UNIVERSITY OF EDUCATION, WINNEBA

THE IMPACT OF PARENTAL INVOLVEMENT ON ACADEMIC ENGAGEMENT
OF FEMALE SENIOR HIGH SCHOOL STUDENTS IN BOSOMTWE DISTRICT IN
ASHANTI REGION

VICTORIA NANCY TAYLOR

**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 fulfilment of requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

SICNATURE: …………………………………

DATE: …………………………………………

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

SIGNATURE: ………………………………………….

DATE: …………………………………………………...

ACKNOWLEDGEMENTS

DEDICATION

To my dear husband Mr. Ato Dadzie, my brother Justice Henry Anthony Kowfie and to

the entire staff of Mount Zion Methodist J.H.S. - Ahinsan

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The purpose of this study was to identify the impact of parental involvement on academic engagement of female Senior High School students in Bosomtwe District in Ashanti Region. The study population comprised of all 175 female students, but the response rate was 150. The study analysis was based on 150 female students and 75 parents. Questionnaire which was in the form of a likert scale, ranging from strongly disagree (1) to strongly agree (5) was used to collect data. The reliability estimates for the study was 0.83 cronbach alpha for female students and 0.75 for the parents. The methodological inquiry, quantitative approach was used as well as descriptive design. The statistical analysis tools of frequency, percentages, mean and Pearson correlation was employed. Findings indicated that while majority of the female students strongly agreed that their educated parents provided them with learning resources, the majority of parents strongly agreed that their level of education assisted them to understand their girl child"s academic needs. Again, both majority of the female students and parents strongly agreed that parents" responsiveness to female students" feelings and needs impacted on the female students" academic engagement. Based on these findings, the study recommended that parents should provide for their female students learning resources and also improve upon their level of education in order to understand their female students" academic needs; parents should timely monitor their female students" academic progress to enhance their female students" academic engagement. Parents should also exhibit positive interaction with their female students on their education to enhance the female students" academic engagement.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is essential for making informed choices, for seeing beyond the immediate horizon and opportunities, and for having a voice in public decision making. Education is a counterweight to limits on social and economic mobility that are imposed by cultural biases, gender and ethnic discrimination, and history (Boakye, 2007). The socio-economic development of many countries has been strongly linked with education. No country has scored sound economic growth without sound development in its education. It is also the foundation for optimal utilization of resources through development of human capital (Boakye, 2007).

The main environment of a student is the home and it stands to exert tremendous impact on the students" academic engagement (Klem & Connell, 2004). Moreover, the home is the primary agent of education in the child"s life. Thus, the way the child lives, the food he/she eats and his/her life style is impacted by the home. The type of family system the child is exposed to could impact his academic engagement (Archambault & Pagani, 2009). Academic engagement of a child depends on what parents do at home. Also, Astone and McLanahan (2001) indicated that type of parenting and family involvement impact children academic engagement.

Students" academic engagement is primarily about increasing achievement, positive behaviour and a sense of belonging in students. Janosz and Pagani (2008) used the term academic engagement to refer to the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school

1

activities. Its definition usually comprises a psychological component pertaining to students' sense of belonging at school and acceptance of school values, and a behavioural component pertaining to participation in school activities. The psychological component emphasizes students' sense of belonging or attachment to school which has to do with feelings of being accepted and valued by their peers, and by others at their schools. The participation component of academic engagement is characterized by factors such as school and class attendance, being prepared for class, students" academic engagement is used in this broad sense to refer to students' attitude towards schooling and their participation in school activities. Students' academic engagement is also seen as a disposition towards learning, working with others and functioning in a social institution, which is expressed in students' feeling that they belong at school and in their participation in school activities (Fredricks & Paris, 2004).

Educating girls is critical to achieve the aforementioned benefits as well as for the improvement in the areas of health, fertility, nutrition and more likely to seek health care for themselves and their children, to practice family planning, and to have increased opportunity for paid employment, that benefit the entire family (Shapiro, 2004). Education has a profound effect on girls" ability to maintain other rights and achieve status in society, such as economic independence and political representation (Odonkor, 2008). In addition to this, education is crucial in liberating girls from boys" domination and enabling them to make a difference in their life career.

Education is not only the most important path way to girl"s empowerment, but also an instrument that help them to challenge patriarchal norm, values, and behavior patterns (Shapiro, 2004). On the other hand, educating girls is one of the most

2

important investments that any country can make in its own future, because, it helps to build economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children (UNICEF, 2000). Girls" education leads to increases in income, both for individuals and for a nation as a whole. It also helps to promote democracy and civic participation by women, which often results in policy changes that contribute to better health, better education and the protection of their children (Nortey, 2000).

According to Finn and Voelkl (2003), in the home, girls were usually involved in tasks, although they usually helped their mothers with the cooking. With their mothers already overworked, the girls generally helped with laundry, cleaning, and maybe took on some cooking herself if her mother had too much to do. Moreover, home with low socioeconomic status of the family has negative effect on the academic engagement of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Jackson, 2008). The low socioeconomic status causes environmental deficiencies which results in low self-esteem of students (Luecken & Tanaka, 2013). Luecken and Tanaka (2013) identified four components of parental involvement namely; parental aspirations for children"s education, parent-child communication about school; home-structure and parental participation in school related activities. Chang and McBride-Chang (2003) noted that parenting style lead to their academic engagement and concluded that the desired the parenting style perceived by the students, the better students" academic engagement. To be able to make efforts that improve girls" academic engagement, this study tried to assess the parental involvement on girls" academic engagement in Bosomtwe District in Ashanti Region.

3

1.2 Statement of the Problem

For many years in Ghana, examinations have been accepted as an important aspect of the educational system. Examinations have always been used as the main basis for judging a student"s ability and also as a means of selection for educational advancement and employment.

Parental involvement is a critical component of students" academic engagement and urges that home environment of parenting styles, family involvement, parents – student relationships, emotional support from parents and parenting styles are sources or facilitators of student academic engagement.

There were more boys than girls participating in Senior High Schools in Bosomtwe district in Ashanti region. Despite the growth of education in Ghana since independence, the gender disparity in education still continues to prevail with regard to enrolment of girls (Osei, 2001). This has impacted the researcher to study the impact of home environment on girl – child academic engagement.

Table 1.1: Boys and Girls SSSCE Enrolment (2016 – 2018)

Name of School	2016			2017			2018		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Jachie Pramso SHS	105	550	655	130	450	580	138	508	646
Beposo SHS	120	559	679	110	520	630	140	495	635

As shown on table 1.1, in 2016, Jachie Pramso Senior High School submitted 655 students for SSSCE of which 105, representing 16.3% were girls, whiles 550

4

representing 84% were boys. With reference to Beposo Senior High School, in 2016, the school presented 679 candidates of which 120 of them representing 17.7% were girls, while 559 of them representing 82.3% were boys. Again, in 2017, Jachie Pramso presented 580 candidates of which 130 of them representing 22.4% were girls and 450 of them representing 77.6% were boys. Concerning Beposo Senior High School on the same year, the school presented 630 candidates of which 110 of them representing 17.5% were girls, 520 of them representing 82.5% were boys. In addition, in 2018, Jachie Pramso presented 635 candidates of which 140 of them representing 22% were girls, whiles 495 of them representing 78% were boys. The table indicated that the girls" enrolment was far below their boys counterparts. This motivated the researcher to study the influence of parental involvement on the academic engagement of the girl – child.

1.3. Purpose of the Study

The main purpose of the study was to determine the impact of parental involvement on Senior High School female students" academic engagement in Bosomtwe District in Ashanti Region.

1.4. Objectives of the Study

The study sought to:

1. Determine the impact of parents" education on Senior High School female students academic engagement in Bosomtwe District in Ashanti Region

5

2. Establish the impact of parents involvement on Senior High School female students academic engagement in Bosomtwe District in Ashanti Region

3. Investigate the impact of parenting style on Senior High School female students academic engagement in Bosomtwe District in Ashanti Region

1.5. Research Questions

The study would address the following questions:

1. What is the impact of parents" education on Senior High School female students academic engagement in Bosomtwe District in Ashanti Region

2. What is the impact of parental involvement on Senior High School female students academic engagement in Bosomtwe District in Ashanti Region

3. What is the effect of parenting style on Senior High School female students academic engagement in Bosomtwe District in Ashanti Region

1.6. Significance of the Study

The study would assist the head teachers in public Senior High Schools to understand how parental involvements affect students" academic performance and assist the students to perform better.

Also, the findings of this study will assist in improving parental involvement in academic engagement of female Senior High School students.

Again, the findings could add value to the existing body of knowledge on parental involvement and academic engagement.

6

1.7. Delimitation of the Study

The study should have covered the Ashanti Region or the entire country but due to time frame, it was delimited to the final year student girls Bosomtwe District of Ashanti Region of Ghana. This is because, they have spent more time in the school and they will be able to understand the questions better. Finn (2013) indicated lot of factors impacting girls" academic engagement, but this study focused on home variables of parents" economic status, family involvement and parenting styles.

1.8. Organization of the Study

This study consists of five chapters. Chapter one is the introduction to the study. It presents the background of the study, statement of the problem, purpose of study, study objectives, research questions, and significance of the study, delimitation of the study and organization of the study. The second chapter would deal with literature of the study. Chapter three will cover the methodology of the study that comprises of research design, population, sample and sampling procedure, data collection tools, data collection and analysis procedure. The fourth chapter would also cover data presentation, analysis and discussions. Chapter five concludes the study and makes a summary of findings and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Overview

This chapter would review the existing literature relevant to the topic 'the impact of home environment on Senior High School girls" academic engagement. More specifically, this chapter is a review of topics including:

- Theoretical Framework

- Defining Student Engagement

- Academic Engagement

- Students" Academic Engagement

- Types of Academic Engagement

- Student Engagement and Academic Success

- Home Environments Impacting Students" Academic Engagement

2.2. Theoretical Framework

This study was based on Pearson"s gender relations theory developed by Pearson (1995). This is where the society views all activities that are carried out to be based on social roles and interactions of men and women. The society seems to have ultimate authority on the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be culturally biased against women. Pearson"s gender relations theory was appropriate for this study because it emphasizes the various social, cultural and economic norms and standards which must be considered for women to take the opportunities to participate in social

8

activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect girl students" academic achievement in school. This theory is relevant for this study because it captures the variables. In the traditional set up, the family is headed by a house head, a position held by the male parent. The patriarchal ideology is thus dominant. The roles assigned to women are narrowly defined. They are expected to be good wives and mothers; girls and women are seen as subordinates and education for them is less important. Studies on the situation of girl"s education shows that, disadvantage and discrimination starts even before birth with parental and societal negative attitudes which stress the value of sons against daughters (Heneveld, 2005). The benefits of education for girls can be explained by the effect that education has on girls" achievement. Educated girls acquire and use new personal, social and economic behaviours that in turn affect societal change (Moulton, 2007).

