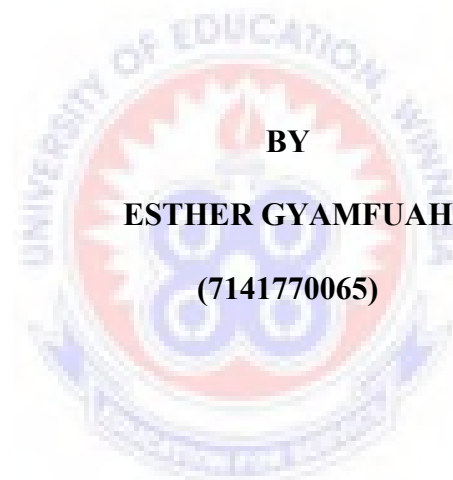


**UNIVERSITY OF EDUCATION, WINNEBA**

**EXPLORATION OF PARENTAL SUPPORT TOWARDS THEIR CHILDREN  
EDUCATION IN RURAL AREAS: A CASE STUDY OF BETINKO D/A BASIC  
SCHOOL**



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**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfillment of the  
requirements for award of the Master of Arts (Educational Leadership) degree**

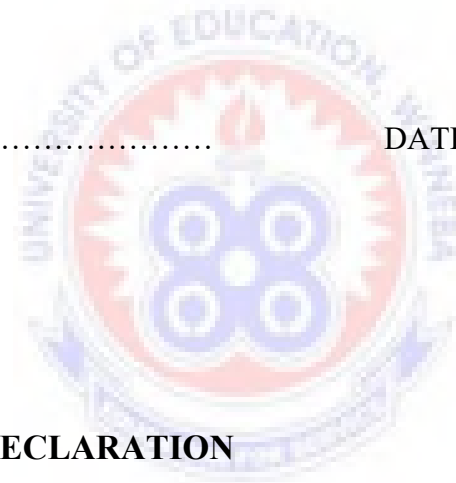
**AUGUST, 2016**

## DECLARATION

### STUDENT'S DECLARATION

I, ESTHER GYAMFUAH, declare that this project report with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE..... DATE.....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project report was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

SIGNATURE..... DATE.....

PROF. FREDERICK KWAKU SARFO

## **DEDICATION**

I dedicate this project to God Almighty for His guidance and protection throughout my school years especially at the University of Education, Winneba Kumasi-Campus and to my Husband whose constant prayers and moral support led to the success of my academic pursuit.



## ACKNOWLEDGEMENT

The success of this work is not due to my personal effort but by the grace of the Almighty God. I would therefore like to show my sincere gratitude to God Almighty under whose umbrella I live and who has blessed me with good health and guidance to successfully complete this program.

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Finally, to all who supported me in diverse ways and the authors whose published works and articles helped me in a way, I say thank you.

## TABLE OF CONTENTS

CONTENTS	PAGE
DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ABSTRACT.....	xi
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Purpose of the Study .....	4
1.4. Objectives of the Study.....	4
1.5. Research Questions.....	4
1.6. Significance of the Study.....	4
1.8. Organization of the Study.....	5

<b>CHAPTER TWO</b> .....	6
<b>REVIEW OF RELATED LITERATURE</b> .....	6
2.0. Introduction.....	6
2.1. Theoretical Framework.....	6
2.1.1 Maslow’s Needs Theory and its Implication to the Study.....	8
2.1.1.1. Basic Characteristics of Motivation.....	11
2.1.1.2. Parental Motivation.....	21
2.2 The Concept of Parental Support.....	22
2.2.1 Parental Support towards education of children .....	28
<b>CHAPTER THREE</b> .....	44
<b>METHODOLOGY</b> .....	44
3.0. Introduction.....	44
3.1. Research Design.....	44
3.2 Population of the study .....	45
3.3. Sample and Sampling procedure .....	46
3.4. Research Instrument.....	46
3.5. Data Collection Procedure .....	47
3.6. Data Analysis Procedure.....	48
3.7. Ethical Considerations .....	49

<b>CHAPTER FOUR</b> .....	50
<b>PRESENTATION AND DISCUSSION OF RESULTS</b> .....	50
4.0. Introduction.....	50
4.1. Demographic Characteristics of Respondents .....	50
4.2. Presentation of results of the research questions .....	51
4.2.1. Research Question One – To what extent do parents support their children to do their homework? .....	51
4.2.2 Discussion of results in relation to research question one .....	55
4.2.2. Research Question Two – What material support do parents assist their wards in school with? .....	57
4.2.2.1 Discussions of results on parents providing material support to their children. ...	60
4.2.3. Research Question Three – What kind of financial support do parents give to their children in school? .....	61
4.2.3.1. Discussion of results on the kind of financial support parents give to their children. ....	64
<b>CHAPTER FIVE</b> .....	66
<b>SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS</b> .....	66
5.0. Introduction.....	66
5.1. Summary of the Study .....	66
5.2. Conclusion .....	67
5.3. Recommendations.....	68
5.4. Recommendation for Future Research.....	68

<b>REFERENCES.....</b>	<b>69</b>
<b>APPENDIX.....</b>	<b>78</b>





## LIST OF TABLES

<b>TABLES</b>	<b>PAGE</b>
Table 4.1: The extent to which parents support their wards to do their homework .....	52
Table 4.2: The kind of material support parents assist their wards in school with.....	57
Table 4.3: The kind of financial support parents give to the children in school.....	62



## LIST OF FIGURES

<b>TABLES</b>	<b>PAGE</b>
Figure 4,1 Summary graph on the extent parents support their children to do their homework .....	55
Figure 4.2 Summary graph on parents support to their children .....	60
Figure 4.3 Summary response on the kind of support parents give to their children .....	64



## ABSTRACT

The purpose of the study was to explore parental support towards their children education at Betinko D/A Basic School. The study addressed the following research questions: to what extent do parent's support their children to do their homework, to what degree do parents assists their children materially and to what extent do parents support their children financially. The descriptive survey design was used for the study. Cross sectional survey with closed ended questionnaire were used to collect data from 87 parents. Descriptive statistics were used to analyze the data with a total reliability of 0.801 cronbach alpha. The result of the study revealed that majority 61(69.10%) of the parents do not support their children's homework. In addition, it came out from the study that 78(90.10%) of the respondents do not provide material support to their children's education. It was again revealed that as many as 71(78.60%) respondents do not support their children financially. Based on the findings, it was recommended that School heads should organize termly PTA meetings to create Parents awareness of the need to support their wards. It was again recommended that parents should be encouraged to support the efforts of the government in the provision of educational needs. It was lastly recommended that information center in the study area should advice parents the need for them to be responsible on their children's education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter consists of background to the study, statement of the problem, purpose of the study, objective of the study, research questions, and significance of the study, delimitation of the study and organization of the study.

#### **1.1 Background to the Study**

Millions of children around the globe are growing up without one or both parents. Children without parental support find themselves at a higher risk of discrimination, abuse and exploitation and their well being is insufficiently monitored. Lack of parental support can impair the emotional and social development of children which would ultimately expose them to sexual abuse and physical harm (Roffey, 2004).

The effect of parental support on a child at any given time cannot be overemphasized. The home is very germane and crucial to child well being and development in later life. Family is the primary cell of society where the child upbringing must begin. According to Roffey (2004), a person's principle established since childhood are like letters engraved on a bark of a young tree, which grow, magnify with the tree and eventually become an integral part. Glanz (2006) indicated that nobody ever said that children are easy to raise. They do not come with guidelines and instructions, what they do come with is a set of physical and emotional needs that must be met. Failure on the part of parents to meet

these specific needs can have wide – ranging and long lasting negative effects especially on academic performance (Epstein & Salinas, 2004). This is because parents in the home are children first teacher. As a child move from infants to toddler, and then to preschooler, the child learns how to speak, listen, write and read which later develop the child to achieve academically. The influence of parents on children school is well documented in numerous studies.

Cassity & Harris (2000) says greater parental support at early stage at child learning; positively affect the child school performance including higher academic performance. Fan & Chen (2001) emphasized that family whose children are doing well in school exhibit the following characters:

1. Establishing daily family routine by proving time and a quite place to study with the children and assigning responsibilities for household chores.
2. Monitor out – of school activities, for example setting on television watching, reduce time playing, and monitor the group of friends the children walk with.
3. Encourage children progress and development in school; that is maintain the worm and supportive home, showing interest in the child progress at school, helping him or her with home work, discussing the value of education and future career with children.

Children with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school (Spera, 2005). Spera (2005)

further noted the positive effects of parental support have been demonstrated at both the basic and high school levels across several studies, with the largest effects often occurring at the basic level.

## **1.2. Statement of the Problem**

Majority of parents worldwide want their children to do well in school and have desire to help their children to succeed. Most parents want their children to have as much personal attention as possible in order not to distract them from their education.

Parent's involvement in the educational lives of children positively influences student learning and achievement. Sanders (2007) showed that parental support significantly predicts children education, specifically, the children school adjustment and academic performance. When pupils have caring family and parents to support, they turn to succeed not just in school, but also throughout in life. In fact the most highly predictor of pupil's academic is not the parent's income or high socio – economic status, but the extent to which parents are able to create a home environment that is encouraging for learning.

However, Atwima Mponua District of Nyinahin of Ashanti has limited economic activities and is mostly dominated by farming and involvement of petty trading which seems to affect their engagement in their children's assistance with homework and others. It is not clear to what extent they support their needs in education. For this reason, the study sought to find out the kind of support that parents give to their children in Betinko D/A Basic School in the Atwima Mponua District of Nyinahin in Ashanti Region.

### **1.3. Purpose of the Study**

The purpose of the study was to explore parental support towards their children education in rural areas

### **1.4. Objectives of the Study**

The following are the objectives of the study

1. To find out the extent to which parents support their wards to do their homework.
2. To determine the material supports parents assist their wards in school with.
3. To establish how parents assist their children in school financially.

### **1.5. Research Questions**

The following research questions guided the study:

1. To what extent do parents support their children to do their homework?
2. To what degree do parents support their wards in school materially?
3. To what extent do parents support their children in school financially?

### **1.6. Significance of the Study**

The following are the significance of the study:

The study will educate the general public on the need for good parental support not only to enhance pupils' performance, but to prepare the child for the future endeavor with right upbringing so that the child will be freely with better self esteem.

The finding will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field.

### **1.7. Delimitation of the Study**

The study should have covered all basic schools in Kwanfifi circuit in Atwima Mponua District. However, regarding the geographical coverage, the researcher limited the study to Betinko D/A Basic School. Only few parents were selected for the furtherance of this study. In addition, the study only explored the support parents provide to aide their children to do their homework, material support parents assist their wards in school with and financial support parents give to their children in school.

