

**UNIVERSITY OF EDUCATION, WINNEBA**

**PARENTAL INVOLVEMENT IN PUPIL'S EDUCATION AND ITS  
IMPACT ON ACADEMIC PERFORMANCE OF PUBLIC JUNIOR HIGH  
SCHOOL PUPILS: THE CASE OF GOMOA EAST DISTRICT IN THE  
CENTRAL REGION OF GHANA**



**A thesis in the Department of Basic Education, Faculty of Educational Studies,  
Submitted to the School of Graduate Studies in partial fulfillment  
of the requirements for the award of the degree of  
Master of Philosophy  
(Basic Education)  
in the University of Education, Winneba**

**JUNE, 2019**

## DECLARATION

### Student's Declaration

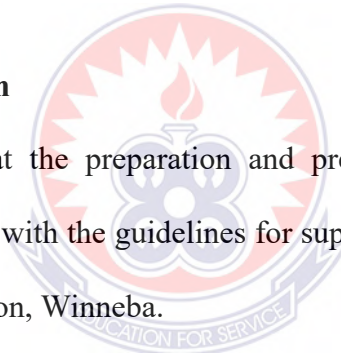
I, ERIC KRAMPAH, declare that this thesis with exceptions of quotations and references contained in published works which have all been identified and duly acknowledged, is my own original work and has not been submitted either in part or whole for another degree elsewhere.

**Signature**.....

**Date**.....

### Supervisor's Declaration

I/We hereby declare that the preparation and presentation of this research were supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.



Professor Asonaba Kofi Addison (Principal Supervisor)

**Signature**.....

**Date**.....

Robert Ghanney (Ph.D.) (Co-Supervisor)

**Signature**.....

**Date**.....

## **DEDICATION**

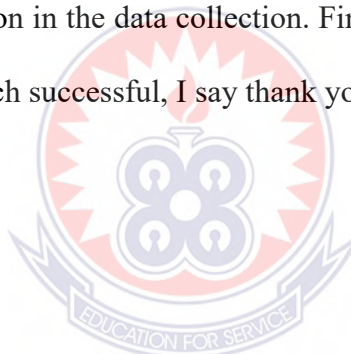
To my mother; Agnes Baah; wife; Peace Botsiwah Bonney and daughter; Adjoa

Nhyira Krampah Sam



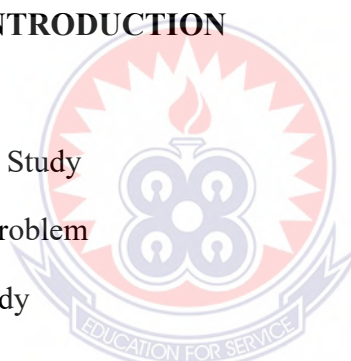
## ACKNOWLEDGEMENTS

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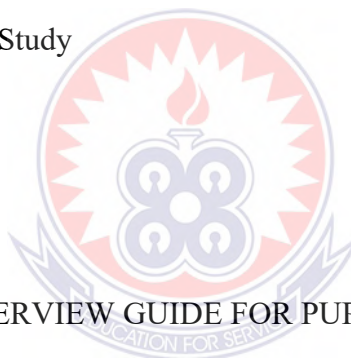
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## LIST OF ACRONYMS

MSLC	-	Middle School Leaving Certificate
JHS	-	Junior High School
SHS	-	Senior High School
‘O’ LEVEL	-	Ordinary Level
‘A’ LEVEL	-	Advanced Level
SES	-	Socioeconomic Status
SMC	-	School Management Committee
PTA	-	Parent Teacher Association



## ABSTRACT

The study investigated parental involvement in pupils' education and its impact on academic performance of public Junior High School pupils in the Gomoa East District in the Central Region of Ghana. Explanatory sequential mixed methods was used for the study. Two hundred and one pupils were selected using multi-stage sampling technique (purposive, proportional and simple random). Questionnaires and interview guide were used to collect data for the study. Descriptive and inferential statistics were used to analyse the data. The Findings for the study were that: parents did not assist their children with homework, lack of home discussions on school matters, inadequate parental guidance and assistance, insufficient learning materials at home, less encouragement from parents and lack of parental assistance to children at home were the nature of home influences prevalent in the Gomoa East District. Also, there was a positive correlation between parental Socioeconomic Status (SES) and the nature of influences wielded on their children's education. Furthermore, parental involvement to a large extent impacted on pupils' academic performance. Again, challenges that confront parental involvement on the academic performance of JHS pupils included: parents' level of income; parents' inability to manage their anger; lack of leadership skills. It was concluded that nature of home influences prevalent in the Gomoa East District can negatively influence children's academic performance. Also, parental involvement to a great level impact on pupils' academic performance. More so, barriers to parental involvement in pupils' academic performance included: parents' level of income; parents' inability to manage their anger; lack of leadership skills. It was recommended that parents should be educated by headteachers on the need to create a conducive home environment for their children towards educational attainment. Again, the school management committee (SMC), Parent Teacher Association (PTA) and school management should organize training programmes for parents on the need to involve themselves in school activities. Headteachers together with the teachers and school guidance and counselling coordinators should find strategies to assist parents overcome challenges that confront them.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This research widely addresses parental involvement processes in the light of growing concern about collaboration and how parents and teachers need to work hand in hand with each other to achieve success.

It is widely accepted that parental involvement has valuable effect on students' achievement at school. This is because parents and families are considered the most essential others whose children encounter in the earliest stage of their lives. As such, children observe and learn from, and later apply as parallel their early observations. This phenomenon is very crucial in that since each parent provides different experiences at home, the observations of each child results in differences related to their parents' attitudes, values, and beliefs in life. Children's educational achievements are therefore closely linked to how effective their parents contribute towards their education. (Iruka, Barbarin & Aikens, 2008)

This chapter deals with the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations, organisation of the study and operational definition of terms.

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

Parental involvement in education over the past decade indicates that regardless of family income or background, "students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behaviour, adapt well to school and graduate to postsecondary education" As such

when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school the more (Henderson & Mapp, 2012, p. 67).

Studies have also indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some benefits that have been identified that measure parental involvement in education include; higher grades and test scores, long term academic performance, positive attitudes and behaviours and more successful programs (Epstein, 2011; Rain & William, 2011; Henderson & Mapp, 2012).

Henderson and Mapp (2002) opines that parents and community involvement in school activities that are linked to student learning have a greater effect on academic achievement than more general forms of involvement. This implies that parents' involvement activities notably, may have a greater effect on academic achievement when the form of involvement revolves around specific academic needs. For example, Sheldon and Epstein (2005) found that activities that engage families and children in discussing mathematics at home can contribute to higher academic performance in mathematics when compared to other types of involvement.

Moreover, it is a common belief that students' academic achievement depends on three basic things: teachers' efforts, student's efforts, and parental involvement in their children's education (Tella & Tella, 2010). It is therefore paramount enhance the collaboration among these three basic things. Since teachers' and students' effort are inevitable, parental role must be harnessed to corroborate the efforts of teacher' and students'.

The structure of many schools can also deter parents from helping students. Organising a nursery school so that at least one person knows each child well, keeping a “parent room” in the building and sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Keith, Troutman, Bickley, Trivette & Singh 2003).

According to the National Network of Partnership Schools (NNPS), for parental involvement to flourish, it must be meaningfully integrated into a school's programmes and community. The network developed a framework of six types of parental involvement that schools can use to guide their efforts. National Network of Partnership Schools says schools can; help families with parenting and child-rearing skills, communicate with families about school programs and student progress and needs, work to improve recruitment, training, and schedules to involve families as volunteers in school activities, encourage families to be involved in learning activities at home, include parents as participants in important school decisions and coordinate with businesses and agencies to provide resources and services for families, students, and the community (Epstein, 2001).

Parental involvement in school activities includes a wide range of behaviours but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside the school, with the intention of improving children's learning. Parental involvement at home may include activities such as discussions about school, helping with homework and reading with children whilst parents' involvement at school may include volunteering in the classroom, attending workshops, or attending school plays and sporting events (Rain & William, 2011).

A parent is the child's first and most important teacher in life and he or she is expected to play an active role in the child's preschool journey because it is believed that a parent and child should grow together and have a rewarding preschool experience. This follows subsequently by school life where academic performance is expected to be high. The parent is supposed to be supportive to the child in all aspects - socially, physically, mentally and also emotionally (Epstein, 2001).

The ideology of "motherhood" portrays mothers as being the ultimate caregivers. They invest most if not all of their time on their children which sometimes affects their job and role in the labour market (Rain & William, 2011). Although they stay at home, mothers are less common. Thus, women are seen as spending more time with children than men. They are commonly the nurturers of the children and support emotional growth and stability. Fathers are now more than ever spending more time with their children. Whereas in the past, fathers were the breadwinners and the mothers stayed at home to cook, clean and take care of children. The roles are starting to reverse. Fathers are participating more in parenting roles and taking on responsibilities such as bathing, dressing, feeding, changing diapers and comforting children (Rain & William, 2011).

Gone are the days when married women were asked to stay at home and take care of the home while their husbands go to work. In recent times, married men and women are actively working to support family income. As a result, some parents do not have adequate time for their wards when it comes to their preparation for school and assisting them in their homework. Sometimes, parents leave home very early for work before their children wake up. In this sense, these children have to brush their teeth, take their baths, eat and pack their books for school without any supervision from

their parents. Moreover, some parents rely on house helps to assist in the preparation of their children for school. This implies that some parents are not actively involved when it comes to parental involvement in children's education. Again, some parents have tight work schedules to the extent that they do not have time to visit their wards at school than to go there for school programmes. Such parents only pay their wards' school fees and other bills. If no measures are put in place to curb this situation, it may go a long way to affect their children's academic performance negatively.

The other requirement the child needs is playing materials. Parents must provide some demonstration and instructional materials. These materials are important because they help the child to be able to play, assist in concept building, promotion of discovery and creativity and enhance interaction with others as they play. These playing materials include the balls, track suits, toys, picture books, clay, paints, blackboard, beads large blocks, medium blocks, dishes, flower tile, concentric figures, nest of eggs, nest of dolls, nest of rings, nest of trays, cars, puzzles, pyramid, wooden animals, pull toys, trains, trucks, wagon, seesaw and slides (Frost, Wortham & Reifel, 2008).

Research clearly demonstrates that there is a direct relationship between parent involvement and children's language and reading skills, ability to relate to and interact with others, they may be peers or adults, and their feelings of positive self-image (Deslandes & Reifel, 2007).

One way that parents can influence children's academic outcomes is through active involvement in and management of learning in the home. By actively ensuring and managing children's time and activities in the home environment from parents supports children's educational endeavours and provide motivation to learn. This



typically involves activities such as engaging in cognitively stimulating tasks, like reading together and managing children's school-related behaviours, such as organizing and monitoring children's time at home (Seginer, 2006).

## **1.2 Statement of the Problem**

Students who have support from their parents at home show better performance at school, while students lacking support are struggling (Epstein, 2001). Parental involvement is an effective strategy to ensure students' academic success (Barnard, 2004; Desimone, 2009; Hill & Craft, 2003; Hill & Taylor, 2004). Parental involvement has many positive effects on students other than academics, including increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. How parents' effectively involve themselves in their wards educational activities has been connected to children's academic outcomes in a variety of ways, including higher academic achievement (Bogenschneider, 1997) and more positive attitudes toward school. These children tend to exhibit positive attitudes and like school more (Gonzalez-DeHass, Willems & Holbein, 2005).

Research affirms that lack of parental involvement contributes to low student performance and engagement. This shows that, when students receive little or no support both at home and school from their parents, they tend to perform abysmally in school (Bower & Griffin, 2011). Innumerable research has explored the influence of parental involvement in children's homework and school activities (Cooper, Lindsay, & Nye, 2000; Xu & Corno, 2006) but with inconsistent results. While some researchers support parental involvement and its attendant positive academic achievement, others are not in support (Hoover-Dempsey et al., 2001).

To start with, Mwirechia (2013) investigated the influence of parental involvement on academic achievement of preschool children in Kangeta Division, Meru County, Kenya. The study found that parental involvement positively influenced academic achievement of preschool children. Also, Adzovule, Amewuga and Holm (2016) investigated the influence of parental involvement on the academic work of pupils: a study of three selected junior high schools in the Cape Coast Metropolis. The descriptive research design was employed for the study. The studies revealed that majority of the respondents' parents were involved in their academic work. Though Adzovule et al.'s study was conducted among junior high schools, it was not done among JHS pupils in the Gomoa East District.

Lauren (2017) investigated increasing parental involvement: the effectiveness of a parent education programme in one Urban Charter school. The findings revealed that parental involvement did not influence the academic achievement of students. Findings of the studies by Lauren show that parental involvement did not affect positively, the academic achievement of students.

Owusu Amponsah, Milledzi, Twum Ampofo, and Gyambrah (2018) investigated relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Mampong Municipality of Ghana. The descriptive correlational research design was used to conduct the study. The results of the study show a significant positive relationship between parental involvement in education and students' academic performance. However, Owusu Amponsah et al.'s study was conducted among senior high school students in the Ashanti Mampong Municipality and also not in the Gomoa East district.

Findings of the studies by Mwirechia, Adzovule et al (2016) and Owusu Amponsah et al (2018) show that parental involvement positively influences academic achievement of students. However, that of Lauren (2017) revealed that parental involvement did not influence the academic achievement of students. This shows clear mixed findings on parental involvement and its influence on academic performance of pupils.