Gender becomes a crucial factor in deciding who goes to school and for how long (Psacharopoulous & Woodhall, 2005). Before parents make the decision, considerations are taken concerning family priorities. In most cases, girls are more disadvantaged by cultural factors operating within the home and school than boys. They also include socio - cultural and economic considerations for example, parental level of education, occupation, family size, traditional division of labour, early marriages and negative perception by parents regarding girls education, and hence this hampers girl students" academic achievement. From the above literature, various factors either independently or dependently impact pupils learning engagement indicators, which can be systematized into several categories or dimensions. With this regard, it is sound to

refer to the definition proposed by Fredrick, Blumenfeld, and Paris (2004) as one of the most comprehensive and exhaustive in the field.

2.3. Defining Student Engagement

Prior to outlining the impacting factors, either positive or negative, it is critically important to understand the very notion of student engagement, as well as to distinguish between the several dimensions of engagement, which are now discussed in the academic literature. There is no single definition that would exhaustively reveal the concept of student engagement due to the complexity of the notion (Willms, 2003). Still, numerous attempts were made to describe the concept in a comprehensive manner, for instance, by considering its antithesis, contrasting it with other terms, or listing alternatives among other approaches.

Additionally, it was considered reasonable to define engagement as a multi-component construct comprised of subsets with associated indices (Pike, Kuh & Gonyea, 2003). Such approach to defining the concept turned out to be rather useful in research, as well as in the development of interventions, aimed at improvement of student engagement.

The very word „engagement" is commonly used to denote such meanings as commitment, agency, and reciprocity, which makes the concept largely synonymous with the personally involving participation in some activity (Park, 2005; Krause & Coates, 2008). In addition, the term „engagement" is sometimes used as a synonym to such words as active, attentive, interest, motivation, and effort (Marks, 2000). However, as it is increasingly pointed out, engagement and motivation, although

10

connected, cannot be used as synonyms, because motivation is about direction and "the reasons for behavior," while engagement is about energy in action and "the connection between person and activity. As any personal experience, student engagement is manifold and, therefore, can be described in a great amount of ways (Willms, 2003). Park (2005), for instance, suggested that student engagement was related with a sense of competence or efficacy and the feeling of relatedness to the teacher and/or to the school. Alike concept was presented by Nauffal (2011), who stated that student engagement becomes optimized when students perceive that the school context fulfills their needs for competence, autonomy and relatedness. Klem and Connell (2004), on the other hand, conceptualized engagement as a magnet that attracts learner"s meandering attention and holds it. It means the learner has „wrapped around" an important idea, has incorporated it accurately into his or her inventory of how things work. Such definition, although hardly being laconic in form, accurately presents student engagement as a concept.

Although literature that deals with issues of education, as well as institutional research, is overwhelmed with a great variety of definitions of student engagement, "the more prevalent ones have become quite focused and technical (Harper & Quaye, 2009). Thus, Gibbs and Poskitt (2010) defined student engagement as the intersection of the time and energy students devote to educationally sound activities. Overall, upon revising various definitions of engagement proposed by different researchers, one can notice that most of them draw attention to the positive engagement indicators, which can be systematized into several categories or dimensions. With this regard, it is sound

11

to refer to the definition proposed by Fredricks, Blumenfeld, and Paris (2004) as one of the most comprehensive and exhaustive in the field (Finn, 2009).

2.4. Academic Engagement

This refers to students" active involvement in learning activities offered by the school and the learning opportunities available in the academic environment (Hilliard, 2010). Students" academic engagement is a continuous dynamic and interactive process, which helps or hinders students from engaging in further studies (Astin, 2004). Therefore academic engagement can be considered as both process and outcome within educational settings (Strapp & Farr, 2010). At the same time, knowledge, skills and competencies learned or achieved through academic engagement can be considered as proximal academic outcome rather than academic engagement in studying.

Engaged academic experiences are characterized by positive and fulfilling encounters including vigour, dedication and absorption (Astin, 2004). Students full of vigour are energetic, mentally resilient and willing to invest their effort into their academic work. Dedication, on the other hand, is characterized as finding the studies important, meaningful, motivating, inspiring and challenging. Absorption is a mental state in which students concentrate on and are immersed in their studies, and therefore, they feel that they become captive in their studies and time goes by quickly (Brophy, 2006).

Academic engagement is often linked with good learning outcomes (Good & Brophy, 2000). For example, high level of academic engagement was associated with academic outcomes, such as school persistence (Astin, 2004). Meanwhile the students

experiencing the lack of such a positive state experience feeling of exhaustion, cynicism and reduced efficacy (Good & Brophy, 2000).

2.5. Students' Academic Engagement

Finn (2009) indicated that schools contribute to the students" academic achievement. Unfortunately, some of the proven methods for enhancing students" academic engagement, like parenting practices, parents" educational levels, and parental income, are outside of a school"s control. To really look at how schools can improve learners" academic engagement, researchers need to examine factors that are malleable by the school. Student academic engagement may be one quantity that schools and teachers can increase.

Finn (2009) indicated that student academic engagement is decreasing and noted that the general decline in students" respect for authority was the cause. Finn (2009) further added that students" academic engagement becomes more important in a time when authority is respected. Archambault and Pagani (2009) suggest that the problems related to student academic disengagement severely effect students whose group scores are lower in achievement and higher in dropout rates. Students" academic engagement has been proposed as a possible antidote to declining student academic motivation and achievement (Fredricks, Blumenfeld & Paris, 2004).

2.6. Types of Academic Engagement

Fredricks, Blumenfeld, and Paris (2004), identified students" academic engagement in three major categories: behavioral, emotional, and cognitive. Fredricks,

13

Blumenfeld, and Paris (2004) explain that the fusion of behavior, emotion, and cognition under the idea of engagement is valuable because it may provide a richer characterization of children that is possible in research on single components.

It is also important to consider that students" academic engagement is impacted by the interaction between the individual and the environment. Finn (2009) argues that the levels of student academic engagement vary depending on the educational setting. In an effort to create an environment conducive to high levels of students" academic engagement, schools can create opportunities for students to participate, develop interpersonal relationships and engage in intellectual activities (Fredricks, Blumenfled & Paris, 2004). In addition, parents, teachers and students themselves also have the ability to promote or inhibit student academic engagement. DeBacker and Crowson (2006) contend that parents and teachers" involvement plays a role in supporting students" academic engagement. Studying engagement in this manner allows for a better understanding of student achievement. Examining each of the three categories of academic engagement separately will build the connections between the three and show the similarities and differences between them.

2.6.1. Behavioral Engagement

Behavioral engagement is defined as both academic and nonacademic school behaviors, and is perhaps most significant in this study, in that it has been shown to impact academic achievement. Behavioral engagement can be seen as positive student conduct. For instance, following the rules in the classroom and showing a lack of disruptive school behavior (Finn & Voelkl, 2003). Another indicator of behavioral

engagement is a student"s involvement in learning and academic behaviors in the classroom – effort, persistence, asking questions, and concentration (Axelson & Flick, 2011).

One of the difficulties in studying behavioral engagement is distinguishing between conduct, persistence and participation. This is problematic because students who follow all the rules, but do not meet the academic requirements, are different from students who are disruptive, but persist and complete the work (Fredricks, Blumenfled & Paris, 2004). Finn (2009) showed that positive behaviors, such as completing homework and complying with school rules indicate behavioral engagement (Good & Brophey, 2004). In addition, negative behaviors, such as truancy, fighting, getting in trouble, and interfering with peers" work, indicate behavioral disengagement (Finn, 2003; Finn & Voelkl, 2003). Researchers have measured levels of engagement by asking teachers to rate students" level of participation and to utilize observational techniques to assess student behaviors (Finn & Rock, 2007).

2.6.2. Emotional Engagement

Emotional engagement refers to an array of student actions and emotions related to their classrooms and school. As is the case with behavioral engagement, school identification is a component of emotional engagement, as well (Finn, 2003; Carini, Kuh & Klein, 2006). Students" affective reactions, including boredom, sadness, and anxiety are indicators of emotional engagement (Finn, 2003; Fredricks, Blumenfeld & Paris, 2004). Plus, students" emotions and feelings regarding their perception of safety in school and feeling connected to friends and teachers are also indicators of emotional

engagement. Further, Coates (2005) have assessed emotional engagement by measuring student reactions to school and their teachers.

According to Finn and Voelkl (2003) emotional engagement is similar to research related to students" attitude, motivation, values, and interest. In fact, emotional engagement is often considered synonymous with motivation (Sirin & Rogers-Sirin, 2004). Research in this area examines students" feelings towards and attitudes about school using surveys with questions asking whether students liked or disliked school, teachers, and schoolwork. In addition researchers pose questions about students" emotions – feeling happy or sad in school and whether they felt bored or interested in schoolwork (Appleton and Furlong, 2008). The difficulty in measuring emotional engagement is that a student"s source of emotional reaction may be attributed to a variety of academic factors – success, friends, school, or their teachers (Fredricks, Blumenfeld & Paris, 2004). Finn (2003) and Coates (2005) considered emotional engagement as a form of behavioral engagement, for example, the relationship between teacher and student.

2.6.3. Cognitive Engagement

Cognitive engagement research has stressed an overall investment in learning as its key indicator (Willms, 2003). Students who show an investment in learning attain higher grades and test scores and are less likely to be disruptive, truant, or drop out (Lao & Kuhn, 2002). Furlong and Christenson (2008) define engagement in academic work as student"s psychological investment and effort directed toward learning, understanding, mastering the knowledge, skills, or crafts that the academic work is

16

intended to promote. Cognitive engagement has also been characterized by an investment in learning, wherein students demonstrate behavior that goes beyond stated expectations and seek academic challenges (Pellerin, 2005).

Alvarez (2002) emphasized that like emotional engagement, the research on cognitive engagement is similar to research on motivation. For example Alvarez (2002) examines students" motivation to learn and their desire for mastery and acquisition of knowledge, which is similar to the concept of emotional engagement, as well as cognitive engagement in academic pursuits.

In addition, a plethora of research has been done on overall intrinsic motivation and how it connects with students" learning. The defining feature of cognitive engagement, however, is learning that is strategic or self-regulating. Students are cognitively engaged when they use metacognition strategies to analyze their learning or an academic task (Ryan & Deci, 2000). Effort in cognitive engagement refers to students" effort that is focused on learning (Willms, 2003).

2.7. Student Engagement and Academic Success

Donkor (2010) expressed that most studies of student engagement treat it as a predictor of academic achievement, inferring that being disengaged, or disaffected from school, causes poor academic achievement. They further argue that it is low achievement that causes students to withdraw from school, or that engagement and academic achievement go hand-in-hand.

The effect of student engagement on academic performance varies depending on the components of engagement that are examined. According to Willms (2003),

17

behavioral engagement was defined as attendance and punctuality and it had a moderate correlation with students" literacy skills at the school level. Further, Donkor (2010) noted a positive relationship between behavioral engagement and academic performance. The positive effect of behavioral engagement on academic performance seems to be more evident among academically resilient students (Donkor, 2010).

