

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT

ASSESSING THE RELATION BETWEEN PARENTAL INVOLVEMENT AND  
STUDENTS' ACADEMIC PERFORMANCE: A CASE STUDY OF PREMPEH  
JUNIOR HIGH SCHOOL IN THE KWADASO MUNICIPALITY



**A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences submitted to the School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2021

## DECLARATION

### STUDENTS DECLARATION

I, MERCY AMA ANTWI, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: .....

DATE: .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

SIGNATURE: .....

DATE: .....

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## **DEDICATION**

To my husband, Kennedy Agyekum Boateng and my children, Obaayaa Ayewah

Agyekum-Boateng and Abena Asor Boateng.



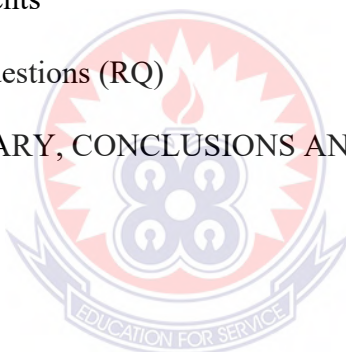
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## ABSTRACT

It is certain that parental involvement in their wards' academic performance is of essence because it has an influence on the education of their children. In line with this, the study sought to assess the effect of parental involvement on students' academic performance at Prempeh JHS. In particular, the study to investigate parents' perception, about their children's academic performance, explored the barriers of parent involvement in students' academic performance, and determined the strategies to increase parent involvement in students' academic performance. Simple random sampling technique was used for the study. Structured questionnaire was used as data collection instrument for the study. Descriptive statistics such as frequencies and percentages were used to analyse the data. The study revealed that the key barriers to parental involvement in students' academic performance were poverty, lack of parents' formal education and poor parent-teacher relationship. However, various key strategies like using school counselors, involving parents in home-based activities of the children, application of laws to force parents to be responsible, among others were identified as useful in increasing parental involvement in students' academic performance. It recommended that school heads should endeavor to provide proper orientation for parents as they bring their wards to school. This will ensure that they will appreciate their roles in their wards' education and as such contribute meaningfully to it.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

In evaluating the efficiency of schooling programmes, attention has not only been made to the influence of the school environment, but also that of the relationship between the school and the family. This approach is based on the fact that schools do not function in isolation and thus, the social, intellectual, physical, moral development of students are considered within the context of an institution to ensure the holistic development of students.

Child development theorists have explained child development to be the resultant effect of the multi interactions between children and their environments (Bronfenbrenner, & Ceci, 1994; Sameroff, 1994). Therefore, the development of students can be seen as a cooperation between students, parents and their schools (Litwak & Meyer, 1996).

It is this understanding of child development that has enabled educationists to identify parental involvement to be an important determinant in students' learning and academic performance (Simons & Conger, 2007). As a result several multilateral agencies and countries have developed strategies to promote and coordinate parental involvement in the schools. The School Based-Management (SBM) strategy proposed by the World Bank has collaboration among, teachers, parents and other stakeholders of education for improving the quality of education as its main focal point (World Bank, 2007; Cadwell, 2005). Article seven of the World Declaration on Education for all (1990) has examined partnership-fostering ways among key education stakeholders such as governments, the

private sector, local communities and households at all levels of education (UNESCO, 1994; Bray, 1999).

Under the No Child Left Behind Act of the US (Public Law 107–110—JAN. 8, 2002 115 STAT. 1425), parental involvement is defined as, the participation of parents in a regular, two-way, and meaningful communication involving students’ academic learning and other school activities, including ensuring that; parents play an integral role in assisting their child’s learning, encouraged to be actively involved in their child’s education at school, become full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). [Section 9101(32), ESEA.] (Parental Involvement: Title I, Part A. Non-Regulatory Guidance, p. 3).

Parental involvement is seen as the participation of parents in every facet of their wards’ education and development from birth to adulthood, recognizing that parents are the primary influence in children’s lives. It takes the forms of; a two-way communication between parents and schools, supporting parents as children’s primary educators and integral to their learning, promoting parental volunteerism, enforcing collective responsibility for decision making about children’s education, health, and well-being and working with community organizations that reflect schools’ aspirations for all students. Fundamental to parental involvement in schools is the major stakeholders who are made up of parents/family, Parent Teacher Associations (PTAs), community organizations and school managers.

It is widely recognized that if children are to realize their potential from schooling, they will need the full support of their parents (Cadwell, 2005). Attempts to enhance parental involvement in school or education should be in the hearts of governments, educators, and parents. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in the school improvement and the democratization of school governance. According to Howell (2002), the European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling.

In the developed world, the USA, for instance, has put in place the No Child Left behind Act of 2001 which recognizes parents' involvement and empowerment in determining the quality of teaching and learning processes in schools (Education Department, 2004). Some African countries such as South Africa, Uganda, Ghana and Burundi, have policies that support parental involvement in schools. The Schools' Act of South Africa (Act 84 of 1996) makes it a requirement for all public schools to have elected school governing Body which includes parents teachers, non-teaching staff and students (Dubbeldan, 2000). The Burundi Universal Primary Education policy of 1997 stipulates parents' role at home and school in support of children's learning. The Basic Education Act of Kenya (2013) also requires School Boards of Management to assess school needs with full participation of parents. The Ghana Education Service Act - 1995 (ACT 506) and other relevant school guidelines have recognized School Management Committees (SMCs) and Parent-Teacher Associations and requires the PTAs be given representations to serve on the district education councils (GES, 2001)

In Ghana, the government, civil society and stakeholders of education have over the years, glossed over the effect of the family environment on students' academic performance despite their efforts to improve the latter as they often focus on factors outside the family such as government commitment, teaching and learning materials (TLM), school infrastructure and human resource needs (Kingsly, 2007). Although several multinational partners, government and civil society have, over the years, highlighted the significance of community participation in school management (Kingsly, 2007).

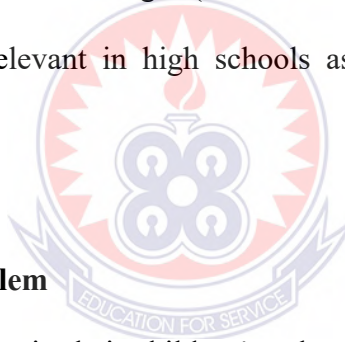
According to Sopeneh (2006), community participation in school management through PTAs, SMCs and local authorities, have provided positive results in terms of infrastructure in most basic and secondary schools in Ghana. In this respect, if parents were to be directly engaged in the learning process of their children there could have been more gains in children's learning process.

Studies have shown that most parents in Ghana do not have significant interest in school engagement meetings to understand their wards learning progress (Osei, 2012). The ailing academic performance of Ghanaian students at the high school level could be abated if the same efforts put in by governments and civil society to get communities to participate actively in school management in the country is utilized to get parent to be more directly involved in students learning.

Even though children receive their initial socialization, develop behavioral patterns and cognitive habits that will reflect on their academic performance in schools from their families/parents, inappropriate parenting and lack of appropriate school involvement in many homes in the Ghana adversely affects children's academic performance. The home climate affects the emotional functioning and academic performance of children (Epstein,

2001). This makes parental involvement an integral part of education as the values and attitudes of parents with respect to education informs the commitment and support parents give to their children's education.

Adolescents in their transitioning to adulthood experience rapid physiological, physical, psychological and cognitive changes which occur somewhere around high school (Roeser, Eccles, & Sameroff, 2000). Due to the enormous disruptive nature of adolescent experience in this period, they need guidance and supervision of adults through trusted and caring relationships in order to achieve their academic goals. This guidance and supervision will enable them to form positive identities relevant for developing self-competencies to be able face life and academic challenges (Roeser, 2000). This also makes active parental involvement even more relevant in high schools as compared to the other levels of education in Ghana.



### **1.1 Statement of the Problem**

Parental involvement in their children's schooling allows them to monitor school and classroom activities, and also coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. Teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify at earlier stages problems that might inhibit student learning. (Davies, 2006).

Ghanaian communities have played a central role in the development of education in Ghana as many of the basic schools were initiated by communities before being absorbed into the national education system. Upon this transition, the government took over the

managerial controls of these schools which led to a reduction of community involvement and commitment in the management of these schools in the country. Despite the commitment of the Ministry of Education (MOE) and Ghana Education Service (GES) to build systematic participatory approaches to assist Community-Based Organizations (CBOs), School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) to play a major role in the regeneration of their schools, there are inherent challenges to consider.

Stakeholders in Ghana's Education have traded blames against each other over the poor academic outcomes in recent past. Parents spend a lot of time during P.T.A meetings discussing the poor academic performance of their children and blame the teachers. The teachers on the other hand put the blame squarely on the parents. Considering the parents' viewpoint regarding the poor academic performance, the question that comes to mind is how many of these parents are involved in their children's schooling? What child-rearing strategies do they use and how effective are these strategies?

Despite the government's effort to improve the infrastructure and to provide free school uniforms, I have observed that the parent-teacher communication that can motivate students to learn; strategies such as monitoring students to learn at home, and creating a book-friendly environment to contribute to the development of the children's literacy skills and positive attitudes toward learning seem to be lacking. The study therefore is necessitated by the desire to investigate the effect of parental involvement on student's academic performance.

