and peers positively impacted their educational outcomes. Most (93%) of Ada Senior High Technical School students who collaborate and interact with friends in school believe it has improved their educational outcomes. An overwhelming majority (97%) of Kwabenya Community Senior High School students who collaborate and interact with friends in school perceive that it has improved their educational outcomes. This indicates that students see a positive correlation between their social interactions within the school environment and their academic performance. Conversely, a high percentage (87%) of Ada Senior High Technical School students who collaborate and interact with friends outside of school also believe that it has improved their educational outcomes. For students at Kwabenya Community Senior High School who collaborate and interact with friends outside of school, a substantial percentage (90%) also believe that it has improved their educational outcomes. This suggests that social connections beyond the school setting are also perceived as beneficial to academic success.

"Yeah, and it is not just about schoolwork. We also have a lot of extracurricular activities together. We form study groups, participate in clubs and support each other in various ways. It feels like a family" (Focus group discussion response in Kwabenya Community Senior High School, 2023).

"I have personally experienced a strong peer network here. When I am struggling with a concept, I can always count on my friends to explain it to me. It is not just about academics; they have become my support system, and I believe it has

positively impacted my grades". (Discussant response of the focus group discussion in Kwabenya Community Senior High School, 2023).

"I have found my friends to be a great source of motivation and support. We push each other to do better, and the level of collaboration is high I believe it has played a significant role in my academic success." (Discussant response of the focus group discussion in Ada Senior High Technical School, 2023).

"Yes, and it is not limited to school hours. We have a strong culture of spending time together after school, whether it is for group sessions or just hanging out. It has had a positive influence on our learning experiences". (Focus group discussion response in Ada Senior High Technical School, 2023).

These focus group responses align with the quantitative data provided earlier, highlighting both schools' high peer network and support level. Student's descriptions of their interactions and collaborations with friends reinforce the idea that peer networks and relationships play a vital role in shaping their educational outcome and contributing to the development of social capital.

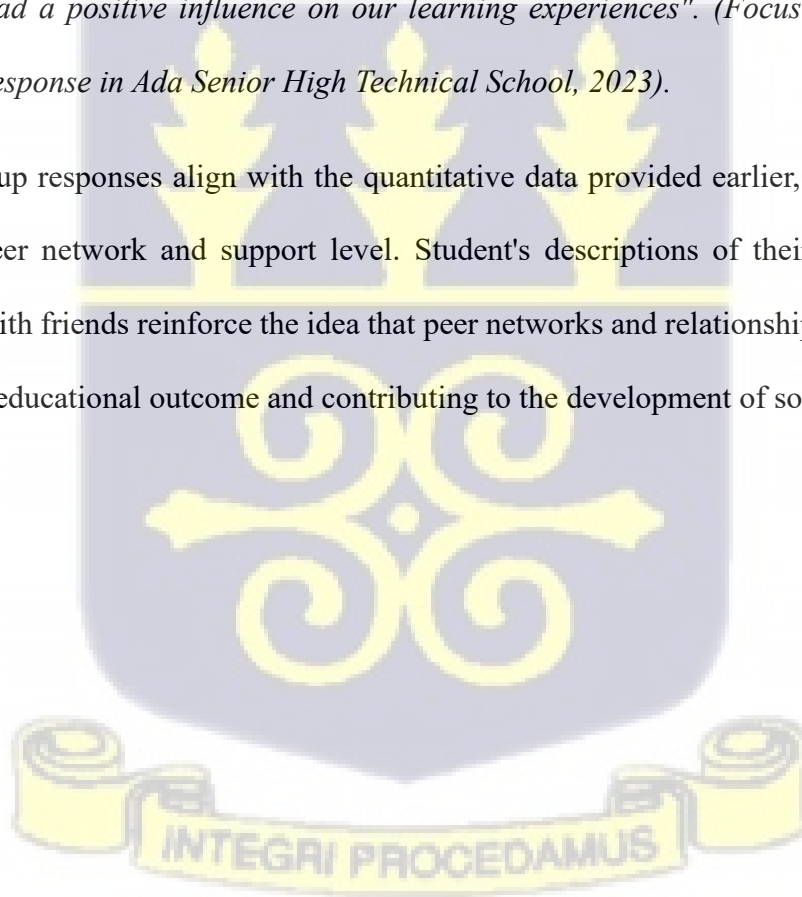


Table 8: Cross-tabulation of the level of student-teacher relationship

Item/response	Student-teacher relationship	
	School	
	ADA SECTECH (%)	Kwabanya SHS (%)
How would you rate your relationship with your current or most recent teachers?		
Very High	46	27
High	35	29
Moderate	13	30
Low	4	7
Very low	2	7
How often do you interact with your teacher outside the classroom? (e.g., during breaks or after school)		
Never	2	7
Rarely	4	10
Occasionally	20	34
Often	46	37
Very often	26	12
How comfortable do you feel discussing academic challenges with your teacher?		
Not comfortable at all	11	21
Somehow comfortable	34	48
Very comfortable	54	34
How responsive is your teacher to your questions or concerns?		
Not responsive at all	9	17
Somehow responsive	31	48
Very responsive	60	35
Do you feel your teacher's support has positively influenced your learning outcomes?		
Yes, it has	89	82
No, it hasn't	11	18
Do you do extra classes with your teachers?		

Yes, I do	53	39
No, I don't	47	61
If yes, is it free?		
Yes	18.87	17.95
No	81.13	82.05
How has your relationship with your teacher affected your educational outcomes?		
This leads to a very high academic outcome	40	18
leads to High academic outcomes	49	57
Neutral	11	24
This leads to low academic outcomes	0	1

Source: Author's field data (2023).

Table 8 shows that the respondents generally have a positive response to the questions measuring their relationship level with their teachers. At Ada Senior High Technical School, 46% of students describe their relationships with their teachers as "very high," reflecting a strong and positive rapport. This suggests that many students at this school feel deeply connected to their teachers. Additionally, 35% reporting a "high" level of relationship reinforces the prevalence of positive sentiment among students. At Kwabenya Community Senior High School, while the percentage of students reporting a "very high" relationship (27%) is slightly lower than Ada Senior High, it still signifies a significant proportion. The 29% reporting a "high" relationship indicates a generally positive atmosphere.

Again, the table captures the respondents' interactions with their teachers outside the classroom. It is generally confirmed from the table that respondents interact frequently with their teachers outside the classroom. Ada Senior High Technical School stands out, with 46% of students often reporting interactions with their teachers outside the classroom and 26% reporting very often interactions with their teachers outside the classroom. This suggests a vibrant extracurricular

engagement and a willingness on the part of teachers to connect with students beyond their academic duties. Kwabenya Community Senior High School follows closely, with 37% of students often enjoying interactions outside the classroom and 12% enjoying very often interaction with their teachers outside the classroom, showing that students in both school's benefit from engaging with their teachers beyond the traditional classroom setting.