Borman and Overman (2004) on the other hand noted that the evidence regarding the effect of emotional engagement on academic performance is mixed. Studies using measures of emotional engagement combined with behavioral engagement have generally found a positive relationship between engagement and academic performance (Borman & Overman, 2004; Sirin & Rogers-Sirin, 2004). However, emotional engagement focusing on a sense of belonging or identification with school was not a strong predictor of academic performance (Willms (2003). On the other hand, Gonzalez and Padilla (2007) found that the level of sense of belonging at school was significantly associated with the grade point average (GPA) of a student.

The importance of student engagement in academics has been recognized by educators, as it has been observed that far too many students are bored, unmotivated, and uninvolved, that is, disengaged from academic and social aspects of school life (Appleton, Christenson and Furlong, 2008). Donkor (2010) suggested that although attendance at school is becoming compulsory in many countries, laws may regulate the structure of the educational system, to substantially impact academic and social outcomes. There may be no better time to ensure that students are engaged in their academic than now due to enormous social and economic pressure young people now face. There are many positive outcomes of students" academic engagement. Student

engagement in school activities promotes academic achievement, increases school completion rates, decreases students" decisions to drop out of school, improves student performance and increases positive expectations about academic abilities (Osei, 2001).

Understanding what motivates a student to strive for excellence remains a critical issue in education today. Most teachers agree that there are numerous factors affecting any given student"s level of academic engagement (Osei, 2001). It is also argued that self-efficacy is factors that diminish or propel academic engagement. However, results on the relationship between self-efficacy and academic engagement have been very inconsistent. Durie (2005) found that these constructs are not significantly related to academic engagement; while others Fei (2010) established that significant relationship exist between self-efficacy and academic engagement and academic performance.

2.8. Home Environments Impacting Female Students' Academic Engagement

Amato and Keith (2001) noted that a lot of home environments impact the students" academic engagement, but this study focuses on parental education, parental involvement and parenting style.

2.8.1. Parental Education Impacting Female Students' Academic Engagement

Parental education is a decisive factor in the educational attainment of their children. Since the quantity and quality of time devoted by parents to their children is positively related to the parents" educational status (Donkor, 2010). Parents" educational level could play an important role in determining a child,s intellectual performance. It is believed that parents" educational level may perhaps be the main

19

source of impact that determined a child‚s academic achievement (Bowen & Bowen, 2008). Educated parents are aware of the benefits of educating their children and they give more value to education and expect their children to become well educated too. When parents provide reward encouragement for the improvement of the child‚s daily educational activities positive effect resulted in achievement (Nortey, 2000). This implies parents" educational level will equip parents with the ability to provide a supportive learning environment in the home. As such, it was found that both maternal and paternal education was related with children‚s academic achievement. Most studies on parents" educational impact on children‚s academic achievement were carried out in developed countries, indicating its positive relationships with academic achievement (Nortey, 2000).

Again, parental education, particularly mother‚s education has a ripple effect upon the participation of girls" in education at family, societal country and global level. Thus, mother‚s education is likely to increase the rate of girls participation in education in terms of enrolment, persistence and completion (Nortey, 2000). This indicates, even though fathers" educational level had shown to have a considerable impact on girls" education, mother‚s educational level is a more potent predictor of girls achievement than father‚s educational level. Because mothers" educational level were found to be significantly related to their daughter‚s performance in school compared to girls" whose mothers were less educated and this was also a predictor of high school juniors" achievement test score (Nortey, 2000).

20

2.8.2. The Impact of Parents Involvement on Students' Academic Engagement

In today's fast-paced society, parents are finding it more difficult to stay connected with their children's education (Epstein, 2001). Increasingly, in the modern family, both parents work outside of the home (Hill & Chao, 2009). Hill and Chao (2009) further found that often the family is led by a single parent with little or no help from extended family members. Furthermore, the extended family has become significantly less extended as mobility has increased. Parents are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school (Hill & Chao, 2009).

Many families are not even led by a parent, but by a grandparent, guardian, or some other adult (Benson, 2002). In what is sometimes called a traditional family environment, parents, usually including a stay-at-home mother, were able to monitor the school work of their children carefully and in turn to ensure to a much greater degree than in today's nontraditional family that student performance remained high in factors such as engagement, academic achievement, attendance and attitude toward school (Hill & Chao, 2009)

Parents were able to keep in touch with the school and the life of their children in the institution, and to monitor success or lack thereof. When children came home from school, homework was completed, assignments finished, tests studied for and snacks eaten, more often than not at the kitchen table under the watchful eye of a parent (Hill & Tyson, 2009).

Just as this traditional family may have existed, it may also have been a figment of society's collective imagination. Whether it existed or not, however, there is no

21

denying fact that there is a school-to-home connection. Many parents worked closely with their children, in cooperation with the school, and marked academic success occurred (Epstein, 2001). With the changes in family life and indeed in societal makeup, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children (Hill & Tyson, 2009). Teachers and head teachers are discovering that the support they once received in getting students to do their homework is not there, because the parents are not at home to insist that students complete their assignments. Even if parents are present, homework turns out to be a major issue within the home environment (Fan, 2001). According to Epstein and Dauber (2001) homework is the vortex where teacher complaints and parental pressures seem to converge. In many households, it is tinder that ignites continuous family battles and a spawning ground for mixed signals and even some resentment between teachers and parents. For parents, staying connected to the day-to-day school life of their children has become difficult (Fan, 2001).

However, even if the possibility exists for increased parent involvement, a basic question arises whether there is a relationship between the type of parent involvement and high school student"s performance factors such as engagement, academic achievement, attendance and attitude toward school. Epstein (2001) claims that increased parent involvement will result in greater student academic engagement, productivity and academic success. Epstein (2001) relates to the impact of parent involvement in the lives of students" academic engagement.

Fan and Chen (2001) indicated that parental involvement in children"s learning activities positively impacts their levels of achievement and motivation to learn.

22

Grolnick and Slowiaczek (2004) indicate that the impacts of parental involvement positively enhance students" academic engagement. Similarly, parental impact on a student"s academic success in high school may be a factor that cannot be ignored (Fan & Chen, 2001). Feuerstein (2000) reported that the academic engagement of students is positively affected by other indicators of parental involvement, including parent/student discussions regarding school experiences and academic matters. Fan and Williams (2010) argued that the general parental supervision and monitoring of student progress and to a lesser extent, parent participation in school-related activities, (volunteering & parent-teacher organizations).

Fan and Chen (2001) argued that the fact that students" academic engagement was positively associated with parent involvement in their lives highlights a basic understanding about the important role of parents at this stage in their children"s lives. Parents should not place undue limits on students" movement and freedoms, nor excuse them from responsibility. Parents should establish expectations for adolescents that are reasonable yet challenging. They should not isolate adolescents from adult role models. Parents need to be available to their adolescent children to discuss issues of relevance and importance to the adolescents themselves. Finally, parents should not look to limit adolescents" boundaries, but work to expand their horizons (Fan & Chen, 2001).

2.8.3. The Impact of Parenting Styles on Students' Academic Engagement

Parenting styles and techniques have consistently been shown to relate to various outcomes such as child psychological problems (e.g., aggression) and academic performance (Grolnick & Slowiaczek, 2004). Several conceptualizations of parenting

23

styles or characteristics have been delineated. Most have focused on quantities and qualities of warmth, responsiveness, and control in the parenting repertoire (Epstein, 2009).

Baumrind (1991) has identified three parenting styles: authoritative, permissive, and authoritarian. Authoritative parenting is characterized by high levels of nurturance, involvements, sensitivity, reasoning, and encouragement of autonomy. Parents who direct the activities and decisions for their children through reasoning and discipline would be described as authoritative. Conversely, permissive parenting is characterized by making few demands, exhibiting non-controlling behaviors, and using minimal punishment. For example, parents who do not establish rules and guidelines for their child's behavior would be described as possessing a permissive parenting style (Baumrind, 1991).

Authoritarian parenting tends to fall at the other end of the continuum. Parents characterized as authoritarian exhibit highly directive behaviors, high levels of restriction and rejection behaviors, and power-asserting behaviors. These parents tend to have a philosophy that "it's my way or the highway."

According to Brown and Iyengar (2008) an authoritative parenting style emphasizing both responsiveness and demandingness appears superior in fostering higher academic performance Baumrind (1991) found that children of parents who were characterized as authoritative were the most motivated, the most competent, and the most achievement oriented.

Talib and Mamat (2011) found that authoritative parenting was positively associated with academic performance; and authoritarian and permissive parenting is

negatively associated with grades. This relation between authoritative parenting style and academic performance in children has been found across ethnic groups (Constanzo, 2005).

Over the past few years, the relationship between parenting characteristics and students" academic engagement has been examined, but inconsistent results have been found. Darling and Steinberg (2003) examined the role of parenting styles in the lives of students and found that parenting behaviors continue to be important in the academic lives of students. They found that the more autonomy, demand, and support parents provided, the more students were confident and persistent academically. In other words, authoritative parenting was found to continue having an impact on students" academic engagement (Darling & Steinberg, 2003).

Not only do parenting styles yield various personality traits as well psychological, social and emotional outcomes in children, they also result in different academic engagement or achievements among children in school. The four dimensions as identified by Baumrind (1991) tend to affect a parent"s expectation; control and responsiveness toward the child and this in turn tend to affect the child"s academic engagement, which could either be positive or negative. To be successful in their education and life, however, students need trusting, supporting, and caring relationships with their parents. As a result, parenting styles have become a dependable approach and major topic of study in the area of education and parenting in contemporary times because of the impact parenting styles have on the development of children"s personality traits, as well as social and academic achievements (Nyarko, 2011). This development has been necessitated by the awareness that has been created over the

years stressing on the benefit of good parenting practices through the adoption of the appropriate parenting styles and its effect on education which most parents are beginning to acknowledge as an acceptable means of achieving success in life. Again, there exists ample evidence in literature that insinuate that parenting styles are correlated with children‟s academic engagement (Parivash & Hashemian, 2015). Radhika and Rosna (2015) found that effective parenting styles are correlated with high students‟ academic engagement. Likewise, Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student‟s academic achievement in school.

Nyarko (2011) noted that, with the value of education in the world today, parents are encouraged to make positive efforts to ensure an active participation in the education of their wards so as to endow them with the capacity to be socially mobile in life. Similarly, Santrock (2006) also indicated that although students are primarily the ones for whom curricula are designed, textbooks are written, and schools built, parents are primarily the ones held responsible for preparing students for learning preparation physically, psychologically, behaviourally, attitudinally, emotionally, and motivationally. Thus, without the appropriate parenting style the child is likely to perform poorly in school.