From the abovementioned studies, it can be concluded that parental involvement is a significant indicator of pupils' academic success. If the literature clearly attests to the fact that of all the determinants of children's success in academic performance, it is parental involvement which is the most paramount then it means without parental involvement, all other factors like teacher performance, pupil's regular school attendance, community participation, etc. cannot effectively work. A situation where parental involvement in the children's school work is the key to success and parents of pupils of Gomoa East schools are purported to be playing this role and yet pupil's performance is abysmal; in the 2017 Basic Education Certificate Examination for example, 85.50% pass rate was attained in the four core subjects. However, this figure dropped to (i.e. 61.98%) in the 2018 exams (District Education Directorate's Report, 2018). A lot of questions therefore, arise. Are the parents really playing their role? Are the other factors duly inter play with parental involvement to achieve success? Answers to these questions and many others are not known. The purpose of this study therefore was to investigate the extent of parental involvement in pupil's education and its impact on academic performance of public JHS pupils in the Gomoa East district.

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

The purpose of the study was to investigate the extent of parental involvement in pupils' education and its impact on academic performance of public JHS pupils in the Gomoa East District in the Central Region of Ghana.

### **1.4 Research Objectives**

The objectives of the study were to:

1. Find out the nature of home influence prevalent in the Gomoa East District in the Central Region of Ghana.
2. Establish the relationship between parents' socio-economic background and the nature of influences wielded on their children's education.
3. Investigate how parental involvement affect the academic performance of Junior High School pupils in the Gomoa East District in the Central Region of Ghana.
4. Determine challenges confronting parental involvement on the academic performance of JHS pupils in the Gomoa East District in the Central Region of Ghana.

### **1.5 Research Questions**

The study was guided by the underlying research questions:

1. What is the nature of home influence prevalent in the Gomoa East District in the Central Region of Ghana?
2. What is the relationship between parents' socio-economic background and the nature of influences wielded on their children's education?
3. How does parental involvement affect the academic performance of JHS pupils in the Gomoa East District in the Central Region of Ghana?

4. What challenges confront parental involvement on the academic performance of JHS pupils in the Gomoa East District in the Central Region of Ghana?

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

Parental involvement plays a significant role in academic performance of children. The findings of the study would assist in improving parental involvement in academic performance of pupils in public JHS in the Gomoa East District. The findings would also be useful in managing education of the learners and to identify the nature of parental involvement and their impact on academic performance. The results of the study would also provide intellectual inputs for future researchers in search for knowledge on parental involvement and its impact on academic performance. This would form a foundation for further studies. Thus the findings would equip teachers and parents in developing programmes to upgrade their skills, knowledge, positive attitudes and competencies of handling pupils.

Moreover, findings of the study would be used by guidance and counselling coordinators to educate parents on how best they can get involved in their wards' academic work. For example, they can educate them to get involved by encouraging their children to do well in school, making sure that they go to school and attending PTA meetings. Again, findings of the study would bring to light benefits children would derive when their parents are involved in their education. This information can be conveyed to parents during Parent Teacher Association meetings. In this sense, it would help make these children happy and confident. It is also envisaged that the results of this study will contribute to theorizing on the subject above and also to contribute to existing literature.

### **1.7 Delimitations of the Study**

The study focused on parental involvement in pupils' education and its impact on their academic performance. The study was limited to public JHS pupils in the Gomoa East District of the Central Region of Ghana. Themes covered for the study were: nature of home influences prevalent in the Gomoa East District; relationship between parents' socio-economic background and the nature of influences wielded on their children's education; impact of parental involvement on the academic performance of JHS pupils; challenges confronting parental involvement on the academic performance of JHS pupils.

### **1.8 Operational Definitions of Terms**

**Academic Performance:** This refers to the examination grades obtained by students at the end of a particular term, semester or programme. It is a satisfactory and superior level of performance of students as they progress through and complete their school experience (Hijazi & Naqvi, 2016). In this study academic performance refers to the marks obtained by pupils in their end of term examination for the core subjects: English language, Mathematics, Integrated Science and Social Studies.

**Parental Involvement:** It refers to the participation of parents in a wide range of activities of their children's education. It generally includes three aspects: home-based involvement; school-based involvement; and academic socialisation. Home-based involvement entails parents' involvement in activities at home such as supervising homework, checking homework, and talking about school life. School-based involvement includes some activities implemented at school such as communicating with teachers, attending the class meeting, and participating in school activities. Academic socialisation mainly includes parents' expectations and faith about their

children's education (Fan & Williams, 2010). In this study, parental involvement refers to the activities of parents at home and school towards the academic performance of their wards.

Parental Socioeconomic Status (SES): This refers to the social standing or class of parents that is measured by a combination of education, income and occupation (McMillan & Western, 2010). For the purpose of this study, Socioeconomic Status (SES) refers to the nature of parent's occupation, levels of education and income and how it influence the academic performance of their wards.

### **1.9 Organisation of the Study**

In line with the purpose of this study, the research consists of five chapters. In Chapter One, we discuss the background to the study, the statement of the problem, the purpose of the study, objectives of the study and research questions. It also includes the significance of the study, delimitations of the study and definition of terms.

Chapter Two discusses the review of related literature. In this chapter, the study looks at what others have written in relation to the topic.

In Chapter Three, we present the methodology of the study. This chapter describes the research design, population of the study, sample and sampling techniques. Other sub-headings of the chapter are: instrumentation, validity and reliability of the instrument, data collection procedures, data analysis and ethical considerations.

Chapter Four focusses on the data analysis and discussion of results while Chapter Five reports the summary, conclusion, limitations of the study and recommendations based on the findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter focuses on the review of related literature on how parental involvement in pupils education impacts on academic performance of public JHS pupils. Themes covered in this chapter are: Concept of Parental Involvement, Concept of Home Influence, Parental Socioeconomic Status (SES) and Nature of home influence, Parental Involvement and Academic performance of Pupils, Challenges confronting Parental Involvement on the Academic performance of Pupils, Strategies to Counteract Challenges to Parental Involvement, Theoretical Framework of the Study, Conceptual Framework of the Study, Summary of Literature Review

#### **2.1 Concept of Parental Involvement**

Parent involvement in schools encompasses more than attending Parent Teachers Association meetings. Learners of all groups and levels yield results when their supportive parents are implicated in their education. One facet of parent involvement that has large impact on pupil's achievement is parental expectations. Pupils accomplish more when their parents anticipate more. Learning environment must create an effective partnership by providing an open and communicative milieu with its wider community, bridging the gap between the classroom and the home, and the school and the family. Both pupils and schools benefit when parents or guardians are concerned in education. The parents are the most prominent factors on the lives of the children (Zedan, 2011). Hence, it is significantly key to focus on the parent's feelings or reactions about school involvement and their perception on their roles in such interaction (Radu, 2011).



Parents also play a part in the scheming of all aspects of education hand in hand with the neighborhood. Parental involvement is multi-dimensional, and is composed of an assortment of types of behavior, attitudes, and parental prospect (Toran-Kaplan, 2004). (Rahman, 2001) When parents get caught up with their children's studies, pupils perform better. While doing research also shows that parental contribution is necessary in the education of the children and leads to academic gains (Wright, 2009). The academic profits for the learners with their parents concerned include advanced grades and examination scores and constructive attitudes about schooling. Learning milieu must do their part to encourage parental involvement in educational undertakings. Parental involvement in the social sciences relates to responsiveness of and interest in learning, understanding of the interface between parenting skills and student sensation in schooling, and a commitment to reliable communication with educators about student development (Pate & Andrews 2006).

### **2.1.1 Parental involvement explained**

According to Desforges and Abouchaar (2003), parental interest is a catchall term for many different actions, including 'at home' good parenting, helping with homework, talking to teachers, and attending school functions and or governance. The parents' involvement in the inner and outside activities is true child motivation in training. It also refers to the attitude of parents by taking efforts to encourage pupils to undergo learning for better results. This can be achieved by supplying the needed support to pupils which motivates them to put in high efforts.

The term "parents' involvement" also refers to all the objects, forces and conditions in the dwelling house, which lure the child physically, intellectually and emotionally. Baker (2003) points out that different home environments vary in many aspects such

as the parents' degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents' expectation for their baby birds, and family size among others. Parents' involvements differ from one family to another, and so affect pupil's academic performance. Parental involvement is also seen as one component of learning institution for the children. Department of Human Development and Sociology (2011, p. 192) puts it the following way said that,

Most children receive two main educators in their spirits – their parents and their instructors. Parents are the prime educators of the youngsters before they start school and then parents remain a major influence on children's learning throughout the school age and after it. From that point of view the parents and teachers have the crucial role of developing the child's life. In that respect is no general understanding on what parental involvement is, it can take many shapes, from involvement at the school (as a governor, helping in the classroom on or during lunch breaks) through to reading to the children at home, teaching them songs or nursery rhymes and assisting with homework.

Likewise, the term parental involvement is termed by Adelman and Taylor (2007) as parental collaboration, "Schools are located in communities, but are often "islands" with no bridges to the "mainland." Families live in neighbourhoods, frequently with short association with each other or to the schools their children go to. Nevertheless, the gap among parents, community, teachers and schools society has the effect to each other, for the good or ill outcome. Referable to the mutual interest of society, all have goals to share, which relate to instruction and socialization of the young, schools, families and communities must join forces with each other if they are to minimize

problems and maximise outcomes. And then the parent involvements lead to the better achievement in field by solving some problems and making encouragement.

There is no universal consensus on what is parental involvement and as such it can take many forms; such as, attending parent-teacher conferences or volunteering at school functions to reading to children at home and assisting with homework. An exploration of the literature has revealed that the term ‘parental involvement’ once had a very limited meaning and was frequently used to describe teachers’ attempts to involve parents in ongoing classroom or school activities (Haynes, Comer & Hamilton-Lee as cited in Watkins, 2007).

The finding by Haynes et al. (2007) corroborate with Mackety and Linder-VanBerschot (2008) who describe this type of definition as one that focuses exclusively on school oriented activities and cite (Shaver & Walls, 2008) as another team of researchers who share such a narrow vision of parental involvement. Anderson and Minke (2007) argue that the aforementioned definition which is primarily based on school oriented activities usually represent teachers’ views of parental involvement. They suggest that parents may take a more community-centric view that includes keeping their children safe and getting them to school. Lawson as cited in Anderson and Minke (2007) proposes that “when the different definitions are not recognized, miscommunications can occur that lead teachers to blame families for child difficulties and parents to feel unappreciated for their efforts”.

Many researchers have since broadened the definition of parental involvement to include a range of home and school oriented activities. One such expanded definition was developed by Dimock, O’Donoghue and Rob as cited in Feuerstein (2010) which identified five categories of parental involvement: (a) school choice, (b) decision

making through formal structures or site based councils, (c) teaching and learning, (d) effect on the physical and material environment, and (e) communication. Feuerstein (2010) concedes that this model can be useful in the context of a framework for analyzing various types of parent involvement but rejects its widespread utility based on its lack of specificity and resultant inability to measure parent activity in a “statistically meaningful way”.

Feuerstein (2010) further clarifies his criticism of Dimock et al.’s (2006) model to represent parental involvement by comparing it to the quantitative measures of parental involvement developed by Milne, Myers, Rosenthal and Ginsburg as cited in Feuerstein (2010) which he maintains have been successfully used to investigate the association between parental involvement and student achievement. Feuerstein (2010) argues that most of Milne, Myers, Rosenthal and Ginsburg’s measures fall into only two of the five categories of Dimock et al.’s (2006) model i.e. teaching and learning or communication.

Feuerstein (2010) later gives credence to the measure of parent involvement designed by Sui-Chu and Willms (2006) for use with the National Education Longitudinal Study (NELS). He explains that this measure included 12 indicators of parent involvement clustered around four variables which are (1) home discussion, (2) home supervision (3) school communication and (4) school participation. According to Feuerstein (2010) parental involvement was described by (Sui-Chu & Willms, 2006) as a multidimensional construct. The utility of this measure was also acknowledged in *A New Wave of Evidence* (Henderson & Mapp, 2012).

Regardless of the acceptance of the aforementioned measure it is the framework that was developed by Joyce Epstein and her colleagues at the Center on Family, School and Community Partnerships at John Hopkins University that has been hailed by Sumaiti (2012) as “one of the most useful tools developed for defining parental involvement practices” and described by Henderson and Mapp (2012) as the framework that many researchers use some variation of. This internationally acclaimed framework boasts six types of parental involvement across three interrelated spheres of influence which are family, school and community.

These six areas comprise (1) parenting-helping families to develop child-rearing and parenting skills); (2) communicating-developing effective two way communication between home and school; (3) volunteering-creating ways to involve families in activities at the school; (4) learning at home-disseminating information to support learning activities in the home that reinforce school curricula; (5) decision-making-including families in the decision-making process through the Parent Teacher Association (PTA) or other committees; and (6) collaborating with the community-matching community services with family needs and serving the community (Michigan Department of Education, 2001).

This definition provides a comprehensive understanding of the term parental involvement and includes collaborating with the community as a valuable resource; an area (Sui-Chu & Willms as cited in Feuerstein, 2010) despite their multifaceted approach failed to consider in their parental involvement model. According to Henderson and Mapp (2012), this type of strategy, i.e. community organizing, is gaining in popularity in the United States and the efforts which are led by parents and community members are aimed at low performing schools. For the purpose of this

research endeavour Epstein's six type's framework was adopted to guide the evaluation of parental involvement amongst the participants.

## **2.2 Concept of Home Influence**

The home environment plays a vital role in the development of the child's personality. Before and after school, the child has constant interaction with the family and is invariably influence by the entire environment that surrounds him. Children need a congenial environment, an environment characterized by human care, particularly by the mother at the same time providing various experiences and stimulation (Sunitha, 2015).