## **1.2 Purpose of the Study**

The purpose of this study is to assess the relationship between parental involvement and students' academic performance.

## **1.3 Objectives of the Study**

The objectives of the study are to;

The specific objectives of the study are to;

1. Investigate parents' perception, about their children's' academic performance at the Prempeh Junior High School.
2. Explore the barriers limiting parental involvement in students' academic performance at Prempeh Junior High School.
3. Determine the strategies to increase parent involvement in students' academic performance at Prempeh Junior High School.

## **1.4 Research Questions**

The following research questions guided the study;

1. What is the perception of parents about their wards' academic performance at Prempeh Junior High School.?
2. What are the barriers limiting parental involvement in students' academic performance at Prempeh Junior High School.?
3. What are the strategies needed to increase parent involvement in students' academic performance at Junior High School.?



### **1.5 Significance of the study**

The lack of effective parental involvement in schools is one of the major cause of dwindling academic performance among Ghanaian students. This study was conducted to assess the level parent involvement and students' performance in Prempeh Basic and testing the relationships that may exist between them. This will provide a scientific basis of quantifying the effect of parent involvement and students' academic performance. This will help the educational stakeholders in directing parent involvement policies for enhanced academic performance in schools and also provides frameworks that promote parent involvement and how that affects students' performance.

### **1.6 Delimitation of the Study**

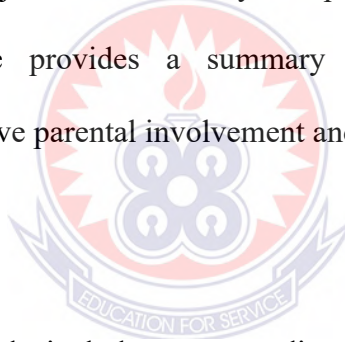
The study focused on assessing parental involvement on academic performance their children schools. The study was delimited to Prempeh Junior High School in the Kwadaso Municipality. For this reason, outcomes of the study and conclusions are delimited to the Prempeh JHS.

### **1.7 Limitations of the Study**

The researcher used only questionnaire to collect data for the study. The researcher encountered some difficulty in retrieving all the questionnaires administered to the respondents which may affect the findings of the study. Respondents were reluctant to fill the questionnaire which might have affected the outcome of the study.

## 1.8 Organization of the Study

This study is organized into five chapters. Chapter One introduced the study and comprises of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and organisation of the study and definition of terms. Chapter Two presents the review of literature, focusing on investigating parents' perception about their children's academic performance, exploring the barriers of parent involvement in students' academic performance and determining the strategies to increase parent involvement in students' academic performance. Chapter Three describes the research methodology used to collect data satisfy the specific objective of the study. Chapter Four presents findings and their discussion. Chapter Five provides a summary of the conclusions and makes recommendations to improve parental involvement and students' academic performance.



## 1.9 Definitions of Terms

**Parent** as used in this study includes any guardians, grand-parents, foster parents and anybody who takes care of the children. Therefore, throughout this study "parents" will be used in broader sense to refer to the wide range of parental figures that may be present in children's lives.

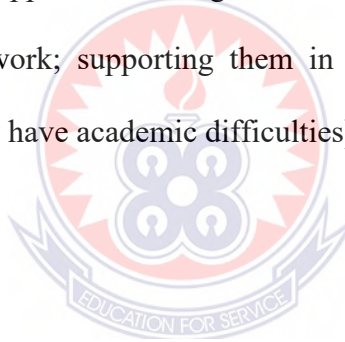
**Barriers** were used to denote the deficiencies such as social, emotional, cultural, or economic factor that stifles the parents from taking care of their wards and children from enrolling well in the education.

**Poverty** concerns persons who struggle to obtain adequate shelter, food and basic needs that are required for daily living (Russel, Harris, &Gockel, 2008).

**Parental Involvement** for the purpose of this review refers the various manouvres and attitudes adopted by parents to see their child’s education, school, and teacher succeed

**Academic achievement** for the sake of this study refers to the successful ability of students to learn and maintain skills and sets of knowledge and their ability to apply such acquired knowledge. This academic achievement often measured through both class test and end term exams and reported in the form of letter grades or numeric grade point averages. By this the child’s cognitive, emotional, social and physical development and growth can be determined.

**Academic support** also stands for the extent to which parents/teachers provide encouragement, help, and support concerning the child’s academic behaviors and outcomes (e.g., helping with homework; supporting them in the choices they make at school; supporting them when they have academic difficulties)” (Regner, 2009).



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews literature related to the study that seeks to investigate parents' perception about their children's academic performance, explore the barriers of parent involvement in students' academic performance and determine the strategies to increase parent involvement in students' academic performance. The review shall also consider highlighting on issues of parental involvement, students academic performance, parental involvement and student academic performance and importance of parental involvement.

#### **2.1 Parental involvement**

As regards parental involvement in students' academic performance, Desforges and Abouchaar (2003) consider the term as a catchall term for many different actions, including good parenting at home, helping their children with their homework, talking to teachers about their wards' performance at school, and attending school functions governance. The parents' involvement in the inner and outside activities is true child motivation in training. The attitude of parents taking efforts to encourage the pupils to undergo the learning for better results, by supplying the needed support which motivates them to put high efforts.

The term parental involvement also refers to all the objects, forces and conditions in the dwelling house, which lure the child physically, intellectually and emotionally. In this respect, Baker (2003) points out that different home environment vary in many aspects such as the parents' degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents' expectation for their baby birds, and

family size among others. Parents' involvements differ from one family to another, and so is affects to pupils academic performance. Where things like gifts, and prizes of their favourite/desirable places provided make positive reinforcement children and generate higher performance. Parental involvement is also seen as one component of learning institution for the children.

Likewise the term parental involvement is termed by Adelman and Taylor (2007) as parental collaboration, schools are located in communities, but are often islands with no bridges to the mainland. Families live in neighbourhoods, frequently with short association with each other or to the schools their children go to. Nevertheless, the gap among parents, community, teachers and schools society has the effect to each other, for the good or ill outcome. In reference to the mutual interest of society, all have goals to share, which relate to instruction and socialization of the young, schools, families, and communities must join forces with each other if they are to minimize problems and maximize outcomes. The parent involvements lead to the better achievement in the field through of some problems and giving encouragement.

## **2.2 Academic Performance**

Academic performance is the advancement of pupils going from one phase to another or obtains a score of issues which are in middle position to higher. Henderson and Mapp (2002) argue that pupil achievement is most usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behaviour. In this study academic performance refers to score in school examinations.

### **2.2.1 Parental Involvement and Student Academic Performance**

Parents have a direct influence on their children's psychological and social development. Moreover, a parent can also affect their son or daughter's motivation for learning. A study regarding student motivation found that parental involvement boost students' perceived control and competence, offers students a sense of security and connectedness, and helps students to internalize education values (Gonzalez-DeHass, Willems, & Holbein, 2005). Namely, students apply more effort, attention, and concentration in their academic endeavor when they know that their parents are involved in the schooling.

Rothstein (2010) commented in regard to existing scientific research that differences in the quality of schools can explain approximately one-third of the variation of student achievement. The other two-thirds are related to of non-school factors. Parents are part of these non-school factors. Rothstein (2010) quoted president Obama: "It's not just making sure your kids are doing their homework, it's also instilling a thirst for knowledge and excellence." Mellon and Moutavelis (2009) argue that the relations between parental school involvement and students' academic achievement may be partially based on the nature of parents' participation in their children education and not only on the frequency of intervention with which assist students through situations such as helping them with homework, monitoring their performance, and attending parent-teacher conferences.

Parental involvement is a multidimensional construct, and different dimensions have a varied influence on students' academic achievement (Hong, Yoo, You, & Wu, 2010). These parental involvement dimensions can be seen as within a range that includes

many different aspects, such as parental aspirations, expectations, interests, and attitudes and beliefs regarding education, to parental participation in specific activities. Epstein and Associates (2009) commented that students who were assigned Teachers Involve Parents in Schoolwork (TIPS) interactive homework reported greater parental involvement in math, had more positive attitude toward homework, and had higher levels of achievement compared with other students who were not assigned TIPS interactive homework.

A study about socio-economic background, parental involvement and teacher perceptions of parental involvement in relation to student achievement revealed that a statistical significant percentage of variance in achievement scores was explained by parental involvement and teacher's perceptions of parental involvement (Bakker, Denessen, & Brus-Laven, 2007). The same study also reflects that teacher rating of parental involvement explained more of the variance in achievement than the parent ratings.

Parental involvement is important to student success and to the increase of teacher effectiveness. Zhao and Akiba (2009) observed that over 95% of the school principals participating in their study expected parents to let the school know about their children's problems and to ensure that homework had been completed. Zhao and Akiba also found that the overall level of school expectation for parental involvement was associated with student mathematics achievement. Various aspects of parental involvement have different effects on student academic achievement (Fan & Williams, 2010). An example of this is seen in the quality of parent-teacher interactions, which has predicted improvements in student behavior and achievement, though the quantity of interactions has predicted contrary results. Also, parental academic aspirations for their children had a greater effect

on student academic growth while communication and volunteering in school had a lesser effect.