2.9 Summary of the Literature Review

The home environment plays a vital role in the development of a child‟s personality. The child constantly interacts with the family and is invariably influenced by the entire environment that surrounds it. Children need a congenial environment, an

environment characterized by human care, particularly by the mother and at the same time providing various experiences and stimulations. Academic engagement among female Senior High School students raise a lot of interest among the stakeholders, mainly because it is considered to be an indicator of gender equity in education. The literature review showed that the home environment positively influences female student"s academic engagement but this study narrowed the home environment to parental education, parents" involvement and parental styles.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methods that were utilized in the study. They include the research design, target population, sampling and sampling techniques, research instruments for data collection, Validity and reliability of instruments, data collection procedure, and data analysis techniques.

3.2 Research Design

The study adopted the descriptive survey design. Descriptive survey design was selected because the study entailed asking a large number of people questions (in form of questionnaires) about their opinions and ideas, and even described what the people said. This study also used descriptive survey design since the variables were not manipulated, and there was an opportunity to explore and probe the respondents for more information. The major purpose of descriptive survey research design is a description of the state of affairs as it exists at present (Kothari, 2008). According to Kumar (2014), descriptive survey design is a branch of social scientific investigation which studies large and small populations or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelations. The descriptive survey allows collection of large amounts of data from the target population.

Moreover, the study followed descriptive design because it is a fact-finding study that involves adequate and accurate interpretation of findings and also describes a

certain present condition. The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition. The researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study. According to Creswell and Clark (2011), the descriptive method of research is to gather information about the present existing condition. Since this study is focused on the impact of parental involvement on academic engagement, the descriptive method was the most appropriate method to be used.

3.3. Population

According to Creswell and Clark (2011), research population is a group of people from which a sample can be drawn. Population is the total collection of elements about which they wish to make some inferences. The target population for the study comprised of 225 Senior High School girls who are in SHS three in two Senior High Schools in the Bosomtwe District of Ashanti Region and 80 educated parents. The educated parents were selected so that they could answer the questionnaire without any external influence. The table below illustrates the distribution of the study population and how the sample was selected.

Table 3.1: Distribution of the Study Population and Sample Selected

Name of Schools	Student Girls Population	Number of Girls Selected	Number of parent selected
Jachie Pramso Senior High School	105	83	35
Beposo Senior High School	120	92	45
Total	225	175	80

3.4. Determination of Sample Size

In determining the sample size, Yamane (2009) formula was used. The formula was used because researchers such as Bryman (2012) and Taylor, Kermode & Roberts (2007) recommended for its use. The formula states stated that:

$$n = N / (1 + Ne^2)$$

Where N = population size, and e = alpha level, i.e. e = 0.05 if the confidence interval is 95%.

Taking Jachie Pramso Senior High School, for example, the N = 105. This implies that:

Sample Size = $105/(1 + 105 \times 0.05^2)$

= 105/ (1 + 105 × 0.0025)

= 105/ (1+0.26)

= 105/1.26

= 83

Using the above technique for appropriate sample sizes for different populations led to the selection of 175 student girls (83 from Jachie Pramso SHS and 92 from Beposo SHS) and 80 parents to participate in the study.

3.5. Sample and Sampling Technique

Out of the population of 225 of the study, 175 student girls were randomly selected to participate in the study. With the use of the simple random sampling technique, „‟YES‟‟ or „‟NO‟‟ was written on pieces of papers and folded. Those who selected the „‟YES‟‟ were selected. Concerning the selection of the parents, both purposive sampling and convenient sampling techniques were used to select educated parents. According to Creswell and Clark (2007), purposive sampling is a type of non-probability sampling in which the unit to be observed are selected on the basis of the researcher‟s judgements about which ones will be the most useful or representative. Creswell and Clark (2007) further reiterates that the researcher has to make a decision regarding who or what should be sampled, the form the sample will take and the number of people to be sampled as long as that sample leads to greater clarity and to a deepening of the understanding of the study conducted. Convenient sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population of members who are conveniently available to participate in the study.

Moreover, convenient sampling is a type of sampling where the first available primary data source was used for the research without additional requirements. In other words, this sampling method involves getting participants wherever you find them and

31

typically whenever is convenient. In this study, the researcher purposefully and convenietly selected 35 educated parents from Jachie Pramso Senior High School and 45 educated parents from Beposo Senior High School, who can read and understand the questionnaire thus, making the sample size of 80.

3.6. Data Collection Instruments

The study employed questionnaire administration to elicit data for the study. In the view of Mugenda and Mugenda (2009), questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses. Questionnaires are fast and convenient and given the level of education of the teachers in the schools, it will not be likely for them to misinterpret the questions and give misleading answers. The use of questionnaires ensured that, quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses.

3.6.1 Questionnaire for Female Students

The questionnaire consists of five sections. A, B, C, D and E. Section A dealt with demographic characteristic of the female students. Section B also had 5 items measuring parenting style influencing student girls" academic engagement. Section C also consisted of 5 items measuring parental involvement influencing student girls" academic engagement. In addition, section D dealt with parents" education supporting students" academic engagement and consisted of 5 items. The questionnaire is on 5-

32

point likert scale. (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strong Agree).

3.6.2 Questionnaire for Parents

The parents" questionnaire consisted of four sections: A, B, C, and D. Section A dealt with demographic characteristics of the parents. Section B had 5 items measuring parenting style influencing student girls" academic engagement. Section C also consisted of 5 items measuring parents" involvement influencing student girls" academic engagement whiles section D dealt with parents education influence on student girls" academic engagement. The questionnaire was on 4-point likert scale (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strong Agree).

3.7. Validity and Reliability of the Instruments

Validity is the degree to which an instrument measures what it is supposed to measure. That is, asking the right question and framed accordingly. For the instrument to be valid, the content which will be selected and included in the questionnaire must be relevant to the variable being investigated. Validity also refers to the extent to which differences found with a measuring instrument reflects a true difference among those who will be tested (Martens, 2005). In this study, validity refers to the content validity. According to Mugenda and Mugenda (2003), content validity is a measure of the degree to which data collected using a particular instrument presents a specific content of a particular concept. To validate the test items, the questionnaires were submitted to my supervisor for verification.

33

Reliability of the instrument refers to the degree to which the instrument consistently measures whatever it is measuring (Babbie & Mouton, 2002). To establish the reliability coefficient, cronbach alpha was calculated with the help of SPSS version 20.0. According to Gay (2003) coefficient of 0.60 is considered adequate but coefficient of 0.80 is good to establish that an instrument is reliable. The overall reliability of female students" questionnaire is 0.83 and that of parents" questionnaire is 0.75.

3.8. Pilot Testing

A pilot testing was conducted at Oppon Memorial Senior High School with 50 respondents that comprised of 30 female students and 20 parents. The pilot testing helped me to remove ambiguities, and unnecessary items in the questionnaire. Pilot testing of the questionnaire helped to unearth the content validity and reliability of the questions in measuring what it was intended to measure. 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 pilot test also gave a fair idea of the responses obtained from the field. The responses were fed into the SPSS version 20.0 and the reliability analysis was run to obtain the cronbach alpha of 0.83 for the female students and 0.75 for the parents. Three teachers were also involved in the qualitative data.

3.9. Data Collection Procedure

The researcher sought permission from the various heads of the selected schools. Four (4) days after this, the researcher met the respondents of each school to seek their willingness to answer the questionnaire. The questionnaire was administered a day after the preliminary contact. This was done during school days between 10am – 12:00pm in their assembly halls. The researcher visited each school and gathered the selected respondents and personally administered the questionnaires to them and collected the questionnaire after completion of the instrument. With regard to the parents, the researcher attended the PTA meeting of the schools and through the assistance of the headmasters; there was announcement on the purpose of the study to the parents. I purposely and conveniently selected 35 parents from Jachie Pramso senior high school and 45 parents from Beposo senior high school who were willing to participate in the study and distributed the questionnaire to them.

3.10. Data Analysis Procedure

After sorting out the questionnaires, the data was computed and analysed using the Statistical Package of Social Sciences (SPSS) version 20.0. The statistical analysis such as, mean, frequencies and percentages were used.

3.11. Ethical Consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations are pertinent to this study because of the nature of the problem, the methods of data

collection and the kind of persons serving as research participants. While carrying out this study, cognizance was taken of the fact that this study was investigating very sensitive issues and as such followed ethical procedures suggested by Bryman (2006).

Bryman (2006) points out that, researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. In line with international best practices in education, I revealed the intentions of the study to the participants and sought informed consent for their participation. I verbally assured the participants of anonymity of their identities and confidentiality of the data I was going to get from them. I also promised to assign them pseudonyms during the writing of the report. In addition, with regard to the ethical issue of confidentiality, I stored all information from the study safely. Hard copies were locked in a cabinet and soft copies stored in files protected with a password which was only accessible to me.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

The chapter begins by presenting the demographic characteristics of the respondents. This is followed by the answering and discussion of the research questions.

4.2. Response Rate

The researcher administered 175 questionnaires to the student girls, but 150 of them representing 85.7% responded. As a result, the study analysis of the student girls was based on the responded rate of 150 participants that equated to 100%. In addition, the researcher further administered 80 questionnaires to the student girls" parents, but 75 of them representing 93.8% responded. As a result, the study analysis of the student girls" parents was based on the responded rate of 75 participants that equated to 100%.

4.3. Demographic Characteristics of Students Girls

Table 4.1 depicts the age group of the student girls. The table indicates that out of 150 student girls, 62 of them, representing 41.3% ages were less than 17 years whiles 88 of them representing 58.7% were 17 years and above.

Table 4.1: Age Distribution of Student Girls

Age	Frequency	Percentage
16 - 17 years	62	41.3
18 – 19 years	88	58.7
Total	150	100.0

Concerning the student girls" parents" marital status, Table 4.2 indicates that 108 of the girls representing 72% parents were married whiles, 42 of them representing 28% were single parents.

Table 4.2: Parental Marital Distribution of Student Girls

Responses	Frequency	Percentage
Married	108	72.0
Single/Divorced	42	28.0
Total	150	100.0

With respect to the living status of the student girls, Table 4.3 indicates that 43 of them representing 28.7% have stayed with their mothers only, 26(17.3%) have stayed with their fathers only, 61(40.7%) have stayed with both parents whereas 20 of them representing 13.3% have stayed with other relatives.

Table 4.3: Living Status of the Student Girls

Responses	Frequency	Percentage
Mother only	43	28.7
Father only	26	17.3
Both Parents	61	40.7
Other Relatives	20	13.3
Total	150	100.0

In reference to the student girls" parents" educational status, Table 4.4 indicates that 47 of them representing 31.3% were tertiary holders, 52 of them representing 34.7% had secondary education, 41(27.3%) had basic education whereas 10 of them representing 6.7% had no formal education.

Table 4.4: Educational Status of the student girls' Parents

Educational Status	Frequency	Percentage
Tertiary	47	31.3
Secondary	52	34.7
Basic Education	41	27.3
Uneducated	10	6.7
Total	150	100.0

39

4.4. Demographic Characteristics of Parents

It was important to analyse the background characteristics of the various respondents of the study; that is the parents who participated in this study, because their characteristics have a strong bearing on the study‟s findings relating to the research questions. The sex distribution of the parents indicated a difference of 45 males representing 60.0% and 30 females representing 40.0%.