Home itself is a complex unit. Due to the complexity in accessing a psycho-social environment, many scholars have described it but have not been able to come out with a unified and concise definition of the home. The term home environment designates all the objects, forces and conditions in the home which influence the child physically, intellectually emotionally and so forth. Home environment is a broad concept which encompasses very many factors in the home and therefore cannot be defined adequately (Muola, 2010). He continues to say that different home environment vary in very many aspects such as the parents level of education, economic status, occupational status, religious background, values, interest, parents expectation for the child, family background and so on. Children coming from different home environments are differentially affected by such variations. Better home influence is that where parents provide more opportunity to understand things and situations and act according to their desires. Children receive maximum support and encouragement from parents; children rarely receive punishment and have less restriction. This kind of environment helps the pupils for better performance on various tasks.

According to Sunitha (2015), rich environment and stimulation in the family are essential for each child for optimum, especially in the areas of social and cognitive development. Hess et al. (1984) studied the academic performance of the orphan boys of 6 to 12 years. Findings of study revealed that personal variables like study habits, academic motivation, affect the academic performance but family variables like parents' education, occupation, socioeconomic status; age does not affect the academic performance. The environmental variables (both psychosocial and physical environment) as emotional and social support, infrastructural and functional facilities of the orphanage affect the academic performance. Parents should provide necessary facility and educational environment which result in better performance, approve and appreciate activities related to education and other aspects. Hence, the above studies make it clear that home environment has an impact on the overall development of children.

The study of the home influence as a variable by itself is difficult and cannot be done in a single undertaking. Consequently, researchers who have tried to investigate the relationship between the home influence and academic performance have tended to select specific home factors depending on their interests (Osire, 1983). Therefore, the following nature of home influence were selected for the purpose of the study because of their relevance to the pupils learning activity; parental encouragement, parental involvement and parental aspiration. Other variables that would be considered due to the objective of the study include parental education, parents' occupation and family background. The categorisation is just for convenience sake because all home environmental factors are overlapping in their effects on the child's academic performance. Each of the selected home environmental factors will be treated as an independent variable.

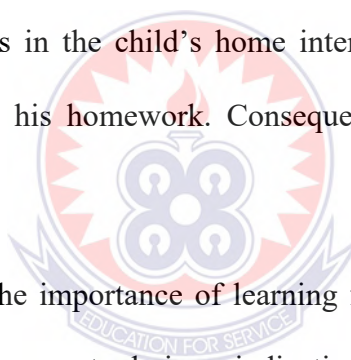
The available literature consistently seems to underline the importance of parental encouragement on the child's academic performance. Children whose parents encourage them to do well in school, show interest in their schooling and are actively involved in their school work and perform better in school. Children who are encouraged to excel in school tend to be academically motivated and are likely to work hard in order to please their parents. Parents who know the importance of education and have a positive attitude towards school will always press their children to complete their homework and assist them in doing it. Perhaps, it is this involvement and interest in the child's work rather than parents' demand for good performance which contribute substantially to the child's academic performance.

Another research finding showed that the academic performance of a child is to some extent influenced by parental encouragement. Cudjoe (2014) found parental encouragement to be significantly related to the child's school performance. He saw parental encouragement to be of considerable importance in determining the educability of children. According to him, children whose parents are most interested in their education and encourage them to do well, scored high average than children whose parents are most interested in their education and encourage them to do well, score high on average than children of parents who are least interested and encouraging. He further noted that children with interested parents pull ahead of the rest whatever their initial starting performance is. The parents interest implies that the level of support and encouragement which will help the child to take interest in study and use his/her capability as far as he/she can.



Muola (2010) noted that importance of parental encouragement on academic performance cannot be underestimated because one part of the school learning is carried into the home-the evening homework. This is a time when parents who are interested can find out for themselves how the child is progressing with his lessons as well as the discipline which is often necessary to make him spend reasonable amount of time studying.

According to Muola (2010), a child from a home with adequate learning facilities is at an advantage as compared to a child from a home with inadequate facilities. A child from a home with material facilities which contributes to learning such as newspapers, radio, television, books and so on is likely to perform well in school. The lack of learning facilities in the child's home interferes with his learning and also hinders him from doing his homework. Consequently, the child's performance in school is affected.



Cudjoe (2014) realised the importance of learning facilities provided by the parents when he argued that the most obvious indication of parental encouragement of academic progress is seen when parents give high priority to the provision of good facilities for quiet study and homework. The study revealed that students narrative had confirm that access to educational resources is a critical factor in determining higher educational performance and expectations. A family's educational resources, particularly those related to items like magazines, newspapers, and books are significant in student performance.

Barry (2015) had assumed that in sufficient living space constitutes one of the socio-economic factors responsible for low performance in academic work. She contended that, over crowding affects the child by depriving him of the privacy and quiet

environment which tend to depress his school performance by making it difficult for him to concentrate on his homework. According to her, an overcrowded home is one in which the child is likely to share a bedroom and probably his bed with more than one person, a situation which may interfere with sleep resulting in fatigue and inability to pay attention in school in the following day.

Thus, home influence is found to be an important factor in determining academic performance of students. From the beginning, parents have been the major persons involved in raising children in every society. That is why the family is recognized as an important agent of socialization. Adekeyi (2012) observed that it is mainly through their efforts and abilities that children are socialised to become productive citizens. So, wherever parents possess the resources and skills; and apply them effectively and joyfully in raising their children, the entire society benefits. This brings joy and pride to the nation, and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community.

The home is the first place of learning for the child. The quality of home influence goes a long way in determining the eventual personality and achievement of the child. Psychologists had classified the factors that affect learning into two broad categories namely, nature and nurture. It has been discovered that the two categories play complementary roles. As nature determines the level of intelligence and inherited abilities of the child, nurture helps to maximize these innate abilities. Nurture involves the home, the school, environment and peer groups to which the learner belongs. The home has far reaching influence on the child (Babara, 2012).

Also, Touray (2013) suggested that the home influence variables could be manipulated to enhance students' academic performance. The home has an important influence on the child's academic achievement. What the child learns at home and how his family motivates him towards education contributes to the child's success in school, (Essien, 2012). The home as an educational influence is considered as the social psychological contexts or determinants of learning. The term home environment refers to all the objects, forces, and conditions in the home which influence the child physically, intellectually and emotionally (Muola, 2010).

Moreover, certain family practices have been significant factors contributing to children's academic success. These factors, as researched by Clark (2010), include: valuing schooling and developing a sense of pride in school, establishing specific daily and weekly family routines, establishing family roles and responsibilities, and closely supervising and monitoring children's use of structured and unstructured time. In addition, encouraging reading, talking with children about everyday occurrences, talking with children about school contribute to academic success. Visiting the school and becoming an advocate, encouraging children and families to develop hobbies and extracurricular activities and finally, spending quality family time together are factors that also contribute to children's academic success.

Six factors identified by Walberg as cited in Barnard (2014) which support student success as were incorporated in his "curriculum for the home". Informed parent and child conversations about everyday events are encouraged. Also, encouraged was reading and discussion for leisure. Parents' should monitor and analyse television viewing. Deferment of immediate gratification to accomplish long term goals was suggested. Encouraged were many expressions of affection and showing interest in

children's academic and personal growth. Finally, “perhaps even occasional doses of caprice and serendipity” aid in academic success (Barnard, 2014, p. 40).

Bloom as cited in Desimone (2009) found that similar practices and values stimulate student achievement. These practices included the work habits and schedules of the family, parental guidance and assistance readily available, parental expectations and academic aspirations, and intellectual stimulation. In both the Bloom and Walberg studies, "these family practices were more prevalent in higher socioeconomic status homes, but when lower socioeconomic status parents engaged in these activities, their children also were more likely to express school success” (Chrispeels, 2016, p. 301).

Parental involvement in my view refers to involvement of parents in every facet of children’s education and development from birth to adulthood. It therefore encompasses all influences but not limited to; support participation, financial security, and family size, facilities at home that support learning, education background, occupation and gender issues which predict a child’s learning and or academic achievements.

Epstein (2001:409) posits that proper learning at home implies the provision of information and ideas to families on helping learners with their homework and other curriculum related activities, including planning and decisions in this regard. At the same time, parents must understand the school set-up in order to assist their children in learning at home. In this regard Garca-Lubeck (in Chavkin, 2011:282) emphasises that minority parents must be helped to interpret the school calendar, school schedule, roles of staff, attendance rules, curriculum requirements, procedures relating to participation in clubs, the benefits and responsibilities of extracurricular activities, the homework policy, as well as rules that relate to the closing of schools for holidays.

Learning at home relates to the important role of communication, which as shown, is not always effective. Too often invitations to parents related to schoolwork are couched in educational jargon, big words and lengthy prose (Moles, 2013:34).

Epstein and Sheldon (2005:7) suggest that schools put the type of parent involvement under discussion into practice by providing relevant information to families concerning skills needed by learners for each subject. This involves the manner in which parents should handle fundamental duties such as assisting the child in getting ready for school, discussing and monitoring school work at home, reading to the child, coaching the child in specific skills, buying stationery, organising times for study and recreation, and assisting the child in the library (Epstein & Sheldon, 2005:7).

These activities can often be organised and arranged by parents without teachers' assistance. Schedules of activities to be conducted by parents and learners at home in subjects such as Mathematics, Science and Reading could also be provided. The problems that schools may encounter in the implementation of "learning at home" as a type of parent involvement, include the designing and organising of regular weekly or monthly programmes of interactive homework that require learners to discuss important aspects that relate to their school subjects with their parents; and keeping parents informed of the content of learners' class work. How to involve parents in vital curricular issues and coordinating family linked homework activities designed by several teachers require serious consideration by schools (Epstein et al., 2005:7).

The benefits of implementing learning at home, according to Project Appleseed (2008:8), are that learners are enabled to complete homework, develop positive attitudes with regards to schoolwork, gain confidence in their abilities as learners, and

improve their skills and test results. They come to view their parents as real teachers and their homes as learning areas associated with their schools. Children become intensely aware that they are learners and gain an appreciation of parents' teaching skills which enable them to conduct meaningful discussions at school and at home. An awareness of their duty of sharing schoolwork with their parents at home and the link between learning content and real life situations are developed. According to Project Appleseed (2008:8), parents' comprehension of the instructional programme of their children's subjects motivates them to provide necessary support to learners at home.

DePlanty, Coulter-Kern and Duchane (2014:361) assert that parent involvement in terms of academic endeavours at home is considered by parents to be more important than their involvement at school since it promotes academic achievement. In the same token, the Australian Council of State Schools' Organisation (ACSSO) (2016:4) posits that parent involvement relating to learning at home in terms of literacy and numeracy during primary school years is very likely to positively influence learners' performance at school and improve their attitudes with regards to learning, aspects which parents welcome. Desimone (2016:23) indicates that home discussions on school matters bears the strongest link with academic achievement, while volunteering at school has little effect on academic performance. Moreover, according to him, active parental involvement in terms of learning at home has a stronger impact on academic achievement than the mere monitoring of homework and supervision of learning.

Parent involvement in well-designed interactive home learning activities improves learners' learning behaviour and their performance in and enthusiasm for school subjects regardless of the family's cultural background (Epstein & Van Voorhis 2001:187-189). According to Fishel and Ramirez (2015:371) learners benefit most when their parents serve as teachers in helping them at home, since this contributes significantly to their skills and knowledge. In addition, Bryman (2014:62) notes that students' improved academic performance resulting from parents' involvement in learning at home results in an increase of parents' confidence in and enthusiasm for facilitating learning at home.

### **2.3 Parental Socioeconomic Status (SES) and Nature of Home Influence**

Numerous studies, mostly from developed countries, have shown that parents are more likely to be involved with their children's education at home than in school (Lee & Bowen, 2006; Mau, 2007; Patrikakou & Weissberg, 2000). Research also has demonstrated that a positive relationship exists between at-home parental involvement and a range of school-related outcomes, including academic achievement, school engagement, and socio-emotional adjustment (Izzo, Weissberg, Kasprow & Fendrich, 2009). At-home parental involvement activities (e.g., checking homework, communicating about school, and reading with children) are shown to be related to positive academic outcomes of minority students in the United States (Jeynes, 2003; Sui-Chu & Willms, 2006). Likewise, parental involvement at home in Ghana is associated positively with youth academic performance (Nyarko, 2010). Although Ghanaian parents often are engaged in their children's schooling in one form or another, their involvement historically has been limited to activities at home (ensuring completion of homework) (Nyarko, 2011). However, this is changing as more parents attend school meetings and recreational events.

In general, research conducted in the United States supports the positive effects of at-home parental involvement on a variety of educational outcomes, but a few studies suggest that there may be no-or perhaps even a negative-effect. For instance, a meta-analysis of parental involvement and academic outcomes for urban adolescents suggests that communicating about school and checking homework have no significant effect on academic performance after controlling for SES (Jeynes, 2007). Further, studies of nationally representative samples of high school students find a negative relationship between parental involvement at home (checking on and helping with homework) and academic achievement among immigrant and minority students (Altschul, 2012; Mau, 2007). The observed negative association suggests that the more involved parents are in their children's school work, the less likely their children are to perform well.