### **1.8. Organization of the Study**

This study is organized into five chapters. Chapter one deals with the introduction which comprise of the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitation and organization of the study. Chapter two covers the review of available literature related to the topic under study. Chapter three captures the research design, description of the population, sample and sampling procedure and research instrument. It also contains the data collecting procedure, data analysis and ethical consideration. Chapter four also focuses on data presentation and analysis while chapter five contains the summary, and conclusions recommendations of the study.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0. Introduction**

In this chapter, the researcher reviews literature relevant to the study. That is the researcher looks at the relevant literature under the following headings:

- Theoretical Framework
- The Concept of Parenting
- The Concept of Parental Support
- Parental Support towards education of children
- Factors of Parental Support towards their children education
- Parents Assisting their Children in their Homework
- Home Environment and Pre-school Learning
- Parents' participation in educational activities at home
- Provision of Educational Material or Resources for Children
- Family income and pupils' performance at primary schools

#### **2.1. Theoretical Framework**

The basis of the literature has been reviewed based on Maslow's need theories. Need theories Analysis of Maslow (1970) theory of need hierarchy which seems to be the fundamental motivational theory is as follows:

- Physiological Needs

These are the needs required to sustain life such as air, water, food, sleep, or rest. It is also known as the fundamental and basic life sustaining needs. Once these needs are met, they no longer influence behavior; otherwise, they remain very strong motivators. In schools, these basic needs of students and teachers are to be satisfied before better learning can take place.

- Safety Needs

Once physiological needs are met, one's attention turns to safety and security needs. In the conviction of Maslow, if a person's survival needs have not been met, he would not be in a state of readiness that would cause him to seek the next level of personal needs, those of safety. These include job security, insurance and medical aid and the need to feel protected against physical and emotional harm. In educational institutions, fringe benefits, retirement or pension schemes, medical care, among others often meet such needs. If a teacher is satisfied with this need then much commitment would be given to work.

- Social Needs

This is the third level of Maslow's Needs Theory. Social needs are those connected with the human interactions which the person faces in whatever situation he finds himself. Some examples of these needs are love, friendship, acceptance and belonging to a group. These needs are satisfied when the individual is loved and accepted by colleagues, and socialize in the work

environment. In an educational institution, teachers and students fulfill these needs as they are encouraged to interact with one another and with others to share ideas.

- Esteem Needs

This level of needs is the need for social status and recognition, reputation, attention and respect from others. Teachers, parents, stakeholders and students must be part of the decision making machinery of the school. This would encourage them to all contribute to the effective participation of the girl child in school. The school authorities can play this role actively by showing appreciation for teachers, parents and stakeholders and vice versa the parents and stakeholders also show appreciation to the school.

- Self – Actualization

This is at the top of Maslow's hierarchy of needs. At this stage, a person is said to have reached his/her potential in self-actualization. Individual become creative, use their talents well, commit and involve themselves to whatever they are to do. In education, these are the favorable conditions which permit teachers to perform and help students to participate (enroll and retain) well in school.

### **2.1.1 Maslow's Needs Theory and its Implication to the Study**

This theory is mainly on motivation. When the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them to use their potentials, values,

skills and time to improve performance in every institution. The implication of this theory to parental support for children education is that, education is a need to every child, the family and in the society in which one lives. Children can never be denied this opportunity. For children to have successful education, they should be motivated by providing all the needs under this theory.

Another implication is that, if the social needs of children and parents are met, the support for the child in school would be addressed. In fact, if children are motivated interactions between parent and pupil, parent and teacher, teachers and pupil and with stakeholders would be increased for enhanced children's education.

Another implication of the theory to the study is that, when the physiological needs, (which are the basic necessities of life) of children are met by parents, it becomes a strong motivator to them. This would in turn increase the rate of children's enrolment and retention in school and also improved academic performance. The study was related to Maslow's Needs theory in an attempt to address significant issues relating to parental support towards their children's education in the Betinko D/A Basic School.

Marcus & Levine (2010) accepted the fact that this theory has influenced a number of different fields including education. This wide influence is due in part to be high level of practicality of Maslow's theory. It is therefore undeniable fact that these needs must be considered in every aspect of life. Parents are therefore required to consider all these

needs for proper upbringing of their children. Maslow's Needs theory is all about motivation, what then is motivation?

### **2.1.2 Motivation**

Motivation is the processes or conditions which may be physiological or psychological, innate or acquired, internal or external to the organism which determine or describe how, or in respect of what, behavior is initiated, maintained, guided, selected or terminated, it also the end states which such behavior frequently achieve or is designed to achieve whether they are conditions of the organism or environment; it describes and accounts for various individual differences which appear in respect of the various behaviors, processes, conditions and outcomes (Littman, 1958).

Motivation may be viewed as a causative factor, an incentive or drive for job performance. It may also be explained as the process of moving oneself and others to work towards the attainment of individual and organizational objectives. Motivation is not behavior; it is a complex internal state that cannot be observed directly but which affects behavior. Motivation can only be inferred from individuals' behavior (either verbal or nonverbal). According to Owens (1998), motivation is made up of "all those inner striving conditions described as wishes, desires, etc ... it is an inner state that activates or moves individuals." Without motivation there would be no purposive, organized behaviour by the individual worker. Owen arouse further observes that we speak of a person as being motivated when the person works "hard", "keeps at" his or her work, and directs his or her behavior towards appropriate goals.

Behaviour, as Owens (1998) explains, is an attempt to satisfy needs that motivate the individual; behavior is the means by which the individual seeks to satisfy needs. Owens argue that needs cannot be directly observed or measured. Their existence must be inferred from a person's behavior. By observing people's behavior, psychologists have determined that needs motivate, that is, they cause people to act. When a need is felt, it induces a drive state in the individual. Drives are deficiencies with direction, which is toward a goal. Goal is anything that is perceived as being able to satisfy a need. The degree of satisfaction obtained by attaining the goal affects the individual's behavior in related future situations.

### **2.1.1. Basic Characteristics of Motivation**

There are three characteristics of motivation as follows:

Effort refers to the strength of a person's work-related behavior or the amount of exertion a person exhibits on the job. For example, a teacher might exhibit great efforts in planning and delivering his mathematics lesson in the classroom while a sanitary laborer may also go at great length in keeping the school and its surroundings clean. Both are workers who exert good efforts in a manner that is appropriate to their jobs.

Persistence refers to the endurance or perseverance that individual's exhibit in applying effort to their work task. For example, how persistent is the teacher or the laborers in his teaching or cleaning? Obviously if a teacher works so hard at his lessons in one week and relaxes for the next three weeks, he cannot be described as highly motivated. Similarly, a laborer who works very hard to clean a school compound for two hours and sleeps under a shady tree for the next four hours is not motivated. Both the teacher and the compound

worker have not been persistent in the application of their effort. Both effort and persistence determine the quantity of work done by an individual worker.

Direction refers to the trend of a person's work-related behavior. That is: does a worker channel his persistent effort in a direction that will benefit the organization? For example, if the mathematics teacher exerts persistent effort at teaching some topics just because of his deep interest in those topics, but ignores the prescribed syllabus for the final examination, the students are most likely to fail in their examination. In this case although the teacher will make persistent effort at teaching, his teaching will be wrongly directed as far as the school's needs are concerned.

Hence motivation is the extent to which a person's persistent effort is directed towards organizationally relevant outcomes. Such outcomes might include productivity, attendance, or creative job behaviors.

Student motivation naturally has to do with students' desire to participate in the learning process. It also deals with the reasons or goals that underlie their involvement or noninvolvement in academic activities. Students may be motivated to perform a given task; the sources of their motivation may be different. Two main factors of students' motivation will be critically reviewed in this study which are; intrinsic factors and extrinsic factors. Intrinsic (internal) factors are those elements within a person such as personality, self-efficacy, commitment level, self-discipline, life objectives and perception that motivate a student.

According to Lepper (1988), a student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Preferably, an internal desire (intrinsic motivation) drives individuals to perform the most important and meaningful tasks in their lives. Intrinsic motivation is the desire to accomplish a task for the sake of curiosity, interest, pursuing mastery, developing skills, expanding experience, gaining knowledge, and so on. Extrinsic (external) factors are the elements in the environment such as family support- moral and economic, teachers' skill, qualification and guidance, and peer group influence that motivate a student. An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher's approval. The focus of the mind when extrinsically motivated is not on mastering the task itself but on seeing the task as a means to an end, rather than an end in itself. Some extrinsic motivators are incentives, honor rolls, academic awards, and praise from teachers or superiors, and affirmation by parents and peers.

Literature provides a number of reports, which have effectively established a relationship between performance of students and role of different factors. The most common factors are family, teacher, school environment, and personal profile of the students (Gianzero, 1999; Hijazi & Naqvi, 2006). Hijazi and Naqvi (2006) also stated that there are many ways to weigh up different factors which can affect performance of students. The factors itemized here can be divided into the broad topics of intrinsic and extrinsic motivation.



### **2.1.2 Intrinsic Motivation**

According to White (1959), intrinsic motivation centers on performing an activity for its inherent satisfactions rather than for some separable consequence. A person who is intrinsically motivated acts for the fun or challenge entailed rather than because of external prods, pressures, or rewards. It was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward. Perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives (Ames, 1992; Nicholls, 1979).

Fincham and Cain (1986), opined that intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control. Self-beliefs of efficacy play an important role in motivation. Many people motivate themselves and guide their actions by forming beliefs about what they can do. They anticipate possible outcomes of probable actions. They set goals and plan courses of action to realize valued futures. Bandura (1986) stated that the individual efficacy expectations, or their beliefs that they can accomplish a given task or activity, are a major determinant of activity choice, willingness to expend effort and persistence.

A lot of theories have been propounded to explain intrinsic motivation but those that were considered in this review are captured in the subsequent sections. Intrinsic motivation stems from three different forms of cognitive motivators which have their corresponding

theories. The theories are attribution theory, expectancy-value theory and goal theory. Self-efficacy beliefs operate in all three; individuals who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Many researchers have acknowledged that children's ability beliefs relate to and predict positively their performance in different achievement domains (Meece, et al., 1990; Stipek & Maclver, 1989).

Motivation in expectancy-value theory is regulated by the expectation that a given course of behavior will produce certain outcomes and the value of those outcomes. As such people act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance. By setting goals, people make self-satisfaction conditional. These goals give direction to their behavior and create incentives to persevere in their efforts until they fulfill their valued goals.

According to Wentzel and Wigfield, (1998), most attention has been placed on two goal orientations; learning or task master goals and performance or ego goals. Learning or task master goals refer to an orientation to master or accomplish an activity while performance or ego goals refer to the desire to demonstrate one's own ability, and outperform others. Students who aim at outperforming others are very likely to choose activities they know they can do and do well while those focusing on mastery select more challenging tasks which will cause them to progress. It has further been argued that children who have mastery goal orientations will be more likely to maintain positive motivation in school (Ames, 1992).