Again, the table depicts the respondents' responses about their comfortability in discussing their academic difficulty with their teachers. The table shows that the respondents are generally comfortable discussing their academic challenges with their teachers. At Ada Senior High Technical School, most (54%) students feel comfortable discussing their academic challenges with their teachers. This reflects an open and supportive environment where students are eager to seek help or guidance when facing difficulties. Kwabenya Community Senior High School also maintains a positive environment, with 48% of students feeling comfortable discussing their academic challenges. While this percentage is slightly lower than Ada Senior High, it still indicates a willingness to communicate academic concerns with teachers.

Table 8 shows that most students (60% at Ada Senior High and 35% at Kwabenya Community Senior High) perceive their teachers as responsive to their questions or concerns. This indicates that teachers in both schools are attentive to student needs, fostering a supportive learning environment.

The table shows that the respondents believe that their relationship with their teachers positively impacts their academic outcomes. Ada Senior High Technical School excels in this aspect, with 89% of students believing their teachers' support positively influences their learning outcomes. This suggests that the strong student-teacher relationships here correlate with improved academic

performance. Kwabenya Community Senior High School also sees a majority (57%) of students attributing a high academic outcome to their teacher relationships, indicating a positive impact on learning outcomes, although to a slightly lesser degree.

The table also shows the respondents who participate in extra classes. Ada Senior High Technical School has more students (53%) participating in extra classes with their teachers, possibly contributing to the positive impact on academic outcomes. Kwabenya Community Senior High School, while having a lower percentage (39%), still has a significant portion of students taking part in extra classes, showcasing an additional avenue for academic support.

Regarding perceiving extra classes as free, Ada Senior High Technical School has a lower percentage (30%) than Kwabenya Community Senior High School (22%). This suggests that more students at Kwabenya Community Senior High School perceive extra academic support as accessible without additional costs.

The table indicates that respondents generally view their relationship with their teachers as positively impacting their academic outcomes. At Ada Senior High Technical School, 40% of the respondents believe that their relationship with their teachers has led to a very high outcome. This belief is reinforced by 49% of the respondents also believing it has led to a high academic outcome. Like Ada Senior High School, most respondents (57%) in Kwabenya Community Senior High School attributed a high academic outcome to their relationship with their teachers. This is also collaborated by 18%, believing it has led to a very high academic outcome. These quantitative data were further corroborated by the following insight of the focus group discussion emphasizing the effect of student-teacher relationship on educational outcomes.

"As day students, our interactions with teachers differ from those of boarding students. We commute daily and may not have as much face-to-face time with our educators. However, it is heartening to see that many of us perceive the efforts they put into helping us, even outside regular class hours. Some of us find extra classes a bit costly, but we still have access to them. Our teachers' dedication makes us believe in our academic potential" (Focus group discussion response in Kwabenya Community Senior High School, 2023).

"I agree; our relationship with our teachers matters a lot. It is not just about classroom learning. It makes a huge difference when we feel comfortable discussing our challenges with them. I think that is why many of us perceive a positive impact on our academic outcomes. It is like having mentors who genuinely care about our progress" (Discussant response of the focus group discussion in Kwabenya Community Senior High School, 2023).

"Our relationship with our teachers is a big part of success. The fact that a high percentage of us believe that it leads to very high academic outcomes speaks volumes. We know our teachers are there for us, which motivates us to do our best" (Discussant response to the focus group discussion in Ada Senior High Technical School, 2023).

"The proximity with our teachers has allowed us to build strong relationships with our teachers, making it comfortable for us to discuss our challenges. While extra classes may come at a cost, we view them as a valuable opportunity to enhance learning. Our relationship with our teachers has contributed to our positive academic outcomes" (Focus group discussion response in Ada Senior High Technical School, 2023).

4.4 Effects of Social Capital on Educational outcomes

4.4.1 Effects of family support and educational outcomes

With regards to determining the relationship between family support and educational outcomes the study broke down the two components of family support which is household and other family members and determined its effects on educational outcomes, other control variables such as the income levels of parents, household durable asserts, number of siblings were included in the model to also determine its effect on educational outcomes result of the analysis is captured in table 9.

Table 9: Regression table on effects of family support and educational outcomes

Education Outcomes Main Variables	Coefficient	Standard error	T	P> T	(95% Conf. Interval)	
					lower limit	Upper limit
Household	4.3219	0.3057	14.1142	0.000	-0.0066	8.6404
Other family Members	2.122	0.3057	6.9452	0.001	-0.0041	4.2481
Control variables						
Family's income level	1.517	0.1075	14.093	0.0001	0.0062	3.0278
Educational background of parents	1.438	0.1018	14.093	0.0002	-0.9973	2.8741
household durable asserts	0.045	0.0038	11.8421	0.195	-0.0002	0.0902
Number of siblings	0.1237	0.0104	11.8882	0.197	-0.0002	0.02476
Number of Obs=200					F (5,37)=43.10	
Prob>F=0.0000					R-squared=	
Adjusted R-Squared = 0.7365					0.8070	

From table 9 it is very evident that both household and other family members' support have a statistically significant positive effects on educational outcomes, however the difference between the coefficient of household and other family members in the table indicates variations in the

strength of their respective effects on educational outcomes. Household Support with a Coefficient of (4.3219) and Other Family Members' Support with a Coefficient of (2.122), therefore, suggest that the household support seems to have a stronger impact on educational outcomes compared to support from other family members. This could imply that factors specific to the immediate household have a more pronounced effect on educational success.

From table 6 it is very evident that family income levels with a coefficient of 1.517 have a positive effect on educational outcomes. The positive coefficient suggests that, holding other variables constant, an increase in family income is associated with an increase of approximately 1.517 units in educational outcomes. This implies that higher family income is linked to better educational outcomes. Similarly, the positive coefficient of 1.438 associated with the educational background of parents indicates that, holding other variables constant, an increase in the educational background of parents is associated with an increase of approximately 1.438 units in educational outcomes. This suggests that a more educated parental background is linked to better educational outcomes for the child. Household durable assets with a coefficient of 0.045 and a non-significant p-value of 0.195 indicates that household durable assets does not have a statistically significant effect on educational outcomes. The small coefficient suggests a minimal or no effect. Number of Siblings with a Coefficient of 0.1237 Like household durable assets, with a non-significant p-value of 0.197 implies that the number of siblings does not have a statistically significant impact on educational outcomes in this model. The small coefficient suggests a minimal or no effect.