Studies of the effects of in-school parental involvement in the United States also have yielded mixed results. Parental involvement in school is associated positively with academic outcomes, including grades (Barnard, 2004; Hill, 2001; Marschall, 2006), classroom behavior (Hill et al., 2004; Oyserman et al., 2007), students' aspirations (Hill et al., 2004), and school completion (Barnard, 2004). However, other studies find a negative effect of contact with the school on academic achievement trajectories (Fan, 2001), school engagement and socioemotional adjustment (Izzo et al., 2009), and math and reading scores (Sui-Chu & Willms, 2006). Generally, the negative relationship suggests that increased communication between parents and schools might be an indicator of academic difficulties that might have led to the parental involvement at school in the first place (Fan, 2001; Izzo et al., 2009).



In Ghana, the effect of in-school parental involvement on students' academic performance differs based on the parent's gender (Nyarko, 2011). A mother's in-school involvement has a significant and positive influence on academic performance, but a father's in-school involvement does not have a statistically significant impact on academic performance. Most empirical studies on parental involvement find that parents' engagement in their children's education varies by sociodemographic factors (marital status and educational level) and economic circumstances (Georgiou, 2007; Schimpl-Neimanns, 2009; Schmitt & Kleine, 2010).

Lareau (2011) demonstrates that parents of lower SES in the United States are less likely to believe that it is their responsibility to manage their children's education and are less heavily involved in at-home and in-school educational activities. Lower SES parents typically are less educated, which may limit the skills and knowledge they can offer to the school and their child (Hoover-Dempsey et al., 2005). Some research also suggests that less-educated parents may have lower levels of self-efficacy regarding their involvement in children's education (Hoover-Dempsey & Sandler, 1997; Lareau, 2011). Finally, parents with lower SES tend to have jobs that require them to work long and unpredictable hours, which can interfere with their ability to be involved at home and in school (Heymann, 2000; Hoover-Dempsey et al., 2005). SES also is strongly related to students' academic outcomes (Altschul, 2012; Mau, 2007; Sui-Chu & Willms, 2006). Research suggests that observed relationship between SES and academic outcomes are mediated by parental involvement (Altschul, 2012; Sui-Chu & Willms, 2006).

Home experiences are vital in shaping children's future mathematical interests, beliefs, and motivations. The role of parents in shaping their children's future mathematics' attitudes and motivation is key during early childhood. Iruka, Barbarin and Aikens (2008) noted that parents and families are considered the most essential others whose children encounter in the earliest stage of their lives. The reason why parents are considered the most essential others in their children's early and later lives is because children observe and learn from, and later apply as parallel their early observations. Because each parent provides different experiences at home, the observations of each child results in differences related to their parents' attitudes, values, and beliefs about mathematics. All of these parental behaviours lead to different educational emphases in the home (Cross, Woods & Schweingruber, 2009). To provide more positive educational experiences at home, parents need to be informed about how their involvement affects their children's mathematical skills and knowledge.

Friedel, Cortino, Turner and Midgley (2010) noted that parental involvement in its many and varied ways is a vital parameter for increasing children's mathematics achievement. Current studies have indicated some specific factors that play an essential role in increasing children's mathematics achievement: Parental aspirations, parent-child communication, home structure, and parents' involvement in school's activities (Wang, 2004). Bicer, Capraro and Cetin (2012) noted similar indicators affecting children's mathematical achievement either adversely or positively: parents' socio-economic status, parents' success expectations from their children's mathematics courses, parental beliefs about mathematics, and parent-child, teacher and school communication.

Demir, Kilic and Unal (2010) demonstrated that students whose parents were highly educated and exposed to mathematics before in their lives tend to show more success in mathematics than their peers whose parents were less educated and not being exposed to mathematics. The reason for this correlation is because highly educated parents know the learning requirements and had the opportunity to provide the best educational environment for their children (Alomar, 2006). Parents can increase the potential development of their children mathematical knowledge and skills by setting high expectations and providing stimulating environments (Cross et al., 2009).

Israel, Beaulieu and Hartless (2001) concluded that parents' socioeconomic status is correlated with a child's educational achievement. Farooq, Shafiq and Berhanu (2011) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

Dysfunctional family processes (e.g. conflict, substance abuse, child abuse, negative modelling, disturbed parent-child relationships, deprivation of stimulation and affection) can affect children's performance and behaviour. Children in such family circumstances are at increased risk of hyperactivity, truancy, mental health disorders (and suicide), delinquency, and low levels of literacy and self-esteem. Smith and May (2006) emphasised the importance of children's interactions with the more competent members of the culture (predominantly family members). She describes families as

having a key function in providing responsive learning contexts which allow children to gradually take more and more initiative in their own learning, work cooperatively on shared tasks with others, and provide responsive feedback. The key elements of this process are dialogue, social interaction and graduated assistance based on the child's existing skills and knowledge. The competent children study revealed that children from low income homes and homes with low parental education, "...can go over these hurdles when they also take part in activities and interactions which feed their and enjoyment of literacy and mathematics, and of words, patterns and other symbols generally" (Wylie, 2011, p. 34).

We are aware of only two studies conducted in Ghana - Nyarko (2010, 2011); that measure parental involvement at home and in school systematically and examine its effect on academic performance. While Nyarko's studies are valuable as a first step in examining the importance of parental involvement in Ghana, they have several limitations. First, Nyarko examines home- and school-based parental involvement separately in two different studies, which prevents comparisons of effects.

Second, Nyarko's studies also use aggregated data from English, math, general science, and social studies scores. We use English and math continuous assessment and examination scores, which are more common measures of students' academic outcomes. Third, Nyarko's studies are based only on youth from three senior secondary schools in the Central Region of Ghana, while youth in this study were selected randomly from 100 schools in eight of Ghana's 10 provinces. Unlike Nyarko's studies, our sample is representative of low-income Ghanaian youth in public schools.

Another major difference from Nyarko's studies is our use of more sophisticated analytic techniques. For example, Nyarko's studies did not establish the validity of the parental involvement scales. We address this methodological limitation by using confirmatory factor analysis to determine if a modified parental involvement scale performs adequately and helps to establish the construct validity of the scale. Confirmation of the factor structure is critical because our scale was adapted from studies conducted in the US and has never been validated in a sample of Ghanaian youth. Before examining the relationship between parental involvement and youth academic performance, we want to demonstrate that (a) our data support the hypothesized dimensions of parental involvement and (b) the observed variables are adequate indicators of the proposed latent factors.

#### **2.4 Parental Involvement and Academic performance of Pupils**

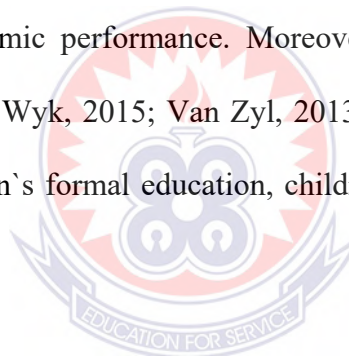
This subheading discusses how parent involvement influences the education of children by means of a discussion of the benefits associated with it. The significance of these accentuates the need for research on parent involvement and the management thereof. The focus is placed on four key contributions of parent involvement on academic performance of pupils after which parent involvement is discussed in terms of benefits to learners, teachers, schools and the community. Importance of parental involvement on academic performance of pupils is discussed next.

##### **Improved learner academic achievement**

According to Hill and Taylor (2014) and Van Zyl (2013:230) "cross-sectional and longitudinal studies have consistently shown that parent involvement in their children's formal education is associated with academic performance". Van Wyk (2015) and Van Zyl (2013:230) hold the view that "when schools work together with

families to support learning, children tend to succeed not just in school but throughout life”. This shows that children tend to perform better in school and become successful in everyday life if their parents are involved in their formal education. Parent involvement is therefore paramount in the lives of learners.

Improves academic performance through acceptable thought patterns and behaviour Hill and Taylor (2014) and Van Zyl (2013:231) assert that parent involvement relates to becoming united with the school and results in improved academic performance and an enlarged base promoting acceptable behaviour among learners. Other benefits that accrue from parent involvement include: decreased truancy, improved attitudes of learners, improved learner behaviour, as well as decrease in dropout rate which may lead to improved academic performance. Moreover, parent involvement promotes learner motivation (Van Wyk, 2015; Van Zyl, 2013:231). When parents are actively involved in their children’s formal education, children would strive to do well in all areas.



### **Uplifting communities**

Schools working with parents through different projects can cover a wide array of functions varying from improving the healthcare of learners to obtaining the services of specialists in fields that relate to school subjects to provide extra-curricular support to teachers and/or learners, thereby enlarging South Africans’ social capital.

Anglin (2011) and Van Zyl (2013:232) hold the view that increased parent involvement helps schools become more central to community life. He goes on to say that parent involvement could become essential in extending the role of the school to involve much more than effective teaching and learning. Schools could become a “one stop centres for community services” where they, in cooperation with relevant

communities partners, can execute a variety of community functions including healthcare, job training and improving parents' and other members of the community's skills pertaining to parenting, family well-being, computer technology and literacy. Schools could also work in groups with community development institutions in developing communities (Anglin, 2011; Van Zyl, 2013).

#### **2.4.1 Parent involvement to key stakeholders of education and academic performance of pupils**

In this subheading, the benefits of parent involvement to learners, teachers, schools and community are discussed which is geared towards the academic performance of pupils.

Parent involvement to the school and academic performance of pupils

Parent involvement has a great deal of benefits to schools. When parents are actively involved in school activities, the probability of the school to run smoothly is high. According to Epstein, Coates, Salinas, Sanders, and Simon (2014:2) parent involvement has a great influence on improving school programmes and school climate. They assert that parent involvement may provide schools' family services, improve provision of teaching and learning resources, support financial, physical and intellectual means of the school and improve the relationship and contact between home and school. Schools have tended to move away from keeping parents out of school affairs, recognising that there are many positive benefits to parent involvement, contrary to earlier times when parent involvement was equated to the meetings of Parent Teachers' Associations (PTAs). Current involvement is often considered more hands-on, with parents volunteering to engage in school activities

and, in some cases, as in the United States of America, making decisions concerning the school curriculum.

Gorton (1983:440) argues that “through participation by parents and other citizens, the school receives ideas, expertise and human resources, all of which will improve decision-making and educational activities of the school”. According to Booth and Dun (1996:46), “the advantages of parent involvement for the school are that parents can be used as a powerful force of change at school”. Davies (2013:206) indicates that:

Increased parent and community participation benefits schools as teachers’ workload can be made more manageable; parents who are involved have more positive views of the teachers, school, parents and community; members who participate in schools are more likely to be supportive of the school”.

### **Parent involvement to learners and their academic performance**

The involvement of parents with schools has perceived benefits for the learner. Heystek (2013:3) asserts that:

Parents and schools are partners in the education of children because schools are formalised extensions of the family. In that view researchers seem to be agreed on the benefits that accrue to the learner if parental involvement at schools is well managed and coordinated by management.

Schools have realised that it is beneficial to involve parents in school affairs. When children are supported by parents they tend to achieve more, they attain higher test scores, they complete their homework, they become motivated and they develop a better self-esteem and improved behavior. Another benefit of parental involvement is



that learners obtain higher test scores, better grades and better attendance (Patrikakou, Weissberg, Redding & Walberg 2015:4).

Among factors contributing to inadequate parental involvement is learners' negative school experiences and learners' uncertainty about what to do in terms of their studies (Lemmer & Van Wyk 2013:9).

### **Parent involvement to teachers and academic performance of pupils**

Research supports the fact that parent involvement is beneficial to teachers. In this regard Lemmer and Van Wyk (2016:6) point out the advantages of effective parent involvement as follows:

“Parent involvement improves the relationship among parent, teachers and school; the teacher's knowledge of the child's home situation improves which can influence his/her education; it positively increases commitment to teaching; and reduces the teacher's workload. It is an advantage for the teacher to know that the parent recognises the complexity of their role in the classroom”.

Swap (2017:11) agrees with the above, stating that in situations where teacher experience support and appreciation from parents, teachers will rekindle their own enthusiasm for problem solving. Parent involvement, therefore motivates teachers to teach well.

### **Henderson and Berla (2014:51) assert that:**

Parent involvement helps teachers and principals to experience higher job satisfaction. Teachers often receive respect from parents. Parent involvement improves communication between parents and teachers.

The comment shows that parent involvement is essential in keeping the key stakeholders in children's formal education geared towards performing well at a task which is appreciated and considered invaluable.

Parent involvement to parents and academic performance of pupils

According to Hampton and Mumford (2017:412), parent involvement has some advantages for parents themselves in that:

Parent involvement at school helps to improve parental skills; ... Well-orchestrated workshops that teach parenting skills will help parents reinforce instruction at home and develop a conducive environment that facilitates achievement.

Lemmer and Van Wyk (2016:6) state that the benefits parents obtain from being involved in their children's education include: increased self-esteem, better skills in teaching their children and decreased feelings of isolation. Actualisation of parental potential, development of parents' strengths and talents, greater understanding of involvement procedures as well as realising the nature of contributions they can make in the best interests of their children, the school and the community are some of the advantages of parent involvement to parents

**Davies (2013:206) names the benefits of parent involvement to parents as follows:**

Greater appreciation of their important roles; strengthened social networks; access to information and materials; personal efficiency and the motivation to continue their own education.

Van Wyk (2016:7) argues that “when parents understand the problems of their children at school, parents are in a position to work with the school in resolving them as well as regarding other school related issues”. Shartrand, Weiss, Keider and Lopez (2017:80) state that when teachers work in partnership with parents, the self-esteem of parents that is developed makes them feel valued. The views provided in this section suggest that parents also benefit from being involved in the formal education of their children makes parents gain a better understanding of how their children learn and therefore enable them to assist their children with school work. Hampton and Mumford (2017:412) concur with Lemmer and Van Wyk (2016:6) when they assert that parent involvement improves parental skills for teaching their children.