Table 4.5: Sex Distribution of Parents

Sex	Frequency	Percentage
Male	45	60.0
Female	30	40.0
Total	75	100.0

The dominant age group of the parents ranged between 51 – 56 years representing 29.3%, followed by the age group 35 - 40 years representing 28%, then 41 – 46 years representing 26.7% whereas 56 and above years made up the smallest group, representing 16% of the respondents.

Table 4.6: Age Distribution of Parents

Age	Frequency	Percentage
35 – 40	21	28.0
41 – 46	20	26.7
51 – 56	22	29.3
56+	12	16.0
Total	75	100.0

With regard to the parent''s marital status, Table 4.8 indicates that 15 of them representing 20% were single /divorced, whereas 60 of them representing 80% were married.

Table 4.7: Marital Distribution of Parents

Responses	Frequency	Percentage
Single/Divorced	15	20.0
Married	60	80.0
Total	75	100.0

As regards the parents educational status, Table 4.8 indicates that 25 of them representing 33.3% were tertiary holders, 30 of them representing 40% were secondary education holders, whereas 20 of them representing 26.7% were basic education holders.

41

Table 4.8: Educational Status of the Parents

Educational Status	Frequency	Percentage
Tertiary	25	33.3
Secondary	30	40.0
Basic Education	20	26.7
Total	75	100.0

4.5. Section B – Analysis and Discussions of Research Questions

4.4.1. Research Question One – What is the impact of parents' education on senior high school students' academic engagement in Bosomtwe District in Ashanti Region

This research question was designed to find out the the influence of parents" education on senior high school female students" academic engagement in Bosomtwe District of Ashanti Region. The respondents were given questionnaire and their responses were presented in Table 4.9.

42

Table 4.9: The impact of parents' education on senior high school female students'

academic engagement

Statements-Students Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1. My parent''s educational level have put them in a good position to be second teachers to me	10(6.7)	17(11.3)	7(4.7)	74(49.3)	42(28.0)	3.81
2. My educated parents are more serious with my academic work	5(3.3)	11(7.3)	10(6.7)	78(52.0)	46(30.7)	3.99
3. My educated parents assist me in my academic work	33(22)	28(18.7)	15(10.0)	45(30.0)	29(19.3)	3.06
4. My parent''s level of education assist them to understand my academic needs	6(4.0)	20(13.3)	12(8.0)	33(22.0)	79(52.7)	4.06
5. My educated parents provide me with learning resources	7(4.7)	15(10.0)	11(7.3)	37(24.7)	80(53.3)	4.12
1. My educational level has put me in a good position to be a second teacher to my student girl-child	7(9.3)	11(14.7)	7(9.3)	30(40.0)	20(26.7)	3.60
2. My educational status has made me more serious with my girl – child''s academic	6(8.0)	9(12.0)	3(4.0)	13(17.3)	44(58.7)	4.07
3.I can assist my girl – child''s academic work, because of my educational status	9(12.0)	10(13.3)	8(10.7)	26(34.7)	22(29.3)	3.56
4. My level of education assists me to understand my girl child''s academic needs	4(5.3)	6(8.0)	5(6.7)	19(25.3)	41(54.7)	4.16
5. My educational status makes me to provide my girl - child with learning resources	8(10.7)	15(20.0)	9(12.0)	15(20.0)	23(37.3)	3.53

43

As Table 4.9 shows, the student girls and their parents'' opinion on the impact of parents'' education on senior high school female students'' academic engagement. In the first place, the female students were asked if their parent''s educational level have put them in a good position to be second teachers to them. With this statement, 10 of the female students representing 6.7% strongly disagreed, 17(11.3%) disagreed, 7(4.7%) were neutral, 74(49.3%) agreed, while 42(28%) strongly agreed with that statement. The mean score of 3.81 implies that averagely, the female students agreed with that statement. With regards to the parents opinion on the same statement, out of 75 parents who participated in the study, 7 of them representing 9.3% strongly disagreed, 11(14.7%) disagreed, 7(9.3%) were neutral, 30(40%) agreed, while 20(26.7%) strongly agreed with that statement. The mean score of 3.60 implies that averagely the parents agreed with that statement.

The researcher further wanted to find out from the female students if their educated parents are more serious with their academic work. With this statement, 5(3.3%) strongly disagreed, 11(7.3%) disagreed, 10(6.7%) were not sure, 78(52.0%) agreed, while 46(30.7%) strongly agreed with that statement. The mean score of 3.99 implies that averagely, the female students agreed with that statement. Concerning the parents perception on the same statement, 6(8%) strongly disagreed, 9(12%) disagreed, 3(4%) were neutral, 13(17.3%) agreed, while 44(58.7%) strongly agreed with that statement. The mean score of 4.07 implies that averagely the parents strongly agreed with that statement.

Again, I wanted to find out from the female students if their educated parents assisted them in their academic work. With this statement, 33(22%) strongly disagreed,

44

28(18.7%) disagreed, 15(10.0%) were neutral, 45(30.0%) agreed, while 29(19.3%) strongly agreed with that statement. The mean score of 3.06 implies that averagely, the female students agreed with that statement. On the response of the students on the same statement, 9(12%) strongly disagreed, 10(13.3%) disagreed, 8(10.7%) were neutral, 26(34.7%) agreed, while 22(29.3%) strongly agreed with that statement. The mean score of 3.56 implies that averagely, the parents agreed with that statement.

In addition, I wanted to find out from the female students if their parent‟s levels of education assist them to understand their academic needs. With this statement, 6(4.0%) strongly disagreed, 20(13.3%) disagreed, 12(8.0%) were neutral, 33(22.0%) agreed, while 79(52.7%) strongly agreed with that statement. The mean score of 4.06 implies that averagely, the female students agreed with that statement. With regard to the parents on the same statement, 4 of them representing 5.3% strongly disagreed, 6(8%) disagreed, 5(6.7%) were neutral, 19(25.3%) agreed, while 41(54.7%) strongly agreed with that statement. The mean score of 4.16 implies that averagely the parents strongly agreed with that statement.

Lastly, I wanted to find out from the female students if their educated parents provide them with learning resources. With this statement, 7(4.7%) strongly disagreed, 15(10.0%) disagreed, 11(7.3%) were neutral, 37(24.7%) agreed, while 80(53.3%) strongly agreed with that statement. The mean score of 4.12 implies that averagely, the female students strongly agreed with that statement.

In summary, while majority of the female students strongly agreed that their educated parents provide them with learning resources, the majority of parents strongly agreed that their level of education assist them to understand their girl child‟s academic

needs. This finding was in line with that of Hoyle (2006) who noted that learning resources serve as a channel through which students add knowledge to what was taught in classroom. This finding also supports that of Maicibi (2003) who noted that adequacy of learning resource such as textbooks is the most cost effective input affecting learners" academic engagement. This finding also collaborate that of Akande (2005) who indicated that learning resources are important because they can significantly increase student academic engagement by supporting student learning.

The finding regarding the parents" opinion that their (parents) levels of education assist them to understand their girl child"s academic needs. This finding supports that of William & Vimal (2007) who indicated that parents" level of education is a good predictor of academic engagement of students and concluded that students" academic engagement consistently have shown that parents" level of education is important in predicting children"s academic engagement. This finding support that of Dubey (2009) who noted that educational attainment of parents is a good predictor of students" academic engagement.

4.5.2. Research Question Two – What is the impact of parental involvement on senior high school female student's academic engagement in Bosomtwe District of Ashanti Region?

This research question was designed to find out the impact of parental involvement on senior high school female students academic engagement in Bosomtwe District. The respondents were given questionnaires and their responses were presented in Table 4.10

46

Table 4.10: Female students and parents perception on the impact of parental involvement on senior high school female students' academic engagement

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1. My parents" encouragement on my future	12(8.0)	24(16.0)	14(9.3)	71(47.3)	29(19.3)	3.54
2. My parents monitor my academic progress	4(2.7)	14(9.3)	8(5.3)	35(23.3)	89(59.3)	4.27
3. Parent – school communications improve my	20(13.3)	27(18.0)	15(10)	63(42)	25(16.7)	3.31
4.Parental aspirations for me influences my academic	14(9.3)	25(16.7)	27(18)	59(39.3)	25(16.7)	3.37
5. Parental interaction enhances my academic	10(6.7)	14(9.3)	17(11.3)	69(46.0)	40(26.7)	3.77
Statements. Parents Opinion						
1. I encourage my girl – child"s future career	10(13.3)	11(14.7)	7(9.3)	33(44.0)	14(18.7)	3.40
2. I monitor my girl – child"s academic progress	4(5.3)	11(14.7)	9(12.0)	29(38.7)	22(29.3)	3.72
3. Regular parent-school communication improves my girl – child"s academic	8(10.7)	17(22.7)	11(14.7)	21(28.0)	18(24.0)	3.32
4. My aspiration for my girl - child has influence on her	5(6.7)	13(17.3)	6(8.0)	38(50.7)	13(17.3)	3.55
5. My parental interaction enhances her academic engagement	3(4.0)	4(5.3)	4(5.3)	25(33.3)	39(52.0)	4.24

47

Table 4.10 present, female students and parents" perception on influence of parental involvement on senior high school female students" academic engagement. In the first place, the female students were asked if their parents" encouragement on their future career positively impacts their academic engagement. With this statement, 12 of the female students representing 8% strongly disagreed, 24(16%) disagreed, 9(9.3%) were neutral, 71(47.3%) agreed, while 29(19.3%) strongly agreed with that statement. The mean score of 3.54 implies that averagely the female students agreed with that statement. With regard to the parents" response on the same statement, 10 of the parents representing 13.3% strongly disagreed, 11(14.7%) disagreed, 7(9.3%) were neutral, 33(44.0%) agreed, while 14(18.7%) strongly agreed with that statement. The mean score of 3.40 implies that averagely the parents agreed with that statement.

The researcher further wanted to find out from the female students if their parent"s monitoring of their academic progress impacted their academic engagement. With this statement, 4(2.7%) strongly disagreed, 14(9.3%) disagreed, 8(5.3%) were neutral, 35(23.3%) agreed, while 89(59.3%) strongly agreed with that statement. The mean score of 4.27 implies that averagely, the female students strongly agreed with that statement. Concerning the parents response on the same statement, 4(5.3%) strongly disagree, 11(14.7%) disagreed, 9(12%) were neutral, 29(38.7%) agreed, whiles 22(29.3%) strongly agreed. The mean score of 3.72 implies that averagely the parents agreed with that statement.

Moreover, the researcher wanted to find out from the female students if their parent"s communications with the school improve their academic engagement. With this statement, 20(13.3%) strongly disagreed, 27(18.0%) disagreed, 15(10%) were

48

neutral, 63(42%) agreed, while 25(16.7%) strongly agreed with that statement. The mean score of 3.31 implies that averagely the female students agreed with that statement. Concerning the parents response on the same statement, 8(10.7%) strongly disagreed, 17(22.7%) disagreed, 11(14.7%) were neutral, 21(28%) agreed, while 18(24%) strongly agreed with that statement. The mean score of 3.32 implies that averagely the parents agreed with that statement.