Mastery type goals deals with the use of deeper processing strategies (elaboration) and met cognitive, self-regulatory strategies, such as planning, comprehension monitoring, and the like (Pint rich & DeGroot, 1990). Nicholls et al., (1989) stated that another goal orientation is work avoidant goal orientation which is defined as the attempt to avoid doing academic tasks. In this situation, the student begrudges any form of academic work and therefore is not motivated to perform well. Children's subjective task values refer to their purposes or incentives for doing different activities (Wigfield & Eccles, 1992).

According to Goldberg, (1994), children with intrinsic motivation in academics would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have lower perceived academic competence. Ryan, (1982), believes that the perceived competence must be backed by a feeling of autonomy or control in order for an activity to be intrinsically motivated. Rotter, (1966), postulated that researchers interested in individuals' control beliefs originally distinguished two such beliefs, internal and external locus of control. Findley and Cooper (1983), Stipek and Weisz, (1981) have shown that children and adolescents with a stronger internal locus of control tend to be higher achievers. Connell (1985) also proposed a study of unknown control beliefs. It was believed that children who lacked understanding of what controls their achievement outcomes achieved less than children with an internal locus of control.

According to Deci, (1971) and Harackiewicz, (1979), various early studies showed that positive performance feedback enhanced intrinsic motivation whereas negative

performance feedback diminished it. Student's intrinsic motivations are boosted when they perform very well after their studies which urged them on to get interested in their studies to perform. Broussard, (2002) stated that intrinsic motivation exists in the bond between the person and the task. As such people can be motivated to perform a task because it is interesting or due to the satisfaction they obtain from it. This is supported by Skinner's operant theory, Skinner, (1953) which maintained that all behaviors are motivated by rewards, that is, separable consequence such as food or money. This meant that, intrinsically motivated activities had their rewards in the activity itself. Hull's learning theory. Hull, (1943) learning theory contrasted this assertion with a statement that all behaviors are motivated by physiological drives and their derivatives. Therefore, intrinsically motivated activities provided satisfaction of innate psychological needs. Ryan and Deci (2000) assert that intrinsic motivation results in high-quality learning and creativity. It has been discovered that extrinsic rewards may undermine intrinsic motivation (Deci, 1971; Lepper, et al., 1973). This means that, rewards can shift people from a more internal to external point. Threats, deadlines, directives and competition pressure have been found to diminish intrinsic motivation because people experience them as controllers of their behavior (Reeve &Deci, 1996).

As stated by Deci, Nezlek, and Sheinman (1981), autonomy supportive teachers promote greater intrinsic motivation in their students, curiosity, and the desire for challenge. In the same vein, children with autonomy supportive parents are more mastery oriented more likely to spontaneously explore and extend themselves than children with controlling parents (Grolnick & Ryan, 1986). Therefore, it can be said that in extension that

classroom and home environment contribute to intrinsic motivation which positively affect academic performance of students. As intrinsic motivation increases, academic achievement increases (Broussard, 2002). In a nutshell, children who are intrinsically motivated function more effectively in school.

Goldberg and Cornell (1998) however asserted that intrinsic motivation did not directly influence subsequent achievement. They postulated that intrinsic motivation influenced perceived competence and that perceived competence influenced subsequent academic achievement.

In the words of Brophy, (1987) motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." Other researchers posited that students' social motivation and their relations with teachers and peers strongly influence their academic performance and general adjustment to school (Juvonen & Wentzel, 1996). Niebuhr (1995) is of the view that the elements of both school climate and family environment have a stronger direct impact on academic achievement. Social environment, teacher and student interactions, and peer interactions also influence academic achievement (Scott-Jones & Clark, 1986).

## **2.2. The Concept of Parenting**

The term parenting can be traced back to as early as the beginning of human existence. Darling and Steinberg (2003) emphasized that parents are the first nurturers, and educators of their children. Parents take action to support their children in both physical

and mental development. It does not matter how easy or how hard it is to support a family, parents make a commitment to earn a good living for the children so that it can further strengthen the children's mental and physical growth, and development needs.

Unfortunately, the role of parenting requires lots of energy from parents to provide for both physical and intellectual growth. Usually, when parents focus on providing for physical development, they may forget to manage their time so that the children's intellectual development can equally be nurtured. If a couple have more than one child, the demand is doubled, tripled, and so on. The fact is, parents usually work thirty to forty hours on school assignments. Sometimes, they have the time but they are too tired from earning a living to get involved with their children's homework and school meetings (Shaffer & Kipp, 2007).

These parents fail to realize that if children lack physical and mental nurturing; their offspring will not grow as an ordinary person. And if children are lacking either proper food or education, it would be hard for children to cope with their future lives. It is amazing to see the tremendous result that when parents balance their efforts and time equally to provide both adequate education and food, children will grow both physically and intellectually (Kelly & Emery, 2003).

It takes patience and the willingness to raise children in a way so that they will develop to be competent people. Therefore, whether the children will grow up to be healthy in both physically and intellectually depends on the process that parents follow. The choice is up to the parents.

According to Abidin and Brunner (2005) parenting can be simply defined as "the process or the state of being a parent". Once you have a child, you are involved in the process of parenting. However, it is not that simple and Morrison defined parenting as "the process of developing and utilizing the knowledge and skills appropriate to planning for, creating, giving birth to, rearing and/or providing care for offspring". This definition implies that parenting starts when there is a plan for it and it involves not just bringing up the children but also providing care for them (Abidin & Brunner, 2005).

There are several characteristics of parenting. First of all, with the advance of medical knowledge and technology, parenting becomes a choice in life. Secondly, being a parent is a life-long commitment. Thirdly, it involves responsibilities as parents are responsible to take good care of their children physically as well as psychologically. Lastly, parenting involves not just the couple but all the family members since the birth of a child affects the whole family (Barber, 2006).

According to Bearss & Eyberg (2008) the quality of parenting depends on several factors. Firstly, the mature personality of the parents is the basic factor of good quality parenting. It also contributes to the stable and intimate marital relationship, which is the second factor of high quality parenting. Thirdly, the parents' motivation of having a child would affect their way of parenting. Fourthly, whether the pregnancy is planned or not is also an important factor as planned pregnancy implies better preparation to be a parent. Whether the parents' level of expectation on the child is appropriate will certainly affect their parenting quality. Parents' unrealistic expectation will exert pressure on children. Lastly,

the child's temperament and physical attributes is also a factor. A difficult child with physical handicap will make the parenting task more difficult than an easy baby with adorable attributes (Bearss & Eyberg, 2008).

### **2.1.2. Parental Motivation**

As postulated by Scott-Jones, (1984) parents are the primary socializers of children, through observation and imitation; children learn to do what the parents do. Interactions between parents and children are characterized by parental belief system, parental expectations and aspirations, and parent educational and social value. Parents who are competitive and care about how well they perform normally instill the same character in their children. Subsequently the children of those parents try hard to be among the best in their classes. Parents who value education and good performance may also pass this characteristic to their wards through socialization. Families of poor academic history are likely to pass them on to their children therefore they would not be motivated to study and perform well. Wolf et al, (1964) stated that parent's press for children's achievement and a general family environment measure representing the kind of provisions made within the family for general learning accounts for about half the variance in the intelligence test scores of children.

People with high educational experiences and outcomes are said to be one of the factors that influence student success. If students rarely encounter influential academic achievers, they lack role models who can propel them to achieve more (Brooks-Gunn, et al, 1993; Duncan, 1994). Clark (1983) opined that in families of high-achieving high school



seniors, psychosocial orientations and home activity patterns were directed toward achievement. Parents were warm and nurturing, took charge in the home, set clear limits for a broad range of behaviors, provided strong encouragement in academic pursuits, and carefully monitored how time was spent in and out of the home. Optimism and faith were evidenced in the ability of the child to do well, and parents had frequent personal contact and communication with the school and with others (older siblings, community members etc.) regarding the academic progress and overall academic preparation of the child while families of low-achieving seniors expressed feelings of limited control and personal depression with an appalling emotional spirit existent in some homes.

Some parents put pressure on and control their children to the extent that they even choose the courses or programs for their children in the school. Subsequently, the children may not have interest in the subject or program chosen and there would not be motivated to study and perform well academically.

Such student may however perform well only as a result of the fear of parental sanctions or for the sake of their parents.

## **2.2 The Concept of Parental Support**

Parental involvement has been recognized as an important component in education. Parental support is defined as the level of participation that a parent has in the child's education and school (Baker, 2000). Many parents are tremendously supported, often volunteering to help in their child's home learning or assisting with homework, and understanding their child's individual academic strengths and weaknesses. Unfortunately,

there are also many parents who are not directly supported with their child's education. Many schools have programs aimed at increasing parental support such as helping their in their homework.

Bauch (2001) found out that, when parents support their children in their learning, children tend to do better in school, stay in school longer, and like school (Bradley & Corwyn, 2002). Clarks (2003) also found out that, regardless of family income or background, students with involved parents are more likely to; earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

It is important to distinguish between parental involvement and community control of schools. Parents should acknowledge their responsibility in the education of their children in addition to recognizing schools as professional education agencies dedicated to help children in the acquisition of knowledge and development of academic skills. Dodd &Konzal (2000) noted that teachers are the professionals whom the public must trust regarding the education of the children. Yet, parents should be in constant communication with teachers in order to know what kind of intervention their children need to retain and use knowledge and develop academic skills (Dodd &Konzal, 2000).

Epstein (2001) studied the relationship between family and school as a partnership. Her main argument is that community, family members, and schools must share their responsibilities for the education of children and join efforts to create programs and

opportunities for students. Epstein explains that family instills in students to value education, academic work, and interest for success. The critical partnership between school, family, and community allows room for debates, facilitates structure and process for problem solving, and prevails once the conflicts and differences are resolved. Educational research reveals that partnerships between community, family and schools tend to decline across the grades; economically advantaged communities show more parental involvement in school; schools in communities with economic problems tend to make more contact with families in order to ensure that students receive reinforcement in maintaining a positive attitude toward success; and there are some parents that do not become involved with the school unless the school organizes programs to attract them to the school (Epstein, 2001).

Epstein (2001) proposes six types of involvement: Parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. She argues that the type of involvement is conducive to different kind of outcome for students, parents, teachers, and school climate. This partnership can impact students' attitudes, attendance, and behavior. Due to the school, family and community partnership teachers improve their parent-teacher-conferences and communication, develop better understanding of students' families, and become more innovative in assigning effective homework. Epstein emphasizes that more research is needed regarding partnership at various school levels and for diverse student population in schools.

Teacher and parents can differ on their perception and understanding of the education of children (Fine, 2003). The particular consideration to the education of students affects the level and type of cooperation observed between teachers and parents. The influence of these differences in the school, family and community partnership could help to understand why parents from some ethnic minority groups are not more active or involved in the schools of their children. Parents do not feel at home in their children's school. Cooperation of school administrators and teachers in helping parents of minority groups feel that they belong to the school is a critical component in the partnership school, family and community (Fine, 2003).