### **Parent involvement to the community and academic performance of pupils**

The meaningfulness of the relationship between the school and the community in terms of parent involvement finds expression in literature on parent involvement. Parent involvement improves school and community relations by bringing about a mutual understanding between the school and community in terms of formal and informal curricular issues (Heystek 2013:126) and a shared appreciation of new resources and programmes that would improve the teaching of the curriculum (Glanz, 2016:56).

According to Lockheed and Levin (2013:118) community involvement is vital for attaining the ideal of effective schools. As such, a community should be encouraged to contribute to local schools through monetary and voluntary participation. If the community is involved in running school activities, the school will be guaranteed of its continued support since the community will feel to be part and parcel of the school.

A view that is not often portrayed in terms of parent involvement is that the community also benefits from parent involvement.

In this regard Davies (2013:206) indicates that “parental and community participation in the schools can also contribute to advancing the prospects of a more democratic and equitable society”. He further comments on the relationship between school and community by saying that “increased links between schools and community have shown multiple positive results such as: increased access to schools and facilities; cost saving and improved services through collaboration and community pride.”

An advantage of parent involvement for the community is that when the family and the school team up, the school becomes a potent force in the community in promoting healthy holistic development of all of its children. In this regard Booth and Dun (2016:46) argue that “schools need to encourage the parents to broaden their spheres of activities so that parents become catalysts for change in the school and the community and informed advocates for their children”. Furthermore, when communication between the community and school is improved, parents participate in school events and act as volunteers in the academic and extra-curricular activities of the school (Seyfried & Chung (2012:78). The discussions so far show that parent involvement is beneficial to the community. Parent involvement would encourage communities to be united. Parents working together would develop schools, thereby improving the community.

According to Hill and Taylor (2014) and Van Zyl (2013:230) “cross-sectional and longitudinal studies have consistently shown that parent involvement in school activities in their children’s formal education is associated with academic performance”. The study found that “when schools work together with families to

support learning, children tend to succeed not just in school but throughout life”. This shows that children tend to perform better in school and become successful in everyday life if their parents are involved in their formal education. Parent involvement in school activities is therefore paramount in the lives of learners.

Also, Hill and Taylor (2014) and Van Zyl (2013:231) assert that parent involvement in school activities relates to becoming united with the school and results in improved academic performance and an enlarged base promoting acceptable behaviour among learners. Other benefits that accrue from parent involvement in school activities include: decreased truancy, improved attitudes of learners, improved learner behaviour, as well as decrease in dropout rate which may lead to improved academic performance.

Moreover, parent involvement in school activities promotes learner motivation (Van Wyk, 2015; Van Zyl, 2013:231). When parents are actively involved in their children’s school activities, children would strive to do well in all areas. Schools working with communities through different projects can cover a wide array of functions varying from improving the healthcare of learners to obtaining the services of specialists in fields that relate to school subjects to provide extra-curricular support to teachers and/or learners, thereby enlarging South Africans’ social capital.

Anglin (2011) and Van Zyl (2013:232) hold the view that increased parent involvement in school activities helps schools become more central to community life. He goes on to say that parent involvement in school activities can become essential in extending the role of the school to involve much more than effective teaching and learning. Schools could become a “one stop centres for community services” where they, in cooperation with relevant communities partners, can execute

a variety of community functions including healthcare, job training and improving parents' and other members of the community's skills pertaining to parenting, family well-being, computer technology and literacy. Schools could also work in groups with community development institutions in developing communities (Anglin, 2011; Van Zyl, 2013).

Moreover, parent involvement in school activities has a great deal of benefits to schools. When parents are actively involved in school activities, the probability of the school to run smoothly is high. According to Epstein, Coates, Salinas, Sanders, and Simon (2014:2) parent involvement in school activities has a great influence on improving school programmes and school climate which can contribute to the improvement in the academic performance of students. They assert that parent involvement in school activities may provide schools' family services, improve provision of teaching and learning resources, support financial, physical and intellectual means of the school and improve the relationship and contact between home and school; hence, contributing positively to the academic performance of students.

To add to the above, schools have tended to move away from keeping parents out of school affairs, recognising that there are many positive benefits to parent involvement in school activities, contrary to earlier times when parent involvement was equated to the meetings of Parent Teachers' Associations (PTAs). Current involvement in school activities is often considered more hands-on, with parents volunteering to engage in school activities and, in some cases, as in the United States of America, making decisions concerning the school curriculum.

Gorton (2013:440) argues that “through involvement by parents and other citizens, the school receives ideas, expertise and human resources, all of which will improve decision-making and educational activities of the school”. According to Booth and Dun (2016:46), “the advantages of parent involvement in school activities are that parents can be used as a powerful force of change at school”. Davies (2013:206) indicates that “increased parent and community involvement in school activities benefits schools as teachers’ workload can be made more manageable; parents who are involved have more positive views of the teachers, school, parents and community; members who participate in schools are more likely to be supportive of the school and therefore improves the academic performance of students”. Heystek (2013:3) asserts that: “parents and schools are partners in the education of children because schools are formalized extensions of the family. In that view researchers seem to be agreed on the benefits that accrue to the learner if parental involvement at schools is well managed and coordinated by management”.

Furthermore, schools have realized that it is beneficial to involve parents in school affairs. When children are supported by parents they tend to achieve more, they attain higher test scores, they complete their homework, they become motivated and they develop a better self-esteem and improved behaviour. Another benefit of parental involvement in school activities is that learners obtain higher test scores, better grades and better attendance (Patrikakou, Weissberg, Redding & Walberg 2015:4). Among factors contributing to inadequate parental involvement in school activities is learners’ negative school experiences and learners’ uncertainty about what to do in terms of their studies (Lemmer & Van Wyk 2013:9).

Research supports the fact that parent involvement in school activities is beneficial to teachers. In this regard Lemmer and Van Wyk (2016:6) point out the advantages of effective parent involvement in school activities as follows: “parent involvement in school activities improves the relationship among parent, teachers and school; the teacher’s knowledge of the child’s home situation improves which can influence his/her education; it positively increases commitment to teaching; and reduces the teacher’s workload. It is an advantage for the teacher to know that the parent recognises the complexity of their role in the classroom”.

Swap (2017:11) agrees with the above, stating that in situations where teacher experience support and appreciation from parents, teachers will rekindle their own enthusiasm for problem solving. Parent involvement in school activities, therefore motivates teachers to teach well. Henderson and Berla (2014:51) assert that “parent involvement helps teachers and principals to experience higher job satisfaction. Teachers often receive respect from parents. Parent involvement improves communication between parents and teachers”. The comment shows that parent involvement is essential in keeping the key stakeholders in children’s formal education geared towards performing well at a task which is appreciated and considered invaluable.

## **2.5 Challenges Confronting Parental Involvement on the Academic performance of Pupils**

Several challenges to parent involvement have been identified by both parents and teachers. The National PTA (2006) describes the most common challenges as the lack of time, not being valued, and not knowing how to contribute. Further challenges to parent involvement include not understanding the educational system, childcare



difficulties, language, cultural differences, and transportation difficulties. Additionally, parents often do not feel welcomed. Low literacy levels, educational jargon, snobbery, boring meetings, and parents who have unmet needs themselves are also challenges to parent involvement.

Distance between parents and teachers, lack of teacher training, and challenges of race and class have been identified as challenges (Moore, 2001). Often, minority parents are not included in activities because of language or cultural differences (Deslandes & Reifel, 2007). Other challenges originate from beliefs, attitudes, and actions by teachers and schools: lack of commitment, role confusion, concerns with territory, and low expectations from at-risk families. Teachers and schools assuming a passive role in involvement, poor communications on the part of the schools, and schools that focus on negative involvement are definite challenges to parent involvement (Liontos, 2002).

Negative events, problems, or disagreements that cause skirmishes among teachers, parents, and students inflate challenges. Angry parents who are slow to forget are less likely to be involved in their children's education than those who maintain clear heads (Hill & Taylor, 2004). Disagreements between parents and teachers have been linked with the length of teachers' service, training, and formality of the teacher (Smith, Stern & Shatrova, 2008). Sometimes this has been a result of a "leave it to the school" to do it attitude on the part of the parents (Liontos, 2002).

A study done by the United States Office of Research and Development (2009) reported that nearly sixty-five percent of parents responded that they had not spoken with school officials regarding their eighth grader's high school academic plans. Only half of the parents had attended any school meeting that year, while only twenty-nine

percent of those responding had visited their child's classroom. Fifty-two percent had never discussed their child's grades with a teacher; forty-two percent replied they had not contacted the school about their child's academic performance (White-Clark & Decker, 2006).

Joyce Epstein's (as cited in White-Clark & Decker, 2006) study of at-risk parents in Maryland found that many of the traditional methods of parent involvement do not work. More than one-third of the interview parents had not conferred in any manner with any educator during the school year. Sixty percent of the subjects had not even communicated by telephone. Greater than thirty-five percent of the parents surveyed had never attended a parent-teacher conference. Seventy percent of the parents interviewed had never assisted with any type of activity in their child's classroom and only four percent had spent more than twenty-five days participating at a school (White-Clark & Decker, 2006).

The lack of parent involvement has also been a great concern in the preschool years. A study by Michigan State University on Head Start parent involvement activities showed that only a core of parents provided most of the volunteer hours. The study estimated only three of four parents participated (Children's Defense Fund as cited in Dohner-Chávez, 2006). Additionally, another study found that an average of those parents who were involved in their child's Head Start programme was less than one hour per week (Zigler & Muenchow, 2002). Factors that inhibit parent involvement by some parents include: school practices that do not accommodate the wide diversity of the families it serves, time and childcare restraints, any negative experiences with schools, the school's lack of support for cultural diversity, and the primacy of basic

needs of parents and families (Freedman, Ascheim & Zerchykov as cited in Desforges & Abouchaar, 2003).

Furthermore, literature proposes that this lack of parental involvement may stem from various challenges at the level of the individual i.e. personal challenges and challenges imposed by the school that continue to keep parents from actively participating both at home and at school in meaningful ways to their children's education.

### **Personal challenges**

Investigators report (Stevenson & Baker, 2007; DePlanty, Coulter - Kern & Duchane, 2009) that there is a positive correlation between a mother's education level and her degree of involvement in school activities. Peña (2000) concludes that limited education may lead to fear and mistrust. Moreover she suggests that parents are intimidated by "technical jargon" used by teachers which may complicate communication between them and the teachers. Low self-esteem may also result from limited parental education which further impedes effective communication between home and school. Kaplan, Liu & Kaplan (2001) have reported that level of self-esteem or self-rejection may have a moderating effect on certain situational, behavioural and psychological relationships such as parental involvement.

In addition, low parental education may also inhibit involvement in home activities that contribute to academic performance. One such activity is that of the inability to assist with homework which may further manifest itself as a child gets older and parents become less knowledgeable in the academic subject areas (Eccles & Harold, 2003; DePlanty, Coulter\_Kern & Duchane, 2007). They also posit that parents may

feel inadequate when helping their children with homework, which may add to parents' negative self-feelings.

Low socioeconomic status (SES) is another concern that affects effective parental involvement. Sheldon cited in DePlanty, Coulter Kern and Duchane, (2017) suggests that parents with access to more financial resources are more likely to be involved and have larger social networks. He posits that resources are gained from these networks that further contribute to involvement. This according to Coleman as cited in Feuerstein (2010) is known as social capital.

These trying economic times have also resulted in a great amount of mothers entering the workforce or returning to school in an effort to assist or to better provide for their families (in the case of two parent families) or simply to make ends meet (in the case of single parent families). Traditionally, mothers bore the primary responsibility for parent-school communication on behalf of their children and as such they are no longer easily available for conversations with teachers (Eccles & Harold, 2013).

According to Peña (2010) educators often assume that poor parent attendance at events translates into parents not being interested in their children's education. Swap as cited in Peña (2010) argues that the real issue is time, since the struggle to balance the competing demands of work, family life and sometimes school leaves little time for involvement with their children's education. A survey commissioned by the British Department for Children, Schools and Family (DCSF) was done in 2007 and reported findings that substantiate Swap's argument which was made twenty years earlier. The survey revealed that 64% of parents mentioned work commitments as a barrier to involvement in their children's education. Similarly, Bauch as cited in Peña (2010) reports that conflict with the working hours of parents are a common barrier.

### **Challenges imposed by the school**

Schools can pose serious handicaps to parental involvement in children's education. DePlanty, Coulter Kern and Duchane (2017) concur that evidence shows that many parents want to become involved but are not encouraged or lack the open communication lines or the support required from the school to do so.

Whilst some researchers attribute the aforementioned lack of encouragement, support and open communication lines to differences in values and living patterns between middle class educators and low-SES families (Gordan as cited in Peña, 2010) in addition to some educators' belief that parents are not savvy enough to assume leadership roles in schools. Others (Carrasquillo & London, as cited in Peña, 2010; Epstein & Becker as cited in DePlanty, Coulter, Kern & Duchane, 2017) argue that teachers think involving parents is of extreme importance but the general lack of time poses a constraint on the amount of time required to deal with parents. According to Swap as cited in DePlanty (2017) "parents and teachers are both busy, with multiple demands upon their time", she posits that teachers also have families and because teachers' salaries are not on par with other professional jobs they sometimes need to hold two jobs in order to make ends meet.