The R-squared value of 0.8070 indicates that the model explains a significant portion of the variance in educational outcomes, and the adjusted R-squared of 0.7365 considers the number of predictors, suggesting a good fit for the model. The F-statistic ($F(5,37) = 43.10$) provides an

overall assessment of the model's significance, indicating a significant overall fit of the regression model. With a high F-value, the result supports the validity of the effects identified.

4.4.2 Effects of Peer network and educational outcomes

The study also broke down the components of peer network which is friends in school and friends outside of school and determined its effects on educational outcomes, other control variable like number of friends was also included in the model. The result of the analysis is captured in table 10.

Table 10: Regression table on the effects of Peer Network and educational outcomes

Educational outcomes	Coefficient	Standard Error	T	P> T	(95% Conf. Interval)	
Main Variables					Lower limit	Upper limit
Friends in school	3.124	0.221	14.15	0.000	2.690	3.558
Friends outside of school	2.435	0.172	14.15	0.001	2.098	2.772
Control Variable						
Number of friends	0.234	0.017	13.76	0.005	0.200	0.268
Location of School	2.334	1.5	1.556	0.001	3.342	4.668
Number of Obs=200						F(4,37)=43.10
Prob>F=0.0000						R-squared=
Adjusted R-Squared = 0.7012						0.801
Stata Computation, 2023						

Table 10 indicates a significant positive effect of both in-school and out-of-school peer networks on educational outcomes. The coefficient for friends in school is 2.124 and a p-value of 0.000 suggesting a robust positive relationship with educational outcomes. Similarly, friends who are also students and are outside of school exhibited a significant positive impact, with a coefficient of 2.435 and a p-value of 0.001. Despite slight variations in coefficients, the overlapping confidence intervals imply no statistically discernible difference between the two types of

friendships regarding their influence on educational outcomes. The control variable, representing the number of friends, demonstrated a positive effect with a coefficient of 0.234 and a p-value of 0.005. This suggests that, irrespective of the type, a greater number of friends is associated with enhanced educational outcomes. Similarly, the location of schools, with a coefficient of 2.334 and a significant p-value of 0.001, reveals a noteworthy effect on educational outcomes. This positive coefficient implies that a shift from a rural to an urban location is associated with an increase in educational outcomes. The adjusted R-square value of 0.7012 suggests that approximately 70.12% of the variability in educational outcomes is explained by the model, and the overall model fit is quite strong with an R-squared of 0.801. Additionally, the F-statistic ($F(4,37) = 43.10$) provides an overall assessment of the model's significance. With a F-value of 43.10, the result indicates a significant overall fit of the regression model, reinforcing the validity of the effects identified.

4.4.3 Causal impacts of Student-teacher Relationship on educational outcomes

To determine the impact of student teacher relationship and educational outcomes the study used a simple regression model as seen below and the result of the analysis is seen in table 11.

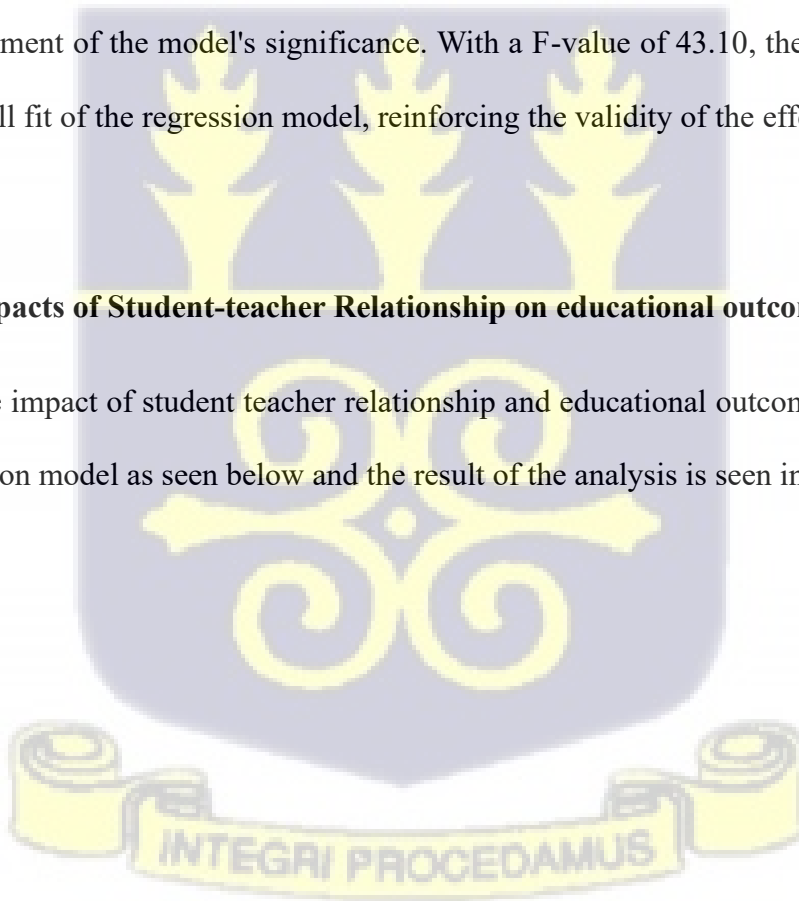


Table 11: Regression table on the effects of Student-Teacher Relationship and educational outcomes

Educational outcomes Variable	Coefficient	Standard error	T	P> T	95% Conf. Interval)	
					Lower limit	Upper limit
Student-teacher relationship	1.319	0.094	14.04	0.001	1.135	1.503
Number of Obs=200					F (1,37) =43.10	
Prob>F=0.0000					R-squared=	
Adjusted R-Squared = 0.75					0.876	

Stata Computation, 2023

Table 11 suggests a statistically significant and strong positive effect of student-teacher relationships on educational outcomes with a positive coefficient of 1.319. The low standard error of 0.094 suggests a relatively precise estimate of the coefficient. The high T-value of 14.04 and low p-value of 0.001 indicate that the coefficient is statistically significant at a 95% confidence level, suggesting a strong relationship between student-teacher relationships and educational outcomes. The 95% confidence interval for the coefficient ranges from 1.135 to 1.503, providing a range of plausible values. The R-squared value of 0.876 indicates that approximately 87.6% of the variability in educational outcomes can be explained by the student-teacher relationship variable. The adjusted R-squared value of 0.75 accounts for potential overfitting and suggests a good fit for the model. Moreover, the overall significance of the regression model was evaluated using the F-statistic. The computed $F(1,37) = 43.10$ underscores a highly significant overall fit of the model. This signifies that the inclusion of student-teacher relationships as an independent variable significantly contributes to explaining the variability in educational outcomes. The extremely low p-value of 0.001 reinforces the high level of statistical significance at a 95% confidence level.