Partnership in the education of children implies mutual respect, shared interests and open communication between parents and teachers. This partnership also includes a real interest in the cultural and social diversity of children and families involved. Fishel & Susan (2005) found that parent's perception of the school administration; curriculum and instruction of the school, and school climate are good predictors of school performance score. Parents' involvement in the education of their children has an effect on their children ability to learn and influences them to appreciate academic learning the rest of their life. (Henderson & Mapp, 2002) have reported that parents who frequently talk about the importance of educational affairs with their children at home have seen their children academically motivated. Children are motivated when their parents express appreciation for their better performance and praise them for it.

Parental involvement in the education of their children is not limited to visits the parents do to the school or interventions they could provide for their children in the school. Parents can help their children at home. Kraft (2011) reported the result of some studies in which students of parents who helped them at home did better in the school. Kraft (2011) further commented that teachers and school administrators should conduct workshop for parents on how to help their children.

Parental involvement has been conceptualized as a form of social capital that provides benefit to children. Rain and William (2011) have identified three mechanisms through which children receive some benefits from parent involvement. First, the researchers cite the positive message parental involvement in school transmits to children about the importance of education. Second, the social arena parental involvement facilitates to parents to know other parents, teachers, and school administrators who could eventually share with them important and useful ideas regarding the education of their children. The last mechanism deals with the fact that if teachers communicate with parents about the learning difficulties and discipline problems of their children, parents can intervene on time to help their children. Yet, a parent's involvement in their son or daughter's schooling is influenced by the opportunities and resources parents themselves possess, and by their social stratus, race, and ethnicity. Rain and William (2011) reported studies which revealed that parents' socio-economic status (SES) is positively associated with parental involvement in school. Parents with higher income are more involved in the school of their children than parents with lower SES.

Desforges and Abouchar (2003) examined the capacity of some constructs such as personal self-efficacy for involvement, general invitations from the school, specific invitations from the teacher and child, self-perceived skills and knowledge, and self-perceived time and energy to predict parents' self-reported involvement in education-related activities based at home and at school. They found that home-based involvement such as parental role activity beliefs, parental self-efficacy, and parental perception of time and energy predicted significant amount of variance in terms of parents' self-reported involvement. However, many parents are not very clear regarding their role for their children's education (Epstein, 2001). Therefore, something more could be done to increase parental involvement in school in order to ensure student academic success.

All parents want the best for their children. There is no evidence that today's parents are less committed or less caring. Parents have not changed, but the loss of community, the increased fragmentation of family life the competing and often conflicting pressures affect their ability to provide the family life those children so desperately need (Berger, 2000). All parents would like their children to do better in school than they did. Parents do not consciously or unconsciously neglect their children. When they do things that some of us consider undesirable it is not from a lack of desire to teach properly but often because of their life circumstances and the order of priority they face (Bryan, 2005). Parents want to be involved and will be, when there is variety in approaches and activities of parent involvement, and when they are treated as equal partners.

Many parents would like to be involved but are not sure how to do so. Parents need to develop and gain experience, and need help in doing so. Some parents stay away from school, not because they do not want to be involved but because they may have had bad experiences with school and are uncomfortable when they attend parent activities at school. Parents also stay away from involvement in activities because they feel that they are not welcomed at the school building or by the teacher of their children.

### **2.2.1 Parental Support towards education of children**

The effects of parental support on children education are very important especially during the formative years of the children. Camicia & Saavedra (2009) said that people living in elite residential homes have parents who help with their academics and this develops a positive attitude towards school work. According to them, parents in rich environment encourage their children to break new grounds in academic task, offers praises and reward when necessary and this has positive effects on the child's academic performance. According to Kenny (2007), peoples who find themselves in an environment where academic achievement is considered to be a waste of time with parents displaying disinterest in the child's school work perform poorly.

Kenny (2007), suggests that a high competent child is the one that comes from a family environment in which parents encourage him or her to explore, manipulate his or her environment has high academic aspiration and assistance with school work. According to him, lack of parental support and encourage leads to a fall in academic achievement. According to Carter & Healey (2012), the support of the family to formal education is a

strong factor that affects the formal education of the child. To them, families that are ill-disposed to formal education, no matter how affluent they may be tend to be half hearted about the school of their children. It can be concluded from this researcher that parental attitude can have either favorable or unfavorable effects on their ward's education.

### **Factors of Parental Support towards their children education**

Mooney, Oliver & Smith (2009) noted the following as the major factors that hinder and enhance parents' attitudes towards their children education:

- **Learning at Home**

It is common for children to pursue careers their parents chose to concentrate in that area. Having parents as the role models, children are more likely to make an election in the same direction because they have seen their parents doing it. But, for those children who cannot directly look up to a positive role model, result can be different (Mooney, Oliver & Smith, 2009). The parents' level of education, parents' enthusiasm for school and attitudes toward education and learning are directly related with parental aspirations for their children's achievements cai, (2003). Parents with higher levels of education verbally encourage their children to "do well in school" and give them rewards or punishment based on grades.

According to Hoover-Dempsey & Sandler (2005), students' level of educational attainment is strongly linked to the level of schooling their parents expect them to attain and the level of education reached by their parents. Parents with higher levels of



education have higher encouragement for college; discuss with their children about school and higher education and promote students' college aspirations and preparation. Parents' discussions with youth about educational issues are associated with greater likelihood of enrolling in college (cai, 2003). When parents encourage tertiary enrollment and youth perceive parents' interest in their school success, youth sign up for academic tracks in high school associated with college access and develop aspirations to attend college. For example, high achieving low-income students report that their parents provide them with encouragement and motivation conveying the idea that valuing education was a "way out" of poverty (Hoover-Dempsey & Sandler (2005).

Furthermore, parental occupation may influence student performance in several ways: (a) parents' education and types of skills associated with different occupations may motivate students to develop their own skills in particular ways; (b) parental occupation may influence how students perceive themselves in relation to others which in turn affect their social behavior; and (c) parents' occupation may influence their children's beliefs about the usefulness of the learning environment at home (Cai, 2003). High parental expectations are vital during adolescent, more than any other time in development. High parental expectations are linked to some of the more motivational qualities of achievement including feelings of competence, task completion, and enrollment in difficult coursework. By maintaining high expectations, parents may boost students' perceived control and confidence; offer youth a sense of security and help students internalize education values (Fantuzzo, Tighe & Childs, 2000).

- **Parents Assisting their Children in their Homework**

There is evidence that students from homes with extensive educational resources have achievement in physical science and other subject that those from less advantaged backgrounds (Farooq & Berhanu, 2011). Parents with higher levels of education generally have higher Socioeconomic Status (SES) which has been found to have a direct impact in students' performance (Abreu & Cline, 2005).

Research also shows that parents with higher levels of education are more involved in their children's school process. When parents become more involved in helping their children with schoolwork, providing encouragement, arranging to appropriate study time and space, modeling desire behavior, monitoring homework and actively tutoring children at home, it turns into better school results (Fantuzzo, Tighe & Childs, 2000). Studies on familial influences on pupils' achievement include information about parents' level of education, parents' involvement, socioeconomic status and ethnic group (Kenny, 2007).

Kenny (2007) found that majority of dropping out of school and non-enrolment comes from families in poverty and to have parents with low educational levels. Students from poor families have lower rates of high school graduation, are more likely to repeat a grade, and eventually lag in college enrollment rates because family incomes cannot support tuition cost. It indicates that those children will aspire less and achieve less in school (Kenny, 2007). Socioeconomic status is related to parental education and occupation. Parental education is the single most important predictor of students' attitude

towards education. The students who are more likely to go to college or to graduate school are those whose parents attended college. The parents serve as role models in encouraging their children to have high educational aspirations (Farooq & Berhanu, 2011).

Parents play an important role in their children's learning. Aside from being actively involved in their children's education, parents also provide a home environment that can have an impact on learning. Parents serve as models for learning, determine the educational resources available in the home and hold particular attitudes toward education most of the times determined by the level of education they have. Parents' involvement is an important factor in students' achievement. Parents who have a high levels of education have a high level of commitment to their children, set high standards, monitor their student's progress continuously, support achievement and become upset when grades are low (Christenson, 2004).

Home is the backbone for children's personality development, and it (home) influences them through the kind of relationship the family members have. Researchers believe that some of the young people's difficulties at school can be due to problems caused by parents, because their influence models the students' attitudes toward an academic subject. It is a crucial factor in learning and achievement because it plays an important role maintaining students' continued interest in the subject (Desforjes & Abouchaar, 2003).

Those students with positive attitude towards school have a better chance for success in their education and beyond. Students who have positive views of education are likely to have positive attitudes toward the subjects (Cai, 2003). Learning is a social process mediated by learner's environment. It means that all learning is mediated by culture and takes place in a social context, so students are members of the society and they are interacting with other members (Cai, 2003). The social context and the social cultural background have influenced learning, and have played an important role in the teaching and learning process. Students have their own home culture, culture of peers, the culture of school, and the culture of the classroom. The concept of culture includes knowing, valuing, interacting with others, feelings and so on. These characteristics of culture help to explain the difference between students' home culture (Deslandes and Cloutier. 2002). Cultural aspects like parents' educational background, parents' type of jobs, are involved in the students' acquisition of subject choice and skills that will help to support their view of the world around them. Many students experience serious difficulties crossing these cultural borders. Most of them deal with cognitive conflicts between those two worlds. This conflict is played out daily in their classrooms around the world because the capacity to make the transition is not equal for everybody (Cai, 2003).

To be successful in school and in life, pupils need trusting and caring relationships. Family involvement in academics and learning remains important in the pupils' years in school. Unfortunately, family attitude in education tends to decrease across middle and secondary school, due in part to adolescents' increasing desire for autonomy and in part to changes in school structure and organization (Hoell, 2006). Family support to their

education relate to higher rates of tertiary enrollment. It is generally accepted that young people today need a degree to earn a middle-class wage. Educators recognize that schools and early childhood programs alone cannot prepare students for academic success without the support of families which play a critical role in helping the youth succeed in high school and beyond (Hoell, 2006). Since virtually all adolescents live in a “family,” familial influence on students’ achievement focus on family differences such as socioeconomic status, maternal employment, or parents’ educational level affect the students’ achievement (Caspé, 2003). Studies consistently indicate that children from lower socioeconomic levels achieve lower grades in school. As a result of this lower level of achievement, students from poorer families complete fewer years of schooling after high school and are more likely to leave high school prior to graduation than their more advantaged peers. These effects are found across racial, ethnic and national groups and are apparent across various family structures as well (Spera, 2005).

Studies done on family background indicate that family social class is highly correlated with school success. Parents with more money, time and interest in education tend also to be more active in children’s school (Desforges & Abouchar, 2003). Studies have shown that family social class is highly correlated with school success. The greatest predictors of child academic success are the educational level of a child’s parents and the socioeconomic level. Studies of family processes show that students perform better in school when they are raised in homes characterized by supportive and demanding parents who are involved in schooling and who encourage and expect academic achievement,

characteristics found in families with high levels of education (Desforges & Abouchar, 2003).