Many teachers also complain that they have limited skills necessary for effective interaction with parents. This lack of skill may affect a teacher's sense of self-efficacy, which according to Tschannen-Moran and Woolfolk Hoy (2001) is "a judgement about his or her capability to influence student engagement and learning, even among those students who may be difficult or unmotivated". Hoover-Dempsey, Bassler and Brissie as cited in DePlanty (2017) speculate that teachers with a higher

level of efficacy might invite and receive more parental involvement than teachers with lower levels of efficacy.

## **2.6 Strategies to Counteract Challenges to Parental Involvement**

Whatever the nature of the challenges imposed on parental involvement it is important to employ strategies to lessen the negative effects of same and thereby facilitate parental involvement in their children's education. Though this may seem a daunting task to educators and parents alike it is not impossible. Swap as cited in Henderson and Mapp (2012) proposes that in order to promote parental involvement there are two basic goals: (1) to increase the quality of the contacts between parent and teacher and (2) to increase the quantity of parents who interact with the school. While Swap's points are valid to a certain extent, much more is required for the effective promotion of parental involvement.

More recent research suggests a multidimensional approach. Epstein et al. (2009) have conducted extensive research with educators, parents, students and the community. They conclude that new concepts are needed to organize effective partnership programs. In keeping with the aforesaid they suggest that "School, family and community partnerships" is a better phrase than parental involvement since the concept of 'partnership' recognizes that in addition to parents and educators others in the community share the responsibility for students' learning and development.

This framework as proposed by Epstein et al. (2009, p. 16) constitutes six types of parental involvement or programmes of partnership as mentioned earlier. In this six typology framework Swap's propositions are represented by only one category; communication whilst Epstein et al's model recognizes all three components; school, family and community as overlapping spheres of influence with the student located at

the center. Epstein et al. (2009) propose that if students feel cared for in all three domains and if they are encouraged to work hard in the role of student they are most likely to do their best to learn to do academic work in addition to other skills and talents.

## **2.7 Theoretical Framework of the Study**

The study was guided by the Epstein's six typologies of parental involvement (Epstein, 2002) and Bourdieu's Cultural Capital theory (Bourdieu, 1977a).

### **2.7.1 Epstein's six typologies of parental involvement**

There are researchers who have focused on parent involvement and its positive effects to education for many years. However, the relevance of this study is catered on strong partnership between educators to the identified parents in the chosen community. The work of Epstein (2002) has supported the meaning of parent involvement and identified the premise stating that parent involvement should go beyond school and home, inviting a partnership between homes, schools and communities (Wright, 2009).

In the six types of Parental Involvement framework, Epstein implied that guardians who were informed and engrossed in their children's trainings can bring about positive impact on their child's attitude and performance. The six types of involvement interactions take action as a framework for classifying behaviors, responsibilities, and deeds performed by school personnel and family and community members, working hand in hand to augment involvement and student achievement that activate within the theory of overlapping spheres (Epstein, Sanders, Simon, Salinas, Jansorn & Van Voorhis, 2002). The six types of involvement are delineated in the chase conduct.

First is parenting helping where parents and extended family members are aware and familiar about child maturity, and offering possessions that permit them to ascertain home environments that can enhance learning. Second is communicating-effective, suitable two-way contact about school events and student academic or personal development and progress, and/or insight within the home environment. Third is volunteering-organizing and participating in activities initiated by school personnel like parent- teacher and community association or generated by community members aimed at supporting students and school programs, such as service-learning projects, violence reduction assemblies.

Fourth is the learning at home wherein it is providing information to parents and families about school procedures like homework opportunities, grading rubrics in order to help them supplement their children's academic activities. Fifth is the decision-making in which this includes the parents and family members from all backgrounds as representatives and leaders on school committees agreed upon the educational events. Finally is the collaborating with the community-identifying and integrating funds, services, and other assets from the community to lend a hand and meet the needs of school personnel, students, and their families (Avvisati, 2010).

Furthermore, according to Wright (2009), Epstein's model provides well defined and useful guidelines for others to follow. This widely accepted framework has six types of parental involvement mentioned are parenting, communicating, volunteering, learning at home, decision- making, collaborating with the community to identify and integrate resources and services from within the community to improve student learning by strengthening the institutions' programs and family applications and



scenarios. Parental involvement in children's education is a crucial factor for the child's continuing educational development and success in school.

The theoretical framework shows a direct connection between parental involvement and academic performance of pupils. If there would be deficient in parental involvement, the educational improvement and accomplishment of the pupils' performance is greatly affected. Based on this theoretical stance, this study sought to investigate how parental involvement in pupils' education impacts on academic performance of public JHS pupils: the case of Gomoa East District in the Central Region, Ghana.

### **2.7.2 Bourdieu's cultural capital theory**

Bourdieu's theory of social reproduction (1977a) focuses on the cultural aspects of social inequality, investigating which social mechanisms create and perpetuate social reproduction and enable the maintenance of a classed society. According to Bourdieu (1990), the most important mechanism of social reproduction is the reproduction and legitimisation of social inequalities via the reproduction of the culture of the dominant classes. Bourdieu acknowledges the importance of the obvious mechanisms of social reproduction, maintained through the transfer of economic inequality, but he stressed the importance of a less obvious and, therefore, more significant mechanism of maintaining social inequalities: the reproduction of the culture of the dominant classes.

For Bourdieu (1977a), the educational system is the key factor in legitimising existing social structures and class relations, because it is based on standards and knowledge of the upper classes. The educational system, which is characterised by 'apparently neutral attitude' (Bourdieu, 1977a), reflects the existing power relations in wider

society and favours children familiar with the dominant culture: ‘This consists mainly of linguistic and cultural competence and that relationship of familiarity with culture which can only be produced by family upbringing when it transmits the dominant culture’ (Bourdieu 1977a, p. 494). This suggest that the school system is not compensating for the lack of such competencies to the children from less privileged family backgrounds, who experience schools as unnatural and intimidating environments.

As a consequence, pupils of lower social origin adapt with more difficulty to the school culture, have generally lower school performance and lower educational and professional aspirations. The educational system is, therefore, an important factor in maintaining social inequalities, as students from educationally, financially, and socially privileged families achieve higher educational and professional success and thereby reproduce patterns of social stratification and retain their inherited positions of power. Goldthorpe notes that social reproduction is thus ‘doubly guaranteed’ (2007, p. 11): by transmission of family’s capital to children and by passive role of an educational system that does not enable social transformation. Different family class positions form different systems of thought and reasoning, a specific way of thinking, which Bourdieu refers to as ‘habitus’. For Bourdieu, habitus is ‘a system of lasting, transposable dispositions which, integrating past experiences, functions at every moment as a matrix of perceptions, appreciations, and actions’ (Bourdieu 1977b, p. 82–83). Habitus is a way of understanding the world, an individual’s ‘mental structure’ (Bourdieu, 1989, p. 18), which contributes to social reproduction. The importance of the habitus primarily attained in the family is in the fact that it forms a basis for acceptance and comprehension of the messages in the classroom.

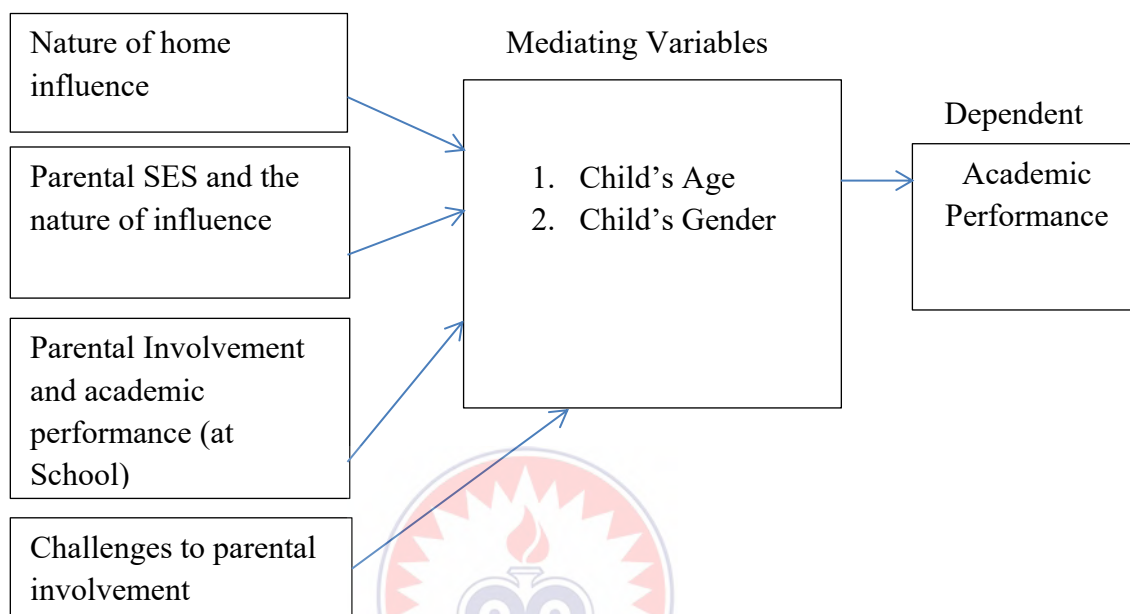
Thus, the family habitus affects children's predispositions towards school and the affinity to invest time, effort, and money to preserve the family's capital and social status. Bourdieu differentiates several types of capital, all valuable in the educational system and vital for understanding social inequalities in general: economic, social and cultural capital (Bourdieu, 1997). Cultural capital is the most useful form of capital in the educational system (Dumais, 2006). It is a form of symbolic power that can be, via education, transformed into economic capital (Bourdieu, 1997; Swartz, 2007). According to Bourdieu (1997), cultural capital exists in three forms: as embodied (incorporated in person: linguistic competences, cultural affinities, taste), objectified (material form of cultural capital: possession of cultural goods such as books, paintings, works of art and many others) and institutionalised (educational qualifications). For upper-class children, the transmission of cultural capital starts immediately, in family, and is naturally followed in schools (Bourdieu, 1986).

Teachers recognise and reward the possession of cultural capital in subtle ways; they communicate better with children who possess more cultural capital and even 'perceive them as more intelligent or gifted than students who lack cultural capital' (DiMaggio 1982, p. 190). In contrast, children from less privileged family backgrounds lack cultural capital at home and are thus in an inferior position in the educational system. For Bourdieu (1997), cultural capital can be converted into economic capital only through the educational system, which confirms the possession of cultural capital in the form of educational qualifications. These qualifications then potentially translate into economic capital. Convertibility is, therefore, the basis of strategies to ensure the reproduction of capital over time (Bourdieu, 1997, p. 54). Due to its significance for the educational system, this study focuses on Bourdieu's concept of cultural capital as a key factor in the transmission of social inequalities.

## 2.8 Conceptual Framework of the Study

The conceptual framework in Figure 2.1 shows how the variables in this study are interrelated.

Independent Variable



Source: Researcher, (2018)

*Figure 1: Conceptual framework of the Study*

Parental involvement takes place at home, community and school. This involvement could have an influence on pupils' academic performance. However, there are variables which may intervene in parental involvement such as children's age and gender. Parental involvement at home in this work covered subjects like facilities at home, whom child stays with, parental guidance, upbringing and encouragement to study seriously, parent's role and unity amongst parents. Parents' socioeconomic status such as nature of occupation, level of income and education can also influence the academic performance of pupils with or without the mediating variables. Besides, parental involvement at school (parents regular visits at school, parent-teacher communication with school authorities and teachers, attendance at meetings, parents

taking part in school activities, parents performing roles assigned by the school, parents contribution to school projects and taking part in decision making) and home can influence the academic performance of pupils. The study also conceptualise that challenges to parental involvement can adversely influence their involvement in pupils' academic performance. These challenges may include: parents' level of education, parents' level of income, parent's ability to express themselves, parent's relationship with teachers, parents' temperament, and parents' lack of leadership skills to take part in school activities.

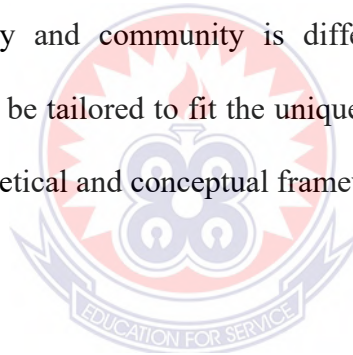
## **2.9 Summary of Literature Review**

The literature review revealed that the definition of what constitutes parental involvement varies among individuals. While some are in agreement that parental involvement requires parents to become involved in activities at school that support their children's education others believe that it is involvement in activities both at home and at school that support their children's education that is considered parental involvement. Nonetheless, another set of researchers argue that parental involvement is made up of a range of activities organized across three spheres: schools, families and community. Whatever the definition being used, another group of researchers contend that it is imperative that it must be known to all parties involved in order to avoid miscommunication.

Another issue that came to the fore was the numerous benefits emanating from the increase of parental involvement in children's education. These benefits range from behavioural to social gains in addition to increased academic performance for students and increased effectiveness for schools. Notwithstanding the overwhelming support in the literature for parental involvement as a major contributor to academic

performance, several researchers suggest that there are other factors that might impact on academic achievement. Just as parental involvement includes activities that occur both at home and at school so too these factors originate from both the home and the school.

The literature also highlighted a series of challenges to parental involvement at the level of the individual as well as the school. A highly popular comprehensive framework for addressing these challenges with a view toward counteracting the negative effects of same was also uncovered. This strategy revealed a shift from the traditional methods used to increase parental involvement such as increasing the quality and quantity of parent-teacher communication. Yet, the researcher believes that each school, family and community is different and as such any strategy employed would have to be tailored to fit the uniqueness of the situation. Finally, the study discussed the theoretical and conceptual framework of the study.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter discusses the methodology used to conduct this study. The discussion is based on the following subheadings: Research paradigm, Research design, Population of the study, Sample and sampling techniques, Research instruments, Validity and reliability of the instruments, Data collection procedures, Data analysis, Ethical considerations.