The importance of parental involvement according to Grace, Moradeke, Jethro and Aina (2012) is real gamey. From the standpoint of Grace et al (2012) the most precise prediction of a pupil's achievement in school is not income or social status, but the extent to which that pupil's parent is able to produce a home environment that encourage learning and to express high expectations for their children's achievement and future careers. They point out that involvement, including at 'home,' good parenting, helping with homework, talking to teachers, attending school functions, through taking part in school organization. By answering all this last solution is really high in public demonstration where the events are real gamey. Parents' involvement yield higher potential for the child learning and mathematical process as explained by Kreider (2002). That research also indicates that parents who are involved in their child's academic life have a profound effect on the child's ability to learn and help instill in them an appreciation for learning that can last a lifetime. Fager and Brewster (1999) discusses the benefits associated with paternal involvement as involving improved academic performance, improved school behaviour, greater academic motivation, and lower dropout rates.

From their point of view, parents' involvement motivates their children through the discussion about education benefits, family context and school related events. A parent can offer many of these benefits, extrinsic, and motivational factors, but one important factor is the context and manner in which the motivation is applied /received which motivates pupils (Pintrich, 2004).



### **2.2.2 Importance of Parental Involvement**

Dennis (2005) found out that parents' assistance drive learner to go hard and being prouder where they perform higher. The parent's proper involvement raises the motivation of pupils which is the tool for achievement in their scholarship. Baker (2003) stated that parent participation is a central component of learning success while Fulton and Turner (2008) found out that most scholars who receive funding from parents have better achievement than others who do not been added.

Bansal (2006) asserted that parents who deliver better economy their involvement in school is more lofty than those with a depressed economy in the society, from this point it was better to link the researcher and the parents' business to see which group has more contribution to their pupils. Parent involvement in a child's education is consistently found to be positively connected with a child's academic performance (Topor, 2010).

Also Fan and Wasiams (2010), in their study of the effects of parental involvement on pupils' academic self-efficacy, engagement and intrinsic motivation, analysed the various dimensions on parental participation and the outcomes. The report proved that both parents' educational aspiration for their youngsters and school-initiated contact with parents on benign school issues had strong positive effects for motivational outcomes and functioning.

Muola (2010) looks at the relation between home environment and parent involvements and its impact on academic performance. The study used a questionnaire on Standard 8 pupils in Machakos District in Kenya and its results show that parental encouragement has low significant correlation with academic achievement motivation while the home environment shows higher correlation. The report urges that parents need

to be aware of the importance of their role in their children's academic achievement motivation so that they can supply the necessary facilities at home.

Parental involvement in education has been associated with many positive outcomes for students. Yan and Lin (2005) suggested that students at all grade levels do better academic work and have more positive school attitudes, higher aspirations and other positive behaviours if they have parents who are aware, knowledgeable, encouraging and involved.

Similarly, Peña (2000) reported that parental involvement correlates with increased emotional development and positive behaviours. These positive behaviours include increased ability to self-regulate behaviour (Anderson & Minke, 2007) and lead to higher levels of social skills. Anderson and Minke (2007) also agrees that parental involvement is linked with other positive outcomes such as lower dropout rates and fewer retentions and special education placements.

A growing body of research also suggests that increased parental involvement results in many positive benefits for schools. Among the benefits are the claims that schools that favour parental involvements outperform schools with little parental involvement. Furthermore, Peña (2000) argue that schools that have long lasting, comprehensive parent programmes are more effective than those without and schools become more collaborative and caring in nature when they work with the community (Yan & Lin, 2005). Additionally, more specific benefits are claimed such as that of Yan and Lin (2005) who report that some teachers gain confidence in their efficacy to teach children as a result of increased parental involvement.

More specific achievement gains have also been reported. For example data analysed from the Organization for Economic Development and Co-operation's (OECD) Programme of International Student Assessment (PISA) 2009 reported a strong correlation between parental involvement with children during primary school and the child's reading performance at the age of 15. This data shows that children whose parents reportedly read to their child at least once or twice a week during their first year of primary school had markedly higher reading scores than children whose parents read to them only once or twice a month. Olatoye and Agbatogun (2009) report that the findings of their study on the effects of parental involvement as a correlate of achievement in mathematics and science show that parental involvement is an important predictor of mathematics and science achievement in primary school pupils. In addition, a study conducted by Yan and Lin (2005) that examined the relationship between parental involvement and mathematics achievement revealed that students from 8th to 12th grade also had a statistically significant gain in mathematics scores regardless of race and ethnicity.

Conversely, the literature does not paint an overall positive picture on the issue of parental involvement. A recent study conducted by the Society for Research in Child Development and published in the May/June 2010 issue of the Journal of Child Development claims that the results reveal that children whose parents were more involved throughout their elementary school years exhibited fewer problem behaviours and better social skills, but that the children's academic performance were not affected.

### 2.3 Perceptions of Parental Involvement

Another issue surrounding parental involvement and student academic achievement is that of perception. Findings from the studies included in this review show that parent's perception of children's academic performances and expectations for the student's education had a significant impact on actual student achievement.

Fan (2001) noted a particularly high correlation between student academic achievement and the expectations a parent had on his or her child's future achievement: Those students whose parents had reported higher expectations for their children's educational attainment performed better initially and accelerated faster in their academic growth (Fan, 2001). Fan also noted that this higher level of expectation might be evidence that parents with higher expectations of their child's academic achievement may engage in other early learning activities or behaviours.

Based on the foregoing, Carnie (2003) showed that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. Kaggwa (2003) observed that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors.

Price (2002) addressed the importance of parent involvement in the lives of children. He reported that according to the Carnegie Task Force on Learning, the primary grades, the early years from three to ten, were a crucial age-span in a young person's life. For most children, long-term success in learning and development depended to a great

extent on what happened to them during these potentially promising formative years (Price, 2002; Lau, Li & Rao, 2011). Price (2002) went on to say that even though many parents believed the school system was not set up to prepare their children for academic success, enough research and pockets of successful schools existed to show that children could be educated well if there was a commitment to them, regardless of unfavorable odds. African American parents, like other parents, must realize that their involvement in school was crucial to their child's development and engagement in the act of learning, and that these are critical years in the child's life. When parents perceived to become involved at school, they were showing their children how important education was to them and gave value to their child's education (Price, 2002; Jasso, 2007). Student benefits were evident when there was a positive partnership between home and school (Trotman, 2001; Lee & Bowen, 2006). The school also benefited from having supportive parents (Trotman, 2001). Promoting child welfare was also a critical point as children were more likely to thrive when parents were involved and built supportive relationships as adults and caretakers. Parent's perceived involvement served to reverse disappointing school performance and created an emotionally supportive environment.

#### **2.4 Perceived Barriers to School Involvement**

Besides, the considerable effect that parental involvement has on student achievements, there are other several perceived barriers that might also impede student achievement as outlined below.

### **2.4.1 Living in poverty**

Living in poverty can be a barrier and can be challenging not only for children, but also for parents. There appear to be many benefits of parents staying involved with their children's education, but parents living in poverty are less likely to participate with school events or their children's education than those living out of poverty (Van Velsor & Orozco, 2007). Some parents may willingly not participate, or have no wish to be involved, while others may want to be involved, but unable.

For example, take a family struggling to make ends meet. One or both parents may have to work long hours at one or more jobs, with an inconsistent and irregular schedule that makes it difficult for them to find time to be involved. In their free time, these parents may need to catch up on sleep, run errands, pay bills, or care for small children or others at home such as elderly parents (Van Velsor & Orozco, 2007). If money is tight, parents may not have the funds to be involved in certain school functions or may not be able to afford the gas or transportation to get to and from the school. It often costs additional money to purchase equipment to participate in sports, such as soccer shoes, team uniforms, mouth guards, special insurance or summer camps.

If parents have limited resources, it may limit opportunities for students to participate in extracurricular activities. Parents may miss out on chances to meet and connect with other parents who could provide encouragement and emotional support to the family. If school personnel don't know about the parent's financial limitations, they are often unable to offer scholarship for extra-curricular activities or waive fees for the family.

### **2.4.2 Upbringing of some Parents**

In view of the upbringing of most parents and possibly the lack of education, some parents living in poverty may doubt their abilities and feel because they did not obtain a certain level of education when they attended school, that they are not suited to assist their children with their academics (Van Velsor & Orozco, 2007). Due to these inferior feelings, parents may refrain from becoming involved with the school, athletic events, or helping their children with school work at home.

Still other parents may have a sense of pride and may not want to ask for a hand-out. They keep their personal business and finances to themselves and do not wish to disclose to others their limited budgets that may present as a barrier to becoming more involved in school. Upon this, it can be inferred that, parents living in poverty are most likely to suffer greater risk for mental health and unfortunately, also may have limited access to mental health services (Amatea & West-Olatunji, 2007). This is because depression is often linked with poverty which not only may put children at risk, but also parents who may be dealing with their own mental health issues and unable to exert a great deal of energy into their children's education (Van Velsor & Orozco, 2007). In addition to depression and lower participation at school, children living in poverty are at an increased risk to have anxiety and behavioral difficulties. Once in school, children living in poverty may fail, develop educational delays, not graduate, may have lower standardized test scores, higher incidences of tardiness and absenteeism, and dropping out of school than their peers who are not from low income families (Amatea & West-Olatunji, 2007).

### 2.4.3 Depression

Not only are children living in poverty at risk for development of depression, anxiety, and distress, but also adolescents in general are at an increased risk because of the emotional, physical, and intellectual changes they are going through as they are developing (Griffin & Galassi, 2010).