Students achieve more in school when those around them, especially adults, are proactively involved in behavior that leads to academic success. It would not be difficult to come away with the impression that the extent to which adolescent learns in school is entirely dependent upon what takes place within classroom walls (Desforges & Abouchar, 2003). Students' behavior in high school is affected by many factors beyond their experiences in the classroom. This review is focused on factors outside of instruction that may potentially affect students' achievement during the high school years. The interest is specifically in the influence of family educational background and students' achievement (Spera, 2005). High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of students' success. Studies that have examined motivation in young children have found that high parental control were associated with high achievement. Students who are engaged in the learning process will tend to learn more and be more receptive to further learning (Spera, 2005). The educational attainment and occupation of parents serve as an indicator of the values and resources with which parents create this environment (Abreu & Cline, 2005).

- **Home Environment and Pre-school Learning**

Much of the first two years of human life are spent in the creation of a child's first "sense of self" or the building of a first identity. This is a crucial part of children's makeup, how they first see themselves, how they think they should function and how they expect others

to function in relation to them. For this reason, early childhood care must ensure that in addition to employing a carefully selected and trained caretaker program, policy must emphasize links with family, home culture and home language.

Home environment focuses on the aspect of creating a supportive environment for the children to study in e.g. balanced meals, safety, a reading /homework area which has enough lighting establishing a family schedule to eat meals as a family, setting firm rules for bedtime, extracurricular activities, setting limit on television time, setting high but appropriate expectations, parents being models of learning and hard work.

Home environment includes supervision and rules. This refers to moderate levels of parental support (Marjoribanks, 2005). Children that spend less time watching television and more time on school-related activities shows a positive relationship with academic achievement (Schaefer, 2002).

Marjoribanks (2005) indicated that supervision which is a primary responsibility of parenting; include those activities parents undertake to ensure that their children's basic physical and safety needs are met. Being late to pick up a child at school, for example, can have grave safety consequences, especially if the school closes and no adults are on the premises. The degree of supervision to keep school-age children safe varies depending on the chronological age of the child and the location of the school and home. At a minimum, parents have to ensure that someone is available to take care of children's meals and transportation needs before and after the school day just to make sure the child

does not struggle. Some older children can manage these responsibilities on their own, but someone should still check on their whereabouts before and after school, on how they spend their weekends and with whom, and on how they are handling their nutritional needs (Marjoribanks, 2005).

Home environment allow parents flexibility in scheduling, provide opportunities for parents and children to spend time together, and offer a relaxed setting. To be most beneficial, home activities should be interesting and meaningful not trivial tasks that parents and children have to "get through." When teachers plan home activities, they often think in terms of worksheets or homework that will reinforce skills learned in school (Hong & Ho, 2005). But parents often grow tired of the endless stream of papers to be checked and the time spent on "busywork." Another danger of promoting home activities is the possibility that there may arise an unclear distinction of roles, with teachers expecting parents to "teach" at home. Teachers and parents need to understand that their roles are different, and that their activities with children should be different (Marjoribanks, 2005). In addition, in an ideal home environment, there are many other important ways that parents can help their children learn. Some of these ways include setting rules for use at home, encouragement by parents to spend more leisure time reading than watching television.

- **Parents' participation in educational activities at home**

According to Schaefer (2002), when a child returns from school with assignment, the parents' role is to make sure that it has been done in the right way and at the right time.



Parents checking child's homework, has shown a positive association with academic achievement in some studies. Students whose parents are involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework. Other studies, however, have shown a negative association between parents checking their children's homework and academic achievement (Marjoribanks, 2005).

What parents do is more important to student success than whether they are rich or poor, whether parents have finished high school or not. Every school will promote partnerships that will increase parental participation in promoting the academic growth of children. It is known that children who spend more time on homework, on average, do better in school, and that the academic benefits increase as children move into the upper grades (Caspé, 2003). Good assignments, completed successfully, can help children develop wholesome habits and attitudes. However, homework can help parents learn about their children's education. This can encourage a lifelong love for learning (Caspé, 2003).

Learning at home involves families and their children in learning together at home, including homework and other curriculum-linked activities and decisions. Decision making includes families as participants in school decisions, governance, and advocacy through PTA and other parent organizations. Marjoribanks (2005) indicated that parental affective support and participation appeared to be one of the strongest predictors of students' academic achievement.

Caspe (2003) showed a strong positive association between parental style defined as supportive, loving, helpful, and maintaining an adequate level of discipline and academic achievement. These positive associations may be due to the ability of parents with an authoritative parenting style to be loving and supportive and yet maintain an adequate level of discipline in the household. Parents with this parenting style also demonstrate qualities such as trust and approachability that motivate children to discuss academic problems and expectations with their parents. Additionally, such parents are more likely to make contact with teachers when students have academic or behavioral problems (Marjoribanks, 2005). Busy parents can include children in such everyday activities as preparing a meal or grocery shopping. Teachers can also suggest that parents set aside time each day to talk with their children about school. Parents may find this difficult if they have little idea of what occurs in school (Marjoribanks, 2005).

Caspe (2003) indicated that parents and children can discuss current events using teacher-provided questions and emphasized that parents reading to children is an important factor in increasing their interest and ability in reading. Caspe (2003) further noted that teachers can also encourage children to read to parents. In areas where children may not have many books, schools can lend books, and teachers can provide questions for parents and children to discuss (Caspe, 2003).

Parents are involved in Preschool children activities which help the child learn. Some of these activities include provision of play materials like toys and other materials for preschool play. These toy and material help the child to develop in creativity of the mind.

The child can be able to remember different types of toys how they look like and how they function. Young children are strongly influenced by toys that are marketed on television (Caspé, 2003). First, many of these toys are related to cartoon shows, current children's movies, or children's television programs that feature violence and action figures. Unfortunately, these toys have little play value and can be related to aggressive play (Caspé, 2003)

Secondly, a parent is supposed to read together with the child. Reading together with the child helps the parent to identify the weaknesses of the child. For example the child can be able to read vocabulary and in other languages. The parent can also teach the child skills to listen and repeat what he/she has read. The parent will assist the child to count and do simple mathematical problems.

Third, Parent – preschool child debate is another example of parents' participation in educational activities at home. Children also can be introduced to debates by their parents when for example waiting for the supper to get ready. By introducing such motions the child will be to develop skills of communication, listening, arguments, contribution, and broadening of mind. Debates and motions help the child to develop also dialogue skills. This will help in listening, and be able to respond to any particular question being discussed. By doing this well the child is able to apply the same techniques to academics both in school and at home.

Finally, another example of parents' participation in educational activities at home is education tours such as visiting museums, caves, zoos farms etc. These sites help them to study and know world science. The child will feel good after seeing interesting wild animals which are not common to our sight Caspe, 2003).

- **Provision of Educational Material or Resources for Children**

Holler & Lovelace (2001) indicated that poverty is a fact of life that no one wants to face, but many parents face it daily. It causes lots of stress for those who face it. When a parents face poverty, they do not have the money to buy what they wish to have and can barely survive month-to-month. They cannot afford to buy what their children need for education. Hill (2001) indicated that when parents are limited in their ability to buy materials, it negatively affects their attitude towards their children school. Indeed, if a parent is in poverty, their children will not get what they need for school. This is very discouraging for them. They may feel like their parents do not care about them enough and run out of hope for their own future (Hill, 2001).

Hill (2001) added that the parents that live below poverty line cannot afford to send their children to a good school, which could lead their children to a better future. Parents who live below poverty line often have lots of stress, low self-esteem, may not communicate well, and often not want to participate with group meeting. They may feel like only others have the qualification to participate in meetings. They may feel like they have nothing important to say, or feel that they will be looked down on from others. This

prevents them from communicating with the children's teachers, and school personnel (Hill, 2001).

- **Family income and pupils' performance at primary schools**

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Fan & Chen, 2001).

In this study, the parent's financial support to children includes money received by father, mother and Guardian. According to Columbo (2005), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are attempted to encourage their children for labor (child labor) which affect their performance. While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Hawes & Plourde (2005). Emphasized the importance of parents supporting their children financially and emphasized that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

Fan (2001) noted that financial support of parents influence pupils' performance at school, it was found that financial support of parents was the key determinant of children academic performance. This was in congruence with what Driessen, Smit, & Slegers (2005) had established that children from high parents' occupation have far better

opportunities of getting into better high schools and university than equally bright children of ordinary workers or farmers. Family income, according to Crozier (2000) has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.



## CHAPTER THREE

### METHODOLOGY

#### 3.0. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design(3.1), population of the study(3.2), sample and sampling procedure(3.3), research instruments(3.4), the data collection procedure(3.5), data analysis(3.6) and ethical considerations(3.7).

#### 3.1. Research Design

The study was carried out using a cross-sectional survey and case study design to explore into the parental support towards their children education. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Kothari, 2003). Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Flick, 2011).

To be able to gather the necessary data, the researcher utilized the descriptive method, using quantitative research approaches. A descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Relatively, the method is appropriate to this study since it aims to examine the attitudes of parents towards education of their children at Betinko D/A Basic School.

The reason I employed case study was that it is an appropriate methodology for this study relates to the phenomenon under investigation and with a specific context. Moreover, a case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. The study also followed a quantitative research approach. The quantitative approaches were employed in order to manage data from the closed questionnaires. Further still, quantitative approaches were aimed at examining the relationship between test anxiety and students academic performance because ascertaining the relationship requires strict mathematical techniques of analysis. More so, Best & Kahn (2006) argue that quantitative methods are used because they tend to be relatively low in cost and time requirements to enable a large quantity of relevant data to be amassed and subjected to statistical analysis techniques for greater representation.

### **3.2 Population of the study**

According to Creswell (2003), population of research study is any group of individuals that has characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. Usually, the description of the population and the common binding characteristic of its members are the same. In the context of the study, the target population for the study was made up of all parents of Betinko D/A Basic School that consist of 301.



### **3.3. Sample and Sampling procedure**

A sample is defined as a subject of a population, while sampling refers to the selection of a subject of cases of a population of interest (Creswell, 2003). Thus sampling is a systematic process of selecting a number of individuals for a study to represent the larger group from which they are selected. At least 10 % - 30% of the target population is appropriate for sampling (Flick, 2011). For the purpose of this study 30% of the study population was selected to participate in the study. This implies that the sample size of 90 participated in the study. Stratified sampling technique was used for selecting schools. For stratified sampling, the parents then divided into 2 strata namely male and female and convenience sample technique was used to select 45 females and 45 males.

### **3.4. Research Instrument**

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used questionnaire as the data collection instrument. The questionnaire was administered on the 90 respondents sampled.

According to White (2005), questionnaires are instrument that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research.