4.4 Difference in social capital and educational outcomes between boarding and day students.

In order to arrive at the difference in social capital and educational outcomes the study utilized a two-sample t-test. The result is as seen in table 12.

Table 12: Difference in social capital and educational outcomes between boarding and day students.

Educational outcomes	Mean	Standard error	Standard deviation	[95% Conf. Interval]		T-Value
Household support						
Boarding	2.78873	0.44356	3.73751	1.90408	3.67339	1.625
Day	2.42254	0.09118	0.76834	2.24067	2.6044	
Combined	2.60563	0.22614	2.69478	2.15857	3.0527	
Difference	0.3662	0.45284		0.52909	1.26148	
Other family members						
Boarding	17.5211	7.91634	66.70422	1.7325	33.30976	1.5192
Day	5.30986	1.392939	11.73711	2.53173	8.087988	
Combined	11.4155	4.037573	48.11323	3.433489	19.3975	
Difference	12.21127	8.037949		3.68019	28.10273	
Friends in School						
Boarding	23.831	11.03629	92.99339	1.819809	45.84216	1.274
Day	9.56338	1.904853	16.05057	5.764271	13.36249	
Combined	16.69718	5.61209	66.87577	5.602466	27.7919	
Difference	14.26761	11.19947		7.874342	36.40955	
Friends outside School						
Boarding	17.92958	4.890648	41.20933	8.175487	27.68367	-1.8142
Day	54.98592	19.83209	167.1081	15.43207	94.53977	
Combined	36.45775	10.29575	122.688	16.10375	56.81174	
Difference	-37.0563	20.42621		-77.4401	3.327379	
Student-teacher relationship						
Boarding	11.21127	1.942526	16.36801	7.337022	15.08551	2.1869
Day	6.267606	1.156202	9.742334	3.961633	8.573579	
Combined	8.739437	1.145349	13.64841	6.47516	11.00371	
Difference	4.943662	2.260577		0.474379	9.412945	

Stata Computation 2023

The results in table 12 unveiled a statistically significant difference in reported household support between boarding and day students, with boarding students indicating higher levels. This difference in household support may contribute to the observed variations in educational outcomes. Examining the means, it was observed that the average educational outcome for boarding students was 2.78873, surpassing the mean for day students, which stood at 2.42254. This suggests not only a difference in educational outcomes but also potential variations in household support between the two groups. The combined mean for both groups was 2.60563, with a calculated difference mean of 0.3662, indicating a distinct disparity in household support. Considering the precision of the sample means, the standard error for boarding students was notably larger at 0.44356 compared to day students at 0.09118. This implies a higher variability in reported household support for boarding students, potentially influencing the observed differences in educational outcomes. The combined standard error was 0.22614, and the standard error for the difference was 0.45284, indicating the precision in estimating the difference in family support's impact on educational outcomes. In terms of variability, the standard deviation for boarding students was 3.73751, significantly higher than the standard deviation for day students at 0.76834. This increased variability in household support among boarding students may contribute to the observed differences in educational outcomes. The combined standard deviation across both groups was 2.69478, reflecting the overall spread of household support scores. The 95% confidence intervals provided a range for the true population parameters. Boarding students had a confidence interval for family support ranging from 1.90408 to 3.67339, suggesting a broad spectrum of reported household support. Day students had a range from 2.24067 to 2.6044. The combined confidence interval was 2.15857 to 3.0527, and for the difference in household support's impact on educational outcomes, it was 0.52909 to 1.26148. Importantly, the confidence intervals for the difference did

not include zero, indicating statistical significance in the observed differences in household support and its effect on educational outcomes. The t-value, calculated at 1.625, demonstrated a significant difference between the groups in terms of standard deviations. The positive t-value suggested that, on average, boarding students reported higher household support and subsequently scored higher in educational outcomes compared to day students.

Regarding other family support table 12 reveals a substantial mean difference in reported support from other family members between boarding and day students. Boarding students, on average, reported significantly higher levels of support, and this difference may play a role in understanding the variations in their educational outcomes. boarding students reported a higher mean of 17.5211, indicating a substantial level of support from other family members. In contrast, day students reported a lower mean of 5.30986, suggesting a comparatively lower level of support. The mean difference of 12.21127 underscored the significant numerical distinction in reported support from other family members. The standard error and standard deviation for boarding students were 7.91634 and 66.70422, respectively, indicating a notable variability in reported support. Day students exhibited a lower standard error of 1.392939 and a standard deviation of 11.73711, pointing to a comparatively lower variability in reported support. The 95% confidence interval for other family support among boarding students ranged from 1.7325 to 33.30976, showcasing a broad spectrum of reported support. Day students had a more constrained confidence interval, ranging from 2.53173 to 8.087988. The overall confidence interval for the difference in other family support's impact on educational outcomes was 3.68019 to 28.10273. The t-value, calculated at 1.5192, indicates a significant difference in standard deviations between the groups, emphasizing the statistical significance of the observed variations in reported support from other family members.

Table 12 implies that on average, the boarding school participants experience a higher impact on their educational outcomes from friends within the school network compared to their day school counterparts. The mean impact of friends within the school network on educational outcomes was observed to be 23.831, with a standard error of 11.03629 and a standard deviation of 92.99339. The 95% confidence interval for this impact ranged from 1.819809 to 45.84216. Conversely, students in day schools reported a mean impact of 9.56338, with a standard error of 1.904853 and a standard deviation of 16.05057. The 95% confidence interval for day schools was between 5.764271 and 13.36249. Combining the data from both boarding and day schools, the overall mean impact of friends within the school network on educational outcomes was 16.69718, with a standard error of 5.61209 and a standard deviation of 66.87577. The 95% confidence interval for the combined data ranged from 5.602466 to 27.7919. Analysing the mean difference in the impact of friends within the school network on educational outcomes between boarding and day schools, the result showed a difference of 14.26761, with a standard error of 11.19947. The 95% confidence interval for this difference ranged from 7.874342 to 36.40955.