Once children mingle with others, they tend to notice the "have and have not" in the cars kids drive to school, in the homes they live in, the electronic gadgets they carry, vacations they experience, and in the clothes they wear. Some students may feel embarrassed to have hand me downs or second-hand clothes, distressed cars, low-income housing and limited gadgets to entertain themselves. This may create a feeling of inferiority. They could be embarrassed to have their families come to school. Therefore, adolescents living in poverty are at an even higher risk of struggling in school (Griffin & Galassi, 2010). It is to say that, children living in poverty are not only at risk for mental health disorders, but are also promote abuse, neglect, and deviant behaviors such as increased incidences of violent crimes, drug use, and pregnancy (Bennett-Johnson, 2004; Russel, Harris, & Gockel, 2008). As described earlier, families living in poverty may be chaotic, dysfunctional, and even lack support for one another and children.

Parents may not be present as much as needed to parent their children appropriately. Parents may also have lower expectations for their children, and be poor role-models, exposing their children to some of their own poor habits, such as drug use (Bennett-Johnson, 2004). Children living with parents who use and abuse drugs or alcohol are not only being exposed to an environment of drug use, but also may struggle at school. It was



estimated that 15% of children under the age of 18 years old were living with at least one person diagnosed or dependent on alcohol in the last year (Lambie & Sias, 2005).

Based on this, Lambie and Sias (2005) observed that these children often go unidentified at school, putting them at risk for lower academic achievement and delinquent behaviours. Living in an environment in which a parent abuses alcohol can be very chaotic and it may be difficult for children to get appropriate rest or help from parents; therefore, children may be unable to finish their homework, putting them at even greater risk. Lambie and Sias (2005) further went on to say that parents who abuse alcohol may seem uninterested in their children's education to school staff. They may be hard to reach, may not keep appointments, and sometimes even show up to school under the influence of alcohol.

In addition to risks at home, children with alcoholic parents may show delinquent behaviours sooner than their peers, be at risk for academic failure, involved with gangs, and lack commitment to school. It is not implied that all parents living in poverty use or abuse drugs and alcohol, but those parents who do, may have additional factors to contend with in addition to those already present for families living in poverty, which may prevent them from being involved with the school and their children's education (Bennett-Johnson, 2004).

#### **2.4.4 Cultural Issues**

Some parents may not speak fluent English and find it difficult to be involved with school activities or volunteer opportunities due to the language barrier. In addition to the language barrier, some parents' cultures encourage them not to become too involved in

school and feel to do so is disrespectful (Van Velsor & Orozco, 2007). There may be cultural issues that conflict with dress code restrictions. Cultural issues may also prevent families from participating in holiday activities based on family values and beliefs. At times, there may be parents who perceive the school as an intimidating environment and feel that they are discriminated against by school staff, therefore keeping their distance from the school.

Parental involvement is thought to be a powerful predictor of academic achievement, along with a sense of well-being, school attendance, grades, and aspirations for the future (Benner & Mistry, 2007; Holcomb-McCoy, 2010). In a meta-analysis of studies, Van Velsor and Orozco (2007) showed a significant relationship between the academic achievement of children and parental involvement in school. Despite the benefits of parental involvement in school, low income parents participate much less than their counterparts who are not from a low-income status (Van Velsor & Orozco, 2007).

#### **2.4.5 Parents Educational Level**

From the standpoint of DePlanty et al. (2007), there is a positive correlation between parent's educational level and their degree of involvement in school activities. Peña (2000) concludes that limited education may lead to fear and mistrust. Moreover she suggests that parents are intimidated by "technical jargon" used by teachers which may complicate communication between them and the teachers. Low self-esteem may also result from limited parental education which further impedes effective communication between home and school. Kaplan, Liu and Kaplan (2001) have reported that level of self-

esteem or self-rejection may have a moderating effect on certain situational, behavioural and psychological relationships such as parental involvement.

In addition, low parental education may also inhibit involvement in home activities that contribute to academic performance. One such activity is that of the inability to assist with homework which may further manifest itself as a child gets older and parents become less knowledgeable in the academic subject areas (DePlanty et al, 2007). They also posit that parents may feel inadequate when helping their children with homework, which may add to parents' negative self-feelings.

When parents are uninvolved in their children's education, make poor decisions, have irregular employment or are unemployed, the children are also impacted as the parents are modeling these behaviour patterns to their children, who are likely to see their parents as role models (Bennett-Johnson, 2004). This is why intervention at any level, such as a school counselor trying to help parents become more active in their children's education, may not only be beneficial for children at the time, but for their future children as well, who are likely to develop the same behaviour patterns if nothing changes. Not only are children's future behaviours influenced by modeling from their parents, but student success in school can actually be impacted by parental involvement in school.

Parents' academic education and ethnicity can affect the influence of parental involvement on student achievement. Davis-Kean and Sexton (2009) found that parents' educational attainment is an important predictor of children's achievement and one that affects the progress of their achievement overtime. Multiculturalism is a process that begins in a school community when misconceptions are confronted and changed. Teachers become a community of learners into which parents are invited to learn different methods of helping

children with their academic challenges (Varela, 2008). Parents, who consider that school community is seriously and genuinely interested in supplying for their children's educational needs, feel respected and appreciated. Positive parental attitudes are necessary in order to create and maintain salient and effective involvement in the school life of their children.

#### **2.4.6 Low Socioeconomic Status**

Low socioeconomic status (SES) is another concern that affects effective parental involvement. In the same way, DePlanty et al, (2007) suggests that parents with access to more financial resources are more likely to be involved and have larger social networks. He posits that resources are gained from these networks that further contribute to involvement. This, according to Feuerstein (2000), is known as social capital.

Difficult economic times have compelled most parents entering the workforce or returning to school in an effort to assist or to better provide for their families or simply to make ends meet. According to Peña (2000), educators often assume that poor parent attendance at events translates into parents not being interested in their children's education. It is to say that, the real issue is time, since the struggle to balance the competing demands of work, family life and sometimes school leaves little time for involvement with their children's education. A survey commissioned by the British Department for Children, Schools and Family (DCSF) was done in 2007 and the findings substantiate Swap's argument which was made twenty years earlier. The survey revealed that 64% of parents mentioned work commitments as a barrier to involvement in their children's education.

Similarly, Peña (2000) reported that conflict with the working hours of parents are a common barrier.

Moreover, a school fee is a child's facilitation in pursuing his or her studies and this is a major requirement if the child is going to sit comfortably in class without disturbances. Many students who might have done this nation proud in different fields have been forced into uninspired careers due to unavailability of finance resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. It is believed that low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home (Eamon, 2005). Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success. However, Griffith (2001) reports that socio-economically disadvantaged parents usually lack skills, abilities and interest to help in the school and in their children's education.

#### **2.4.7 School Activities**

Some parents, especially those living in poverty, may have long, frequent, and unpredictable work hours and multiple responsibilities at home that prevent them from being involved as much as they would like. In many cases, school activities or events are held at times that are convenient for the school and not always convenient for the families (Amatea & West-Olatunji, 2007). When school programs or recitals are held during the school day, parents may be at work and unable to attend all events. If parents are needed

to supervise fieldtrips, some workers may find that they lose money in tips or hourly wages that keep the family afloat.

In addition, other issues may complicate the ability for parents to be involved. Lack of transportation or money for bus fare, arranging longer child care, knowledge of school rules or policies, and communication from the school about events or meetings that are taking place are just a few of the complicating issues according to Griffin and Galassi (2010). Parents may also feel that school staff does not trust them or that there is a judgmental attitude toward them by staff (Griffin & Galassi, 2010). If teachers think the parents don't care, but in reality, they can't take time off work or may jeopardize the scheduling of others, parents may decline to get involved in order to keep their jobs and please the boss.

#### **2.4.8 Environment Challenges**

Some cultures view education differently and parents may not know how to interact with the school or feel that the education of their children is for the school to deal with without their involvement. Some cultural and ethnic backgrounds have values that differ from other values. Therefore teachers may look upon parents with differing values differently and see them as uninterested or unconcerned; when in fact the parents may be interested, but just value education differently than is perceived by teachers (Amatea & West Olatunji, 2007). Some cultures value education very much and believe minimal parental influence will allow the educational experts to take over and make all decisions.

While some parents may be unable to be involved, others may be unsure when to become involved, and are reluctant based on how the school has treated them in the past. They may also feel the school will treat them unfavourably if they become involved. When

parents only receive negative feedback, a parent may feel intimidated to come to school in fear of being lectured on parenting. School staff may seem to have a common understanding of what they expect from parents, but this may not be understood by parents or communicated to them. Parents may be unsure about what their role is in their children's education, how they should help, or when they should step in and assist (Griffin & Galassi, 2010).

As children approach middle and high school, parents often feel that some of the responsibility, such as homework, should shift from them to their child. Depending on the parents own level of education, some may find homework beyond their understanding and ability to assist. However, some parents do not know when they should step in to ensure everything is okay and homework is being completed, while also trying to promote responsibility and let their children do things on their own (Griffin & Galassi, 2010).