In addition, I wanted to find out from the female students if their parent"s aspirations for them positively impact their academic engagement. With this statement, 28(18.7%) strongly disagreed, 47(31.3%) disagreed, 16(10.7%) were neutral, 33(22%) agreed, while 26(17.3%) strongly agreed with that statement. The mean score of 2.88 implies that averagely the female students were neutral with that statement. Concerning the parents" response on the same statement, 14(9.3%) strongly disagreed, 25(16.7%) disagreed, 27(18%) were neutral, 59(39.3%) agreed, while 25(16.3%) strongly agreed with that statement. The mean score of 3.37 implies that averagely, the parents agreed with that statement.

Lastly, the researcher further wanted to find out from the female students if their parents" interaction with them on their education enhances their academic engagement. With this statement, 10(6.7%) strongly disagreed, 14(9.3%) disagreed, 17(11.3%) were neutral, 69(46.0%) agreed, while 40(26.0%) strongly agreed with that statement. The mean score of 3.77 implies that averagely the female students agreed with that statement. With regards to the parents" response on the same statement, 3(4%) strongly disagreed, 4(5.3%) disagreed, 4(5.3%) were neutral, 25(33.3%) agreed, while

49

39(52.0%) strongly agreed with that statement. The mean score of 4.24 implies that averagely, the parents strongly agreed with that statement.

In summary, the data revealed that while majority of the female students strongly agree that their parent‟s monitoring of their academic progress impact their academic engagement, the parents on the other hand strongly agreed that their (parents) interaction with their female students on their education enhances the female students‟ academic engagement. This finding was in line with that of Bridges (2006) who indicated that parent-child interaction enhance children‟s academic engagement and school success. This finding also support that of Barber(2006) who indicated that child-parent interaction is important for many areas of school-based functioning such as improved academic engagement. This finding also supports Epstein & Dauber, (2002) who highlighted the importance of the effect of the child-parent interaction on school adjustment and academic engagement. Moreover, the finding support that of Coleman (2009) who noted that parent – child interaction in education has consistently been found to be positively linked with a learner‟s academic engagement at school.

Majority of female students strongly agreed that their parent‟s monitoring of their academic progress impact their academic engagement which supports that of Gordon (2008) who indicated that one key aspect of parental involvement is the parents ability to monitor child activities such as their time and, supervise child to do homework. Lammer and Bandia, (2005) added that these factors are believed to influence the child‟s academic engagement. The finding also support that of Guilamo-Ramos &Dittus (2010) who also explained that a parent‟s monitoring activities of setting time for child to study and complete their homework after school hours, to

regulate the time children spend playing after school, ability of the parents to guide the academic progress by helping student to select subjects, and lastly the ability of parent to monitor the return of their children from school make the children academically engaged.

This finding collaborated that of Epstein (2008) who noted that to improve academic engagement of students highly depend on parental monitoring. This finding also support that of Gordon (2007) who indicated that the most accurate predictor of students" academic engagement was the extent to which the family and parents in particular were involved in monitoring their children"s education.

4.5.3. Research Question Three – What is the effect of parenting style on senior high school female students' academic engagement in Bosomtwe District of Ashanti Region?

This research question was designed to find out the female students and parents" perception on the impact of parenting style on Senior High School female students" academic engagement in Bosomtwe District. The respondents were given questionnaire and their responses were presented in Table 4.11.

Table 4.11: Student girls' perception on the influence of parenting style on senior high school female students' academic engagement

Statements- Students Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1. My parent''s responsiveness to my feelings and needs have impact on my academic	9(6)	11(7.3)	5(3.3)	40(26.7)	85(56.7)	4.21
2. My parents provide comfort and understanding when I am upset	12(8)	18(12)	12(8)	50(33.3)	58(38.7)	3.83
3. My parents use criticism to make me improve my behaviour	8(5.3)	28(18.7)	20(13.3)	51(34.0)	43(28.7)	3.62
4. My parents become angry at me when my academic performance does not meet their expectations	28(18.7)	47(31.3)	16(10.7)	33(22)	26(17.3)	2.88
5.My parents take into account my preferences in making plans for the family	14(9.3)	16(10.7)	13(8.7)	65(43.3)	42(28.0)	3.70
1. I respond to my girl – child''s feelings and needs	4(5.3)	6(8)	5(6.7)	20(26.7)	40(53.3)	4.15
2. I provide comfort and understanding when my girl – child is upset	5(6.7)	8(10.7)	3(4.0)	19(25.3)	40(53.3)	4.08
3. My criticism to make my girl-child improve her behaviour gives positive impact on her	8(10.7)	6(8.0)	12(16.0)	33(44.0)	16(21.3)	3.57

Statements- Students Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
4. I become angry towards my girl – child when her academic performance does not meet my expectation	15(20)	19(25.3)	17(22.7)	11(14.7)	13(17.3)	2.84
5. I take into account my girl-child"s preferences in making plans for the family	8(10.7)	6(8)	3(4)	24(32.0)	34(45.3)	3.93

Table 4.11 present, female students and parents" perception on influence of parenting style on Senior High School female students" academic engagement. In the first place, the female students were asked if their parent"s responsiveness to their feelings and needs impact on their academic engagement. With this statement, 9 of the female students representing 6% strongly disagreed, 11(7.3%) disagreed, 5(3.3%) were neutral, 40(26.7%) agreed, while 85(56.7%) strongly agreed with that statement. The mean score of 4.21 implies that averagely, the female students strongly agreed with that statement. With regards to the parents response on the same statement, 4 of the parents representing 5.3% strongly disagreed, 6(8%) disagreed, 5(6.7%) were neutral, 20(26.7%) agreed, while 40(53.3%) strongly agreed with that statement. The mean score of 4.15 implies that averagely the parents agreed with that statement.

The researcher further wanted to find out from the female students if their parents providing comfort and understanding when they are upset impact their academic engagement. With this statement, 12(8%) strongly disagreed, 18(12%) disagreed, 12(8%) were neutral, 50(33.3%) agreed, while 58(38.7%) strongly agreed

53

with that statement. The mean score of 3.83 implies that averagely, the female students agreed with that statement. Concerning the parents response on the same statement, 5(6.7%) strongly disagree, 8(10.7%) disagreed, 3(4%) were neutral, 19(25.3%) agreed, whiles 40(53.3%) strongly agreed. The mean score of 4.08 implies that averagely, the parents strongly agreed with that statement.

Moreover, the researcher wanted to find out from the female students if their parent"s use of criticism to make them improve their behaviour impacts their academic engagement. With this statement, 8(53.3%) strongly disagreed, 28(18.7%) disagreed, 20(13.3%) were neutral, 51(34%) agreed, while 43(28.7%) strongly agreed with that statement. The mean score of 3.62 implies that averagely the female students agreed with that statement. Concerning the parents response on the same statement, 8(10.7%) strongly disagreed, 6(8%) disagreed, 12(16.0%) were neutral, 33(44%) agreed, while 16(21.3%) strongly agreed with that statement. The mean score of 3.57 implies that averagely, the parents agreed with that statement.

In addition, I wanted to find out from the female students if their parents become angry towards them when their academic performance does not meet their parents expectation impacts on female students academic engagement. With this statement, 28(18.7%) strongly disagreed, 47(31.3%) disagreed, 16(10.7%) were neutral, 33(22%) agreed, while 26(17.3%) strongly agreed with that statement. The mean score of 2.88 implies that averagely the female students were neutral with that statement. Concerning the parents response on the same statement, 15(20%) strongly disagreed, 19(25.3%) disagreed, 17(22.7%) were neutral, 11(14.7%) agreed, while 13(17.3%)

54

strongly agreed with that statement. The mean score of 2.84 implies that averagely the parents were neutral with that statement.

Lastly, the researcher further wanted to find out from the female students if their parents, taking into account their preferences in making plans for the family impact their academic engagement. With this statement, 14(9.3%) strongly disagreed, 16(10.7%) disagreed, 13(8.7%) were neutral, 65(43.3%) agreed, while 42(28.0%) strongly agreed with that statement. The mean score of 3.70 implies that averagely the female students agreed with that statement. With regards to the parents" response on the same statement, 8(10.7%) strongly disagreed, 6(8%) disagreed, 3(4%) were not sure, 24(32%) agreed, while 34(45.3%) strongly agreed with that statement. The mean score of 3.93 implies that averagely the parents agreed with that statement.

In summary, the data revealed that both majority of the female students and parents strongly agreed that parents" responsiveness to female students" feelings and needs impact on the female students" academic engagement. This finding was in line with that of Baumrind (2005) who emphasised that parental responsiveness also referred to as parental supportiveness that make parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands attracted the children to foster to the children needs. This finding also supports Micki (2008) assertion that parental responsiveness make parents sensitive to their children's needs and the extent to which they express warmth, love, and concern for their children that in turn make learners engaged and committed to their studies. Moreover, the finding support that of Mandara (2006) who noted that parental responsiveness make both parents and their children

interact effectively that encourage the good development of normative values and standards of behaviour the children and also facilitate the children academic engagement. In addition, the finding was in line with that of Spera (2005) who indicated that parents who are responsive in their parenting style have children who are well engage academically.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings of the study, which determines the impact of parental involvement on academic engagement of female Senior High Students in Bosomtwe District in Ashanti Region. The chapter includes the summary of the research findings and conclusions from the results and finally the recommendations for further studies.

5.2. Summary of Findings

The study attempted to determine the impact of parental involvement in academic engagement of female senior high school students in Bosomtwe District in Ashanti Region. The following research questions guided the study:

1. What is the impact of parents" education on Senior High School female students" academic engagement in Bosomtwe District in Ashanti Region?

2. What is the impact of parental involvement on Senior High School female students" academic engagement in Bosomtwe District in Ashanti Region?

3. What is the effect of parenting style on Senior High School female students" academic engagement in Bosomtwe District in Ashanti Region?

The following findings were arrived at in the present study:

1. The research question one sought to find out the impact of parents" education on Senior High School female students" academic engagement in Bosomtwe District in Ashanti Region. The study revealed that while majority of the female students strongly agreed that their educated parents provided them with learning resources, the majority of parents strongly agreed that their level of education assisted them to understand their girl child"s academic needs.

2. Moreover, the second research question which sought to find out the the impact of parental involvement on Senior High School female students" academic engagement in Bosomtwe District in the Ashanti Region revealed that while majority of the female students strongly agreed that their parents" monitoring of their academic progress impact their academic engagement, the parents on the other hand strongly agreed that their (parents) positive interaction with their female students on their education enhance the female students" academic engagement.

3. Finally, with respect to the research question three which sought to find out the the effect of parenting style on Senior High School female students" academic engagement in Bosomtwe District in Ashanti Region revealed that both majority of the female students and parents strongly agreed that parents responsiveness to female students" feelings and needs impact on the female students academic engagement.