Regarding friends outside, table 12 indicates that the mean impact of friends outside of school on educational outcomes was observed to be 17.92958, with a standard error of 4.890648 and a standard deviation of 41.20933. The 95% confidence interval for this impact ranged from 8.175487 to 27.68367. Conversely, students in day schools reported a higher mean impact of 54.98592, with a standard error of 19.83209 and a standard deviation of 167.1081. The 95% confidence interval for day schools was between 15.43207 and 94.53977. Combining the data from both boarding and day schools, the overall mean impact of friends outside of school on educational outcomes was 36.45775, with a standard error of 10.29575 and a standard deviation of 122.688. The 95% confidence interval for the combined data ranged from 16.10375 to 56.81174. Analysing the mean

difference in the impact of friends outside of school on educational outcomes between boarding and day schools, the result showed a difference of -37.0563, with a standard error of 20.42621. The 95% confidence interval for this difference ranged from -77.4401 to -1.8142, suggesting that, on average, students in boarding schools may experience a lower impact on their educational outcomes from friends outside of school compared to their day school counterparts.

Table 12 suggests that, on average, students in boarding schools perceive a significantly higher impact of student-teacher relationships on their educational outcomes compared to their counterparts in day schools. the mean impact of student-teacher relationships on educational outcomes was found to be 11.21127, with a standard error of 1.942526 and a standard deviation of 16.36801. The 95% confidence interval for this impact ranged from 7.337022 to 15.08551. In comparison, students in day schools reported a lower mean impact of 6.267606, with a standard error of 1.156202 and a standard deviation of 9.742334. The 95% confidence interval for day respondents was between 3.961633 and 8.573579. Combining the data from both boarding and day respondents, the overall mean impact of student-teacher relationships on educational outcomes was 8.739437, with a standard error of 1.145349 and a standard deviation of 13.64841. The 95% confidence interval for the combined data ranged from 6.47516 to 11.00371. Analysing the mean difference in the impact of student-teacher relationships on educational outcomes between boarding and day respondents, the result showed a difference of 4.943662, with a standard error of 2.260577. The 95% confidence interval for this difference ranged from 0.474379 to 9.412945. Importantly, the t-value of 2.1869 indicates a statistically significant difference between the two schools.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five of this study summarises the study, discusses the findings derived from the collected data, presents the conclusions drawn, and offers recommendations.

5.2 Discussions of result

5.2.1 Level of Social Capital of Students

This section was to determine levels of social capital among Senior High School students in the Kwabenya community senior high school and Ada Senior High Technical. From the data collected, this study concludes that there is a high level of social capital in terms of family support, peer network, and student-teacher relationship in both schools, and the breakdown is as follows.

From the response gathered from the data, it is evident that there is a high level of family support in both Ada Senior High Technical School and Kwabenya Community Senior High School. The data consistently shows that students receive substantial support from their household members, which includes parents or immediate family, in various aspects of their education, such as buying books, paying for extra classes, providing pocket money, and understanding their educational goals. Additionally, students also perceive this support as having a positive impact on their academic outcomes, motivation, and overall educational success. Regarding financial support, most students receive financial assistance or resources from their household members. This support covers educational expenses, such as books and extra classes. The role of financial support from household members aligns with studies emphasizing the positive impact of parental financial

resources on educational access and success (Fomby & Kravitz-Wirtz, 2019; Roksa & Kingsley, 2019). Many students reported frequent discussions about school with household members, indicating active engagement and support in their academic journey. Frequent discussions about school with household members reflect parental involvement in education (Epstein, 2018). Research suggests that active engagement and discussions about school with parents positively influence students' academic engagement and outcomes (Strier & Katz, 2015) regarding the comfort of the student seeking help from the family. Most students feel comfortable seeking help from household members when facing academic challenges, highlighting the availability of a strong support system within the immediate family. The comfort students feel in seeking help from household members aligns with studies emphasizing the importance of parental involvement in supporting students' academic challenges (Lara & Saracostti, 2019; Bartoszuik et al., 2021). A strong support system within the family contributes to students' academic success (Bouiri et al., 2022). Many respondents indicated that their household members are highly involved in school-related activities, reinforcing the idea of strong family support at the household level. The highly reported involvement of household members in school-related activities corresponds to the concept of family involvement in education. Research has shown that family involvement in school activities positively impacts students' educational experiences (Chen & Ho, 2012; Lanz et al., 2017; Granada & Luzano, 2023).

From the response gathered from the data, it is very evident that a high and strong peer network and positive peer influence in both Ada Senior High Technical School and Kwabenya Community Senior High School.

As seen in Table 7, both Ada Senior High Technical School and Kwabenya Community Senior High School tend to have a modest number of close friends within and outside the school. The majority have 1-5 close friends within school, with slightly more having 1-5 close friends outside of school. This aligns with social network theory, which posits that individuals typically have limited close ties due to cognitive and time constraints. Having a moderate number of close friends is normal and conducive to effective social interactions (Sharifian et al., 2019; Nie et al., 2021). Students in both schools frequently interact with their friends within and outside the school environment. Most interact "often" or "very often," highlighting active social lives. Frequent interaction with friends within and outside of school corresponds to social capital, where strong social ties can provide valuable resources, including academic support (Coleman, 1988). These interactions foster a sense of belonging and peer support (Yu & Schunn, 2023). Most students in both schools frequently discuss school-related topics with their friends within and outside school. This indicates that academic matters are common conversation topics among peers. Frequent discussions about school with friends align with social learning theory, which suggests that peer interactions play a significant role in knowledge acquisition and shaping attitudes (Bandura, 1977). These discussions can positively influence students' attitudes toward learning (Konold et al., 2018; Knifsend et al., 2018). The data shows that many students in both schools believe their friends motivate them to learn, both within and outside of school. This suggests that peers have a positive impact on students' motivation. The positive influence of friends on academic motivation aligns with research on peer effects in education, highlighting the role of peers in shaping students' academic attitudes and behaviours (Wentzel, 2017). Peer motivation can be a powerful force for academic success (Reindl, 2021; Knifsend et al., 2022). Many students have sought academic help or tutoring from their friends, both within and outside of school. Collaboration on assignments or

projects is also common, particularly within the school environment. Peer-assisted learning and collaboration are well-documented strategies for improving academic performance. Students often feel more comfortable seeking help and collaborating with peers, which can enhance their understanding of academic concepts (Chen et al., 2021; Nja et al., 2023). The data shows that students perceive their networks with friends as positively impacting their academic outcomes, both within and outside school. A majority report "very high" or "high" academic outcomes. The perception of peers positively influencing academic outcomes is consistent with studies on the role of peer support and social networks in educational achievement. Peers can provide valuable academic support and motivation (Brouwer et al., 2022; Berthelon et al., 2019).

Table 8 indicates a generally positive and high level of student-teacher relationships in both schools, with students reporting strong connections.