While some parent involvement naturally decreases around the time children enter middle or high school, some parents are less involved because they feel like they know less about the curriculum and how to help their children (Griffin & Galassi, 2010). Parents may be unsure how to help with homework and may not engage in helping their children or become involved with the school because they feel they lack the communication, confidence, knowledge, and skills that are utilized by school staff (Amatea & West-Olatunji, 2007). These types of parents may be seen by school staff as not caring about their children or hard to reach, when in reality the parents doubt their own abilities.

#### **2.4.9 Negative Experiences of the Past**

Other parents may avoid schools because of negative experiences they had in the past, as former students themselves or with their own children. Parents may feel when they are contacted by the school it is usually just to deal with some sort of problem or when something is wrong.

When they are contacted, they are sometimes talked down to or blamed for incidents and spoken to by school staff in a business-like fashion (Amatea & West-Olatunji, 2007). If parents avoid the school system because they feel they are not treated respectfully and are only contacted when something is wrong, perhaps school staff should consider making regular phone calls to parents to let them know their children have done well, while also communicating in a tone of genuine care and respect. Griffin and Galassi (2010) opine that sometimes parents are not informed until two or three days have passed since an incident at school has taken place, which then makes it difficult for parents to discipline their children in a timely manner. Parents suggested that teachers be proactive about responding in a timely manner, especially in regard to misbehaviour. Parents cannot always drop everything and show up on the step of the school to deal with issues in a minutes' notice.

#### **2.5 Strategies to Increase Parent Involvement**

The positive impact of parent involvement on academic achievement and the barriers that exist to limit involvement are both important for school stakeholders to be aware of. But, equally important is a recognition and understanding of strategies that can be used to overcome the barriers. The strategies therefore explored below are some among



others that research suggests can be used to increase the quality of parent involvement and, as a result, students' academic success.

### **2.5.1 Using School Counsellors**

School counsellors have many responsibilities within the school, ranging from working with individual students, providing classroom lessons to participating on students' teams and collaborating with parents and others. The American School Counseling Association (2011) national model states, "National standards offer an opportunity for school counselors, parents, school administrators, faculty, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling program in enhancing student learning" (p. 4). Therefore, school counselors may be responsible for working with parents, school staff, families, and the community to create the best possible learning environment for students.

Amatea and West-Olatunji (2007) suggested that there are three primary roles that school counselors should have as leaders, which include: teaming with teachers to create welcoming and family-centred school environments, working with teachers to connect students' lives with the curriculum, and bridging together the gaps between teachers and students.

Getting parents involved may seem like a huge task, but there are many small things that school counselors can do to ensure that every effort possible is made to get parents involved with the education of their children. Strategies for bridging together parental involvement and the school system are addressed in the literature regarding aspects of what school counselors can do. First of all, it is important to work with school staff, such as

teachers, to get them on board. Some teachers may want parent involvement, but may subtly discourage it or hold negative views toward parent involvement and teachers who see parents as uninvolved may actually come to expect less from those children in the classroom (Amatea & West-Olatunji, 2007).

School staff may also view low-income parents and students as inferior or think that they are in their financial position due to poor attitudes, behaviours, lack of motivation and work values (Amatea & West-Olatunji, 2007). School counselors can help teachers and school staff not only see the importance of parental involvement, but how it benefits children, by sharing the truths about those living in poverty, and also by giving some suggestions to teachers and other school staff about reaching out in a welcoming manner to others.

Teachers should understand that when parents are blamed for their children's downfalls, or when they feel that they are, that parents often become defensive and this often disrupts the ability for teachers to work with the parents (Amatea & West-Olatunji, 2007). Also, when parents feel there may be conflict between them and the school they, like most individuals, may automatically react by deflecting or avoiding the situation to avoid a sense of humiliation, guilt, shame, or embarrassment on their part (Clark, 1995). Knowing how to approach parents and communicate in a way to avoid conflict or any potential defensiveness that will only push parents further away from the school, is helpful not only for teachers, but also for increasing the likelihood for student success.

### **2.5.2 Creating an atmosphere in which parents feel valued and respected**

School counselors can help staff see that it is important to communicate with and include parents through many forms of communication, and that parent involvement is important and more likely to happen when parents feel welcomed (Griffin & Galassi, 2010). There are many ways that parents can feel involved and since they know their children well, they can often be of assistance to teachers in learning more about his or her students.

For example, a teacher could ask parents to share information about their children during the first week of school, which could in turn be helpful to teachers as they assist children with learning opportunities in the classroom (Griffin & Galassi, 2010; Walker, Shenker, & Hoover Oempsey, 2010). School counsellors can also encourage teachers to have some sort of homework or family-centered projects to work on together at home (Walker et al, 2010). Homework that requires students and their families to work together, not only creates an opportunity for positive interactions at home, but is also a small way for parents to feel involved if they are unable to come to the school.

During meetings, parents and students should be invited to participate and be encouraged to share their viewpoints. If the meeting is all negative, the likelihood that parents will want to attend on a regular basis will be lower than if strengths, as well as areas for improvement, are discussed. Staff can be encouraged to pull all this information together in the meeting to provide an action plan to move forward in a way that expresses everyone is working together as a team (Amatea & West-Olatunji, 2007). Working with parents to engage in school activities is probably one of the most crucial aspects of ensuring student success. School counsellors can help staff see the importance of helping parents to

become more involved, but also play a pivotal role in working to get parents involved. How parents perceive their involvement is important to understand as those who feel they are needed, effective and have skills to put forward are more likely to be involved than those who feel it is just another demand that takes away from their time and energy (Griffin & Galassi, 2010).

One of the first things that can be done is to get parents in contact with other parents, especially those who may be in similar situations as them. School counsellors could organize parent networks that connect them with one another, the school, events, and resources, while also modeling how to work with the school. Ideally, it is thought that families who reach out to one another could possibly go on to support each other, not only with their children's education, but also outside of school (Amatea & West-Olatunji, 2007; Griffin & Galassi, 2010). This could be especially helpful for families living in poverty as they may be able to help each other with transportation, child care or in other ways.

In addition to having parents volunteer in the school, there are also other ways to help parents become involved and guidelines that school counsellors can utilize to build rapport with parents. The following ideas to increase parental involvement were suggested by Walker, Shenker, and Hoover-Oempsey (2010). For those families that are able to come to the school, family events or nights can be organized to allow families the opportunity to be involved with activities they may otherwise not have access to or know how to do.

### **2.5.3 Home-Based Involvement**

There are several activities parents can do at home to help their children with school affairs. Parents can ensure that children eat and rest properly in order to be ready for school.

Children whose parents talk positively about school or education and teachers will develop a positive mindset toward education. Students need to maintain an academic atmosphere outside the school in order to make effective connections of knowledge acquire in the classroom with practical situation in the real life. It is at home that students can dream about great accomplishments through the acquisition and application of effective education. Parents contribute to the enrichment of their children's culture when they take their children to places and events in which great intellectual and artistic talents receive homage from any audience.

One particular home-based activity in which parents can help their children with schooling is homework. Homework is useful in the promotion of a positive communication between parents and their children. Epstein and Van Voorhis (2001) reported that students who received feedback from parents on maths homework showed more mastery of math skill than student who did not receive any feedback on homework. Also, students whose parents shared their enthusiasm about science homework completed more homework and with more accuracy than students whose attitudes were not positive toward homework or did not match with their parents' views. Families are more likely to support school and students when expectations for school work and homework are met. Epstein and Van Voorhis (2001) found that parents of low-ability students spent more time helping their children complete their homework. In addition, teachers who facilitate activities to involve parents in school by sharing with them strategies to assist their children at home are more likely to recognize that all parents can help their children.

Sheppard (2009) in her study regarding the perceptions of poor attendance students about schoolwork and parental involvement indicates that student with good attendance

were more likely to do their homework and perceived their parents as more involved in their schooling. It was also observed positive correlation between good attendance and attainment. Sheppard (2009) reported that “family circumstances and parental interest in and attitude to education accounted for significantly more of the variation in children’s school achievement than school factors” (p. 45). From these studies it can be derived that more parental involvement affect positively student attendance to school and student achievement. Although increasing parental involvement through training facilitated by school is effective with motivated parent, it is difficult to move families of children with more school absences to participate in school related activities.

#### **2.5.4 Parent-Teacher Partnership**

The relationship between parents and teachers critically impacts student performance. It is important to give consideration to the fact that the parent -teacher pairing is done by assignment rather than by choice. Reyes (2002) performed a study on parent/teacher partnerships and found that the success of parents in developing partnerships with teachers depends on the fit between parental cares and concern with those they have as teachers. Besides, there are other factors intervening in the developing of the parent and teacher partnerships. These factors are the degree of alignment/matching between parents’ and teachers’ culture and values; societal forces influencing family and school; and the perception teachers and parents have of their roles in the education of the children.

Parents consider some factors as influential for them to be more open in their relationships with the teachers of their children. The authoritative position of teachers often prevents parents from expressing their concerns. Parents who are or perceived themselves

as less educated than the teacher feel intimidated in their interactions with teachers. Parents may feel uncomfortable when speaking with teachers who speak a different language. Parents' and teachers' different socioeconomic status may result in different practices in child rearing and values (Reyes, 2002).