5.3. Conclusion

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

1. While majority of the female students strongly agreed that their educated parents provided them with learning resources, the majority of parents strongly agreed that their level of education assisted them to understand their girl child's academic needs.

2. While majority of the female students strongly agreed that their parent's monitoring of their academic progress impacted their academic engagement, the parents strongly agreed that their positive interaction with their female students on their education enhanced the female students' academic engagement.

3. Both majority of the female students and parents strongly agreed that parents' responsiveness to female students' feelings and needs impacted on the female students' academic engagement.

4. The female students perceived that their parents educational level highly and positively related to their academic engagement.

5.4. Recommendations

In light of the research findings, it is recommended that:

1. Parents should provide for their female students learning resources and also improve upon their level of education in order to understand their female students' academic needs.

2. Parents should timely monitor their female students" academic progress to enhance their female students" academic engagement. The parents should also exhibit positive interaction with their female students on their education to enhance the female students" academic engagement.

3. Parents should be responsive to female students" feelings and needs to enhance the female students" academic engagement.

4. Parents should improve upon their educational level in order to enhance their female students" academic engagement.

5.5 Suggestions for Further Research

The findings of the study suggest that further studies should investigate the following issues:

1. Relationship between parenting style and parental involvement on students" academic engagement

2. Determinants of female students" academic engagement

REFERENCES

Akande, O. M. (2005). *Hints on teaching practice and general principles of education.* Lagos: OSKO Associates.

Alvarez, D. (2002). Engaging students in their own learning. *Leadership*, *32*(2), 12-15.

Amato, P. R., & Keith, B. (2001). Parental divorce and the well-being of children: A meta-Analysis. *Psychological Bulletin, 110*, 26-46.

Appleton, J. J., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386.

Archambault, I., & Pagani, L. S. (2009). Student engagement and its relationship with early high school dropout. *Journal of Adolescence, 32*(3), 651-670.

Astin, A. W. (2004). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 40*(5), 518-529.

Astone, N. M., & McLanahan, S. S. (2001). Family structure, parental practices and high school completion, *American Sociological Review, 56*, 309-320.

Axelson, R., & Flick, A. (2011). Defining student engagement. *Change*, *43*(1), 38-43.

Babbie, E., & Mouton, J. (2002). *The practice of social research*. New York: Oxford University.

Babul, S. (2015). Parenting style and academic success. *Journal of Arts and Education 2*(1), 23-34.

Barber, B. (2006). Parental psychological control: Revisiting a neglected construct. *Child Development, 67*, 3296-3319.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence, 11*(1), 56-95.

Baumrind, D. (2005). *Parenting styles and adolescent development.* New York: Garland.

Baumrind, D. (2012). The influence of parenting style on adolescents" competence and substance use. *Journal of Early Adolescence, 11*(1), 56-59.

Berk, L. E. (2000). *Child development* (5th ed.). Boston, USA: Allyn and Bacon Publications.

Berk, L. E. (2006). *Child development* (8th ed.). USA: Pearson Education Inc.

Boakye, J. K. A. (2007). *Synthesis of research on girls' education in Ghana.* USA: Pearson Education Inc.

Borman, G. D., & Overman, L. T. (2004). Academic resilience in mathematics among poor and minority students. *Elementary School Journal*, *104*, 177-195.

Bowen, N., & Bowen, G. (2008). The effects of home micro system risk factors and school micro system protective factors on student academic performance and affective investment in schooling. *Social Work in Education*, *20*, 219-231.

Bridges, L. J. (2006). Trust, attachment, and relatedness. In M. H. Bornstein, *Positive development across the life course.* Mahwah, NJ: Lawerence Erlbaum Associates, Inc.

Brophy, J. (2006). Teacher impacts on student achievement. *American Psychologist*, *41*, 1069-1098.

Brown, L., & Iyengar, S. (2008). Parenting styles: The impact on student achievement. *Marriage & Family Review, 43*(1-2), 14-38.

Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research, 6*(1), 97-113.

Brynam, A. (2012). *Social research methods.* Oxford: Oxford University Press

Carini, R., Kuh, G., & Klein, S. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, *47*(1), 1-32.

Chang, L., D., & McBride-Chang, C. (2003). Harsh parenting in relation to child emotion regulation and aggression. *Journal Family Psychological, 17*, 598-606.

Coates, H. (2005). The value of student engagement for higher education quality assurance. *Quality in Higher Education, 11*(1), 25-36.

Coleman, J. S. (2009). *Foundations of social theory.* Cambridge, MA: Harvard University Press.

Constanzo, P. (2005). Domain specific parenting styles. *Journal of social and clinical Psychology,* 3(4), 34-56.

Creswell, J. W., & Clark, V. (2011). *Designing and conducting mixed research* (2nd ed.). Los Angeles: Sage.

Darling, N., & Steinberg, L. (2003). Parenting style as context: An integrative model. *Psychological Bulletin, 113*, 487-496.

DeBacker, T. K., & Crowson, H. M. (2006). Impacts on cognitive engagement: Epis-terminological beliefs and need for closure. *British Journal of Educational Psychology, 76*(3), 535-551.

Donkor, A. K. (2010). Parental involvement in education in Ghana: *The Case of a Private Elementary School, 1*, 23-38.

Dubey, K. R. (2009). Effects of home environment on the mental development of children. *Journal of Social Psychology, 174*, 221-236.

Durie, M. (2005). Indigenous knowledge within a global knowledge system. *Higher Education Policy*, *18*, 301-312.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools.* Boulder, CO: Westview.

Epstein, J. (2009). *School, family, and community partnerships: Your handbook for action*. California, USA: Corwin Press.

Epstein, J. L., & Dauber, S. L. (2001). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Element. School Journal*, *91*, 289-305.

Fan, X. (2001). Parental involvement and students" academic achievement: A growth modeling analysis. *Journal of Experimental Education, 70,* 27-61.

Fan, X., & Chen, M. (2001). Parental involvement and students" academic achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 1-22.

Fan, W., & Williams, C. (2010). The effects of parental involvement on students" academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology, 30*(1), 53-74.

Fei, W. J. (2010). Creating a paperless classroom with the best of two worlds. *Journal of Instructional Pedagogies*, 1-22.

Feuerstein, A. (2000). School characteristics and parent involvement: Impacts on participation in schools. *The Journal of Educational Research, 94*(1), 29.

Finn, J. D. (2003). *School engagement and students at risk*. Washington, DC: National Center for Education Statistics.

Finn, J. D. (2009). Withdrawing from school. *Review of Educational Research, 59*(2), 117-142.

Finn, J. D., & Rock, D. A. (2007). Academic success among students at risk for school failure. *Journal of Applied Psychology*, *82*, 221-234.

Finn, J. D., & Voelkl, K. E. (2003). School characteristics related to student engagement. *Journal of Negro Education, 62*, 249-268.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*, 59-109.

Fredricks, J. A., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59-109.

Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools, 45*, 365-368.

Gibbs, R., & Poskitt, J. (2010). *Student engagement in the middle years of schooling (years 7-10): A literature review*. Wellington: Ministry of Education.

Gonzalez, R., & Padilla, A. M. (2007). The academic resilience of Mexican American high school students. *Hispanic Journal of Behavioral Sciences*, *19*, 301–317.

Good, T., & Brophy, J. (2000). *Looking in classrooms* (2nd ed.). New York: Holt, Rinehart, & Winston.

Gordon, I. J. (2007). *Building effective home/school relationship.* Boston: Allynand Bacon.

Gordon, I. J. (2008). *Parental in compensatory education.* Urban: University of Illinois Press.

Grolnick, W. S., & Slowiaczek, M. L. (2004). Parent‟s involvement in children‟s schooling: A multidimensional conceptionalisation and motivational model. *Child Development, 65*, 237-252.

Guilamo-Ramos, V., & Dittus, P. (2010). *Parental monitoring of adolescent.* Columbia University Press.

Hanafi, Z. (2008). The relationship between aspect of socio economic factors and academic achievement. *Journal Pendidikan*, *33*, 95-105

Harper, S. R., & Quaye, S. J. (2009). *Student engagement in higher education.* New York and London: Routledge.

Heneveld, L. (2005). *Gender differences in college stress, academic motivation and career intent during adolescence.* A paper presented at the meeting of the society for Research on Adolescence, Washington DC.

Hill, N. E., & Chao, R. K. (2009). *Families, schools and the adolescent: Connecting research, policy and practice*. New York: Teachers College Press.

Hill, N. E., & Tyson, F. T. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740-763.

Hilliard, A. T. (2010). Student leadership at the university. *Journal of College Teaching & Learning*, *7*(2), 93-97.

Hoyle, E. (2006). *Policies of school management*. Suffolk: The Press.

Jacobs, N., & Harvey, D. (2005). Do parents make a difference to children‟s academic achievement? Differences between parents of higher and lower achieving students. *Journal of Educational Studies*, *31*(4), 431-448.

Jackson, D. D. (2008). The study of the family. In N. W. Ackerman (Ed.), *Family process.* New York: Basic Books.

Janosz, M., & Pagani, L. S. (2008). School engagement trajectories and their differential predictive relations to dropout. *Journal of Social Issues, 64*(1), 21-40.

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7), 262-273.

Kothari, C. R. (2004). *Research methodology, research and techniques*. New Delhi: New Age International Publishers.

Kothari, C. K. (2008). *Research methodology: Methods and techniques*. New Delhi: New Age International Publishers.

Krause, K., & Coates, H. (2008). Students‟ engagement in first-year university. *Assessment and Evaluation in Higher Education, 33*(5), 493-505.

Kuh, G., & Hu, S. (2001). The effects of student-faculty interaction in the 1990s. *Review of Higher Education, 33*(5), 493-505.

Kumar, R. (2014). *Research methodology: A step –by-step guide for beginners, Los Angeles*. (4th ed.). London: Sage.

Lao, J., & Kuhn, D. (2002). Cognitive engagement and attitude development. *Cognitive Development, 17*, 1203-1217.

Lammer, W. J., & Bandia, P. (2005). *Fundamental of behavioural research*. Belmont, CA: Thomson/ Wadsworth; Australia.

Luecken, L. J., & Tanaka, R. (2013). Childhood family environment, social competence and health across the lifespan. *Journal Social Personal Relation, 30*, 171-178.

Maicibi, N. A. (2003). *Human resource management success.* Kampala: Net Media Publication.

Mandara, J. (2006). The impact of family functioning on African American males" academic achievement: A review and clarification of the empirical literature. *Teacher College Record, 10*, 205-222.

Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal, 37,* 153-184.

Martens, D. (2005). *Research methods in education and psychology: Integrating diversity with quantitative approaches* (2nd ed.). Thousand Oaks, California: Sage.

Micki, M. C. (2008). Parents" relationships and involvement: Effects on Students" school engagement and performance. *RMLE on/me, 31* (10), 1-11.