The data shows that Ada Senior High Technical School and Kwabenya Community Senior High School generally have positive student-teacher relationships. The numbers indicate that many students in both schools have strong connections with their teachers. Positive student-teacher relationships are associated with improved student outcomes. When students feel connected to their teachers, they are more likely to be engaged, motivated, and perform better academically (Roorda et al., 2019). Both schools report that students frequently interact with their teachers outside the classroom. This frequent interaction aligns with research on the importance of extracurricular engagement and teacher availability outside class. Such interactions can foster mentorship and provide additional student support (Lee et al, 2011). The table indicates that students in both schools generally feel comfortable discussing their academic challenges with their teachers. A positive student-teacher relationship often leads to open communication, where

students are more likely to seek help when facing academic difficulties. This is critical for addressing learning challenges promptly (Goktas & Kaya, 2023; (Coristine et al., 2022). Both schools show that most students perceive their teachers as responsive to their questions or concerns. Teacher responsiveness is a key component of effective teaching. Teachers responsive to student needs contribute to a positive classroom climate and better academic outcomes (Zhou et al., 2023). The table suggests that students in both schools believe their relationships with teachers positively impact their academic outcomes. Numerous studies emphasize the link between positive student-teacher relationships and improved academic achievement. When students feel supported and connected to their teachers, they are likelier to perform well in school (Wang, 2023).

5.2.2 Effect of Social Capital on educational outcomes

5.2.3 Discussions on the effect of family support on educational outcomes

The results as captures in table 9 underscore the significance of family support in shaping educational outcomes. The statistically significant positive effect of both household and other family members' support on educational outcomes supports Bourdieu's field theory (Bourdieu, 1986). It indicates that the support and resources provided by family members contribute to the social capital that students can leverage in the educational field. Notably, the higher effect of household support compared to other family members' support suggests that support within the immediate household exerts a more substantial influence on educational success. This resonates with studies by Roska & Kinsley. (2018) and Defauw et al, (2018), emphasizing the unique impact of proximal family dynamics on educational achievements. The nuanced exploration of these relationships in this study aligns with the growing recognition that the family unit is not a monolithic entity when it comes to its influence on educational outcomes (Lara & Saracostti, 2019;

Jeynes, 2023). The positive effect of family Income levels and educational background of parents as seen in table 9 reinforce the well-established connection between socio-economic factors and educational attainment. Higher family income and more educated parents correlate with improved educational outcomes, consistent with broader research findings (Li & Qiu, 2018). However, the non-significant impact for household durable assets and number of siblings as seen in table 6 introduce a novel dimension to the discussion. While these variables traditionally hold significance in family studies, The results of this study challenge conventional assumptions. This deviation from some prior research, such as the work of Kafle et al, (2018), underscores the context-specific nature of these relationships. It prompts a re-evaluation of the prevailing understanding and emphasizes the need for a more nuanced consideration of how household assets and family size interact with educational outcomes.

5.2.3 Discussions on the relationship between Peer Network and Educational Outcomes

The findings of Table 10 underscore the substantial impact of both in-school and out-of-school peer networks on educational outcomes. The positive effects between both in-school and out-of-school peer networks and educational outcomes align with Bourdieu's field theory (Bourdieu, 1986). Bourdieu contends that individuals can acquire social capital through their connections within a specific social field, and this social capital can influence their success in that field (Bourdieu, 1986). The positive effects between in-school friendships and academic success, aligns with prior research emphasizing the significance of peer influence within educational settings. Vygotsky's sociocultural theory, for instance, posits that social interactions, including those with peers, play a pivotal role in cognitive development, suggesting that positive in-school peer networks can contribute to enhanced learning outcomes wang Similarly, the robust positive effects out-of-school friendships on educational outcomes resonates with studies highlighting the role of

social support outside formal educational environments. Research by Nja et al., (2023) suggests that positive relationships with friends outside of school can contribute to adolescents' overall well-being, potentially influencing their motivation and engagement in academic pursuits. The overlapping confidence intervals for in-school and out-of-school friendships imply no statistically discernible difference in their impact on educational outcomes. This finding is consistent with a comprehensive meta-analysis by Wentzel (2017), which suggested that the distinction between in-school and out-of-school social networks may not be as crucial as the overall quality of peer relationships. Wentzel's work emphasizes the importance of considering the broader social context, highlighting that positive peer interactions, regardless of setting, can contribute to positive educational outcomes. The control variable, representing the number of friends, demonstrated a positive effect on educational outcomes. This aligns with studies emphasizing the role of social capital in academic success (Coleman, 1988). The positive effect of a greater number of friends, irrespective of their in-school or out-of-school context, suggests that the quantity of social connections plays a complementary role in influencing educational outcomes. Moreover, the rural-urban location of schools, with its positive coefficient and significant impact on educational outcomes, adds a crucial layer to our understanding. The positive coefficient suggests that students in urban schools, on average, experience enhanced educational outcomes compared to their rural counterparts. This aligns with existing literature highlighting the disparities in educational resources and opportunities between rural and urban settings (Opoku-Asare & Siaw, 2015; Anlimachie, 2019). The rural-urban location, as a contextual factor, interacts with social networks and contributes to the overall dynamics influencing academic success.

5.2.3 Discussions on the relationship between student-teacher relationship and Educational Outcomes

Table 11 highlights a substantial and positive effect of student-teacher relationships on educational outcomes. This finding aligns cohesively with existing research emphasizing the pivotal role of positive teacher-student interactions in fostering academic achievement ((Koca, 2016.; Roorda et al., 2011). The positive effect suggests that as the quality of student-teacher relationships improves, educational outcomes are likely to experience a corresponding enhancement. This is consistent with studies by Fabris et al., (2022) and Zheng, (2022), which argue that positive relationships contribute to a supportive learning environment, fostering student engagement, motivation, and overall academic success. The observed positive effect echoes the social capital framework (Coleman, 1988), which posits that the resources embedded in social relationships, such as trust and support in teacher-student interactions, can positively impact educational outcomes. This resonates with the work of Lin et al., (2021) who contend that a positive and supportive teacher-student relationship provides students with a sense of security and belonging, influencing their cognitive and emotional development. This positive effect indicates that as the quality of student-teacher relationships improves, there is a corresponding enhancement in educational outcomes, supporting Bourdieu's notion that social capital contributes to success within a specific social context (Bourdieu, 1986).