#### **3.1 Researcher's Methodological Position**

Research paradigm is the philosophical or motivation for undertaking a study (Cohen, Manion & Morrison, 2007). The study was located basically in the pragmatic paradigm. Pragmatism is not committed to any one system of philosophy, but focuses on 'what' and 'how' of the research problem (Creswell, 2007). Pragmatists advocate the use of mixed methods in research, and focus on finding out the truth regarding the research questions of the study. In view of this, mixed method approach was employed to gather the required data.

#### **3.2 Research Design**

The study utilised sequential explanatory mixed method research. This was because quantitative approach helped to quantify the problem by way of generating numerical data or data from the field and transform them into useable statistics. Qualitative approach on the other hand helped to study attitudes, opinions, behaviours and other defined variables of the population of the study. Hence, qualitative research approach helped to generate a rich understanding of a phenomenon as it exists in a real world. This was because it involved the collection of data in the actual situation or area of

study. Also, mixed methods approach involved blending together different data collection strategies as suggested by Bell (2010).

Furthermore, in using the quantitative research approach, the voice of the participants was not directly heard. On the contrary, in using qualitative research approach, findings of the study cannot be generalised since the sample cannot be sufficient for generalisation. Therefore, mixed method was used so as to use the strengths of one approach to compensate the potential weaknesses of the other approach. Likewise, in using quantitative research approach, participants do not have the opportunity to express their views which were apart from the one captured on the questionnaire. However, in using the qualitative research approach, participants were free to express their views in relation to the subject under investigation which might not have been captured on the questionnaire. In short, the strengths of one approach were used to overcome the weaknesses of the other approach. This was confirmed by Johnson and Onwuegbuzie (2004) who opined that multiple sources or methods of data gathering increased the credibility and dependability of the data since the strengths of one source compensate for the potential weaknesses of the other.

Specifically, an explanatory sequential mixed method was employed in this study. This aimed at using qualitative data to further explain or build upon initial quantitative findings. In this study, quantitative data was first collected and analysed followed by the collection and analysis of the qualitative data. The qualitative data were designed in such a way that it followed from the findings of the quantitative data gathered. Much more emphasis was placed on the quantitative data than the qualitative data. This approach was used because there was the need for the qualitative data to be used to further explain significant and insignificant findings in



the study (Cohen, Manion & Marrison, 2005). Creswell (2003) posits that in using explanatory sequential mixed methods, quantitative data are gathered first, followed by the qualitative data where the qualitative data are used to clarify or confirm findings from the quantitative data.

### **3.3 Population of the Study**

According to Patton (2002), population of a study is the larger group upon which a researcher wishes to generalize: it includes member of a define class of people, event or object. The population for the study was 420 (179 males and 241 females) pupils in the three selected public JHS; 120 (49 males and 71 females) pupils from Nyanyano D/A 'A' JHS, 130 (53 males and 77 females) pupils from Ojobi D/A JHS and 170 (79 males and 91 females) pupils from Potsin D/A JHS (District Education Directorate Report, 2018).

### **3.4 Sample and Sampling Techniques**

Sampling is the process of selecting units from a population of interest so that we may fairly generalise our results back to the population they were chosen. This selected population may be from the people, organisation or an institution including school (Kombo & Tromp, 2006). The sample for the study was two hundred and one pupils: 93 males and 108 females. The sample was based on Krejcie and Morgan's (1970) sample size criteria. According the Krejcie and Morgan, a population of four hundred and twenty should have a sample of two hundred and one. This sample was proportionally allocated to the three selected public junior high schools in the Gomoa East District.

The sample was selected using multi-stage sampling technique. First, purposive sampling technique was used and this helped to select information-rich participants (pupils). Second, proportional sampling technique helped to select more pupils from the selected junior high schools based on their enrollments. Third, simple random sampling technique was used to select 201 pupils. Numbers “1” and “2” were written on pieces of papers, folded and placed in a container. Pupils were asked to select one of these papers and those who selected “1” were made to respond to the questionnaire. Therefore, the sample for the study stood at 201 pupils.

### **3.5 Research Instruments**

Questionnaire and interview guide were used for the data collection. The use of more than one data collection instrument permitted the researcher to combine the strengths of the two instruments while correcting some of the deficiencies as to increase validity of data generated as suggested by Ary, Jacobs and Sorensen (2010). Ary, Jacobs and Sorensen opined that:

No single method adequately solves the problem of rival causal factors... because each technique reveals different aspects of empirical reality... multiple methods must be employed (p. 28).

#### **3.5.1 Questionnaire**

This is a data collection instrument containing a set of questions; submitted to people to gain statistical information. This is mostly filled out by the informant rather than by the researcher. The researcher assumed that his informants were competent sources of data and provided it willingly. The researcher also assumed that the informants had the ability to understand the questions asked as intended by the researcher and answers them in the form intended and with integrity (Muijs, 2010). Dawson (2002) posits that questionnaire is divided into three categories, such as closed-ended, open-

ended or a combination of both (mixed questionnaires). Closed-ended questionnaires are those types where participant's answers are limited to a fixed set of responses or questions.

According to Dawson (2002), close-ended questionnaire is type of questionnaire used to generate statistics in quantitative research. It normally involves "YES or NO" items. Open-ended questionnaire "does not contain boxes to tick, but instead leaves a blank section for the respondent to write in an answer" (p. 31). The participants supply their own answers without being constrained by fixed set of possible questions. This research used closed-ended questions for the questionnaire. The researcher used a series of closed questions, with boxes to tick or scales to rank. The questionnaire reflected the objectives of the study. Designed questionnaires had been displayed in the appendix.

The questionnaire had five sections: Section A, B, C, D and E. Section A of the questionnaire focuses on the demographic information of participants. This section was made up of 5 closed-ended statements on sex, age, class, whom do you stay with and parents' educational background. Also, the section B part was used to collect data on nature of home influences that are prevalent in the Gomoa East District. It had 10 closed-ended statements (6-15) with responses anchored on a 4-point Likert scale. The Section C focused on relationship between parents' socio-economic background and the nature of influences wielded on their children's education. It had 7 statements (16-22) with responses anchored on a 4-point Likert scale. Within these statements, 16 to 17 measured parents' level of education, 18 to 19 measured parents' occupational background factor whiles 21 to 22 measured parents' income level.

Furthermore, Section D of the questionnaire centred on impact of parental involvement on the academic performance of JHS pupils in the Gomoa East District. It had 7 statements (23-29) with responses anchored on a 4-point Likert scale. Last but not least, Section E of the questionnaire focused on challenges that confront parental involvement on the academic performance of JHS pupils in the Gomoa East District. It had 7 closed-ended statements (30-36) with responses anchored on a 4-point Likert scale. The 4-point Likert scale used for the study was weighted as: strongly disagree=1, disagree=2, agree=3 and strongly agree=4.

### **Interview guide**

The interview, specifically semi-structured was used in this study. This instrument allowed for interaction between the researcher and participants as posited by Silverman, (2005). The advantages were; while they were reasonably objective, they also permitted a more thorough understanding of the participants' opinions and reasons behind them (Richards, 2003). The interviews combined objectivity and depth and generated valuable data that could not be successfully obtained using any other approach as suggested by Richards, (2003). They enabled the study to elicit meaningful data through a comprehensive strategy in the form of open-ended questions. This is in line with Creswells' (2009) view, thus, using semi-structured interview guide helped to probe further for more detailed information in cases where interviewees provided responses which the researcher thought were incomplete.

This interview guide had only one section and it focused on questions that helped in addressing the four research objectives, namely: nature of home influences prevalent in the Gomoa East District; relationship between parents' socio-economic background and the nature of influences wielded on their children's education; impact of parental

involvement on the academic performance of JHS pupils; challenges confronting parents and their involvement in the academic performance of JHS pupils.

### **3.5 Validity and Reliability of the Instruments**

Questionnaires were taken through validity and reliability tests while the interview guide was taken through trustworthiness and credibility assurance.

#### **3.5.1 Validity of the questionnaire**

The questionnaire was taken through face and content validity procedures. Face validity of the instruments was established by giving the prepared instruments to the researcher's colleague students pursuing the same programme as the researcher. They considered the structure, layout, alignment and configuration of the instruments in relation to the research questions. Comments from them on the instruments were used to effect the necessary corrections before the instruments were administered on pupils.

The content validity was determined by the research supervisors. They examined the research questions alongside each item of the instruments in order to determine whether the instruments actually measured what they were supposed to measure. Comments from them on the instruments were used to effect the necessary corrections before the instruments were administered on pupils.

#### **3.5.2 Reliability of the questionnaire**

Pilot test was conducted among 50 pupils in the Anglican Public Junior High School in the Gomoa West District. This school was selected because it did not form part of the sampled schools for the study. However, pupils in this study had similar characteristics as those used for the main study; hence, their selection for the pilot testing. In pilot testing the instruments, the researcher provided explanation about the objective of the study and how to respond to the questionnaires by the participants.

The result of the pilot test was statistically computed by using the Statistical Product for Service Solution, software for analysing quantitative data. The Cronbach's alpha model was used for the analysis. Cronbach's alpha reliability coefficient value of 0.83 was obtained and this was an indication that the questionnaire was reliable as suggested by Tech-Hong and Waheed (2011). According to Tech-Hong and Waheed, reliability coefficient between 0.70–0.90 is generally found to be internally consistent. Furthermore, taking into account the suggestions from the participants to the instruments used, irrelevant items were removed, lengthy items were shortened and many unclear items were made clear. Thus, the instruments were found valuable to collect the data for the main study and hence it was administered as scheduled.

### **3.5.3 Trustworthiness and credibility of the interview guide**

Furthermore, to ensure trustworthiness of the interview guide, the study relied on a tape recording of the interviews, field notes, personal observations as well as respondents' validation. Thus, the recorded interviews were played to participants for them to authenticate the responses. Also, verbatim tape transcriptions were given to the participants as soon as possible after the transcriptions. This allowed the information shared by participants to be clarified and elaborated.

Moreover, to give credence to the credibility for the study, the study ensured dependability. Creswell (2003) asserts that there could be no credibility without dependability in qualitative research. He further suggested that dependability can be established through the establishment of appropriate enquiry decision, review of interviewer bias to resist early closure, establishment of categorical schemes and exploration of all areas, resistance to practical pressures and findings of both positive and negative data triangulation. Information obtained from the literature review was

also helpful in the development of the items that helped to elicit responses to the research questions.

To deal with the issue of bias in the study, the study sought clarification on responses that would not be clearly stated during the interviews. In this way, issues of unclear data that were obtained initially were resolved. Care was taken on the duration of the interview to avoid early closure and at the same time to prevent the provision of unreliable data following boredom on the part of respondents as a result of the prolonged interview session.

Moreover, to establish the validity of the interview guide, the data for this study must be credible. According to Creswell (2002), respondent validation is where the result of the research is submitted to the respondents for confirmation as a means of establishing credibility. Bryman (2004) also observed that the establishment of credibility of findings demands that, this research was carried out according to good practice and by submitting it to the social world that studies it for confirmation and that the researcher understands that social order correctly.

In this study, the researcher interacted with the subjects over a period of not less than two weeks in order to develop an acquaintance with them. This was done through casual visits to the participants in their various schools. It enabled the researcher develop a relationship with them. In this way, the researcher was able to build trust between himself and each respondent. The trust made it possible for the participants to readily open up for discussions of all sensitive issues that were covered in this study.

### **3.6 Data Collection Procedures**

Permission from the school authorities and participants was sought using an introductory letter from the Head, Department of Basic Education, University of Education, Winneba. Three weeks from the day of presenting the permission letter was agreed upon by the researcher and participants for the administration of the instruments. After securing the consent of the headteachers, teachers and pupils, preparations were made to administer the instruments on the agreed date with the headteacher and teachers' support. The venue and time for the administration of the instruments were planned in advance and agreed upon by the researcher and participants.

Participants were assured of confidentiality of their responses, and that the information they provided would be used in a responsible way (academic purpose only) that could not be traced back to the interviewee. Participants were also informed of their right to withdraw from the study at any stage should they wish to do so without prejudice. According to Collins, du Plooy, Globbelaar, Puttergill, Terre Blanche, van Eeden, van Rensburg and Wigston (2010), in research terms, confidentiality can be defined as the researcher undertaking not to publicly link a specific response or behaviour to a particular research participant.

Participants were also assured that precautions would be taken to protect their anonymity. For example, audio recording only commenced after obtaining participants' permission and a respondent's request to not be recorded was respected. Bougie and Sekaran (2009, p. 221) strongly argue that no one should be forced to respond to a survey, and when data are collected through mechanical means, such as recording interviews, videotaping, and the like, the individual's wishes should be



respected. Besides, interview data were coded so as to hide the identities of participants. Moreover, participants were encouraged not to write any identifiable details on the questionnaire. Two hundred and one questionnaires were distributed to pupils. The researcher helped pupils with explanations to some areas where they were not clear of. Questionnaires were retrieved same day after participants had finished responding to them and the return rate was 100%.

Interviews among 20 out of 201 pupils were conducted. This took the face-to-face approach. Face-to-face interviews allowed the researcher to listen empathetically to the views of the interviewees and establish rapport. The advantage of individual face-to-face interviews over group interviews is that in group interviews, participants may be influenced by others and may feel the need to conform. In group interviews it is not always possible to observe confidentiality or prevent the adverse effects that group participation may have on certain individuals (Collins et al., 2010: 177).