Schools where teachers reported having reached out a high number of parents of low-achieving students, reading scores increased at a rate 50 percent higher than in schools which had reached out a lower number of parents (Wherry, 2009). A successful parent-teacher partnership is characterized by teachers meeting parents face to face, sharing with parents materials to help children at home, and communicate with parents continually and not only when their children are in problems. Hall (2008) experimented with a programme called "Safe Space" that brought teachers, parents, and students together to discuss issues such as bullying, gang recruitment, racial profiling, drug and alcohol abuse, etc. Hall commented about the dedication of parents to faithfully participate in the program. She also advocates for a parent-teacher partnership as the best practice in academic evaluation.

An effective partnership between parents and teachers is part of student achievement. The developing of an effective partnership between teachers and parents is a challenging task. Emeagwali (2009) commented on a Harvard Graduate School of Education report which states that stress because of dealing with difficult parents is one of the main reasons why teachers leave the profession. Teachers can acquire useful information about students from parents that could help them to be more effective when facilitating learning. Ediger (2008) suggests some ways in which parents could assist teachers during teacher-parent conferences in order to know the students better and help them effectively. Parents could inform teachers about particular interests students have.

Teachers might be cognisant of what children like in school and use that information to capitalize on learning opportunities. Parents could recognize the teacher's efforts in helping the child improve in their learning, which could serve as energizing motivation for the teacher. Parents could share what the child considers as important in the learning process, and teachers could strengthen such learning style. Parents could report of some academic and emotional needs the student may have, and/or those not recognized by the teacher.

### **2.5.5 Creating Good Home**

Many scholars agree that parents play an important role in their child's education, but the way their involvement affects student performance continues to be debated. While some argue that parents can create or even become barriers to their own child's academic success, other researchers suggest that parents have the potential to positively affect student achievement in ways that no other person can. Indeed, there are several strategies and techniques parents can use to boost a child's academic success.

One such way is a parent's unique ability to create a home environment that encourages learning. The strategies for creating these environments vary, but can be as simple as engaging in conversations at home about the importance of learning. Beyond just having discussions, parents can also create home environments that encourage learning by establishing family routines that include time for learning and by modeling skills necessary to academic achievement, such as self-discipline, hard work, and goal setting (Dornbusch, 2005).

In addition to creating particular types of home environments, parents have been shown to positively affect their child's academic performance by building relationships



with school teachers and staff. Most commonly, parents do this by being traditionally involved: participating in home/school communications, attending parent/teacher conferences, or even volunteering in the school. Interestingly, a recent study even found that the perception of the quality of the parent/school relationship can be just as influential as the actual quality of the relationship towards the likelihood of the child's academic success (McCoach, 2010). In other words, a child who simply thinks his parent has a positive relationship with the teacher will be more likely to succeed academically than a student who knows his parents never interact with the teacher.

## **2.6 Summary of Literature Review**

Considering the review of the literature, it is apparent that, parental involvement in children's education and for that matter their academic excellence is necessary. However, this involvement is affected by various factors and differs from one parent to the other. In the case where one school of thought believes that parental involvement calls for both parents and teacher cooperation, others also opine that though that is good yet parents should get involved more as major stakeholders while the students are also involved. In all these is believed that, the children and the entire society should be actively involved to maintain a good community capable of nurturing the right children with the requisite knowledge for future challenges. Therefore, it is important to know how parents are involved and how their involvement is related to students academic. The present study was designed to achieve these ends, using Prempeh Basic in Ashanti Region as a case study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the various processes and approaches adopted in collecting the relevant data for the study. The methodology comprised of the research design, population of the study, sample and sample techniques, data collection methods, data analysis.

#### **3.1 Research Design**

The case study design was employed for the study. A case study can be defined as an indepth study of a particular situation rather than a sweeping statistical survey (Foster, 2000). Yin (1994) defined it as an empirical inquiry that investigates a contemporary phenomenon within a real-life context. The method was adopted for this study because it helps to deliberately study contextual conditions as was the case in this research.

Gomm, Hammersley and Foster (2000) argues that in-depth research of specific instances in case studies can actually show casual processes in context, which allows researchers to see which theoretical perspectives provide the best explanations. In the view of Stoecker (1991), case study is beneficial in that, it has the ability to explain idiosyncrasies, which make up the unexplained variances.

It is however worth noting that, case studies are generally criticized for lacking grounds for generalization (Stake, 2000). Yin, on the other hand, has argued that case studies are only generalizable to theoretical propositions and not to populations. To him, the purpose of case study should be to achieve analytical generalizations to expand theory

and not in statistical generalizations. Gomm et al. (2000), however, maintain that, the boundary of cases should be clarified in order to make appropriate generalisation.

This research will not attempt to make statistical generalizations to a larger population. Rather, in line with the view of Yin (1994) it will make analytical generalisations to expand theory. However, the results may also provide grounds for generalizations about the case under study and to other similar cases (Gomm, 2000).

### **3.2 Population**

The population of the study was parents who had their children enrolled in the Prempeh JHS. The school has a student population of 500.

### **3.3 Sample and Sampling Techniques**

A sample, from the standpoint of Amin (2005) constitutes an accessible part of a population used for study. This, according to Amin, is necessary to avoid any likelihood of making an unguided generalization about the population. The study used a sample size of 50 parents for the study.

Simple random sampling technique was used to select 50 parents for the study. Flick (2015) suggests that, at least 10% of the population is a good representation where the population is a few thousands and 50% where the population is a few hundreds therefore 10% was a good representation of the target population of 500. Using this sampling technique made it possible for petty details necessary to build up perspectives towards a deeper understanding of parental involvement in the students' academic performance possible. The lottery method of the simple random sampling was used to select the 50 teachers for the study. Here 50 pieces of papers with the inscription 'YES'

and another 50 pieces of papers with the inscription 'No' were folded for the teachers to pick and those who picked "YES" participated in the study. A total of 50 respondents formed the sample size for the study.

### **3.4 Research Instrument**

Questionnaires were used to gather data from the parents. The questionnaire was categorised into two main parts. The first part was designed to gather the socio demographic characteristics of the parents which included; the gender, age, occupation and level of education of the parents.

The second part was used to gather data in relation to the research questions of the study. By this, parent's perception about their children's academic performance, the barriers limiting parental involvement in students' academic performance and the strategies to increase parent involvement in students' academic performance at the Prempeh Basic C were solicited.

The questionnaire used in this study was made up of closed ended questions. The closed ended questions were framed in a five-point Likert scale because of its ability to help the respondents incline to the subject matter and make choices objectively. More so, the use of closed-ended questionnaires is easy to answer and save time. In all, the part two contained 15 questions scaled to capture responses of parents. For each question set, parents were asked to rate on a five-point Likert scale the extent to which they strongly agree, agree, neutral, disagree and strongly disagree. The ranking range from 1=Strongly Disagree to 5= Strongly Agree with 3 = being neutral.

### **3.5 Data Collection Procedure**

The data was collected basically using structured closed ended questionnaires. It was structured using Likert scale raking approach with options provided to facilitate responses. The questionnaires were administered by the researcher. This was necessary such that each questionnaire could be taken instantly after the exercise without having to leave for future retrieval. The consent of each participant was earlier sought through personal conversation in before the exercise. The questionnaires were personally administered because such approach has the ability of establishing rapport, explaining the purpose of the study and explaining the meaning of the items that can be not clear. The researcher administered part of the questionnaires personally so as to create relationship with the respondents those who could not have no or least time to answer the questionnaire.

### **3.6 Data Analysis**

The data were cleaned with an aim of identifying mistakes and errors which may have been made and blank spaces left unfilled. The data were then computed using SPSS software package; descriptive statistics such as frequencies and percentage were used to analyze and answer all research questions.

### **3.8 Ethical Considerations**

Ethical considerations are very important in a research of this nature. As a result the consent of the participants was sought first through letters and phone calls to determine whether they will be interested to participate in the research. The purpose and methodology

of the research were explained in detail to the respondents before the research was carried out. Moreover, the respondents were assured that, data and information collected from them would be treated as private and confidential documents.



## CHAPTER FOUR

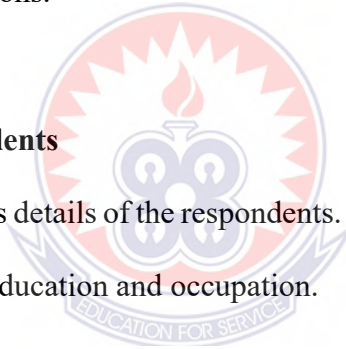
### ANALYSIS OF DATA AND DISCUSSION OF RESULTS

#### 4.0 Introduction

The analysis of the study is based on the data gathered in respect of the objectives of the study concerning the assessment of parental involvement and students' academic performance. Data gathered were analyzed according to the various research questions guiding the study. Even though 54 respondents were sampled, 50 parents returned the instrument, giving a retrieval rate of 92.6%. However non-responses were recorded in most of the answers to the questions.

#### 4.1 Details of the Respondents

Table 4.0, shows the various details of the respondents. The details of the respondents cover their gender, age, level of education and occupation.



**Table 4.1 Respondents data**

Characteristics	Frequency	Percentage (%)
<b>Gender</b>		
Male	24	48
Female	26	52
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Age (Years)</b>		
Less than 25	11	22
26-31	14	28
32-37	16	32
Above 37	9	18
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Level of Education</b>		
JHS/SHS	11	22
Others	12	24
1st Degree	14	28
Post-Graduate	13	26
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Occupation</b>		
Self Employed	13	26
Government	13	26
Private Organizations	12	24
Unemployed	12	24
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Researcher survey, 2022



Considering the gender of the respondents, it was realized that, 24(48%) respondents represented the males while the 26(52%) respondents represented the females. The result of the gender analysis shows that females represented the more. It can be suggested however, that more women are involved in taking care of children in schools.