Questionnaire consists of 2 sections, A and B. Section A basically deals with the demographical features of the respondents that is the Parents. For example their Sex, Age group, Marital Status, Income per month, Number of children and so on.

Section B on the other hand deals with exploration of parental support towards their children education in the rural areas which is further divided into three parts consisting 18 items from the research question as well as the literature review. The very first part(1) involves 6 items and has the sub-heading to what extent do parents support their children to do their homework. For example I guide my children to do their homework. The second part (2) has 6 items with the sub-heading what material support do Parents assist their wards with in school. An item is for example I provide school uniform for my children. The third part (3) has the sub-heading what kind of financial support parents give to their children in school. An item within this part is for example I pay my children's school fees on time. Apart from demographics, the remaining eighteen (18) items were answered in five point Likert Scale: (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree) Please refer to Appendix A for more information.

### **3.5. Data Collection Procedure**

A pilot study was conducted at Ayinamso D/A Basic School. Fifteen (15) parents were selected to participate in this pre-test. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. Pilot testing of the questionnaire helped to unearth the face and content validity and reliability of the questions in measuring what it was intended. The questionnaire was then amended accordingly for use

in the field. The refining of the items in the questionnaire was intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pre-test also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 16.0. The reliability test yielded cronbach alpha of 0.801.

In the main study, structured questionnaires containing close ended questions were administered to parents. This was done during the PTA meeting whereby five assistants were trained to help in the data collection. The five assistants were trained to help in the data collection because the community is a rural area with high parental illiteracy and for that matter I had to train five assistants to help on the data collection. The researcher together with the assistance interacted with the parents at the PTA meeting and guided them on the completion of the questionnaire.

### **3.6. Data Analysis Procedure**

The data collected was analyzed with simple descriptive statistics such as percentages and frequencies. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package. Frequencies and percentage were used to analyze and answer all the research questions. The data was also presented in figures and tables.

### **3.7. Ethical Considerations**

The researcher at all times observed the ethics of research. Some of the ethical issues to consider normally include privacy, confidentiality, and sensitivity to cultural differences, gender and anonymity (Creswell & Plano Clark, 2011). Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism (Kothari, 2003), were also observed. The researcher got a letter of introduction from the District Directorate who gave authority to visit the selected school. The researcher then visited the head in the school, established a rapport, and they gave consent for data collection from the parents. A rapport was also established with the parents who agreed to fill in the questionnaires.

Before the data collection process, the researcher assured the respondents of confidentiality and anonymity. The respondents were informed not to write their names or that of their schools on the questionnaires. This coding for anonymity was to elicit cooperation from the respondents to give valid and truthful information for the successful completion of this study.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF RESULTS**

#### **4.0. Introduction**

This chapter presents and discusses findings that emerged from the study. In doing so, data from the semi structured questionnaire administered on the 87 respondents were presented in a descriptive form. The chapter consists of the preliminary data analysis to address data on age, sex, marital status, parent's income number of children and educational background. It also includes the presentation, analysis and discussions of the main data meant to address the research questions.

#### **4.1. Demographic Characteristics of Respondents**

The age of parent's sex, marital status, parent's income, number of children, educational status of respondents are discussed below. The distribution indicated a difference of 43 male parents representing 49.43% and 44 female parents representing 50.57%. .

The dominant age group of the parents ranged between 21 – 25 years representing 29 (36%), followed by age group ranged between 26 to 30 and 31 years and above representing 21(24.1%), whereas age group less than 21 years made up the smallest group, representing 13(14.9%) of the parents, with regard to the parents' marital status, With regard to parents marital status, it was indicated that 43 of the parents representing 49.5% were married, 34 of them representing 39.10% were single, 5 of them representing 5.7% were divorced, while another 5 of them represent 5.7% were widowed

With regard to the parents income, it indicated that 63 of them representing 74.41% received income per month less than 500 Ghana Cedis, 14(16.09) also received income per month between 501 to 700 Ghana Cedis, while 10 of them representing 11.49% received income per month between 701 to 1000 Ghana Cedis.

Concerning the parents number of children, it indicated that 56 of them representing 64.4% had less than 3 children, 19(21.8%) had children between 3-5 whereas 12 of them representing 13.8% had 6 and above children.

With regard to the respondents' educational status, it showed that 33 of them representing 38.1% were JHS/MSLC holders, 30 of them representing 34.1% were SSSCE/WASCE holders, 21 representing 24.3% are diploma holders, while 3 of them representing 2.7% are degree holders.

The researcher administered 90 questionnaires to the parents, but 87 of them representing 96.67% returned. Three of the parents could not complete their questionnaires because they were in a hurry to attend to other pressing matters. As a result, the study analysis was based on the returned rate of 87 parents that equated to 100%.

## **4.2. Presentation of results of the research questions**

### **4.2.1. Research Question One – To what extent do parents support their children to do their homework?**

This research question was designed to find out the extent parents' support their children to do their homework. Their responses are presented in Table 4.1 below.

**Table 4.1: The extent to which parents support their wards to do their homework**

Statements	SA	A	N	D	SD
1 I guide my children to do their homework	6(7.0)	3(3.0)	7(8.0)	39(45.0)	32(37.0)
2. I supervise my children to do their homework	--(--)	6(7.0)	6(7.0)	42(48.0)	33(38.0)
3. A structured time has been set aside for my children to do their homework	2(2.0)	13(15.0)	13(15.0)	40(46.0)	19(22.0)
4. I append my signature after my children have finished their homework	16(18.0)	31(36.0)	14(16.0)	18(21.0)	8(9.0)
5. Table and chair have been provided for my children to do their home work	5(6.0)	6(7.0)	7(8.0)	47(54.0)	22(25.0)
6. I do not interrupt my children when attending to their homework	4(5.0)	9(10.0)	6(7.0)	37(42.0)	31(36.0)
Grand Mean Total	6(7.50)	11(13.10)	9(10.10)	37(42.00)	24(27.20)

**Item 1: I guide my children to do their homework**

With this statement, 6 of the parents representing 7.0% strongly agreed, 3(3.0%) agreed, 7(8%) stayed neutral, 39(45%) disagreed, while 32(37%) strongly disagreed that they guide their children to do their homework.

**Item 2: I supervise my children to do their homework**

With this statement, none of the parents strongly agreed, 6 of the parents representing 7% agreed, 6(7%) stayed neutral, 42(48%) disagreed, while 33(38%) strongly disagreed that they supervise their children to do their homework.

**Item 3: I structured time has been set aside for my children to do their homework**

With this statement, 40(46%) of the respondents disagreed that they set aside time for their children to do their homework, 19(22%) strongly disagreed to the question, 13(15%) stayed neutral, 13(15%) agreed while 2(2%) strongly agreed to that they set aside time for their children to do their homework.

**Item 4: Parents append their signature after their children have finished their homework**

In finding out if parents append their signature after their children homework have been done, 16 of the parents representing 18% strongly agreed, 31 of the parents representing 36% agreed, 14(16%) stayed neutral, 18(21%) disagreed, while 8(9%) strongly disagreed that they append their signature after their children have finished their homework.

**Item 5: Parents provide table and chair for their children to do their home work**

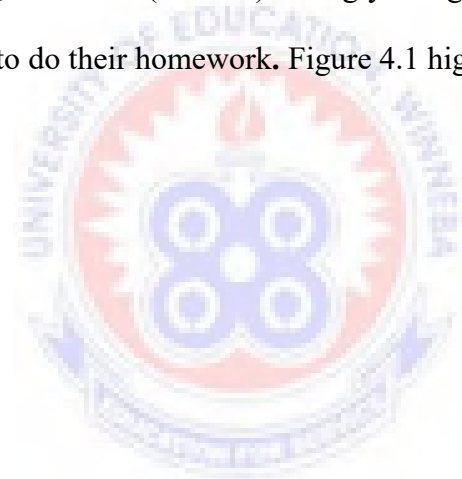
Most parents, 47(54%) disagreed that parents provides table and chair for their children to do their home work. Again, 22(25%) strongly disagreed to the statement, 7(8%) stayed neutral, 6(7%) agreed, while 5(6%) strongly agreed on that statement.

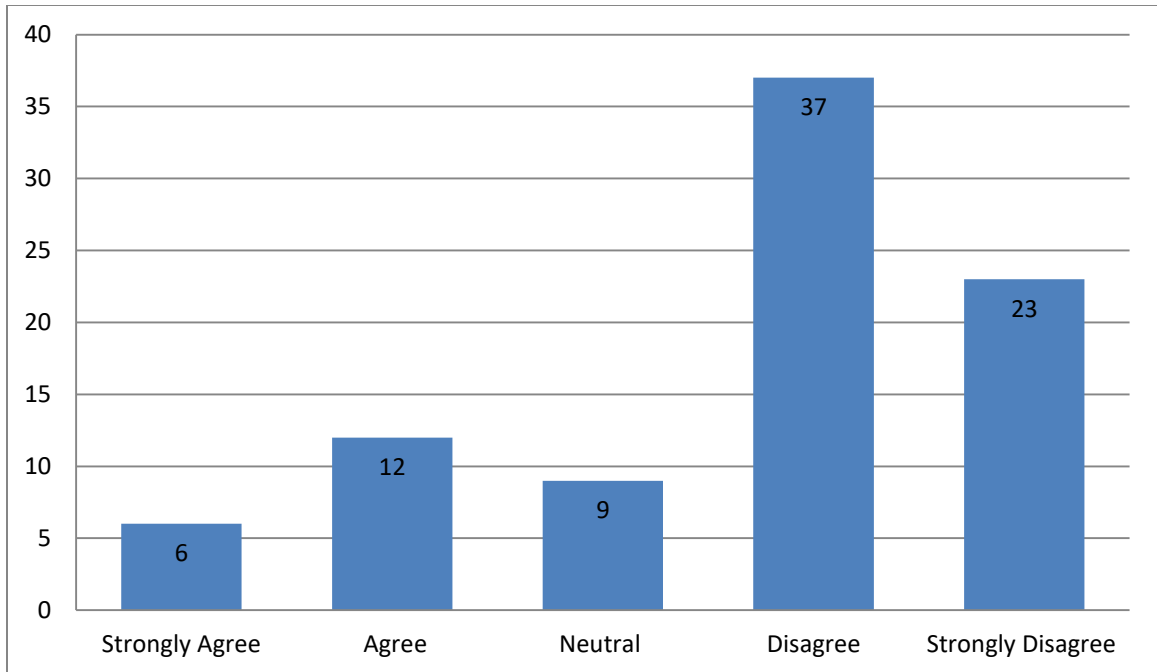


**Item 6: I do not interrupt my children when attending to their homework**

Asked if parents interrupt their children when doing their home works, 4 of the parents representing 5% strongly agreed, 9 of them representing 10% agreed, 6(7%) stayed neutral, 37(42%) disagreed, while 31(36%) strongly disagreed.

