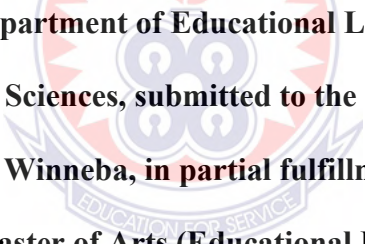UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL INVOLVEMENT IN EDUCATION OF CHILDREN: A CASE STUDY IN THE RIDGE SCHOOL IN BANTAMA SUB – METRO OF KUMASI METROPOLIS

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

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE: ………………………………

DATE: ……………………………….………..

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: PROF. F. K. SARFO

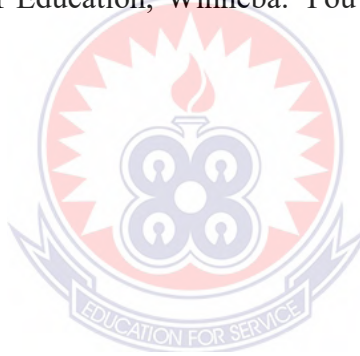SIGNATURE: …………………………………

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ACKNOWLEDGEMENTS

DEDICATION

To my beloved husband Mr. Henry Okraku-Ansah, my parents and my children, Osiarfo,

Nyameye and Obaapa .

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ABSTRACT

The purpose of this study was to explore the role of parental involvement towards their children's education in The Ridge School in Bantama Sub-Metro of Kumasi Metropolis. The study population comprised of all parents of The Ridge School. In all 60 parents were purposively selected to participated in the study and questionnaire were administered in collecting the data. Descriptive statistics was used to analyze the data. The results of the study showed that the parents agreed that they support their children financially. Additionally, according to the results the majority of the parents agreed that they make sure they provide home support for their children by providing their children's basic needs, and finally, the parents agreed that they attend any call of the school for their children. Based on these findings, it was recommended that the parents should be encouraged to regularly provide pocket/feeding money for their children, and also to guide and supervise them to do their homework.
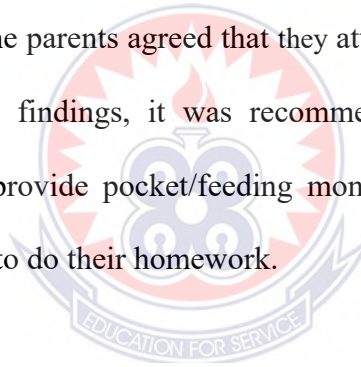
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter deals with background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation and limitation of the study, and organization of the study.

1.1 Background to the Study

Education is one of the most influential and important factors of children's life. Basic school's educational success can lead to receiving further education through attending senior high education which could then lead to tertiary education that also can lead to future employment and a higher opportunity for occupational success (Basham, 2001). Educational failure on the other hand, may lead to negative outcomes such as unwanted pregnancy, delinquency, imprisonment and increased rates of mortality (Fan & Chen, 2001).

Lines (2000) emphasized that children's educational success largely depend on parental involvement. Parental involvement is an influential source that can encourage student's natural talents, improve student's behavior, increase classroom attendance, promote classroom compliance, and increase adolescent achievement (Fishel & Susan 2005). Ray (2000) found that parents will become more involved with the child's education when they believe their involvement is expected and effective. For these reasons, it is important to fully understand the impact of parental involvement on student's educational success in order to prevent student academic failure.

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Parental involvement in this case may include helping the student with their homework, communication with school, parenting and others that serve to keep track of the student's education. Lots of children around the world are growing up without one or both parents. Children without parental involvement find themselves at a higher risk of discrimination, abuse and exploration, and their well-being is insufficiently monitored. Inadequate support environment can impair children's emotional and social development and lead them vulnerable to exploitation, sexual abuse and physical violence (Kraft, 2011).

The effect of parental involvement on children at any given time cannot be overemphasized. The home is very germane and crucial to the child's well-being and development in later life. Home is the primary cell of society where the child's upbringing must begin since birth, and still in cradle. According to Henderson (2002), a person's principle established since childhood are like letters engraved in a bark of a young tree, which grow, enlarge with it, making it integral part. Therefore, right beginning makes the most important part of upbringing/education. Ray (2000) indicated that nobody ever said that children are easy to raise. What they do come with is a set of physical and emotional needs that must be met. Failure on the part of parents to meet these specific needs can have long lasting negative effects especially on education (Epstein, 2001). This is because parents in the home are children's first teachers.

Gascoigne (2005) says greater parental involvement at early stage of child learning, positively affect the child's school performance including higher academic performance. Hartas (2008) emphasized that family whose children are doing well, mostly encourage children's progress and development in school; that is maintain the

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warmth and supportive home, showing interest in the child's progress at school, helping him or her with homework, discussing the value of education and future career with children. Children with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school (Clark, 2003).

1.2 Statement of the problem

Parents of basic school children are often faced with unique challenges that hinder them from meeting their children's needs. They include; insufficient time, career or job type, level of education, order of priority, set home environment, time taken to respond to school activities such as attending Parent-Teacher Association (PTA) meetings and disciplinary cases and also discussing the academic progress of the child. If the above needs are not attended to, there is a likelihood of children not performing well because he or she is not adequately supported. Insufficient parental involvement may lead to poor performance of the child academically (Clark, 2003).

It seems parents from private primary schools have been found to be more involved than parents from public primary schools in areas such as attending academic parent-teacher interviews, parent-teacher association meetings, paying motivation fees, and so on, while parents from public schools tend to be reluctant and therefore, the children are not exposed to varied learning opportunities.

Basham (2001) noted that parental involvement significantly predict children's education, particularly, the children school adjustment and academic performance. At home, parental involvement clearly and significantly affect pupils school adjustment and

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academic performance. When children have supporting parents in their education, they turn to succeed not just in school, but also throughout in life.

The researcher has observed that some parents of children in the selected school feels that it is the sole responsibility of teachers to make pupils succeed academically. This has motivated the researcher to explore into the kind of parental involvement given to the pupils in the school. The study therefore sought to establish the role of parental involvement in the education of children.

1.3 Purpose of the Study

The purpose of the study was to explore the role of parental involvement towards their children's education in The Ridge School in Bantama Sub – Metro of Kumasi Metropolis.

1.4 Objectives of the Study

The following are the objectives of the study:

1. To determine the kind of financial support parents give to their children in school.

2. To find out the extent to which parents help their children to learn at home.

3. To determine the support parents give to their children in school.

1.5 Research Questions

The following research questions guided the study:

1. What kind of financial support do parents give to their children in school?

2. To what extent do parents support their children to learn at home?

3. With what support do parents assist their children in school?

1.6 Significance of the Study

Parental involvement plays a significant role in education of school children. The findings of this study will assist in improving parental involvement in education of school children. The findings could also be useful in managing education of the learners and to identify the types of parental involvement such as assisting child with homework, providing resources or materials, parents – school communication and parenting style that impact on improvement of the children education. The study will also provide intellectual inputs for future researchers in search for knowledge on parental involvement on children's education. The study will educate the general public on the need for good parental involvement not only to enhance pupils' education, but to prepare the child for the future endeavour with right upbringing so that the child will be endowed with better self-esteem. The finding will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field.

1.7 Delimitation of the Study

The researcher determined the role of parental involvement in children education. This study only focused on the three roles played by parents on their children education namely: parents' financial support, helping children to learn at home and support parents assist their children in school. The study used only parents in Private Schools in Bantama Sub-Metro of Kumasi Metropolis as the study respondents.

1.8 Limitations of the Study

The study investigated on the role of parental involvement on children's education of basic school in The Ridge School in Kumasi Metropolis. The study has been challenged by lack of previous studies in the study area. Moreover, the parents were hardly to come by as they were busy with their work. For these limitations to be overcomed, the researcher had to rely on the parents' phone numbers to get them reached.

1.9 Organization of the Study

The study comprises of five chapters. Chapter one was about the introduction, which includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, and organization of the study. Chapter two comprises of a review of the related literature on the subject under investigation. Chapter three deals with research methodology. More specifically, research design, target population, sample and sampling techniques, research instrument, data collection procedure, data analysis procedure, and ethical consideration. Chapter four focused on presentation and discussion of results and the last Chapter, five presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

In this chapter, the researcher reviewed literature relevant to the study. That is, the researcher looked at the relevant literature under the following headings: Theoretical framework, definition of parental involvement, determinants of parental involvement, the nature of parental involvement, the duties of parental involvement in children education, the role of parental involvement towards their children's education, and factors influencing parents' involvement in their children's education.

2.1. Theoretical Framework

The basis of the literature has been reviewed based on Maslow's (1954) need theories sited by Shunk (2011). Schunk (2011) cited Maslow's theory of needs hierarchy which seems to be the fundamental motivational theory as follows:

1. Physiological Needs: these are biological needs. They constitute needs for oxygen, food, water and a relatively constant body temperature. They are the strongest needs because if a person is deprived of these needs, there will be no satisfaction. These physiological ones would come first in the persons search for satisfaction.

2. Safety Needs: when all the physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Children often display the signs of insecurity and the need to be safe.

3. Needs for Love, Affection and Belongingness: Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and sense of belongingness.

4. Needs for Esteem: This involves needs for both self-esteem and for the esteem a person gets from others. Humans have a need to be stable. Firmly based, high level of self- respect, and respect from others. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

5. Needs for Self-Actualization: When all of the foregoing needs are satisfied, then the needs for self-actualization is activated. Maslow describes self-actualization as a person's need to be and do, that which the person was "born to do".