As regards the age categories of the respondents it could also be seen that the respondents having ages less than 25 years were 11(22%) whereas in the ages of 26-31 years brackets, 14(28%) respondents were found. Also 14(28%) respondents were classified in the 32-37 age group but 9(18%) respondents are found to be above 37 years of age. The ages show that most respondents are found within the ages of thirties. It could therefore be deduced that most parents are matured enough to be responsible.

Considering the respondents level of education, the data indicated that 11(22%) respondents have attained secondary school education. Also 12(24%) had either a professional certificate or diploma. With regard to first degree, 14(28%) of the respondents have attained it. While 13(26%) of the respondents also had obtained one form of a post-graduate degree qualification. This indicates that majority of the respondents have had university education. Based on the data, it can be argued that all the respondents have some level of education hence capacity to understand the essence of education and the need to be particular about their children's academic performance.

On the subject of occupation, the table shows that 13(26%) respondents are self-employed while 13(26%) respondents also are employed by the government. Also those who were employed in private sector organizations constitute 12(24%) and respondents who were either housewives or unemployed parents also constituted 12(24%). It could be realized that more than 70% of the respondents were engaged in one form of occupation or

another. This indicates that, most parents may have the financial resources to care for their wards but may not necessarily have adequate time to monitor their children's progress at school.

#### 4.2 Answer to Research Questions (RQ)

##### RQ1. What is the perception of parents towards their wards' academic performance at Prempeh JHS?

In respect of the research questions seeking, perceptions of parents about their children's academic performance, data were gathered from parents using Likert-type questionnaire items.

**Table 4.1: Parents' perception about their children's academic performance**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parents perceive good relationship between them and their children	11(22%)	10(20%)	11(22%)	11(22%)	10(20%)
Parents believe children are not performing better each term in school	11(22%)	14(28%)	13(26%)	11(22%)	0(0%)
Parents believe children's academic performance need improvement	16(22%)	20(40%)	0(0%)	14(28%)	0(0%)
Parents perceive that there is good relationship between their students and teachers	12(24%)	16(32%)	8(16%)	7(14%)	7(14%)
Parents believe that their wards are not taught by competent teachers	20(40%)	19(38%)	11(22%)	0(0%)	0(0%)

*Source: Field Study, 2022*

Table 4.1 shows the range of responses gathered. As part of the response to the research question one, it can be read that 11(22%) respondents strongly agree parents perceive good relationship between them and their children while 10(20%) respondents also agreed though 11(22%) respondents remained neutral. In a dissimilar response, it can be read that 11(22) respondents disagree same way as 10(20%) respondents also disagreed strongly to the fact that parents perceive good relationship between them and their children. Based on the dissenting responses, it can be deduced that just as many respondents agree that parents have good relationship with their children so does most respondents also disagreed. The responses make it clear that most students do not receive motivation from their parents hence are denied of parental involvement and relationship which according to Gonzalez-DeHass et al, (2005) boost students' perceived control and competence. This brings to the fore that, any denial of children good relationship deprives students a sense of security and connectedness necessary.

**RQ2: What are the barriers to parent involvement in students' academic performance at Prempeh JHS?**

This research question sought to find out the barriers to parental involvement in students' academic performance. The data used to answer this research question was gathered through the use of questionnaire. The result is presented in table 4.2.

Responding to the barriers to parent involvement in students' academic performance, different responses showed in Table 4.2 indicates that living in poverty is a barrier to parents' involvement in students academic performance, lack of formal education can be a barrier to parents involvement in student's academic performance, cultural norms

and practices bring about barrier to parent's involvement in students academic performance, poor parent-teacher relationship serves as barrier to parents involvement in student's academic performance and negative experiences of some parents in the past.

The individual responses pertaining to the analysis of the barriers to parents' involvement in students' academic performance as indicated Table 4.2 shows that 16(32%) respondents strongly attribute it to living in poverty. This stance was agreed to by 20(40%) respondents to the fact that poverty cannot be ruled as barriers to parent involvement in students' academic performance. The analysis draws attention to the fact that parents living in poverty are less likely to get involved in their children's education. Deducing from the perspective of Van Velsor and Orozco (2007) parents living in poverty are less likely to participate with school events or their children's education than those living out of poverty. This points out that, parents living in poverty may doubt their abilities and feel that they are not suited to assist their children with their academics. In is therefore conclusive that, some parents may willingly not involve themselves in their wards academics.

With regards the barriers to parental involvement 18(36%) respondents agreed strongly that lack of parents' formal education hinder in student's academic performance. In the same response 20(40%) respondents representing the majority also agreed that when parent lack formal education it hampers the academic of their children. However 12(24%) respondents remained neutral. From the analysis it can be concluded that parents' formal education is indispensable in their children's' academic performance. This signifies that parents have the ability to exert influence on the academic performance of their students if they are advanced in education because DePlanty (2007) posits there is a positive correlation between parent's educational level and their degree of involvement in school

activities. In affirmation to the foregoing Davis-Kean and Sexton (2009) found that parents' educational attainment is an imperative determiner of children's achievement and one that affects the progress of their achievement overtime. It will therefore not be out of order to put forward that children with educated parents stand the chance of achieving higher heights in education.

Again in further response to the barriers of students' performance 11(22%) respondents strongly agreed that cultural norms and practices posed a barrier to parent's involvement in students' academic performance while 15(30%) respondents also agree. Though 2(24%) respondents had no response yet 12(24%) respondents also disagreed to that cultural norms and practices were a barrier to parent's involvement in students' academic performance. Deducing from the outcome of the majority responses, it is apparent that the involvement of parents in their students' academic performance is contingent upon their cultural norms and practices because Van Velsor and Orozco (2007) observed that parents' cultures encourage them not to become too involved in school and feel that to do so is disrespectful. This implies that, the diversities of culture affect the involvement of parents in their academic performance.

Among other barriers to the involvement of parents in their academic performance, 14(28%) respondents strongly agreed that poor parent-teacher relationship serves as barrier to parents' involvement in student's academic performance. It is in the same way that 16(32%) respondents also agreed while 16(32%) respondents were neutral to the question. The result of the analysis indicates that parent teacher relationship cannot be underestimated because majority of the respondents agree to that. For this reason, Reyes (2002) found that the success of parents in developing partnerships with teachers depends

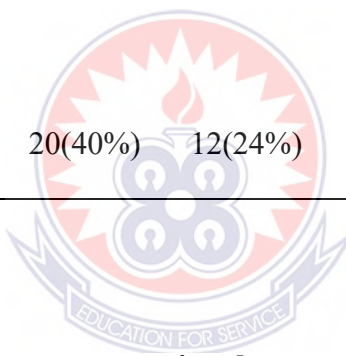
on the fit between parental cares and concern with those they have as teachers. This is to say that good any parent-teacher relationship has the propensity to cause information flow about students between the two stakeholders.

It can be read that as part of the inhibiting barriers that prevents the involvement of parents in their children's education according to 20(40%) respondents is strongly believed to be the negative experiences of some parents in the past. This viewpoint is agreed to by 12(24%) respondents while 16(32%) respondents had no response. But in the converse viewpoint 21(42%) respondents disagree to the foregoing to the extent that negative experiences of some parents in the past did not debar the involvement of parents in their child's academic success. The analysis shows that parents tend to limit their involvement in their children education when they have negative past. It is for this reason that Amatea and West-Olatunji (2007) stated that parents refused to attend school meetings because they felt they are not treated respectfully when they were contacted. They were sometimes talked down to or blamed for incidents and spoken to by school staff. Based on this, it can be deduced that, parents are likely to limit their association with school business involving their children.

**Table 4.2: Barriers of parent involvement in students' academic performance**

Barriers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Living in poverty is a barrier to parents involvement in students' academic performance	16(32%)	20(40%)	14(28%)	0(0%)	0(0%)
Lack of formal education can be a barrier to parents involvement in student's academic performance	18(36%)	20(40%)	12(24%)	0(0%)	0(0%)
Cultural norms and practices bring about barrier to parent's involvement in students' academic performance	11(22%)	15(30%)	12(24%)	12(24%)	0(0%)
Poor parent-teacher relationship serves as barrier to parents involvement in student's academic performance	14(28%)	20(40%)	16(32%)	0(0%)	0(0%)
Negative experiences of some parents in the Past	20(40%)	12(24%)	16(22%)	21(42%)	0(0%)

*Source: Field Study, 2022*



### **RQ3: What Strategies increase parent involvement in students' academic performance at Prempeh JHS?**

This sought to find the strategies that increase parental involvement in students' academic performance. Data was gathered using a questionnaire. Table 4.3 presents the results.