In summary, the study revealed that out of 87 of the parents who participate in the study, 6 of the respondents, representing 7.50% strongly agreed that parents support their children to do their homework, 11(13.10%) agreed, 9(10.10%) stayed neutral, 37(42.00%) disagreed, while 24(27.20%) strongly disagreed to that question that they support their children to do their homework. Figure 4.1 highlighted this.





**Figure 4.1 Summary graph on the extent parents support their children to do their homework**

#### **4.2.2 Discussion of results in relation to research question one**

From table 4.1, it is evidently clear that 61(69.10%) of the respondents disagreed and strongly disagreed that they do not support their children to do their homework, 9(10.10%) of the respondents were indecisive, while 17(20.60%) strongly agreed and agreed that they assist their wards in doing their homework as they assume this duty to be children's own work. These group of parents share the same view of Kenny (2007), who asserted that an environment where academic achievement is considered to be less important, parents display disinterest in the child's school work. The researchers opinions about the findings is that majority of the respondents' level of education fall within JHS/MSLC and that the parents themselves may not be adequately knowledgeable about their children's homework.

Again, the researcher believes that the respondents might have had basic knowledge about their wards homework's but they might be constraint by time hence, their inability to support their children. The results are in tandem with Christenson (2004) that parents play an important role in their children's learning. Aside from being actively involved in their children's education, parents also provide a home environment that can have an impact on learning. Parents serve as models for learning, determine the educational resources available in the home and hold particular attitudes toward education most of the times determined by the level of education they have. Parents' involvement is an important factor in students' achievement. Parents who have high levels of education have a high level of commitment to their children, set high standards, monitor their student's progress continuously, support achievement and become upset when grades are low.

Hoell (2006) also stated that, to be successful in school and in life, pupils need trusting and caring relationships. Family involvement in academics and learning remains important in the pupils' years in school. Unfortunately, family attitude in education tends to decrease across middle and secondary school, due in part to adolescents' increasing desire for autonomy and in part to changes in school structure and organization (Hoell, 2006).

#### 4.2.2. Research Question Two – *What material support do parents assist their wards in school with?*

This research question was designed to find out the material support parents assist their wards in school with. Data in this section yielded the following findings in Table 4.9 below:

**Table 4.2: Parents material support to their wards in school**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. I provide school uniforms for my children	3(3.10)	1(1.10)	4(5.10)	29(3.30)	50(58.10)
2. I supply the approved textbooks for my children	2(2)	4(50.10)	2(20.10)	37(42.10)	42(48.10)
3. I make sure the needed number of exercise books have been provided for my children	--(--)	1(1.10)	4(5.10)	39(45.10)	43(49.10)
4. I supply enough food for my children on daily basis	3(3.40)	2(2.30)	--(--)	42(48.30)	40(46.10)
5. I provide required footwear for my children	3(3.10)	6(7.10)	6(7.10)	38(44.10)	34(39.10)
6. I provide school bags for my children	--(--)	9(10.10)	2(2.10)	42(48.10)	34(39.10)
<b>Grand Mean Total</b>	<b>2(2.10)</b>	<b>4(4.10)</b>	<b>3(3.50)</b>	<b>38(44.10)</b>	<b>40(46.10)</b>

**Item 1: I provide school uniforms for my children**

With this statement, most 50(58.10%) strongly disagreed, 29(33.10%) disagreed, 4(5.10%) stayed neutral, 1(1.10%) agreed, while 3(3.10%) strongly agreed to that they provide school uniforms to their children.

**Item 2: 2. I supply the approved textbooks for my children**

The researcher further wanted to find out from the parents if the approved textbooks have been provided for their children and 42(48.10%) strongly disagreed, 37(42.10%) disagreed, 2(2.0%) stayed neutral, 4(5.10%) agree, while 2(2.10%) strongly agreed to the statements.

**Item 3: 3. I make sure the needed number of exercise books has been provided for my children**

The researcher again wanted to find if parents provide the needed number of exercise books to their children and 43(49.10%) strongly disagreed, 39(45.10%) disagreed, 4(5.0%) stayed neutral, while 1(1.0%) agreed and zero respondents for strongly agreed...

**Item 4: I supply enough food for my children on daily basis**

The researcher wanted to find out from the parents if parents supply enough food for their children on daily basis. With this statement, 40(46.10%) strongly disagreed, 42(48.10%) disagreed, 2(2.0%) agreed while 3(3.0%) strongly agreed that they supply enough food for their children on daily basis. However, nobody responded on being neutral.

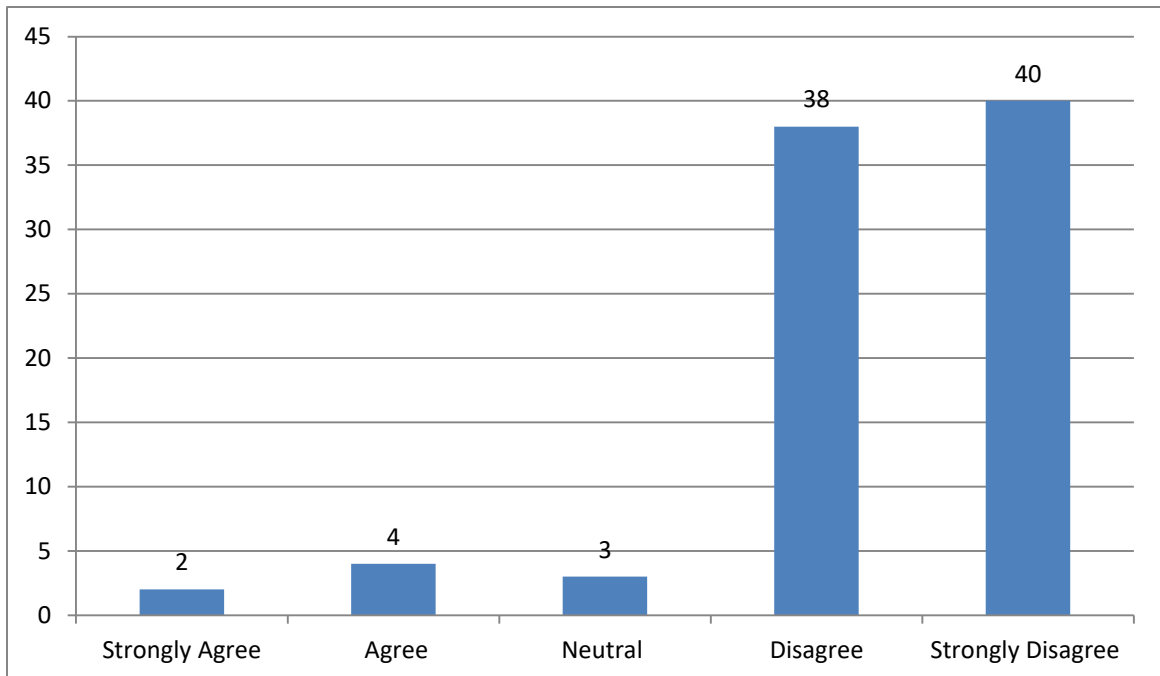
**Item 5: 5. I provide required footwear for my children**

Moreover, the researcher wanted to find out from the parents if they are able to provide required footwear for their children. With this statement, 34(39.10%) strongly disagreed, 38(44.10%) disagreed, 6(7.0%) stayed neutral, 6(7.0%) agreed, while 3(3.0%) strongly disagreed to that statement.

**Item 6: I provide school bags for my children**

Furthermore, the researcher wanted to find out from the parents if they provide their children school bags. With this statement, 9(10.30%) agreed, 2(2.3%) stayed neutral, 42(43.80%) disagreed, while 34(39.10%) strongly disagreed to that statement and non-responded to agreed..

In summary the findings on parents' material support for their children indicated that most parents do not provide material support to their children. With this, out of 87 parents who participated in the study, 6 of the respondents representing 6.20% strongly agreed and agreed that they provide material support to assist their wards in school. Again, 3(3.50%) of parents stayed neutral, while 78(90.10%) of parents strongly disagreed and disagreed that they provide material support to assist their wards in school. Figure 4.2 highlighted this.



**Figure 4.2 Summary of graph on parents support to their children.**

#### **4.2.2.1 Discussions of results on parents providing material support to their children.**

In finding out parental support for their children on research question two, the result showed that majority of the respondents do not support their children's education in Betinko D/ Basic. As many as 78(90.10%) of the respondents fail to provide support for their children's needs as they strongly disagreed and disagreed. The results are in line with Hill (2001) who argued that when parents are limited in their ability to buy materials, it negatively affects their attitude towards their children school. Indeed, if a parent is in poverty, their children will not get what they need for school. This is very discouraging for them. They may feel like their parents do not care about them enough and run out of hope for their own future (Hill, 2001).

Hill (2001) added that the parents that live below poverty line cannot afford to send their children to a good school, which could lead their children to a better future. Parents who live below poverty line often have lots of stress, low self-esteem, may not communicate well, and often not want to participate with group meeting. They may feel like they have nothing important to say, or feel that they will be looked down on from others. This prevents them from communicating with the children's teachers, and school personnel (Hill, 2001).

The researcher believes that the result is so because most of the respondents, that is, 63 of the respondents representing (74.41%) receive income below 500 Ghana Cedis monthly and may find it difficult to provide most needs of their children's educational materials. In addition, 34(39.10%) of the respondents are single parents which may also affect their ability to provide material support to their children.

#### **4.2.3. Research Question Three – What kind of financial support do parents give to their children in school?**

This research question intended to find out the kind of financial support parents give to their children in school.



**Table 4.3: The kind of financial support parents give to their children in school**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. I pay my children's school fees on time	--(-)	--(--)	3(3.10)	26(30.10)	58(67.10)
2. I pay extra classes fees for my children on time	2(2.10)	8(9.10)	7(8.10)	40(46.10)	30(35.10)
3. I frequently made payment of PTA levy	--(-)	7(8.10)	13(15.10)	41(47.10)	26(30.10)
4. I provide pocket money on daily basis for my children	--(-)	2(2.10)	9(10.10)	36(41.10)	40(46.10)
5. I pay school maintenance levy	6(7.10)	16(18.10)	17(19.10)	30(35.10)	18(21.10)
6. I pay other levies when necessary or required	4(5.10)	9(10.10)	10(12.10)	41(47.10)	23(26.10)
<b>Grand Total</b>	<b>2(2.10)</b>	<b>6(7.10)</b>	<b>8(9.10)</b>	<b>38(41.10)</b>	<b>33(37.50)</b>

**Item 1: I pay my children's school fees on time**

The researcher wanted to find out from parents if they pay their children's school fees on time. With this statement, 3(3.10%) stayed neutral, 26(30.10%) disagreed, while 58(67.10%) strongly disagreed. Meanwhile agreed and strongly agreed recorded zero each.