This study is based on Abraham Maslow's (1954) theory of basic human needs which demonstrates that once basic needs are met, people can express their other needs. Basic needs include; food, household size and healthcare among others. Maslow argues that if a person's basic needs are not met, that person spends time and energy trying to meet them, usually at the expense of other critical developments including pre-school enrolment. He adds that people are unable to fulfill their potential as well as effectively function in life if their basic needs are not satisfied. He proposes a hierarchy of needs forming the famous paradigm of self-actualization. These basic needs are followed by other equally important needs such as; the safety needs (security and stability), then love and belonging needs (affiliation and acceptance), self – esteem needs (success and status) and finally, self-actualization. In order for a particular need to be activated and thereby guide a person's behavior, the lower level needs in the Maslow"s hierarchy, which in this study are the basic needs must be met first. Human beings are motivated by the desire to

achieve and maintain various conditions upon which basic satisfactions rest. If people are hungry, their first interest will be in obtaining food, when sick the interest will be in obtaining medication, and poor housing will affect behavior. This could not only affect adults but also children, but since school children are not in a position to make decisions, they will require parental provision. A sick child and a hungry child may be weak and might be less motivated to go to school, interact and socialize with other children, which denies them an opportunity to explore and discover which is, a fundamental and natural way of children's learning. When basic needs are not adequately met, school children may not be motivated to act in the environment, and are likely not be motivated to attend school. This leads to low enrolment in school and poor children performance. It is therefore undeniable fact that these needs must be considered in every aspect of life. Parents are therefore required to consider all these needs for proper upbringing of their children

2.2. Definition of Parental Involvement

Parental involvement has many meanings. It has an abundance of definitions. Most agree that parental involvement is necessary in the education of children but few can agree on the definition of this multidimensional construct. Parental Involvement can range from getting a child dressed for school, to becoming a part of the major decisions within the school regarding curriculum and governance. Epstein (2009), defines parental involvement as the active participation of parents with the schools and in education. Parents can support their children's education by participating in school activities and following school policies and procedures. In addition, parents can provide encouragement

to their children, arrange study time at home for tutoring, and model desired behaviors (Epstein, 2009).

Hill and Taylor (2004), describes parental involvement as a partnership that respects and recognizes the educational needs of the whole child. A union with parents who are informed, engaged, and involved in school governance and school activities (Hill & Taylor, 2004). Parental involvement is defined by Barwegen and Joyce (2004), as any interaction between a parent and child that may contribute to the child's development or interest, while Eccles and Harold, (2006) defined parental involvement as the participation of parents in every facet of a child's education and development from birth to adulthood.

Domina (2009) defined parental involvement in a broad perspective. They found that parental involvement could be used to describe the various ways in which parents can support their children's schooling. As concluded by Epstein (2001), parental involvement refers to the extent to which a parent engages in activities that encompass the schooling of his or her child. Epstein (2001) argued that the following activities constitute parental involvement: (a) providing a home environment that supports children's learning needs; (b) volunteering to provide in the school; becoming active in the decisions made within the school; (d) attending meetings; (e) maintaining open channels of communications; and (f) tutoring the children at home.

Epstein, Sanders, Sheldon, Simon, and Williams (2009), defined parental involvement from a shifting perspective. They emphasize that if a society, school and communities change, parental involvement changes. They conclude that the structure of the family has changed drastically nowadays, however assert that family structures can be

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just as effective with parents taking an active role in their children's education. Regardless of the exact definition of parental involvement, a large majority of practitioners agree; when parents get involved everyone succeeds (Epstein, 2001).

Parental involvement is helping children with homework, serving on decision making committees in the school, volunteering in the classrooms, communicating with school officials, and discussing academic expectations at home (Edwards & Alldred, 2000). There is a litany of parental involvement behaviors. When school officials accept the notion of supportive and active parental involvement as separate entities, school officials are in a better position to evaluate the degree and quality of parental involvement practices (Epstein, 2001).

There are several perspectives on the concept of parent involvement from teachers, school heads, parents, and even students. Defining parent involvement depends on their respective experience.

However, parent involvement has been defined by many researchers in a variety of ways. The term "parents" means that people are engaged and more involved in caring for children. Parents here are not only the core family like a father or mother, but include also grandparent, foster parents, and guardians (Emeagwali, 2009). Parents have the responsibility of raising, educating and guiding offspring towards a better life in the future. Thus, they prepare their children to socialize with the outside world.

Parent involvement is the essential factor in improving the knowledge and support children's education. It is referred to as the relationship between parents and children that plays a part in their children's progress and also leads the parents to take part in schooling processes (Reynolds, 2002). In general terms, parent involvement is defined as

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representing parents' active commitment to spend the time to assist in the academic and general development of their children (Epstein, Sanders, Sheldon, Simon, & Williams, 2009).

Sophia (2007) on the other hand defined parent involvement as communication between home and school, supporting learning at home, participating in school activities, and having a voice in decision-making practices within the administrative structure. The development of children in learning progress can be identified by such indicators as better grades, attendance, and a good attitude. It can be monitored through good communication between parents and teachers. One form of parent involvement in school is communicating with teachers. Communication can be a bridge for parents to get involved in children's education. In essence, parents have an obligation and responsibility to carry out the education of their children. The role of parents in the learning process can influence children's development. For this reason, the quality of education can be improved by involving parents in education (Sophia, 2007).

2.3 Determinants of Parental Involvement

Parents' cognitions about their role have been identified as a major contributor to their willingness to engage in supportive parenting. Hoover- Dempsey and Sandler (2007) noted three forms of parental cognition: parents' aspirations concerning their children's future occupation, their self-efficacy in rearing and educating their children, and their perceptions of the school.

Parental Aspirations – Parental aspirations refer to idealistic hopes or goals that parents may form regarding future attainment. Parents who hold high aspirations for their

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children's future are likely to be more willing to exert efforts to ensure that those aspirations are realized. Indeed, evidence from research suggests that educational and occupational aspirations are associated with the ways in which parents shape children's activities, time, and learning environment (Murphey, 2002).

Parenting Self-Efficacy – The construct of self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997). According to Bandura (2002), individuals with high self-efficacy in a specific area exert effort in that area, persevere in the face of difficulty, and respond resiliently to adversity. They are less prone to self-defeating thought patterns, and they experience less stress and depression than those with lower self-efficacy. The construct of self-efficacy is intended to be domain specific; particular experiences with respect to a given domain affect the individual's sense of confidence about acting efficaciously in that domain.

The domain of parenting self-efficacy has been examined at length, and parenting self-efficacy has shown to be an extraordinarily powerful determinant of effective parenting behavior. Parents with high self-efficacy are generally more optimistic, authoritative, and consistent in their interactions with their children than those with lower parenting self-efficacy (Ardelt & Eccles, 2001; Olioff & Aboud, 2001). Additionally, theoretical formulations have identified parenting self-efficacy as a key determinant of parental involvement in schooling (Hoover-Dempsey & Sandler, 2007). According to Ardelt and Eccles (2001) parents with high self-efficacy are more likely to monitor their children's schoolwork and to participate actively at the school.

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Perceptions of the School – Parents' degree of involvement is likely to be affected by the school itself. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become involved in their children's schooling (Hoover-Dempsey & Sandler, 2007).

2.4. The Nature of parental involvement

Various studies have shown that active parental involvement in their children's education decreases as the children become older (Sheldon, 2003; Hutchinson, 2008). For instance, according to Hill and Taylor (2004), parents of basic school children are more likely to be involved with their children's education than parents of children in high school. Hoover- Dempsey and Sandler (2007) concur and their study findings suggest a significant difference in terms of self-concept, task value and parental involvement between children in primary school and those in secondary school. They also found that as the children grew older, parental involvement declined.

Other studies and reports show the same pattern. For instance, according to Ma (2009), parental activity and involvement decreases the older their children become. According to Domina (2009), regardless of family income or background, children with involved parents are more likely to:

1. Earn higher grades and test scores, and enroll in higher-level programs

2. Be promoted, pass their classes, and earn credits

3. Attend school regularly

4. Have better social skills, show improved behavior, and adapt well to school

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5. Graduate and go on to higher education.

Children or learners' dropout rates and absenteeism continue to be a concern. Domina (2009) suggests various reasons why children drop out from school, namely: a) poverty level,

b) academic performance, c) attitude towards school, d) school attendance, and e) family support. Domina (2009) further indicated that parental involvement is associated with assisting children to matriculate.

High school children whose parents are actively involved with their schooling have a higher rate of matriculating than those whose parents are passively involved. Moreover, children whose parents are involved in their schooling have higher aspirations for obtaining a higher degree (Gillum, 2007; Schunk, 2011). DeHass (2005) found that parents of students who dropped out rarely attended their children's school functions or assisted their children with completing their homework. In addition, these parents were the least likely to punish their children for making poor grades. Parental involvement is pertinent on all grade levels and with all ethnicities. An effective form of involvement is presented by Epstein (2001) model. Epstein (2001) discusses how children learn and develop through three overlapping "spheres of influence:" family, school and community. These three spheres must form partnerships in order to best meet the needs of the child.

Epstein defines six types of involvement based on the relationship between the family, school and community, parenting (skills), communicating, volunteering, learning at home. These six types of involvement need to be included in order to have successful partnerships. Hoover-Dempsey and Sandler's (2007) original theoretical model of why parents become involved included: 1) Parents' motivational beliefs, including role

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construction and self-efficacy; 2) Perceptions of invitations from others, including invitations from the school, teacher and child; and 3) Perceived life context, including time, energy, skills and knowledge. The parents' perceived time, energy, skills and knowledge are now viewed as contributing to decisions to become involved. Hoover-Dempsey and Sandler's (2007) further emphasized that the lowest rates of parental involvement are found in economically disadvantaged, less- educated and ethnic minority families.

Another effective form of involvement presented by Hoover-Dempsey and Sandler (2007) includes out of school or home-based partnerships, as well as school-based activities with parents and children. They indicate that when parents become involved by going to school events and helping with homework, children's schooling is benefited. Benefits include knowledge, skills and confidence.

Epstein and Sheldon (2001) believed that children must have a range of learning environments available to them, or complementary learning. Such learning environments include family, schools, libraries, and other community-based institutions. Anfara and Mertens (2008) on the other hand asserted that complementary learning will provide a link between consistent learning and development. This linkage is similar to that of Epstein's (2001) spheres of influence. The Anfara and Mertens (2008) linking of community and Epstein's spheres of influence are similar, in that they each incorporate community, school and family, so that these elements influence one another.

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2.5 The Duties of Parental Involvement in Children Education

DeHass (2005), indicated that learners' achievement increase when parents get involved in their education. School bureaucracies and family organizations are directed, respectively, by teachers and parents who can best play an important role in their children's education by fulfilling their different goals, roles and responsibilities (Chen & Gregory, 2010). Chen & Gregory, 2010) further found that disadvantaged parents did not seem to understand their role as parents in the education of their children. Georgiou (2006) also confirms that parents are not quite sure of their role, while Berger, (2009) states that some parents think that their own lack of education precludes them from participating in their children's education. Hornby (2011) on the other hand asserted that language also constitutes a barrier, with parents feeling that no one will listen to them if they cannot speak English.