**Table 4.3: Strategies to increase parent involvement in students' academic performance**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Using school counselors will increase parent involvement in students' academic affairs	12(24%)	17(34%)	11(22%)	11(22%)	0(0%)
Parents should be involved in home-based activities of the children	14(28%)	22(44%)	0(0%)	0(0%)	14(28%)
Laws should be applied to force parents to be responsible	13(26%)	14(28%)	11(22%)	11(22%)	0(0%)
There is no clear cut standard for guiding parents	12(24%)	14(28%)	12(24%)	11(22%)	0(0%)
Effective PTA enhances parents involvement in students academic performances	11(22%)	16(32%)	0(0%)	11(22%)	11(22%)

*Source: Field Study, 2022*

In the determination of the what Strategies to increase parent involvement in students' academic performance diverse responses were found including using school counselors will increase parent involvement in students' academic affairs, parents should be involved in home-based activities of the children, laws should be applied to force parents to be responsible, there is no clear cut standard for guiding parents and effective PTA enhances parents involvement in students academic performances.

Relating to the strategies needed to increase parent involvement, 12(24%) respondents strongly agreed that using school counselors will increase parent involvement in students' academic affairs while 17(34%) respondents denoting the majority also agreed to same viewpoint. Also 11(22%) respondents were neutral but 11(22%) respondents disagreed to the position that using school counselors will increase parent involvement in



students' academic affairs. The outcome of the analysis indicates an approval of the work of counsellors in schools hence the need to use them. The outcome is, however, not different from what Amatea and West-Olatunji (2007) suggested that school counsellors help to team up with teachers to create welcoming and family-centered school environments, work with teachers to connect students' lives with the curriculum, and bridge together the gaps between teachers and students. It is therefore important to recognise counsellors stand the chance to helping students.

Allowing parents to be involved in home-based activities of the children is strongly agreed to by 14(28%) respondents as a strategy to increase parental involvement in student's academic performance. This position is agreed to by 22(44%) respondents who represent the majority. Differently from the foregoing, 14(28%) respondents also disagreed. In all, it can be explained that, though 28% of the respondents thought otherwise, majority of the respondents agreed that parental involvement in home affairs of students like assignments will enhance student learning and academic performance. It is in the light of this that Epstein and Van Voorhis (2001) reported that students who received feedback from parents on mathematics homework for instance showed more mastery than student who did not receive any feedback on homework. This shows clearly that the involvement of parents in home-based duties of students is important and required.

Over one-quarter of the respondents 13(26%) strongly agreed that laws should be applied to force parents to be responsible. Similarly 14(28%) respondents also agree but 11(22%) respondents remained neutral while 11(22%) respondents disagreed. It can be read that inasmuch as laws are necessary they should be applied to force parents to be

responsible. This clarifies the fact that parents could be held bound and compelled easily when laws are put in place to check them.

The need to get a clear-cut standard for guiding parents on how to involve themselves in students' affairs is strongly the position of 12(24%) respondents, same as 14(28%) respondents who also agreed though 12(24%) respondents gave no response. On the other hand, 11(22%) respondents also disagreed to the institution of clear cut standard for guiding parents. Despite the disagreement of the minority, it can be concluded that the majority of the respondents felt that the application of clear-cut standards will help guide parents on how to involve themselves in education to help their students. Therefore, it can be suggested that getting stakeholders (teachers, parent and students etc) involved will facilitate and enhance students' academic performance.

The institution of strong parent-teacher association (PTA) is strongly supported by 11(22%) respondents as a way to enhance parents' involvement in students' academic performance. Similarly, 16(32%) respondents also agreed. On the contrary 11(22%) respondents disagree while 11(22%) respondents also strongly disagreed. Based on the various responses, it means that having an effective PTA system will help get parents involved in students' affairs.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The study sought to assess the effect of parent involvement on students' academic performance at Prempeh JHS with particular objective to investigate parents' perception, about their children's academic performance, explore the barriers of parent involvement in students' academic performance, and determine the strategies to increase parent involvement in students' academic performance.

The study in essence employed the quantitative research design using questionnaire as the data collection instrument. The use of this design was needful in collecting data from a study like this which is numerical in nature. Moreover, the use of qualitative research design was suitable because it entailed study of the respondents across a wide spectrum, and helps to interpret the required study findings. Also percentages were used to analyse data collected.

Parents who had their children joining the Prempeh JHS formed the targeted population of the study. The study used simple random sampling technique. This sampling technique was employed for the purpose of gathering specific and focused data from the parents. This sampling technique was used to select 50 parents for the study. Using this sampling technique made it possible for petty details necessary to build up perspectives towards a deeper understanding of parental involvement in the students' academic performance possible.

Questionnaires were used to gather data from the parents. The questionnaire was categorised into two main parts. The first part was designated to gather the socio

demographic characteristics of the parents which included; the gender, age, occupation and level of education of the parents.

### **5.1.1 Major Findings**

#### **Perception of parents towards their wards' academic performance at Prempeh JHS**

This outcome of the study revealed that most parents perceived their children to be non-performing. The parents therefore believed that children's academic performance needed improvement. The study again revealed that parents are of the view that the teachers who teach their wards are not competent enough in delivering instruction to them.

#### **Barriers to parent involvement in students' academic performance at Prempeh JHS**

The study revealed that the key barriers to parental involvement in students' academic performance were poverty, lack of parents' formal education and poor parent-teacher relationship. However, chief among the barriers was poverty.

#### **Strategies to increase parent involvement in students' academic performance**

The key strategies that were identified as useful in increasing parental involvement in students' academic performance included, the use of counselors, engagement of parents in supervising and guiding wards' assignments and homework, the use of rules that require parent input in students' learning and effective PTA activities.

## **5.2 Conclusions**

The study makes it apparent that parental involvement in their wards' academic performance is of essence because they have the influence on the education of their children.

One key conclusion that can be drawn from the study is that parents have diverse perceptions regarding their involvement in their wards' academic performances. They generally seem to feel that both students and teachers are not meeting their expectation but do not see that they have key roles to play in the success of their wards' academic performance.

Also it can be concluded that all parents have some form of barriers that hinder their involvement in their wards' academic performance. However such barriers are often differentiated and therefore cannot be tackled with the same approach. By way of improving the involvement of parents in their children's education, it can be put forward that counselors have a major role to play. In the same vein, the active involvement of parents in their children's home works and activities cannot be underrated.

## **5.3 Recommendations**

Based on the findings, the following recommendations were made for the study:

1. The school heads should endeavor to provide proper orientation for parents as they bring their wards to school. This will ensure that they will appreciate their roles in their wards' education and as such contribute meaningfully to it.
2. The head must establish effective guidance and counseling system in the school that will, from time to time, engage parents in discussion about their wards performance.

3. Also the school leadership should institute programmes like open days, where parents have opportunity to visit the school to see the progress of work of the wards and have positive discussions with the teachers as to ways that they can contribute to their wards performance.
4. Support systems from schools and PTA such as scholarships, among others, should be given to students from poor backgrounds to ease any financial burdens on parents and empower them to involve themselves in their children's education.
5. The school should make a regulation that requires all homework and assignments done in the house to be signed by parents or their representatives to ensure that parents are more involved in their wards' academic work.

#### **5.4 Suggestion for Future Studies**

Parental involvement in the Ghanaian setting presents an immense area for studies. This study only considered a part of this vast research area. However, a future study can consider researching into the motivational factors needed to get parents more focused on their children. Moreover, further studies could deal with the teacher-student relationships that affect the academic performance of the students.

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## APPENDIX

### AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT

#### QUESTIONNAIRE FOR PARENTS

This information is purely for academic and therefore your confidentiality is highly guaranteed. Kindly provide accurate answers to these questions with your objective opinion. Your cooperation and support will be appreciated.

#### **PART I: Details of Respondents**

1. Gender a. Male (  ) b. Female (  )
2. Age a. less than 25 (  ) b. 26-31 (  ) c. 32-37 (  ) d. Others (specify).....
3. Occupation
  - a. Self employed (  ) b. Government worker (  ) c. Professional (  ) d. Others (specify).....
4. Level of Education
  - a. JHS/SHS (  ) b. 1<sup>st</sup> Degree (  ) c. Graduate Degree (  ) d. Professional (  ) e. Others (specify).....

**PART II. Parents' perception, about their children's academic performance at the Prempeh Basic C**

*Please tick (√) accordingly where applicable)*

Statement		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
5	Parents perceive good relationship between them and their children					
6	Parents believe children are not performing better each term in school					
7	Parents believe children's academic performance need improvement					
8.	Parents perceive that there is good relationship					

	between their students and teachers					
9.	Parents believe that their wards are not taught by competent teachers					

**PART III. Barriers of parent involvement in students' academic performance at Prempeh Basic C**

*Please tick (√) accordingly where applicable)*

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
10 Living in poverty is a barrier to parents involvement in students academic performance					
11 Lack of formal education can be a					

	barrier to parents involvement in student's academic performance					
<b>12</b>	Cultural norms and practices bring about barrier to parent's involvement in students academic performance					
<b>13</b>	Poor parent-teacher relationship serves as barrier to parents involvement in student's academic performance					
<b>14</b>	Negative experiences of some parents in the Past					

**PART IV. Strategies to increase parent involvement in students’ academic performance at Prempeh Basic**

<b>Statement</b>		<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
<b>15</b>	Using school counselors will increase parent involvement in students’ academic affairs					
<b>16</b>	Parents should be involved in home-based activities of the children					
<b>17</b>	Laws should be applied to force parents to be responsible					

<b>18</b>	There is no clear cut standard for guiding parents					
<b>19</b>	Effective PTA enhances parents involvement in students academic performances					

**Thank You**