**Item 2: I pay extra classes fees for my children on time**

The researcher further wanted to find out from the parents if parents pay extra classes fees for children on time and 2(2.10%) strongly agreed, 8(9.10%) agreed, 7(8.10%) stayed neutral, 40(46.10%) disagreed, while 30(35.10%) strongly disagreed..

**Item 3: I frequently made payment of PTA levy**

With this statement, 26(30.10%) strongly disagreed, 41(47.10%) disagreed, 13(15.10%) stayed neutral, while 7(8.10%) disagreed that they frequently made payment of PTA levy.

**Item 4: I provide pocket money on daily basis for my children**

The researcher wanted to find out from the parents if they provide pocket money on daily basis for their children. With this statement, 40(46.10%) strongly disagreed, 36(41.10%) disagreed, 9(10.10%) stayed neutral, while 2(2.10%) agreed to that statement that they provide pocket money on daily basis for their children.

**Item 5: I pay school maintenance levy**

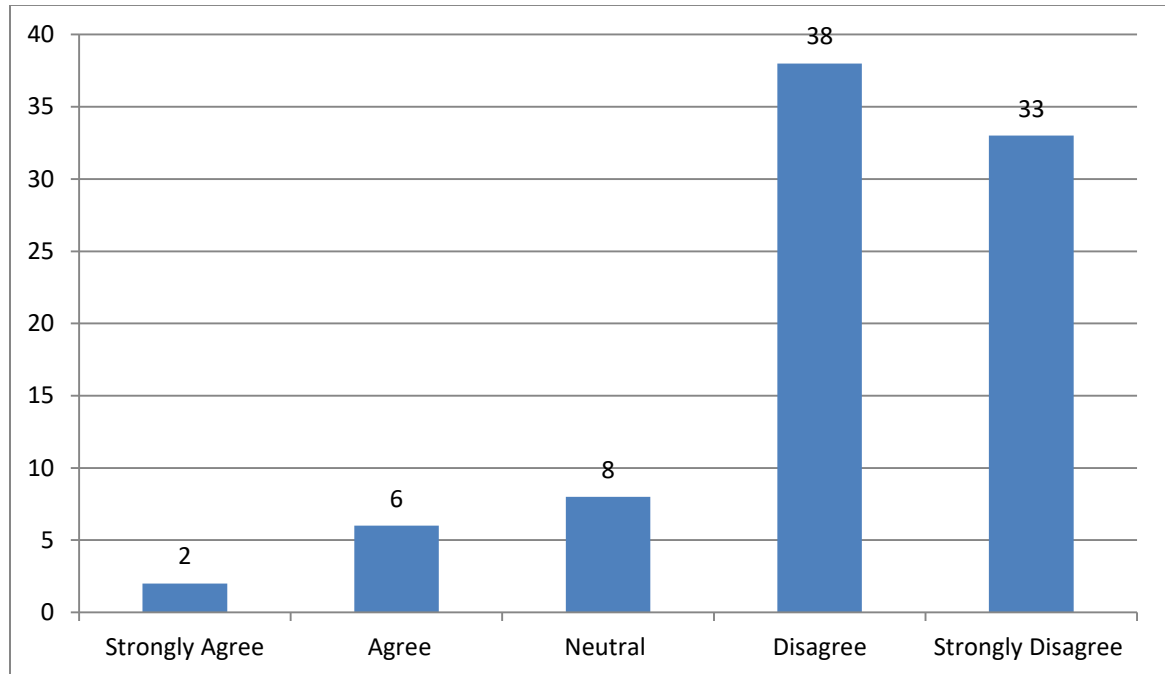
Moreover, the researcher wanted to find out from the parents if they pay school maintenance levy. With this statement, 18(21.10%) strongly disagreed, 30(35.10%) disagreed, 17(19.10%) stayed neutral, 16(18.10%) agreed, while 6(7.10%) strongly agreed to that they pay school maintenance levy.

**Item 6: I pay other levies when necessary or required**

With this statement, 23(26.10%) strongly disagreed, 41(47.10%) disagreed, 10(12.10%) stayed neutral, 9(10.10%) agreed, while 4(4.60%) strongly agreed to that statement.

In summary, the findings on the kind of support parents give to their children revealed that, out of 87 parents who participated in the study, 8 of them representing (9.20%)

strongly agreed and agree that they financially support their children in school, while 8 representing (9.10%) stayed neutral. Again 71 representing (78.60%) strongly disagreed and disagree that they do not support their children financially. The results are presented in figure 4.3.



**Figure 4.3 Showing Summary of response on the kind of support parents give to their children**

#### **4.2.3.1. Discussion of results on the kind of financial support parents give to their children.**

From Table 4.3, it shows clearly that majority of the parents fail to support their children's education financially. Most parents 71(78.60%) do not provide financial support to their children as a result of their low financial status. This finding collaborates Fan (2001) who noted that financial support of parents influence pupils' performance at

school, it was found that financial support of parents was the key determinant of children academic performance. This was in congruence with what Driessen, Smit and Slegers (2005) had established that children from high parents' occupation have far better opportunities of getting into better high schools and university than equally bright children of ordinary workers or farmers. Family income, according to Crozier (2000) has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

The respondents of the research are not able to support their wards massively because their level of education is averagely low and correlate with their socioeconomic status, it does not afford them the impetus to exhibit such level of responsibility. Again, the researcher believes that majority of the respondents are peasant farmers which could make it difficult for them to save money to support their children's education financially.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0. Introduction

This chapter consists of four sections. The first section dealt with the summary of the research findings, the second section gives a conclusion to the findings and recommendations, and lastly suggestions for further studies are also given. Data was collected at Betinko D/A Basic School to achieve the following aims of the study, namely: To find out the extent parents support their children to do their homework, to determine the material support parents use to assist their wards in school, and to identify kind of financial support do parents give to their children

#### 5.1. Summary of the Study

The purpose of the study was to explore parental support towards their children education in Betinko D/A Basic School.

The research questions of the study were, to what extent do parents support their children to do their homework? To what degree do parents support their wards in school materially? And, to what extent do parents support their children in school financially?

The targeted population of the study comprises of 87 parents of Betinko D/A Basic School. A sample size of 87 parents consisting of 44 females representing (50.57%) and 43 males representing (49.43%) of the study population was used for the study. The data collected for the study was analyzed descriptively using the Statistical Package for Social Sciences version 16.0

## **Main Findings**

1. The Main findings of the study on Parental support of homework of the first research question indicated that parents do not support their children to do their homework. To buttress this point, 69.20% (N=61) of the respondents disagree or strongly disagreed of not supporting their children to do their homework.
2. The second research question that sought to find out material support parents give to their children revealed that majority of the parents do not support their children materially. This is because 90.20% (N=78) of the respondents strongly disagreed and disagreed of assisting their children in terms of materials things they need in their school.
3. On the kind of financial support parents give to their children's education, it was revealed that most parents do not adequately finance their children's education. The parents find it difficult to support their children as 78.60% (N=71) of the respondents fail to provide financial support for their children.

## **5.2. Conclusion**

Based on the findings of the study, it was possible to draw the following conclusions:

Firstly, the parents disagreed that they support their children homework, they disagreed that they provide material support to their children's education and they strongly disagreed that they provide financial support to their children's education.

### **5.3. Recommendations**

The following recommendations were made by the researcher.

1. School heads should organize termly P.T.A meetings in order to create parents' awareness on the need to support or hire support for their children's homework.
2. The Parents Teacher Association and the School Management Committee should encouraged parents to support their wards with their homework, support them materially as well as their financial needs.
3. Advice should be carried out in the information center by the various stakeholders (the assembly member, opinion leaders, district educational officers and others) in the study area on the need for parents to be responsible on their children's education.

### **5.4. Recommendation for Future Research**

The areas suggested by the study for further research include:

1. This study was confined to only Betinko D/A Basic school, therefore it is suggested that a similar study be conducted in the other schools to assess parental support towards their children's education.
2. Further study should be conducted to explore the educational level of parents and their level of involvement in the children's education.
3. Further study should also be conducted to explore parental support towards their children's education in private basic schools.

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## **APPENDIX**

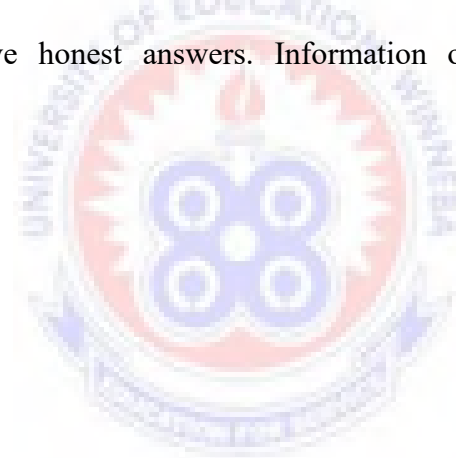
### **APPENDIX A**

#### **QUESTIONNAIRE FOR PARENTS**

Dear respondent,

I am a graduate student of the University of Education – Kumasi Campus, pursuing a study leading to the award of an M.ED in Educational Leadership. I would be grateful if you could spend some time to complete this questionnaire for me. The aim of this study is to explore the parental support towards education of their children at Betinko D/A Junior High School. You are not to write your names on the questionnaire. THIS IS NOT A TEST. Please give honest answers. Information obtained will be treated with confidentiality.

Thank you.



## SECTION A

### PARENTS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Sex: Male . Female .
2. Age Group: Less than 21 years . 21 – 25 years . 26 – 30years  31+ years
3. 3.Marital Status: Married:  Single

Income Per Month: Less than 500.00  501.00 – 700.00  701.00+

4. Number of Children: Less than 3 . Between 3 – 5 year  6+

5. Educational Status:

JHS/MSLC

Diploma

Degree

Other(state).....



**SECTION B**

**PARENTS SUPPORT TOWARDS THEIR CHILDREN EDUCATION**

**QUESTIONNAIRE**

**Introduction:** For each of the following statements, circle the number that best describes your support for your child or children in school. The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

1. *To what extent do parents support their children to do their homework?*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I guide my children to do their homework					
2. I supervise my children to do their homework					
3. I structured time has been set aside for my children to do					
4. I append my signature after my children have finished					
5. Table and chair have been provided for my children to					
6. I do not interrupt my children when attending to their					

2. *What material support do parents assist their wards in school with?*

<b>Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. <b>I provide school uniforms for my children</b>					
2. <b>I supply the approved textbooks for my children</b>					
3. <b>I make sure the needed exercise books has been</b>					
4. <b>I supply enough food for my children on daily basis</b>					
5. <b>I provide required footwear for my children</b>					
6. <b>I provide school bags for my children</b>					

3. *What kind of financial support do parents give to the children in school?*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I pay my children's school fees on time					
2. I pay extra classes fees for my children on time					
3. I frequently made payment of PTA levy					
4. I provide pocket money on daily basis for my children					
5. I pay school maintenance					
6. I pay other levies when necessary or required					