Normally, the teacher and the parent should work hand in glove, as they are both important in the upbringing of the child, especially with regard to their education. Douglas (2004) adopts the perspective of emphasizing the coordination, cooperation and complementarity of schools and families, and encourages communication and collaboration between the two institutions. Parents know their child better than anybody else. The cultural capital theory emphasizes the role of both schools and parents, through the class structures embedded in home and school life (Majzub & Salim, 2011). Hence, they must be fully involved in their children's education (Douglas, 2004).

Children's learning experiences during the years before school also provide an essential foundation for the progress of learning (Berndt, 2007). According to Majzub and Salim (2011), parents should be the first to provide for their children's needs, such as

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food, shelter and uniforms, and should support the school with regular and timely donations in the form of money, so that this will not affect their children's education.

Ibrahim and Jamil (2012) explain that schools have linked parental involvement to learners' outcomes including increased achievement in test results, decrease in dropout rate, improved attendance, improved learner behavior, improved teacher-parent relations, greater commitment to school work, and improved attitudes towards school. Parent involvement helps to promote mutual respect of children's culture, language, customs, belief, food and clothing in schools (Ibrahim & Jamil, 2012).

Houtenville and Conway (2008) emphasized that schools share responsibilities with parents for the socialization and education of children. Parents may also provide traditional clothes for cultural dances and prepare a traditional meal for the children at school, as part of their cultural activities, while children help in the preparation and learn. Parents also play an important role when they exchange ideas on how to care for and teach children (Houtenville & Conway, 2008). They can share their own insights about the progress of their children and give children moral support. This helps the teacher to understand what happens at home, as it can have a great impact on children's education (Houtenville & Conway, 2008).

Hornby and Lafaele (2011) indicated that parental involvement has been identified as a predictor of a student's achievement. They argue that parental involvement in schools can promote positive health behavior among children. For example, children who feel supported by their parents are less likely to experience emotional distress, drug abuse, attempt suicide or disengage from school or learning. In addition, schools that promote a culture of teaching and learning among children are shown to be more

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successful when parents are involved. Children do not perceive parental involvement as absolute but they wish to maintain their connection with their parents. Likewise, adolescents seek emotional intimacy with their parents and express a desire to satisfy their parents' expectations of them and have parental involvement (Hill & Tyson, 2009),

Gonida and Cortina (2014) indicate that parents are the first points of reference to which children are exposed and from whom they learn the meaning and definition of religious gestures and symbols. Children's world and concepts develop from the personal relationship they have with their parents. Children, as they observe how their parents respond to their world or society and notice how their parents' perspective on life and the world brings them either joy and fulfillment or lack of satisfaction and guilt, learn how to relate to the world themselves (Gonida & Cortina, 2014). Hornby (2011), agrees with the above statement by indicating that children are taught about God through propositional and relational language. For example, if children's experience of learning to submit to authority is associated with excessive parental threats and punishment, withdrawal of love, bribery or coercion, the children will grow up with this image, expecting people to behave the same way as their parents (Hornby, 2011).

Parents who cannot be trusted by their children in their daily life will not be able to teach them about their norms and values, let alone faith (Hoover-Dempsey & Jones (2001). Furthermore, a unity amongst parents regarding what they believe in is essential, because disunity in values and norms, even in education, teaches children that education is something that is uncertain and arguable. In order to promote education in the next generation, parental involvement should be a model of education for children. According to Hoover-Dempsey and Jones (2001), faith is generatively fuelled by the great parental

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involvement for their children wishing to see their children embroiled in chaos and non-existence without a meaning. Ideal or good parental involvement is characterized by aspects such as spending sufficient time on the education of children and being able to go down to their developmental level in order to talk to them about life and perceive things from the children's point of view. Hoover-Dempsey and Jones (2001), indicate that this kind of love requires a certain amount of sacrifice on the part of the parents.

In the area of generativity of faith, the generative ethic conceptualizes parenthood as generative work, rather than a social role embedded in a changing social context. Parents' work is a term that Berndt (2007) uses to describe the conduct of generative parents. This conceptual ethic suggests seven areas of parent's work in which they should be involved, which are as follows:

1. Ethical work, which consist of the parents' ability and responsibility to commit and continue to be an enduring presence in the lives of their children.

2. Stewardship work, which consists of the parents' ability and responsibility to cooperate, concentrate and create or dedicate material resources to their children and provide opportunities for them to achieve.

3. Recreational work, which consists of the parents' ability and responsibility to cooperate with children, by relaxing and playing with children at children's developmental level.

4. Spiritual work, which consists of the parents' ability to share their beliefs and confidence with their children and to counsel, guide, teach, advise and inspire them.

5. Developmental work, which consists of the parents' ability to take care of and respond to the needs and wants of their children's education.

6. Relational work, which consists of the parents' ability to share love, thoughts and feelings with their children and to comfort them.

7. Mentoring work, which consists of the parents' ability to share ideas and stories when asked, and to contribute towards sustaining and supporting the positive behavior of their children.

According to Epstein and Van Voorhis (2002), parental involvement in the education system will have to play an important role, and parents will have to take on far more responsibility in their children's education. Educational leaders should orientate parents, as they are the third partner in education, so that they will realize that their responsibility for their children's education is extremely important. Georgiou (2006) indicates that parents' knowledge of educational issues in general is essential because in the future dispensation, responsible parenting will call more and more for a specialization with regard to teaching matters and educational issues. According to Epstein and Van Voorhis (2002), parents have to realize that they have special social rights and responsibilities, such as the right to:-

1. Their own feelings towards education

2. Their own feelings about their children's place in the education system

3. Authority in the home

4. Meaningful communication with the child's teacher

5. Be involved in planning and maintaining parents' groups

In addition to social rights and responsibilities, these include the parents' right to:

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1. Know the school policies and program plans

2. Understand the evaluation techniques of the school as they relate to the child

3. Be represented in policy–making decisions

According to Epstein (2001), there are several roles that parents should play in their children's education. These can be summarized as follows:

1. Parental involvement enhances academic performance. Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.

2. Parental involvement leads to better classroom behavior. Parental involvement not only enhances academic performance, but also has a positive influence on student attitudes and behavior. A parent's interest in and encouragement of his or her child's education can affect the child's attitude towards school, classroom conduct, self-esteem, absenteeism and motivation.

3. Parents should stay involved in their children's education from preschool through to high school. Parental involvement can make a positive difference at all age levels. Studies have shown, however, that involvement of parents of middle and high school students is equally important. In high school, for example, a parent's encouragement can determine whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education.

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4. Training helps parents of disadvantaged children to get involved. Parents of minority or low-income parents are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, parents of minority or low-income children can be just as effective as other parents in contributing to their children's academic success.

5. Reading together at home greatly improves reading skills. Reading in particular improves significantly when parents and children read together at home. Reading aloud with a child contributes significantly to the child's reading abilities.

6. Schools can encourage parental involvement in many ways. Significant parental involvement is most likely to develop when schools actively seek ways to get parents involved and offer training programs to teach parents how to get involved in their children's education.

7. Parental involvement lifts teachers' morale. Schools and teachers benefit from parental involvement because involved parents develop a greater appreciation for the challenges that teachers face in the classroom. Communication between home and school helps a teacher to know a student better, which in turn allows the teacher to teach the student more effectively. Communication also helps to dispel any mistrust or misperceptions that may exist between teachers and parents.

8. Parental involvement benefits children and parents. By becoming involved in their children's education, moms and dads get the satisfaction of making a contribution to their children's education and future. They have a better understanding of the school curriculum and activities and can be more

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comfortable with the quality of education that their child is receiving. They spend more time with their children and are able to communicate better with them. Some studies show that a parent's participation in a child's education may inspire the parent to further his or her own education.

9. Time constraints are the greatest barrier to parental involvement. Lack of time is the main reason parents give for not participating more in their children's education. It is also cited by school personnel as a reason for not seeking parental support more actively. Thus, effective solutions to enhanced parental involvement should include freeing up time of parents and teachers or finding ways to work around their schedules.

2.6 The role of parental involvement towards their children's education

Fan (2001) noted lots of the role of parental involvement towards their children's education, this study concentrated on: financial support parents give to their children in school. Parents assisting their children in their homework, and assistance parents give their children in school.

2.6.1 Financial support parents give to their children in school

The relative importance of the amount of social resources and the diversity of social resources to students learning cannot be empirically judged. This implies the role finance play in students' academic performance as far as education is concerned. According to Schneider and Lee (2009), education is an expensive social service and requires adequate financial provision from parents for successful implementation of the educational programs. According to Chowa, Ansong, and Osei- Akoto (2012), the

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government of Ghana realized the crucial role of education on the life and growth of human resources, and hence had taken the financial commitment for effective implementation of educational programs in Ghana.

The importance of parent's financial background highly influence in student's academic achievement cannot be ignored (Deborah, 2000). And as such, the odds are stacked high against learners from a deprived socio-economic background to curb with the demand for facilities necessary to facilitate their academic pursuit. A student whose parents earn low income has inadequate or no access to the electronic media for information and as such faces an uphill task in his educational pursuit. That task is even more difficult if the learner lives in an obscure area where he or she is cut off from modern civilization where parents hardly pay for the extra classes fees of their children (Deborah, 2000). Contrary, students from an academically enriched background, whose parents are learned and financially stable, who can readily provide whatever the student needs to enhance his/her learning process will be better off. This made learners from different parental socio – economic background exhibit ranges of academic performance scores (Dennis, 2003).

According to Hill and Taylor (2004), if parents caught up in the economic downturn, their children in school become worried about money and this financial worry affect their academic performance, due to divided attention, the pupils concern about the availability of learning materials, as well as their daily upkeep in school are negatively touched. Huang and Mason (2008) asserted that pupil's academic achievement is determined by the parents' provision of approved and recognized books, attending extra classes etc. Margaret and Leer (2012) added that children who belong to the family of

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high socio-economic background do better in academic achievement. Satisfying the child's basic needs such as books, (text and notes), good feeding among others would give such child the confidence to perform better, comparing with a child from the family of low socio-economic background who would find it hard to cope without such basic necessities may result in poor performance even though not in all cases (Cheadle, 2009).