Moulton, J. (2007). *Formal and non- formal education and empowered behaviors. A review of the research literature.* Washington D.C: USAID/AFR/SD.

Mugenda, O. M., & Mugenda, A. G. (2009). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts Press.

Nauffal, D. I. (2011). Assessment of student engagement: An analysis of trends. *Tertiary Education and Management, 18*(2), 171-191.

Nortey, F. (2000). Girls" drop-out rate in Edina district. *The Ghanaian Times* (No. 472226), p.4.

Nuran, H. (2005). Parents" education levels, parents" beliefs and child outcomes. *Journal Article of Genetic Psychology, 43*(2), 149-156.

Nyarko, K. (2011). The impact of authoritative parenting style on adolescents. *Academic Achievement*, *3*, 278-282.

Odonkor, M. (2008). *Children in bonded labour:* Cattle-herding in South Tongu District, Draft. Ghana.

Okantey, P. (2008). *The effect of parental education attainment on school outcomes. Psycho Logia Science Parent Programme.* Benin: Bailoz Publication

Park, S. Y. (2005). Student engagement and classroom variables in improving mathematics achievement. *Asia Pacific Education Review, 6*(1), 87-97.

Parivash, R., & Hashemian, A. (2015). Relationship between the parenting styles and students education performance. *Journal of Clinical & Diagnostic Research, 9*(12), 23-45.

Pellerin, L. A. (2005). Student disengagement and the socialization styles of high schools. *Social Forces, 84*, 1159-1179.

Pike, G. R., Kuh, G. D., & Gonyea, R. M. (2003). The relationship between institutional mission and student"s involvement and educational outcomes. *Research in Higher Education, 44*(2), 241-261.

Psacharopoulos, G., & Woodhall, M. (2005). *Education and development: An analysis of investment choice.* Washington D.C: World Bank.

Radhika, M., & Rosna, J. (2015). A study to assess the parenting styles and academic performance of school children. *International Journal of Science and Research, 4*, 34-56.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

Saini S. (2005). Family environment and academic achievement of adolescent children of working and nonworking mother. *Indian Educational Review, 41* (2), 87-94.

Santrock, J. W. (2006). *Life-span development* (10th ed.). New York. McGraw Hill Companies, Inc.

Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention* (3rd ed.). New York: Guil-ford Press.

Sirin, S. R., & Rogers-Sirin, L. (2004). Exploring school engagement of middle-class African American adolescents. *Youth & Society*, *35*, 323-340.

Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, *17* (2), 126-146.

Strapp, C. M., & Farr, R. J. (2010). To get involved or not: The relation among extracurricular involvement, satisfaction, and academic achievement. *Teaching of Psychology*, *37*(1), 50-54.

Talib, J., & Mamat, M. (2011). *Effects of parenting style on children development.* New York: Guil-ford Press.

Taylor, B., Kermode, S. E., & Roberts, K. (2007). *Business research methods* (8th ed.). New York: McGraw- Hill.

UNICEF (2000). *Defining quality in education.* New York, USA.

Willms, J. D. (2003). *Student engagement at school: A sense of belonging and participation: Results from PISA 2000.* Paris: Organisation for Economic Co-operation and Development (OECD).

William, H. S. & Vimal, P. S. (2007). Socioeconomic status, intelligence & the attainment of high education. *Paper on Sociology of Education, 40*, 1-3.
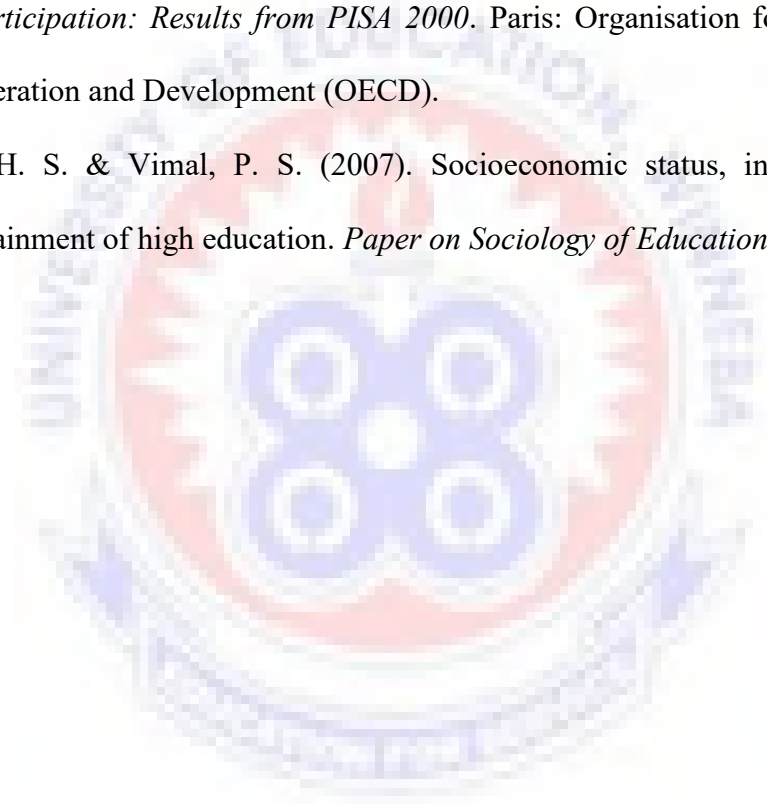
APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am carrying out a study on the topic „*The impact of parental involvement on academic engagement of female senior high school students in Bosomtwe District of Ashanti Region.* The following questionnaire is for students like you. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

……………………………..

Victoria Nancy Taylor

Researcher

SECTION A

RESPONDENTS' BACKGROUND INFORMATION

Please help me 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 or wrong answer therefore no particular response is targeted.

1. Age: 16 - 17 [ ] 18 - 19 [ ]

2. Parental Marital Status: Single/Divorced [ ] married [ ]

3. Living Statuses: Mother only [   ] Father only [   ] Both Parents [   ] Other Relatives

[   ]

4. Educational level of your guardian or one you stay with

Tertiary [ ] Secondary [ ] Basic [ ] Uneducated [ ]
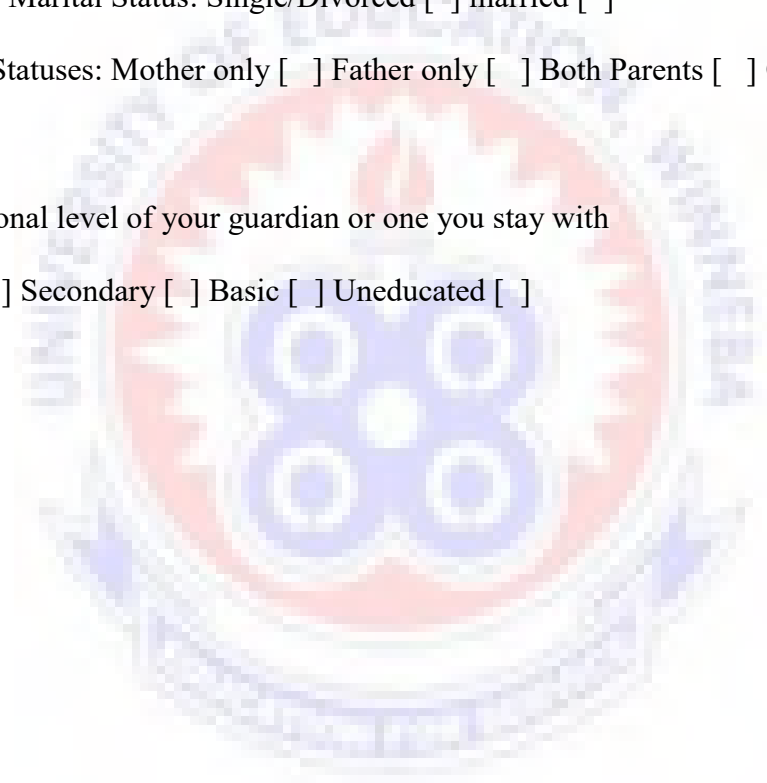
SECTION B

PARENTING STYLE IMPACTING ACADEMIC ENGAGEMENT

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My parents" responsiveness to my feelings and needs impact on my academic performance					
2. My parents provide comfort and understanding when I am					
3. My parents use criticism to make me improve on my					
4. My parents become angry at me when my academic performance does not meet their					
5. My parents take into account my preferences in making plans					

74

SECTION C

PARENTS INVOLVEMENT INFLUENCING ACADEMIC ENGAGEMENT

*Instructions***:** For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My parents"encouragement on my future career positively					
2. My parents monitor my academic progress					
3.Parent - school communication improves my academic engagement					
4. Parental aspiration for me influences my academic					
5.Parental interaction enhances my academic performance					

SECTION D

THE LEVEL OF PARENTS' EDUCATION SUPPORTING STUDENTS

ACADEMIC ENGAGEMENT

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My parent's educational level have put them in a good position to be second teachers to me					
2. My educated parents are more serious with my academic work					
3. My educated parents assist me in my academic work					
4. My parent's level of education assist them to understand my					
5. My educated parents provide me with learning resources					

APPENDIX B

QUESTIONNAIRE FOR PARENTS

Dear Respondent,

I am carrying out a study on the topic "Impact of parental involvement on the academic engagement of female senior high school students in Bosomtwe District of Ashanti Region". The following questionnaire is for parents like you. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

…………………………..

Victoria Nancy Taylor

Researcher

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. 35 - 40years [ ]. 41 - 46 years [ ], 51 - 56 years [ ], 56 years + [ ]

3. Marital Status: Single/Divorced [ ]. Married [ ]

4. Educational level: Tertiary [ ] Secondary [ ] Basic [ ]

SECTION B

PARENTING STYLE SUPPORTING ACADEMIC ENGAGEMENT

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5 - point scale using the following key (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree) as sincerely as possible

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I respond to my girl - child‟s feelings and needs					
2. I provide comfort and understanding when my girl – child is upset					
3.My criticism to make my girl – child improve her behaviour gives positive impact on her performance					
4.I become angry towards my girl-child when her academic performance does not meet my expectations					
5.I take into account my girl – child‟s preferences in making plans for the family					

SECTION C

PARENTS INVOLVEMENT INFLUENCING ACADEMIC ENGAGEMENT

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.I encourage my girl – child''s future career positively					
2.I monitor my girl – child''s academic progress					
3.My regular parent - school communication improves my girl child''s academic progress					
4.My aspiration for my girl – child has influence on her					
5.My parental interaction enhances her academic engagement					

SECTION D

THE LEVEL OF PARENTS' EDUCATION SUPPORTING STUDENTS

ACADEMIC ENGAGEMENT

Instructions: For each of the following, kindly respond to the statements, by ticking the

number on the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree,

3=Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.My educational level has put me in a good position to be a second teacher to my girl child					
2.My educational status has made me more serious with my girl – child''s academic work					
3.I can assist my girl - child''s academic work because of my educational status					
4. My level of education assists me to understand my girl – child''s academic needs					
5. My educational status makes me to provide my girl – child with learning resources.					

81