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Household Socioeconomic Status and Parental Investments: Direct and Indirect Relations With School Readiness in Ghana

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This study examines how parent sockeconomic status (SES) directly and indirectly predicts children's school readness through pathways of parental investment. Data come from direct assessments with prechool chi-drem and surveys with their primary compleme in Gausa at the narr of the 2015-2016 school year  $O^* = 2.05^\circ$  $M_{\odot} = 5.2$  years). Becairs revealed SDs related gaps in all parental insentence (hour territoris and directly and directly and strength and the path from SDs to made skills. Precidence involvement around as the primary mediating mechanism in the path from SDs to made skills. Precidence involvement around as the primary mediation mechanism in the path from SDs to made skills. Precidence involvement around as the primary mediation. The number of books in the house-hold was megizedly positively prodicities of early. Intracy, whereas at home stimulation was negatively achieved to mater, kiency, and momentcy skills.

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primary school, with only 10.9% and

primary school, with only 103% attaining prefi-ciency in Primary 6 (Pi) equivalent of sich grades, In English, 281% of P3 students and 290% of P5 students achieved proficiency. For both grades, approximately 40% of the students failed to achieve even minimum competency in mathematics, and approximately 40% of the students failed to achieve minimum competency in English (Ministry of Edu-cation, 2014). Countries' socioeconomic and educational char-acteristics are strongly comelated with their chi-dren's developmental weilbing (MCO) et al., 2016). At the same time, recent research finds that parenting, rather than county environment, is the most important input to early childhood human capital formation (Schoellman, 2016). Yet very lattle is known about how individual families cope with reconomic handblyp and pergame their children for school in sub-Subaran. Artica. Indeed, nearly all of the research on the relations between sciencennois status (SUS), parental investments, and child device school in sub-Saharan Atrica. Indeed, nearly all or the resourch on the relations between socioeconomis status (SRS), parental investments, and child devel opment has taken place in North America and Wess tern Europe (Bornatin et al., 2012), with some more recert work focusing on Asia and Latin America dev. Bidement and 2012. Remaind fish tern Europe (Bornstein et al., 2012), with some more recent work focusing on Asia and Latin America (e.g., Behman et al., 2017; Fernald, Sch-nans, Neurdick Kastuer, & Genern, 2014). In the present article, we address this gap by exploring the relations between household SES (measured by household wealth and parental

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## **Household Socioeconomic Status and Parental Investments: Direct and Indirect Relations With School Readiness in** Ghana

This study examines how parent socioeconomic status (SES) directly and indirectly predicts children's school readiness through pathways of parental investment. Data come from direct assessments with preschool children and surveys with their primary caregivers in Ghana at the start of the 2015–2016 school year (N = 2,137; Mage = 5.2 years). Results revealed SESrelated gaps in all parental investment characteristics and child school readiness skills. Preschool involvement served as the primary mediating mechanism in the path from SES to most school readiness skills, though it did not predict executive function. The number of



books in the household was marginally positively predictive of early literacy, whereas athome stimulation was negatively related to motor, literacy, and numeracy skills.

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