2.6.2 Parents assisting their children in their homework

It is understood that schools need more involvement from parents since the chief benefits on their children's education are higher grades, positive behaviour and attitude and more effective schools (Hoover-Dempsey & Sandler, 2007). According to Epstein (2001), parental involvement in their children's education takes on various forms. For instance, parents may be involved by supporting learning at home.

According to Hoover-Dempsey and Sandler (2007), parents agree that they have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their children's school work and progress, discussing school related issues with their children, and assisting with homework. Furthermore, research has shown that of all the different types of parental involvement, parents report that helping their children with homework is particularly effective for enhancing their academic achievement (Hoover-Dempsey & Sandler, 2007).

According to Beck (2010) studies have shown marked improvement in students' academic achievement when their parents are involved with their homework. There is evidence that students from homes with extensive educational resources have achievement in physical science and other subjects than those from less advantaged backgrounds (Beck, 2010). Parents with higher levels of education generally have higher

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Socio-economic Status which has been found to have a direct impact in students' performance (Beck, 2010). Ascher (2008), on the other hand emphasized that parents with higher levels of education are more involved in their children's school process. When parents become more involved in helping their children with schoolwork, providing encouragement, arranging the appropriate study time and space, modeling desired behavior, monitoring homework and actively tutoring children at home, it turns into better school results (Ascher, 2008). Ascher (2008) further expressed that family influences on pupils' achievement include information about parents' level of education, parents' involvement and socio-economic status.

Berger (2008) found that majority of dropping out of school and non-enrolment comes from families in poverty and to have parents with low educational levels. Students from poor families have lower rates of high school graduation, are more likely to repeat a grade, and eventually lag in college enrollment rates because family incomes cannot support tuition cost. It indicates that those children will aspire less and achieve less in school (Berger, 2008). According to Clarke (2007), socio-economic status is related to parental education that in turn affects parents' ability of helping their children to learn at home. Parental education is the single most important predictor of students' attitude towards education. The majority of students who are more likely to go to college or to graduate school are those whose parents are highly educated. The parents serve as role models in encouraging their children to have high educational aspirations (Clarke, 2007),

According to Clarke (2007) parents play an important role in their children's learning. Clarke (2007) further emphasized that aside from being actively involved in their children's education, parents also provide a home environment that can have an

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impact on learning. To Clarke (2007), parents serve as models for learning, determine the educational resources available in the home and hold particular attitudes toward education most of the times determined by the level of education they have. Parents' involvement is an important factor in students' achievement. Parents who have a high level of education have a high level of commitment to their children, set high standards, monitor their children's progress continuously, support achievement and become upset when grades are low (Clarke, 2007).

Edwards and Alldred (2000) indicated that home is the backbone for children's personality development, and it (home) influences them through the kind of relationship the family members have. Eccles and Harold (2006) on the other hand believe that some of the young people's difficulties at school can be due to problems caused by parents, because their influence models the students' attitudes toward an academic subject. It is a crucial factor in learning and achievement because it plays an important role maintaining students' continued interest in the subject. According to Feuerstein (2008) students with positive attitude towards school have a better chance for success in their education and beyond and expressed that students who have positive views of education are likely to have positive attitudes toward the subjects. Learning is a social process mediated by learner's environment. It means that all learning is mediated by culture and takes place in a social context, so students are members of the society and they are interacting with other members (Davies, 2006). According to Davies (2006) the social context and the social cultural background have influenced learning, and have played an important role in the teaching and learning process. Students have their own home culture, culture of peers, the culture of school, and the culture of the classroom. The concept of culture includes

knowing, valuing, interacting with others, feelings and so on. These characteristics of culture help to explain the difference between students' home culture (Davies, 2006).

To Davies (2006) cultural aspects like parents' educational background, parents' type of jobs, are involved in the students' acquisition of subject choice and skills that will help to support their view of the world around them. Many students experience serious difficulties crossing these cultural borders. Most of them deal with cognitive conflicts between those two worlds. This conflict is played out daily in their classrooms around the world because the capacity to make the transition is not equal for everybody (Feuerstein, 2008).

To be successful in school and in life, pupils need trusting and caring relationships. Family involvement in academics and learning remains important in the pupils' years in school. Unfortunately, family attitude in education tends to decrease across middle and secondary school, due in part to adolescents' increasing desire for autonomy and in part to changes in school structure and organization (Feuerstein, 2008). Family attitudes relate to higher rates of college enrollment. It is generally accepted that young people today need a degree to earn a middle-class wage. Teachers recognize that schools alone cannot prepare students for academic success without the support of families which play a critical role in helping the youth succeed in high school and beyond (Feuerstein, 2008). Since virtually all pupils live in a "family," familial influence on students' achievement focus on family differences such as socioeconomic status, maternal employment, or parents' educational level affect the students' achievement (Davies, 2001). Studies consistently indicate that youngsters from lower socioeconomic

levels achieve lower grades in school. As a result of this lower level of achievement, students from poorer families complete fewer years of schooling after high school and are more likely to leave high school prior to graduation than their more advantaged peers. These effects are found across racial, ethnic and national groups and are apparent across various family structures as well (Ibrahim & Jamil, 2012).

Studies done on family background indicate that family social class is highly correlated with school success. Parents with more money, time and interest in education tend also to be more active in children's school (Hoover-Dempsey & Jones, 2001). According to Hoover-Dempsey and Jones (2001), family social class is highly correlated with school success and emphasized that the greatest predictors of child academic success are the educational level of a child's parents and the socio-economic level. Hill and Tyson (2009) on the other hand noted that students perform better in school when they are raised in homes characterized by supportive and demanding parents who are involved in schooling and who encourage and expect academic achievement, characteristics found in families with high levels of education. Hill and Tyson (2009), states that students achieve more in school when those around them, especially adults, are proactively involved in behavior that leads to academic success. It would not be difficult to come away with the impression that the extent to which adolescents learn in school is entirely dependent upon what takes place within classroom walls. Students' behavior in high school is affected by many factors beyond their experiences in the classroom. This review is focused on factors outside of instruction that may potentially affect students' achievement during the high school years. The interest is specifically in the influence of family educational background and students' achievement (Georgiou, 2006). High

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motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of students' success. Studies that have examined motivation in young children have found that high parental control were associated with high achievement. Students who are engaged in the learning process will tend to learn more and be more receptive to further learning (Georgiou, 2006). The educational attainment and occupation of parents serve as an indicator of the values and resources with which parents create this environment (Georgiou, 2006).

2.6.3 Parent's involvement at school

Basically, the role of parents in education is enrolling their children in school (Epstein, 2003). It shows that parents have the responsibility to support their children's success in the future. On the other side, the school is preparing many events and programs that can involve parents in the schooling processes. Parents and teachers have a very important role in constructing the children's willingness to learn (Epstein, 2003). Clark (2003) claimed that overall there is a positive relationship between parents' involvement in school with the children's achievement. A more detailed analysis found that this relationship would be weakened if the parents' engagement involved only assisting and monitoring their children in doing homework. On the contrary, when parents participate, they show hope and care about their children's future so that the relationship would be strengthened (Clark, 2003).

According to Domina (2009) one of the forms of parent's involvement at school is communication between parents and teachers through which parents experience effective relationship with the teachers. Through communication, parents can discuss their children's achievement and attitude. In addition, teachers can also know the

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children's problems at home and how to encourage them in learning (Domina, 2009). Therefore, the communication of parents helps in understanding their children's learning ability, and helps in solving their children's problems at school and constructing their children's behaviors. Then, parents can guide their children's development in the educational process at school. Furthermore, parent's involvement is able to motivate and promote the self-confidence of student. This issue will be a factor which encourages students in learning. Eventually, the quality of parent's involvement will facilitate the effectiveness of a student's academic achievement (Fan, 2001). Sheldon (2003) added that through communication, parents help to improve teachers' awareness of the needs of their children.

2.7 Factors influencing Parents' Involvement in their children's education

Hill and Taylor (2004) found out that parents' involvement has positive effect on children's achievement because when parents participate in activities such as volunteering at school, communicating with teachers, participating in academic activities like assisting children with homework at school, attending school events and meetings as well as conferences their children perform better than those whose parents did not participate. This study sought to establish the following factors influencing parents' involvement in their children's education: Socio-economic Status of Parents (SES), parents' level of education, and teachers' perception on parents' involvement.

2.7.1 Socio-economic Status of Parents (SES)

Lee and Bowen (2006), state that Socio- economic status is a clearly important factor affecting parents' involvement in many countries. Rutherford and Edgar (2009) find that college-educated, relatively affluent parents are more involved in educational

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activities at the school than are lower socio-economic status parents. According to some evidence of gap between higher and lower SES children may be attributable to the fact that parents' aspirations are somewhat higher among higher SES parents, and that they may mobilize their financial resources to pay for enrichment classes (Hayness, 2009). According to Fan and Chen (2001), parents employed use of rewards such as praises and material presents whenever the child engaged in the desired behavior, the child eventually learnt to associate good behavior with rewards thus tended to engage in this more often.

Epstein (2005), reported that parents' involvement positively affects students' achievement, attendance, self-esteem and overall behavior; emotional well-being and life goals (Epstein 2005). Not only the connection between the above cited, but it is also interesting to note that these benefits' cross lines of family income and parent educational level (Christenson & Sheridan, 2001). According to Constantino (2003), low socio-economic status is linked with lower rates of parents' involvement whereby discrepancies have been recorded between low-income families and levels of parents' involvement (Burns, 2003). In addition, socio-economic background may affect learning outcomes because parents with higher socio-economic status are able to provide their children with financial support and home resources for individual learning (Decker & Decker, 2003).

2.7.2 Parents' Level of Education

Parents' educational level is a powerful factor that can influence their involvement in their children's education and ultimately the minor's academic success or achievement (Swap, 2003). In addition, Okantey (2008) found out that parents with higher educational attainment and more income volunteer and support school events

more than parents with low education. Chen (2011) also concurs that educational level of parents is greatly connected to the educational attainment of their children. Further, Suizzo (2007), adds that parents who are more educated than their children are more involved at home than those whose education is equivalent to or lower than that of their children.