5.3 Discussions of the difference in social capital and educational outcomes between boarding and day students.

The statistically significant difference in reported household support between boarding and day respondents suggests a potential influence on educational outcomes. Boarding respondents reported higher household support, aligning with superior educational outcomes. The boarding

environment appears to play a significant role in shaping the link between various social capital indicators and academic success. Boarding students appear to be more influenced by household dynamics in shaping their educational outcomes. This finding resonates with studies emphasizing the unique influence of the boarding environment on the role of household factors in students' academic success (Chang et al, 2023; Martin et al, 2021). The substantial mean difference in reported support from other family members also indicates a significant impact on educational outcomes, with boarding students reporting higher levels. This aligns with the notion that the boarding environment fosters distinct family-like relationships, potentially influencing students' academic success (Dufur, et al, 2013).

The boarding respondents reported a significantly higher impact of friends within the school network on educational outcomes compared to day students. This aligns with research highlighting the role of the boarding environment in shaping strong social networks within school settings and their positive impact on academic outcomes (Wang & Zhang, 2020). Interestingly, the boarding respondents experienced a lower impact on their educational outcomes from friends outside of school compared to day school counterparts. This raises questions about the nuanced nature of social relationships for day students outside the residential context, warranting further investigation.

The significantly higher impact of student-teacher relationships on educational outcomes for the boarding respondents, aligns with studies highlighting the potential for the boarding environment to foster closer and more impactful connections between students and teachers (Martin et al, 2021).

5.4 Conclusion

The main aim of conducting this study was to determine the relationship between social capital and educational outcomes at the senior high school level, with a focus on two senior high schools which is Ada Community Senior High School and Kwabenya Community Senior High School and also determine the difference in social capital and educational outcomes between boarding and day students, for this purpose, this study reviewed relevant literatures on the concept of social capital, the meaning of educational capital and its relationship with educational outcomes, it further reviewed relevant literatures on the three dimensions of educational social capital that the study was concerned with. The findings indicated a positive effect of social capital factors, including family support, peer networks, student-teacher relationships, on educational outcomes. These three dimensions of social capital collectively accounted for a significant portion of the variation in students' academic success, highlighting the importance of a supportive social environment in schools. The research also explored the difference in social capital and educational outcomes between boarding and day students. The findings also reveal that boarding student consistently exhibits stronger effects of the various social capital on educational outcomes compared to the day students.

5.5 Recommendation

The study's findings carry substantial implications for educational policy and practice. Educational policy makers should consider implementing these actions as a general recommendation.

The study revealed that family support has a positive effect on the educational outcomes of students. As a result, structured policies and programs should be developed by educational policy makers like the Ministry of Education and Ghana Education service that encourage parents and

guardians to engage in their children's education actively. This could include workshops, information sessions, and resources for parents to support their children better academically and emotionally.

It is very evident from the study that peer network has a positive effect on educational outcomes. As a result, there should be implementation strategies that foster positive peer relationships within schools. Schools, educational institutions and educational policymakers can organize peer mentoring programs, group study sessions, or clubs encouraging peer interaction and support.

This study recommends a deliberate investment in professional development by educational policy makers like the Ministry of Education and Ghana Education service for teachers that emphasizes building strong, positive relationships with students. This can involve providing training on effective communication, mentorship, and strategies to create a welcoming and inclusive classroom environment.

5.6 Recommendations for further studies

Future research could focus on the long-term effects of social capital on educational outcomes, tracking students' progress and success beyond the senior high school level to understand how social capital factors continue to influence their educational journeys.

Comparative studies could explore social capital and its impact on educational outcomes across different educational institutions and regions, allowing for a more comprehensive understanding of its role in diverse contexts.

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APPENDIX: QUESTIONNAIRE



UNIVERSITY OF GHANA

INSTITUTE OF STATISTICAL SOCIAL AND ECONOMIC RESEARCH

Introduction

As a student at the University of Ghana, I am currently researching the *Effects of Social Capital on Senior High School Student Educational Outcomes In The Greater Accra Region Of Ghana*.

This survey aims to investigate the impact of social capital on academic achievements among senior high school students. Specifically, the study examines the relationship between social capital and educational outcomes at the senior high school level. The individual conducting this study is a Master of Arts student undertaking this research as a partial fulfilment of the requirements for attaining a Master of Arts degree in Development Studies. The findings obtained from this investigation are intended solely for academic use and must be handled with the requisite level of confidentiality.

I would greatly appreciate your response to the following questions.

Expressing gratitude.

SECTION A (DEMOGRAPHIC AND SOCIOECONOMIC BACKGROUND)

1. What is your age?
2. What is your Gender? (A) Male (B) Female
3. What Academic level are you are in?
(A) Form 1 (B) Form 2 (C) Form 3
4. What program are you offering?
(A) General Arts (B) Science (C) Visual Arts (D) Home economics (E) Business (F) Other
5. Place of residence.....
6. What is the distance between your house and school in kilometres.....?
7. Number of people living in your household.....?
8. What type of income bracket does your family fall under?
(A) Upper income (B) Middle income (C) Lower income
9. Number of siblings.....?
10. Highest education level of your household?
(A) Basic education (B) Secondary education (C) Tertiary education
11. Who is the most educated member of your household?
(A) Your father (B) Your Mother (C) Siblings
12. Who is least educated member of your household?
(A) Your father (B) Your Mother (C) Siblings
13. What is the level of Education of your father?
(A) Basic education (B) Secondary education (C) Tertiary education
14. What is the level of Education of your Mother?
(A) Basic education (B) Secondary education (C) Tertiary education
15. What type of Junior high school did you attend?

(A) Private (B) Government

16. Which locality does your Junior high school fall under?

(A) Rural (B) Urban

17. What is the occupation of your father?

(A) Doctor (B) Nurse (C) Teacher (D) Engineer (E) Government worker (F) another other

(Please specify)

18. What is the occupation of your Mother?

(A) Doctor (B) Nurse (C) Teacher (D) Engineer € Government worker (F) another other

(Please specify)

19. Household durable asserts tick the following

Assets	Yes	No
TV		
Refrigerator		
Smartphones		
Car		
Bicycles		
Motorbike		
Number of rooms used. by your household		

20. Do you engage in any extracurricular activities in school?

(A) Yes (B) No

21. If yes Specify.....

22. Do you occupy any position in school?

(A) Yes

(B) No

SECTION B: (FAMILY SUPPORT

Please select as applicable for household representing immediate family and the other family representing your extended family.