In addition, Okantey (2008) found out that low literacy levels lead to limited contribution to teaching and learning. Parents' who are educated thus value their children's pre-school education as compared to those who are less educated. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent-student-school community relationship is important in order to promote educational attainment and academic achievement of their children (Okantey, 2008). They therefore make the partnership or involvement a priority. In addition parents who visit the school often and wish their children to enjoy diversity and protected education in general, give an enhancement to their children's educational program. It is particularly the educated parents who confidently visit their children's schools without feeling intimidated or timid (Sanders & Sheldon, 2009).

Parents' education leads to good income and empowers parents to give their children a solid foundation for school and life success. It enables them to build up strong partnerships between parents and schools in order to sustain achievement standards. Moreover, it heightens their feelings of competence and confidence in guiding their children's education (Okantey, 2008).

According to Richardson (2009), many poor parents have been unable to meet costs and have opted not to enroll their children in school. The increased level of poverty,

due to low level of education, makes parents unable to feed their children properly and provide education. In addition, children whose parents cannot afford the cost of instructional materials, school uniforms, tuition fees and activity fees, tend to go to school irregularly and in the long run drop out of school. In the locale identified for the study, there were a number of low income group parents and a study was needed to find out whether parents' level of education had any influence on their involvement in school education (Richardson, 2009).

2.7.3 Teachers' Perception on Parents' Involvement

Basic school teachers can involve parents in early learning when they share children's progress and growth using best assessment practices (Gestwicki, 2010). Regular updates on children's growth can encourage families to engage in more learning-related activities at home. Thus, families and teachers can work in partnership to ensure that children continue to receive appropriate instruction and related experiences to further their development (Gestwicki, 2010). The parent–teacher relationship is implicated in children's early school adjustment. Generally, when parents participate in their children's education, both at home and at school, and experience relationship with teachers characterized by mutuality, warmth, and respect, students achieve more, demonstrate increased achievement and motivation, exhibit higher levels of socio-emotional and behavioral adjustment (Anderson, 2004).

Frequent discussion groups in school where parents are free to share their experiences and insights with one another, are critical to parent-teacher growth in the partnership. The practice enhances parents' self-confidence and security but only if teachers respected their knowledge and instincts about their own children (Gordon &

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Browne, 2004). In addition communication in a basic school should invite parents to share ideas, help form school goals and clarify institutional expectations. When communication is frequent and of high quality, parents' evaluation of their children's teachers, level of comfort with their children's school and involvement in school-based activities are all substantially higher (Epstein, 2005).

Similarly, Deborah (2000) adds that children are more successful in school when parents are involved in school activities and have a good relationship with teachers of their children. Regular communication of the parents with their children's teachers can motivate the children to excel in basic school, produce better school attendance and improve behavior both at home and school. In addition, how teachers and parents interact has a strong impact on teacher turnover, which can be devastating in poor, minority schools (Epstein, 2005).

Furthermore, good communication between teachers and parents make the later feel that they are part of the school community as they are kept aware of events and other important school information like curriculum, assessment, achievement level as well as reporting methods and receiving information about how to support their children (Epstein, 2005). Teacher characteristics such as level of education and sense of efficacy higher levels of education have similarly been associated with more positive attitudes towards parents' involvement in school affairs. Lower levels of efficacy seem to be related to reduced teacher-parent-contacts because of time investment required, absence of external rewards for efforts to involve parents, and problems with low commitment or skills. In addition, teachers may actually fear parents' questioning their professional

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competence or blame them for children' problems (Abrams & Gibbs, 2000; Chen & Chandler, 2001).

Furthermore, Deborah (2000) reports that communicating frequently with parents about curriculum and ways parents could become involved; helping teachers to see importance of using frequent as well as clear and positive communication strategies with parents; using information from parents, families and community members to focus on appropriate strategies and getting information from home via students and parents could enhance communication.

According to Epstein (2005) parents might be described as being leaders and representatives in making school decisions. In collaborating with the community, parents' roles may include identifying resources and services in the community that could be used to augment school programs and practices. In addition, Hoover-Dempsey and Sandler (2007) report that parents' level of involvement will depend on the extent to which they believe their children and the personnel at their children's school want them to be involved. The effective invitations and demands for parental involvement include children's expressions of the importance or need for involvement, an inviting school climate and teacher behaviors that facilitate involvement. Sending children to school is also part of the parents' involvement (Hoover-Dempsey & Sandler, 2007).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, population of the study, sample and sampling techniques, research instruments, data collection procedure, data analysis techniques, and ethical consideration.

3.1 Research Design

According to Brynard and Hanekom (2006) and Creswell (2003), research design refers to a research structure that shows the different parts of research, how they connect with each other and in what sequence. Moreover, Brynard and Hanekom (2006) claim that research methodology indicates the procedure to be followed for data collection and analysis, and reporting of the findings. Therefore, drawing upon the literature reviewed, the design and methodology of this study denotes a decision made about the overall type design to use, sampling, data sources, what data, how data were collected, what structure the data has and how they were analyzed.

The study was carried out using a descriptive and case study design to explore into the role of parental involvement in children education. Descriptive design was appropriate because it is the type of design that helps researchers to obtain information which concerns the current status of phenomena (Bryman, 2008). Creswell (2009) also added that descriptive research design's key concern is for the understanding of the phenomenon of interest from the participants' perspectives, not the researcher's.

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Bryman (2012) stated that descriptive design limits generalization to the particular group of individuals observed and that no conclusions are extended beyond this group. In this study, it is expected that data gathered from the field through a descriptive survey would provide relevant information to stakeholders on what the actual situation is in The Ridge School. The descriptive design is therefore adopted for the study because the study ultimately aims to describe the role of parental involvement as they pertained in The Ridge school in Kumasi Metropolis at the time of survey.

The study also followed case study because it is an appropriate methodology that relates to the phenomenon under investigation and with a specific context (Creswell, 2012). Moreover, a case study is an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic (Brynard & Hanekom, 2006).

Moreover, the study followed a quantitative research approach. The quantitative approaches were employed in order to manage data from the closed questionnaires. The choice of a quantitative research design for this study was informed by its primary strengths because, according to Bryman (2008) the findings are generalizable and the data are objective.

3.2 Population of the Study

According to Cohen, Manion & Morrison (2000), a target population provides a solid foundation and first step upon which to build population validity of the study. Creswell (2012) observes that any scientific research targets a given population through which questionnaires or interviews are distributed so as to get the desired or the required

data for analysis. The target population for the study was made up of all parents of The Ridge School that are about 310.

3.3 Sample and Sampling Techniques

A sample is a smaller group or sub-group obtained from the accessible population (Brynard & Hanekom, 2006). This sub-group is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject or respondent. Sampling is the procedure a researcher uses to select people, places, or things to study (Patton, 2002). Out of 310 parents, the first 60 were conveniently selected to participate in the study as they brought in their children.

3.4 Research Instrument

The researcher used a set of self-generated, and administered questionnaire directed towards the parents. The questionnaire consisted of two sections. That is, sections A and B, in addition to introduction. Section A consists of five items seeking information on respondents' demographic data. (Example: gender, age, marital status, number of children, and educational status). Section B also consists of 18 items. The items: one to six measured the kind of financial support parents give in influencing the children's education. (For example, I provide pocket money on daily or monthly basis for my children). Items seven to 12 measured parental support in assisting their wards at home (For example, I guide my children to do their homework), whiles items 13 to 18 measured the parents support at school to enhance their children's education (For example, I attend any call of the school for my children). All of the 18 items in Section B

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were measured on 5-point Likert scale ranging from 1= Strongly Disagree, 2 = Disagree, 3 = Neutral 4= Agree, and 5 = Strongly Agree.

3.5 Data Collection Procedures

Structured questionnaire containing closed- ended questions were administered to parents. This was done during the school hours. In order to facilitate the administering of questionnaire, the researcher was given permission by the Head of the school under study to carry on the research.

There were interactions with the parents during school, and after school hours, and parents were briefed about the purpose of the study and also guided on the completion of the questionnaire. Parents were then given a period of about two to five days to have enough time to think about the answers to give in order not to rash in doing so. Some teachers were contacted to help in collecting the answered questionnaire from the parents. In all, the return rate was 100% since their phone numbers were taken for follow up.

3.6 Testing Validity and Reliability of the Instrument

The validity of instrument is the extent to which it measures what it is supposed to measure. According to Bernard (2005), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The study instrument was content-validated. Creswell (2003) posits that content validity is determined by expert judgment. This was done with the help of my Supervisor and other experts who scrutinized the instrument to find out whether it addressed all the possible

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areas that were intended to measure, ensured its appropriateness, completeness and accuracy. They were relied upon to determine whether items in the instrument were adequate representation of all the areas that were under investigation.

Reliability refers to the consistency of the instruments in tapping information from more than one respondent (Bryman, 2012). To obtain reliability of the instrument, a pilot-study was conducted for 15 parents at nearby schools that were not part of the selected population, and corrections were done before the questionnaire were administered, where the result were computerized into SPSS version 20.0 to obtain the reliability of the questionnaire. The reliability test revealed an overall cronbach alpha of 0.837. According to Bryman (2012), a cronbach alpha of 0.70 or more showed that there is high and acceptable reliability of data.

3.7 Data Analysis Procedure

Data collected was edited, coded, classified and tabulated. After tabulation, the data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics (frequencies, percentages and mean) were used to answer all of the three research questions.

3.8 Ethical Considerations

In issues concerning human nature, confidentiality should always be assured in order to get respondents true response. For this reason the researcher asked for permission from the school's authority. Having fulfilled this requirement the researcher was given the permission to carry out the study. Again, the researcher explained to the

respondents about the research and told them that the study was for academic purposes only. It was made clear that the participation was voluntary and that they were free to decline or withdraw any time during the research period. The participants had the informed consent to make the choice to participate or not. They were guaranteed that their privacy was protected by strict standard of anonymity, and that their names were not needed. In addition, with regard to the ethical issues, answered collected questionnaire were kept at a safe place accessible only by the researcher.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

The chapter begins by presenting the demographic characteristics of the respondents. This is followed by the answering or analysis of the research questions. The third section, which is the major part of the study, focuses on the testing of hypotheses of the study. In doing this, the analysis is based on both quantitative and qualitative data analysis and interpretation.

4.1 Analysis of Demographic Characteristics of Respondents

It was important to analyze the background characteristics of the various respondents of the study; that is the parents who participated in this study. Their characteristics have a strong bearing on the study's findings relating to the research questions.

Table 4.1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage (%) N=60
Gender		
Male	23	38.3
Female	37	61.7
Age		
Less than 31	6	10.0
Between 31 – 40	23	38.3
Between 41 – 50	28	46.7
51+	3	5.0
Marital Status		
Married	49	81.7
Single	11	18.3
Number of children		
Less than 3	20	33.3
Between 3 – 5	39	65.0
6 and above	1	1.7
Parents Educational Status		
Basic Education	1	1.7
Secondary Education	5	8.3
Diploma	10	16.7
First Degree	18	30.0
Second Degree	26	43.3

From table 4.1 the sex distribution of the respondents indicated a difference of 23 male parents representing 38.3% and 37 female parents representing 61.7%.

The dominant age group of the respondents ranged between 41 – 50 years representing 28 (46.7%), followed by 31 – 40 years representing 23 (38.3%), next is Less

than 31 years representing 6 (10%), whereas 51 years and above made up the smallest group, representing 3 (5%) of the respondents.

Most of the respondents (i.e., 49) representing 81.7% were found to be married, whereas 11 parents representing 18.3% were single.

With regard to the number of children of the parents, the table indicated that 20 parents representing 33.3% had less than 3 children, 39(65%) had children between 3 to 5, whereas 1 parent representing 1.7% had 6 and above children.

With regard to the respondents educational status, it was indicated in table 4.1 that 1 parent representing 1.7% had basic education certificate, 5(8.3%) had secondary education certificate, 10(16.7%) had diploma certificate, 18(30%) were first degree holders, whereas 26 of them representing 43.3% were second degree holders.

4.2: Presentation and Discussion of Results for Research Question 1: What kind of financial support do parents give to their children in school?

To answer Research Question 1, six (6) items were generated. The parents were to indicate whether they agreed or disagreed with statements related to the kind of financial support they give to their children in school on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree. Their responses were presented in Table 4.2

Table 4.2: Kind of financial support parents give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

Statements (Financial Support)	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
1. I provide pocket money on daily or monthly basis for my children	1(1.7)	4(6.7)	3(5.0)	17(28.3)	35(58.3)	4.35
2. I personally pay my children's school fees on time	--(--)	--(--)	2(3.3)	15(25.0)	43(71.7)	4.68
3. I pay extra classes fees for my children on time	--(--)	--(--)	3(5.0)	19(31.7)	38(63.3)	4.58
4. I make payment of PTA levy on time	--(--)	--(--)	1(1.7)	15(25.0)	44(73.3)	4.72
5. I pay other levies such trips when necessary or required	--(--)	--(--)	2(3.3)	18(30.0)	40(66.7)	4.63
6. I buy all the approved textbooks required for my children	--(--)	--(--)	2(3.3)	12(20.0)	46(76.7)	4.73
Grand Mean	--(--)	--(--)	3(3.6)	16(26.7)	41(68.3)	4.63

To answer item 1 on the parents responses on the kind of financial support they give to

their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis, the

researcher wanted to find out from the parents if they provide pocket money on daily or

monthly basis for their children. From Table 4.2 it was indicated that 5 meaning 8.4%

disagreed, 3(5%) were not sure, 52(86.6%) agreed. The mean score of 4.35 implies that

averagely the parents agreed with that statement.

The researcher further wanted to find out from the parents if they personally pay their children's school fees on time. With this statement, none of the parents disagreed, 2(3.3%) were not sure, 58(96.7%) agreed. The mean score of 4.68 implies that averagely the parents agreed with that statement.

In addition, the researcher wanted to find out from the parents if they pay extra classes fees for their children on time. With this statement, none of the parents disagreed, 3(5.0%) were not sure, 57(95.0%) agreed. The mean score of 4.58 implies that averagely the parents agreed with that statement.

Again, the researcher further wanted to find out from the parents if they made payment of PTA levy on time. With this statement, none of the parents disagreed, 1 representing (1.7%) were not sure, 69(98.3%) agreed, while 44(73.3%) strongly agreed. The mean score of 4.72 implies that averagely the parents agreed with that statement.

The researcher again wanted to find out from the parents if they pay other levies such as trips when necessary or required. With this statement, none of the parents disagreed, 2(3.3%) were not sure, 58(96.7%) agreed. The mean score of 4.63 implies that averagely the parents agreed with that statement.

Lastly, the researcher wanted to find out from the parents if they buy all the approved textbooks required for their children. With this statement, none of the parents disagreed, 2(3.3%) were not sure, 58(96.7%) agreed. The mean score of 4.73 implies that averagely the parents agreed with that statement.

Table 4.2 presents that, 73.3% of the parents strongly agreed to item 4 (That is, I make payment of PTA levy on time) in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis. The Table indicated that (15+44 representing 25.0% +73.3%) 98.3%

agreed, 1(1.7%) were not sure, whiles none of them disagreed with that statement. This was followed by item 6 (That is, I buy all the approved textbooks required for my children). The Table indicated that (12+46 representing 20.0% +76.7%) 96.7% of the parents agreed, 2(3.3%) were not sure, whiles none of them disagreed with that statement.

Summary

In summary, the kind of financial support parents give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis indicates that about (26.7+68.3) 95% (That is those that agreed and those that strongly agreed. Table 4.3 shows this). The grand mean score of 4.63 indicates that most of the parents strongly agreed that they financially support their children in school. Table 4.3 and figure 1 highlights this.
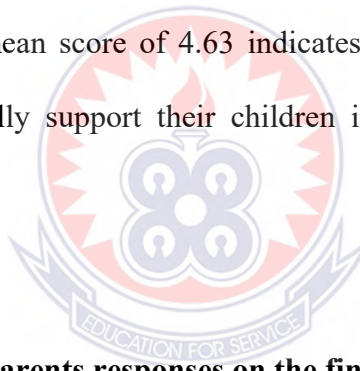
Table 4.3: Summary of parents responses on the financial support they give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

Responses	Frequency	Percentage (%)	Mean = 4.63. SD = 0.58
Not Sure	3	5.0	
Agree	16	26.7	
Strongly Agree	41	68.3	
Total	60	100.0	

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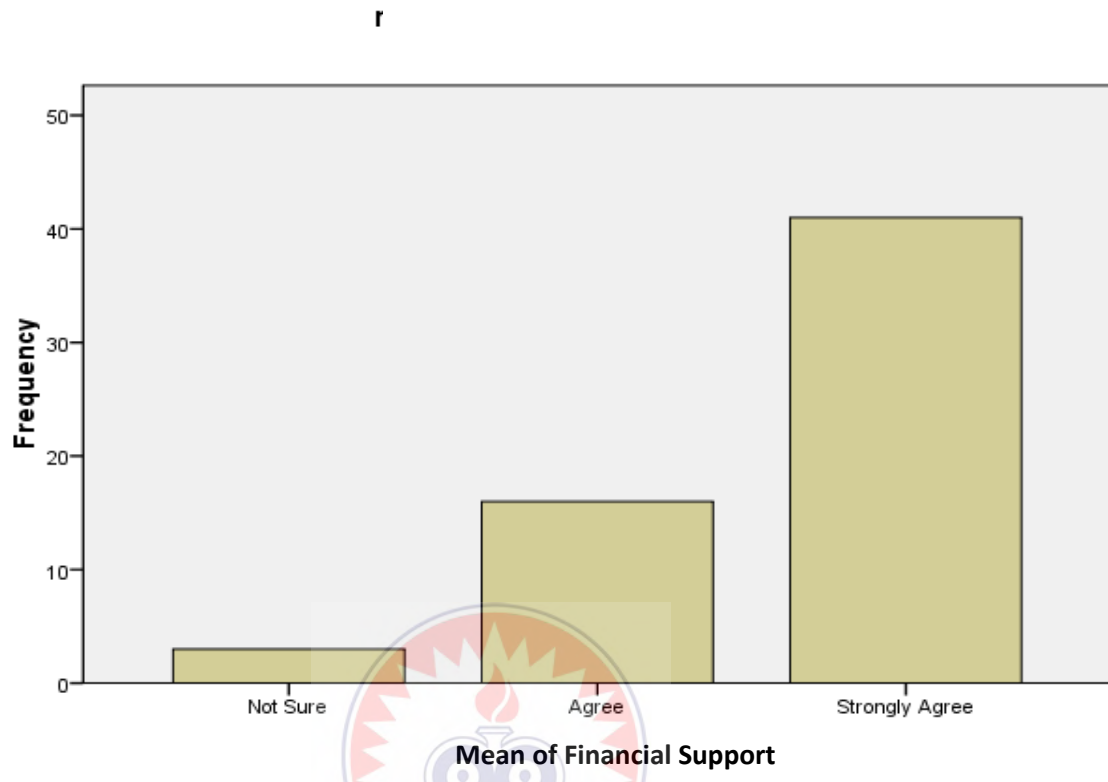
Figure 1: Average responses on the the financial support parents give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

The results of the study revealed that 95% of the parents agreed that they support their children financially by making payment of PTA levy on time. This current finding that parents financially support their children is in line with previous study of Wilder (2014) who emphasized that when payment of PTA levy is made on time, it motivates children to have higher grades and standardized test scores, improved behavior at home and school, better social skills and adaptation to school. It also supports the findings of Reynolds (2002) who noted that parents' involvement in participating in parent-teacher

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conferences, and functions, makes the parents get to know the teachers and the academic problems of their children.

Secondly, the results of the study revealed that the parents bought all the approved textbooks required for their children. The finding collaborate with that of Olmstead (2013) who expressed that parents providing the necessary and approved textbooks enhance children learning ability by comparing their classroom notes with the textbooks. According to Olmstead (2013) this parents behavior improves the children academic performance. This finding further supports the assertion of Patrikakou and Anderson (2005) who noted that parents' responsibility of providing children's needs such as buying books motivate children to learn to improve upon their academic performance and concluded that providing children with recognized and approved textbooks is an essential role of parents to support their children's learning process in education.

Averagely, the parents strongly agreed that they financially support their children. This finding supports that of Douglas (2004) who noted that parents commonly provided financial assistance, pocket money, and the provision of textbooks to enhance their children's academic performance. The finding supports that of Epstein (2001) who indicated that parents give their children material support to enhance academic performance. This finding supports that of Hill and Taylor (2004) who revealed that parents supporting their children financially on their education, is a foundation of the children's academic progress. Based on the findings it seems when parents support their children financially, it helps in their academic pursuit.