Questions	Household	Other family members
23. In what way does your family support your education?	(A) Buy books for you (B) Payment of extra classes fees (C) Pocket Money Other (Please specify)	(A) Buy books for you (B) Payment of extra classes fees (C) Pocket Money Other (Please specify)
24. How often do your family members discuss your schoolwork or educational goals with you?	(A) Never (B) Rarely (C) Occasionally (D) Often (E) Very often	(A) Never (B) Rarely (C) Occasionally (D) Often (E) Very often
25. Do you feel comfortable seeking help from your family when you face academic challenges?	(A) Yes (B) No	(A) Yes (B) No
26. How involved are your family members in school-related activities (e.g., parent-teacher meetings, school events)?	(A) Not involved at all	(A) Not involved at all

	(B) Minimally involved	(B) Minimally involved
	(C) Moderately involved,	(C) Moderately involved,
	(D) Highly involved	(D) Highly involved
27. Have your family members provided financial assistance or resources to support your education?	(A) Yes	(A) Yes
	(B) No	(B) No
28. Does any of your family members help you with your assignment?	(A) Yes	(A) Yes
	(B) No	(B) No
29. Has your family's support positively influenced your motivation to succeed academically?	(A) Strongly agree,	(A) Strongly agree,
	(B) Agree	(B) Agree
	(C) Neutral	(C) Neutral
	(D) Disagree	(D) Disagree
	(E) Strongly disagree	Strongly disagree
30. How would you rate the level of support you receive from your family regarding your educational pursuits?	(A) Very high support	(A) Very high support
	(B) High support	(B) High support
	(C) Neutral	(C) Neutral
	(D) No support	(D) No support
31. How do you perceive the impact of your family's support on your educational outcomes?	(A) Leads to a very high academic outcome	(A) Leads to a very high academic outcome
	(B) leads to High academic outcomes	(B) leads to High academic outcomes
	(C) Neutral	(C) Neutral
	(D) Leads to low academic outcomes	(D) Leads to low academic outcomes

32. Do you believe that having a supportive family positively affects educational outcomes?

(A) Yes, it has

(A) Yes, it has

(B). No, it hasn't

(B). No, it hasn't

33. How well do you think your family understands your educational aspirations and goals?

(A) Not at all,

(A) Not at all,

(B) Somewhat,

(B) Somewhat,

(C) Moderately

(C) Moderately

(D) Very well,

(D) Very well,

(E) Completely

(E) Completely

34. Have your educational outcomes improved due to the support you receive from your family?

(A) Yes, it has

(A) Yes, it has

(B) No, it hasn't

(B) No, it hasn't

35. Do you think your educational outcomes would be different if you had more support from your family?

(A) Strongly Agree

(A) Strongly Agree

(B) Agree

(B) Agree

(C) Neutral

(C) Neutral

(D) Disagree

(D) Disagree

(E) Strongly disagree

(E) Strongly disagree

36. Do you think your educational outcomes would have been different if you had less support?

(A) Strongly Agree

(A) Strongly Agree

(B) Agree

(B) Agree

(C) Neutral

(C) Neutral

(D) Strongly Disagree

(D) Strongly Disagree

(E) Disagree

(E) Disagree

37. What barriers hinder, your family's ability to

(A) The lack of Money

(A) The lack of Money

support your education
(Please tick as applicable)

- | | |
|------------------------------|------------------------------|
| (B) Lack of Time | (B) Lack of Time |
| (C) My Family are uneducated | (C) My Family are uneducated |
| (D) My family are uneducated | (D) My family are uneducated |
-

SECTION C: (PEER NETWORK)

Please tick for both your friends in your school and your friends outside your school

Questions	Friends in school	Friends outside school
38. How many close friends do you have?	(A) 1-5 (B) 5-10 (C) 10-15 (D) 15-20 (E) 20 and above	(A) 1-5 (B) 5-10 (C) 10-15 (D) 15-20 (E) 20 and above
39. How often do you interact with your friends?	(A) Never (B) Rarely (C) Occasionally (D) Often (E) Very often	(A) Never (B) Rarely (C) Occasionally (D) Often (E) Very often
40. How often do you discuss school-related topics with friends?	(A) Never (B) Rarely (C) Occasionally (D) Often (E) Very often	(A) Never (B) Rarely (C) Occasionally (D) Often (E) Very often
41. 5. Do your friends motivate you to perform better academically?	(A) Yes, they do (B) No, they don't	(A) Yes, they do (B) No, they don't
42. Have you ever sought academic help or tutoring from your friends?	(A) Yes, I have (B) No, I haven't	(A) Yes, I have (B) No, I haven't

43. Do you collaborate with your friends on school assignments or projects?	(A) Yes, I do (B) No, I don't	(A) Yes, I do (B) No, I don't
44. Which of these negative behaviors have you learnt from your friends	(A) Smoking (B) Truancy (C) Absenteeism (D) Lateness (E) Womanizing Other	(A) Smoking (B) Truancy (C) Absenteeism (D) Lateness (E) Womanizing Other
45. How has your network with your friends impact your educational outcomes?	(A) Leads to a very high academic outcome (B) leads to High academic outcomes (C) Neutral (D) Leads to low academic outcomes	(A) Leads to a very high academic outcome (B) leads to High academic outcomes (C) Neutral (D) Leads to low academic outcomes
46. Has your collaboration, interaction, and network with your friends and peers in and outside your school improved your educational outcomes?	(A) Yes, it has (B) No, it hasn't	(A) Yes, it has (B) No, it hasn't

SECTION: (STUDENT-TEACHER RELATIONSHIP)

Questions	Response
47. How would you rate your relationship with your current or most recent teacher?	(A) Very High (B) High (C) Moderate (D) Low (E) Very low

48. How often do you interact with your teacher outside of the classroom? (e.g., during breaks or after school)

- (A) Never
- (B) Rarely
- (C) Occasionally
- (D) Often
- (E) Very often

49. How comfortable do you feel discussing academic challenges with your teacher?

- (A) Not comfortable at all
- (B) Somehow comfortable
- (C) Very comfortable

50. How responsive is your teacher to your questions or concerns?

- (A) Not responsive at all,
- (B) Somehow responsive
- (C) Very responsive

51. Do you feel your teacher's support has positively influenced your learning outcomes?

- (A) Yes
- (B) No

52. Do you do extra classes with your teachers?

- (A) Yes
- (B) No

53. If yes is it free?

- (A) Yes
- (B) No

54. How has your relationship with teacher affected your educational outcomes?

- (A) Leads to a very high academic outcome
- (B) leads to High academic outcomes
- (C) Neutral
- (D) Leads to low academic outcomes

SECTION D (EDUCATIONAL OUTCOMES)

55. How would you rate your overall academic performance?

- (A) Very Good
- (B) Good
- (C) Moderate
- (D) Bad

56. Can you please provide your scores for the following subjects for the following terms?

Subject	Science	Mathematics	English	Social
Term 1 Marks				
Term 2 Marks				

Teachers' verification

Subject	Science	Mathematics	English	Social
Term 1 Marks				
Term 2 Marks				