4.3 Presentation and Discussion of Results for Research Question 2 – To what extent do parents support their children to learn at home?

To answer Research Question 2, six (6) items were generated. The parents were asked to either rate their agreement or disagreement with statements related to the extent to which they support their children to learn at home in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis. Their responses were presented in Table 4.4

Table 4.4: The extent to which parents support their children to learn at home in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

Statements (Home Support)	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
1. I guide my children to do their homework	1(1.7)	--(--)	4(6.7)	8(13.3)	47(78.3)	4.67
2. I supervise my children to do their homework	1(1.7)	--(--)	3(5.0)	7(11.7)	48(80.0)	4.65
3. I have set time and place for my children to study at home	--(--)	--(--)	2(3.3)	21(35.0)	37(61.7)	4.58
4. I provide peaceful and pleasant atmosphere for my children to learn at home	--(--)	--(--)	1(1.7)	17(28.3)	42(70.0)	4.68
5. I make sure I provide my children's basic needs at home	--(--)	--(--)	--(--)	9(15.0)	51(85.0)	4.85
6. I motivate my children to learn at home after school	--(--)	--(--)	1(1.7)	15(25.0)	44(73.3)	4.72
Grand Mean	--(--)	--(--)	2(3.3)	13(21.7)	45(75.0)	4.69

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To answer item 1 on the parents responses on the extent to which parents support their children to learn at home in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis, the researcher wanted to find out from the parents if they guide their children to do their homework. With this statement, 1 representing (1.7%) disagreed, 4(6.7%) were not sure, 55(91.6%) agreed. The mean score of 4.67 implies that averagely the parents agreed with that statement.

The researcher further wanted to find out from the parents if they supervised their children to do their homework. With this statement, 1(1.7%) disagreed, 3(5.0%) were not sure, 55(91.7%) agreed. The mean score of 4.65 implies that averagely the parents agreed with that statement.

Again, the researcher wanted to find out from the parents if they have set time and place for their children to study at home. With this statement, none of the parents disagreed, 2(3.3%) were not sure, 58(96.7%) agreed. The mean score of 4.58 implies that averagely the parents agreed with that statement.

Moreover, the researcher further wanted to find out from the parents if they provide peaceful and pleasant atmosphere for their children to learn at home. With this statement, none of the parents disagreed, 1(1.7%) were not sure, 59(98.3%) agreed. The mean score of 4.68 implies that averagely the parents strongly agreed with that statement.

The researcher further wanted to find out from the parents if they made sure they provide for their children's basic needs at home. With this statement, none of the parents disagreed or were not sure, 60(100.0%) representing all the respondents agreed. The mean score of 4.85 implies that averagely the parents agreed with that statement.

Lastly, the researcher wanted to find out from the parents if they motivate their children to learn at home after school. With this statement, none of the parents disagreed, 1(1.7%) were not sure, 59(98.3%) agreed. The mean score of 4.72 implies that averagely the parents agreed with that statement.

Table 4.4 presents that, 85% of the parents strongly agreed on item 5 (That is, I make sure I provide for my children's basic needs at home). The Table indicated that (9+51, representing 15.0% +85%) 100 % agreed, representing all the respondents agreed with that statement. This was followed by item 6 (That is, I motivate my children to learn at home after school). The Table indicated that (15+44, representing 25.0% +73.3%) 98.3% agreed, and 1(1.7%) were not sure, and none was in disagreement with that statement.

Summary

To sum up to what extent parents support their children to learn at home in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis, there was a response of 96.7% of those that agreed to that statement. The grand mean score of 4.69 indicates that the parents agreed that they support their children to learn at home.

Table 4.5: Summary of parents responses on the support they give to their children to learn at home in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

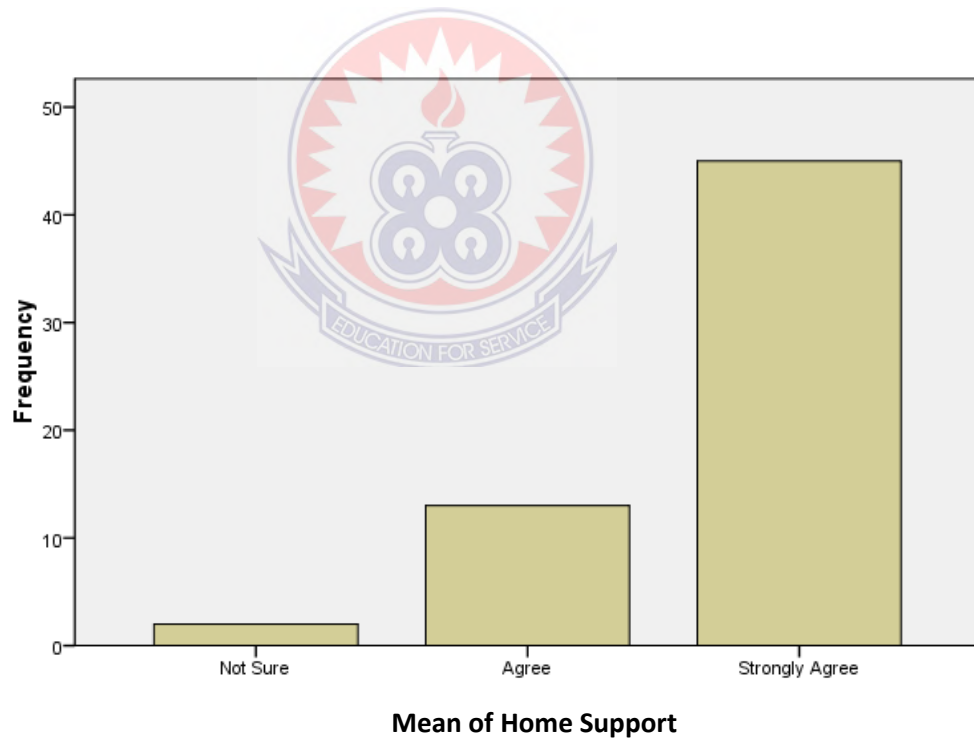| Responses	Frequency	Percentage (%)	Mean = 4.69. SD = 0.52
Not Sure	2	3.3	
Agree	13	21.7	
Strongly Agree	45	75.0	
Total	60	100.0	

Mean of Home Support

Figure 2: Average responses on the the parents' support they give to their children to learn at home in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

The results of the study revealed that 96.7 of the parents agreed that they make sure they provide for their children's   basic needs at home. This current finding was in line with that of Carlisle and Kemple (2005) who emphasized parents providing for their children's   basic needs at home have powerful and positive impacts on pupil learning outcomes. Georgiou (2006) explained that children meeting their home needs serve for the children backbone in improving learning confidence that enhance children educational aspirations. This finding was also in line with that of Anderson (2007) who emphasized parents helping their children on meeting their home basic needs enhances children learning motivation that makes children to reveal their learning problem and in turn improve their academic performance.

Secondly, the study revealed that parents motivate their child to learn at home after school. The finding support that of Desforges and Abouchaar (2003) who noted that the parental interest is a catchall term for many different actions that mostly motivates children to learn at home. This finding also supported that of Davis-Kean (2005) who emphasized that parents' involvement in motivating their children to learn at home makes the children learning discipline and this encourage the pupils to undergo the learning for better results by supplying the needed support which motivates them to put high efforts. The finding again collaborates with that of Baker (2003) who expressed that parents motivating their children to learn at home improves the home learning conditions which lure the child intellectually that serve to enhance the children academic performance.

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Averagely, the parents agreed that they give home support to their children. This finding supports that of Baker (2003) who noted that parents helping their children to learn at home in the reality are providing positive home conditions that support learning and behavior. It also supports that of Rain and William (2011) who indicated that when parents support their children to learn at home, the parents help the children to improve upon their sense of self or the building of recognized learning identity that leads to improve academic performance.

4.4 Presentation and Discussion of Results for Research Question 3: With what support do parents assist their children in school?

To answer Research Question 3, six items were generated. The parents were to indicate whether they agreed or disagreed with statements related to the school support they assist their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis, They were given questionnaire and their responses were presented in Table 4.6.
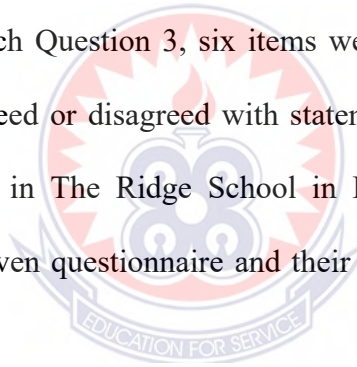
Table 4.6: The school support parents assist their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

Statements (School Support)	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
1. I attend any call of the school for my children	--(--)	--(--)	3(5.0)	14(23.3)	43(71.7)	**4.67**
2. I am always present at school PTA and Parent teacher interview meetings to determine the academic progress of my children	--(--)	1(1.7)	6(10.0)	23(38.3)	30(50.0)	**4.37**
3. I help improve teachers awareness of the needs of my children	--(--)	2(3.3)	2(3.3)	25(41.7)	31(51.7)	**4.42**
4. I visit my children's school to discuss the children academic issues with teachers	--(--)	--(--)	4(6.7)	18(30.0)	38(63.3)	**4.57**
5. I try to maintain good relationship with my children's teachers	--(--)	--(--)	3(5.0)	15(25.0)	42(70.0)	**4.65**
6. I engage my children's teachers with issues concerning my children's study engagement	1(1.7)	2(3.3)	2(3.3)	19(31.7)	36(60.0)	**4.45**
Grand Mean	**--(--)**	**1(1.7)**	**3(5.6)**	**19(32)**	**37(61.1)**	**4.52**

To answer item 1 on the parents responses on the school support they assist their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis, the researcher wanted to find out from the parents if they attend any call of the school for their children. With this statement, none of the parents disagreed, 3(5%) were not sure, 57(95%) agreed. The mean score of 4.67 implies that averagely the parents agreed with that statement.

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The researcher further wanted to find out from the parents if they are always present at school PTA and Parent Teacher Interview meetings to determine the academic progress of their children. With this statement, 1(1.7%) disagreed, 6(10.0%) were not sure, 53(88.3%) agreed. The mean score of 4.37 implies that averagely the parents agreed with that statement.

In addition, the researcher wanted to find out from the parents if they helped to improve teachers' awareness of the needs of their children. With this statement, 2(3.3%) disagreed, 2(3.3%) were not sure, 56(93.4%) agreed. The mean score of 4.42 implies that averagely the parents agreed with that statement.

Again, the researcher further wanted to find out from the parents if they visited their children's school to discuss the children's academic issues with teachers. With this statement, none of the parents disagreed, 4(6.7%) were not sure, 56(93.3%) agreed. The mean score of 4.57 implies that averagely the parents agreed with that statement.

The researcher again wanted to find out from the parents if they tried to maintain good relationship with their children's teachers. With this statement, none of the parents disagreed, 3(5.0%) were not sure, 57(95.0%) agreed. The mean score of 4.65 implies that averagely the parents agreed with that statement.

Lastly, the researcher wanted to find out from the parents if they engaged their children's teachers with issues concerning their children's study engagement. With this statement, 3(5%) disagreed, 2(3.3%) were not sure, 55(91.7%) agreed. The mean score of 4.45 implies that averagely the parents agreed with that statement.

Table 4.6 presents that 71.7% of the parents agreed on item 1 (That is, I attend any call of the school for my children). The Table indicated that (14+43, representing

23.3% +71.7%) 95.0 % agreed, 3(5%) were not sure, whiles none of them disagreed with that statement. This was followed by item 5(That is, I try to maintain good relationship with my children's teachers). The Table indicated that (15+42, representing 25.0% +70.0%) 95.0% agreed, 3(5%) were not sure, whiles none of them disagreed with that statement.

Summary

In summary the school support parents assist their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis, indicates that about 93.3% (31.7+61.6), of the parents (That is, those that agreed and those that strongly agreed). Table 4.7 shows this. The grand mean score of 4.52 indicates that the parents agreed that they support their children in school.

Table 4.7: Summary of parents responses on the school support they give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

Responses	Frequency	Percentage (%)	Mean = 4.52. SD = 0.68
Disagree	1	1.7	
Not Sure	3	5.0	
Agree	19	31.7	
Strongly Agree	37	61.6	
Total	60	100.0	

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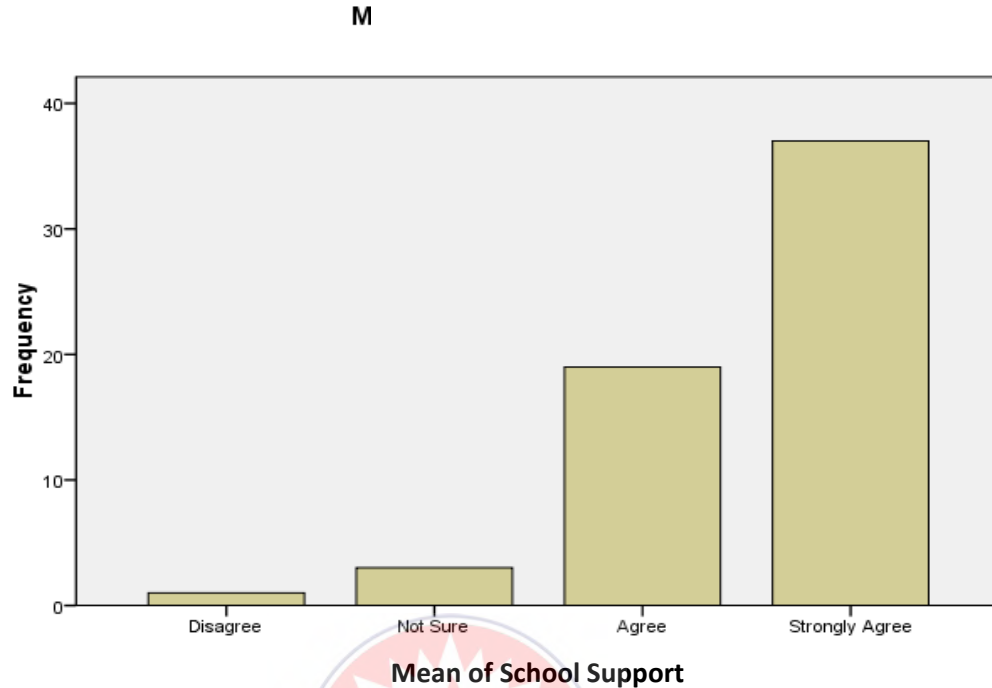
Figure 3: Average responses on the school support parents give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis

Averagely, the parents strongly agreed that they attended any call of the school for their children. This current finding was in line with the previous finding of Carlisle and Kemple (2005) who emphasized parents attending any call of the school for their children is one form of parent involvement in schools. Carlisle and Kemple (2005) emphasized that parents attending any call of the school for their children served as the parent – school Communication Bridge for parents to get involved in children's education. In essence, parents have an obligation and responsibility to carry out the education of their children. The finding further supported that of Ibrahim and Jamil (2012) who noted that parents attending any call of the school for their children in the learning process can influence children's development. For this reason, the quality of

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education can be improved by involving parents in education. The finding also supports that of Berger (2007) who noted that parents attending any call of the school for their children partner parents with the school that makes parents involved in the school process of their children that enhances academic success at school.

Moreover, the study revealed that parents try to maintain good relationship with their children's teachers. This finding supports that of Bryan (2012) who noted that parents have a responsibility to maintain good relationship with their children's teachers for making their children well behaved academically and in the school community. Mangal (2008) added that the more the parents maintain good relationship with their children teachers, the more the children might excel in their academic career and to become the productive and responsible members of society. The finding collaborate with that of Hong and Ho (2005) who expressed that parents maintain good relationship with their children teachers hinder the children academic failure has been linked with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems.

Averagely, the parents agreed that they give school support to their children. This finding supports that of Fan and Williams (2010) who noted that parents help teachers to be in known of the children's needs that in turn improves the children's academic performance. The findings support that of Ricciuti (2004) who indicated that when parents support their children by visiting their children's school to discuss the children's academic issues with teachers it enhances the children's academic success at school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the major findings that emerged from the study and the conclusion drawn from it. This chapter includes the summary of the research findings, and conclusion from the results and finally the recommendations for further studies.

5.1 Summary of the study

The study attempted to explore the role of parent's involvement towards their children's education in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis. To achieve the purpose of this study, three objectives were stated:

First, to determine the kind of financial support parents give to their children in school. The second is to find out the extent to which parents support their children to learn at home, and lastly, to determine the support parents give to their children in school. 60 parents were conveniently selected and questionnaire were administered in collecting the data. The collected data was analyzed using frequencies, percentages, and graphs.

The following key findings were arrived at in the present study:

1. The research question one sought to find out the kind of financial support parents give to their children in The Ridge School in Bantama Sub – Metro in Kumasi Metropolis. It was revealed that about 95% of the parents agreed that they supported their children financially in school.

2. It was revealed in research question two which sought to find out the extent to which the parents support their children to learn at home that 96.7% of the parents agreed that they made sure they supported their children to learn at home.

3. Finally, with respect to research question three which sought to find out school support the parents assist their children in school revealed that 93.3% of parents agreed that they provide the school support their children needed.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

First, the parents supported their children financially by making payment of PTA levy on time, and also buying all the approved textbooks required for their children.

Secondly, the parents offered assistance to their children in learning at home by making sure they provided for their children's basic needs at home and also supervised them to do their homework.

Lastly, the parents revealed that they attend any call of the school for their children, and again maintains good relationship with their children's teachers.

5.3 Recommendations

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

The parents should be encouraged to regularly provide their children with pocket/feeding money on daily or monthly basis since the study revealed that unlike the other responses, the participation was on the lower side.

Moreover, school authorities should organize workshops for the parents, educating and letting them know the importance of guiding and supervising their children to do their homework, and having a set place and time for that.

Lastly parents should be encouraged to always attend PTA and Parent-Teacher Interview meetings to discuss issues concerning their children with the school authorities, and teachers since it was found from the study that unlike the other responses, the participation was on the lower side.

5.4 Recommendations for Further Studies

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

In the first place, future research should include the use of interviews in order to get an in– depth understanding of the parents' role in their children's education. Secondly, further research is required to study the factors hindering parent school involvement in both Private and Public schools, and lastly further concern is required to study on PTA participation and school administration.

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APPENDIX A

QUESTIONNAIRE FOR PARENTS

Dear Respondent,

I am carrying out a study on the topic *''The Role of Parental Involvement in Education of Children in Basic Schools''*. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. Please, be assured that your responses will be kept with utmost confidentiality. Thank you.

SECTION A

Please tick/fill the appropriate option applicable to you.

1. Sex: Male: [   ] Female [ ]

2. Age Group: Less than 31[ ]   Between 31 – 40 [ ]   41 – 50 [ ],   51+ [ ]

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

4. Number of Children: Less than 3 [ ],   3 - 5 [ ],   6+[ ],

5. Educational Status: No formal Education[ ],   Basic Education[ ],   Secondary

Education[ ] Diploma [ ], First Degree[ ], Second Degree[ ], Others……………

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SECTION B

PARENTS' FINANCIAL INVOLVEMENT

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

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I provide pocket money on daily basis for my children					
2. I personally pay my children's school fees on time					
3. I pay extra classes fees for my children on time					
4. I make payment of PTA levy on					
5. I pay other levies such trips when necessary or required					
6. I buy all the approved textbooks provided for my children					

PARENTS' HOME SUPPORT

Introduction: For each of the following statements, tick the number that best describes your support for your child or children in school. The rating scale is as follow: **1 = Strongly disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly agree**

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I guide my children to do their					
2. I supervise my children to do their homework					
3. I have set time and place for my children to study at home					
4. I provide peaceful and pleasant atmosphere for my children to learn at					
5. I make sure I provide my children's basic needs at home					
6. I motivate my children to learn at home after school					

PARENTS' SCHOOL SUPPORT

Introduction: For each of the following statements, tick the number that best describes your support for your child or children in school. The rating scale is as follow: **1 = Strongly disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly agree**

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I attend any call of the school for my children					
2. I am always present at school PTA and parent teacher interview meetings to determine the academic progress of my children					
3. I help improve teachers awareness of the needs of my children					
4. I visit my children's school to discuss the children academic issues					
5. I try to maintain good relationship with my children's teachers					
6. I engage my children's teachers with issues concerning my children's study engagement					