Interviews were guided by the prepared semi-structured interview guide. Questions were asked in the participant's preferred language (English language and Fante) to ensure good understanding by all participants and to avoid sample bias. No names but codes (P: 1 to P: 20) were assigned to their responses. In order to avoid boredom, the interviews took 15 minutes for each of the participants. Participants were asked similar questions and probes were used where necessary.

Interviews were audio-taped after permission was sought from participants. Also, field notes were taken in the form of jotted notes as the interviews continued. Jotted notes are the brief notes researchers take in circumstances where they cannot write a comprehensive set of notes. For an example, when the researcher could not use a recorder, and where the participants poured out their concerns beyond what was

anticipated by the researcher, those responses were captured as jotted notes. Field notes served as memory jotters for more comprehensive notes (Collins et al., 2010: 240). These were followed by research inference notes. According to Collins et al. (2010), such notes contain the conclusions the researcher draws from the data. They provide a record of the development of a researcher's understanding. This was especially true when the researcher made home visits to interview some of the participants.

### **3.7 Data Analysis Procedure**

Quantitative and qualitative data were analysed separately.

#### **3.7.1 Quantitative data analysis**

Descriptive (frequencies, percentages, means and standard deviations) and inferential (Pearson Product-Moment Correlation) statistics were used to analyse the quantitative data. Frequency counts and percentages were used to analyse Research Questions 1 and 4. Pearson Product Moment Correlation was used to analyse Research Question 2. This was because Research Question 2 sought to find out whether there was a relationship between the dependent variable (nature of home influence on children's education) and the independent variable (parents' socio-economic background). Means and standard deviations were also used to analyse Research Question 3. Frequency counts and percentages were used to analyse Research Question 4. Statistical Product for Service Solution (SPSS) version 21 helped in analysing the data. Results after the analysis were presented in Tables in Chapter Four.

### **3.7.2 Qualitative data analysis**

Qualitative data were transcribed by focusing on the key elements in the narrative that highlighted the aims of this research. Personal and identifying details were left out which ensured the anonymity of the participants. Additionally, only those direct quotes deemed necessary were included in the transcription. This helped to create data that was as close to the recorded voices and field notes taken as possible.

Qualitative data were coded using inductive and deductive codes. Thus, data were grouped according to themes and analysed in terms of these themes. According to Gilbert (2016), deductive codes originate from the researcher, for example concepts or theory in the research literature. Collins et al. (2010: 245) describe qualitative coding as a process of conceptualising the data. The researcher aims to organise the data so that he or she has a sense of the scope and coverage of the data set. Qualitative coding also facilitates understanding, because it suggests ways in which the data can be organised (Collins et al., 2010). Inductive codes emanate directly from the data and are developed by noting the issues raised by participants (Gilbert, 2016). Inductive codes were extremely valuable as they reflected issues that were important to participants, which may be different from those anticipated by the researcher.

### **3.8 Ethical Considerations**

The importance of ethical considerations in social research cannot be overemphasized. According to Cohen, Manion and Morrison (2005), this helps in protecting the integrity of the research process and data obtained therein. Ethics is about protecting the rights and the welfare of the participants who participate in a study as suggested by Creswell and Plano Clark (2011). Ethical considerations well-thought-out in this study is: an introductory letter from the Head, Department of Basic

Education, University of Education, Winneba to seek permission from the headteachers, teachers and pupils.

Also, any sensitive issues that were distressing to the participants were eliminated from the instruments. Moreover, it was made clear to participants that they could terminate the interview at any stage should they feel uncomfortable. Furthermore, to ensure confidentiality of the participants' welfare, their identities were protected by not mentioning their names. This was ensured by assigning codes to participants rather than mentioning their names. For example, pupils one to twenty were coded as P: 1 to P: 20. Again, the interviews were audio-taped after permission was sought from all the participants. Additionally, references used in-text were duly acknowledged to avoid plagiarism.



## CHAPTER FOUR

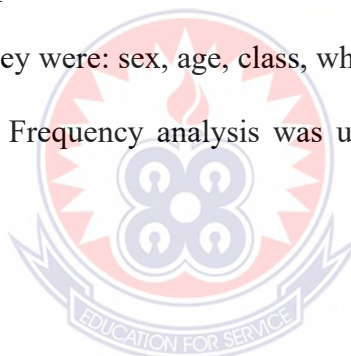
### DATA ANALYSIS AND DISCUSSION OF RESULTS

#### 4.0 Introduction

This chapter presents the data analysis and discussion of results. The presentation is in three sections: Section A, Section B and Section C. Section A presents the demographic information of participants. Section B presents the analysis of the research questions and discussions. Section C presents the analysis of the qualitative data.

#### 4.1 Section A: Demographic Information of Pupils

Statements 1-5 on the questionnaires were used to gather data on the background information of pupils. They were: sex, age, class, whom do you stay with and parents' educational background. Frequency analysis was used to analyse the data. Table 1 present the results.



*Table 1: Demographic Information of Pupils*

Background	Details	Frequency	Percentage (%)
Sex	Males	93	46
	Females	108	54
Age (in years)	11 and below	4	2
	12-14	64	32
	15-17	63	31
	18-20	50	25
	21 and above	20	10
Class	JHS 1	80	40
	JHS 2	70	35
	JHS 3	51	25
Whom do you stay with	Mother	64	32
	Father	50	25
	Both Parents	20	10
	Guardian	63	31
	Others	4	2
Parents' Educational Background	MSLC	34	17
	O' Level	21	11
	'A' Level	19	9
	JHS	41	20
	SHS	56	28
	Tertiary	30	15

Source: Author's Field work, (2018)

(Total Number of Pupils =201)

Results from Table 1 show that majority 108(54%) of the pupils were females and the rest 93(46%) were males. The results signify that there was biasness by selecting more female pupils than their male counterparts. On the contrary, it could be inferred from the results that males and females pupils were given opportunity in the study. Also, the results from Table 4.1 indicate that majority 64(32%) of the pupils were from the age range of 12-14 years and 31% of them were 17-19 years. Also, the results show that 25% of them were from the age range of 18-20 years, 10% were 21

years and above, and 2% were 11 years and below. The results signify that all the pupils were in the adolescent stage. Furthermore, the results reveal that majority 80 (40%) of them were in JHS 1, 35% were in JHS 2 and 25% were in JHS 3.

Furthermore, the results from Table 1 show that majority 64(32%) of them were staying with their mothers, 31% with guardians, 25% with fathers, 10% with both parents and 2% with others such as friends or relatives. The results signify that majority of the parents were single mothers. This is likely to affect their involvement in their children's education and academic performance.

The results from Table 4.1 further show that most 56(28%) of the pupils said their parents were holders of senior high school certificate, 20% for junior high school, 17% for MSLC, 15% for tertiary, 11% for O' Level, and 9% for 'A' Level. The results connote that pupils were aware of the educational background of their parents. Also, the results indicate that most of the parents have low educational background, which is likely to affect their involvement in school activities.

## **4.2 Section B: Analysis of the Research Questions and Discussions**

4.2.1 Research Question 1: What is the nature of home influences prevalent in the Gomoa East District in the Central Region of Ghana?

Research Question 1 sought to find out the nature of home influence prevalent in the Gomoa East District. Statements 6-15 under Section B of the questionnaires were used to gather data to address this question. Frequency analysis was used to analyse the quantitative data. The results are presented in Table 2.

*Table 2: Nature of Home Influence Prevalent in the Gomoa East District*

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Encouragement from parents	100(50%)*	61(30%)	19(9%)	21(11%)
Availability of learning materials at home	102(51)	80(40)	9(4)	10(5)
Parents assisting children with homework	110(55)	67(34)	11(5)	13(7)
Establishing specific daily and weekly family routines, roles and responsibilities	98(49)	48(24)	45(23)	10(5)
Supervision at home	101(51)	80(40)	10(4)	10(5)
Parental guidance and assistance	103(52)	60(30)	23(11)	15(8)
Parents assisting children to learn at home	100(50)	68(34)	20(10)	13(7)
Home discussions on school matters	105(53)	40(20)	11(5)	45(23)
Increase in household chores	20(10)	10(5)	40(20)	131(66)
Large family size	45(23)	11(5)	47(24)	98(49)

Source: Field data, (2018) (N=201) \*Percentages are in Parentheses

Results from Table 2 show that majority 131(66%) of the pupils strongly agreed to the statement that there was increase in household chores, 40(20%) also agreed, 10(5%) disagreed and 20(10%) strongly disagreed to this same statement. The results also show that almost half 98(49%) of the pupils strongly agreed to the statement that they had large family size and 47(24%) supported this statement by agreeing to it. Likewise, 10(5%) of the respondents disagreed that they had large family size while 45(23%) strongly disagreed to this statement. Moreover, results from Table 4.2 show that less than half 45(23%) of the pupils strongly agreed to the statement that there were home discussions on school matters, 10(5%) also agreed to this claim, 40(20%)



also disagreed and more than half 105(53%) of them strongly disagreed to this assertion.

On the other hand, the results show that a little above half 110(55%) of them strongly disagreed to the statement that parents assisted them with their homework, 67(34%) also supported by disagreeing to this statement.

Also, the results show that a little above half 105(53%) of them strongly disagreed to the statement that there was home discussions on school matters and it was supported by 40(20%) of them by disagreeing to this statement. Again, 103(52) of them strongly disagreed to the statement there was parental guidance and assistance and 67(34%) confirmed it by disagreeing to this statement. Likewise, 102(51%) of them strongly disagreed that there was availability of learning materials at home and 80(40%) of them supported this statement by disagreeing to it. More so, 101(51%) of the pupils strongly disagreed to the statement that there was supervision at home and 80(40%) of them supported this statement by disagreeing to it. Interestingly, 100(50%) of them also believed that there was no encouragement from parents and this was indicated by strongly disagreeing to that statement. Additionally, 69(34%) of the pupils also supported this claim by disagreeing to this statement. Further, half 100(50%) of the number of pupils believed that parents did not assist them to learn at home and this was indicated by strongly disagreeing to that statement. As well, 60(30%) of them also supported this claim by disagreeing to this statement. Besides, less than half 98(49%) strongly disagreed that parents established specific daily and weekly family routines, roles and responsibilities and 47(24%) also supported by disagreeing to this statement.

From the quantitative data, it can be deduced the nature of home influence prevalent at the Gomoa East District included: inability of parents in assisting children with homework, lack of home discussions on school matters, lack of parental guidance and assistance, lack of availability of learning materials at home, less encouragement from parents and lack of parents assisting children to learn at home.

Also, Question 1 on the interview guide was used to address this question. Themes were used to analyse the qualitative data. From the qualitative results, it was clear that nature of home influence differs from one pupil to another. For example, one pupil said:

I most of the time cannot learn because of the noise in my house. This is because I don't have important learning materials at home [P: 9].

Another pupil said:

As for me the only time I can study is when I come to school. The reason is that when I get home, I will be given a lot of household chores to perform [P: 1].

Likewise, Pupil 4 said:

I hardly learn at home because the environment there is not favourable for learning. Thus, I don't receive support from my parents [P: 4].

Again, Pupil 13 said:

When I go home, I find it very difficult to complete my homework. All because my parents do not show any interest to assist me do my homework [P: 13].

More so, Pupil 2 said:

Some of us come from a home where our parents do not monitor children's home activities. Therefore, I play with my friends after school [P: 2].

Additionally, Pupil 17 said:

My parents show no interest in my schooling. They don't check my exercises, notes and even terminal reports. [P: 17].

However, Pupil 7 was of a different view when he said:

As for me, I have less household chores to perform. Besides, my parents supervise my homework. Again, they discuss with me issues concerning my education and I like it very much [P: 7].

It can be seen from the comments that it seems the pupils experience different kinds of home influences. However, with the exception of one of them, majority of them believed that types of home influence can have negative influence on their learning. Based on the quantitative and qualitative results, it was concluded that inability of parents in assisting children with homework, lack of home discussions on school matters, lack of parental guidance and assistance, lack of availability of learning materials at home, less encouragement from parents and lack of parents assisting children to learn at home were the nature of home influence prevalent in the Gomoa East District.

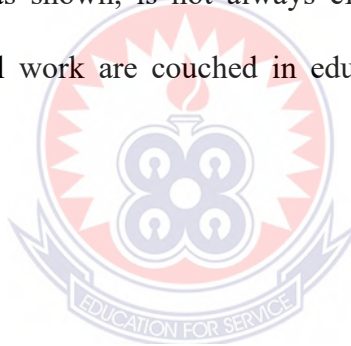
The findings support that of Epstein and Van Voorhis (2001) who found that parent involvement in well-designed interactive home learning activities improves learners' learning behaviour and their performance in and enthusiasm for school subjects regardless of the family's cultural background. Again, Fishel and Ramirez (2015) found that learners benefit most when their parents serve as teachers in helping them at home, since this contributes significantly to their skills and knowledge. In addition, Bryman (2014) notes that students' improved academic performance resulting from parents' involvement in learning at home results in an increase of parents' confidence in and enthusiasm for facilitating learning at home.

Additionally, Desimone (2016) discovered that home discussions on school matters bears the strongest link with academic achievement, while volunteering at school has little effect on academic performance. Moreover, according to him, active parental

involvement in terms of learning at home has a stronger impact on academic achievement than the mere monitoring of homework and supervision of learning. Likewise, DePlanty, Coulter-Kern and Duchane (2014) found that parent's involvement in terms of academic endeavours at home is considered by parents to be more important than their involvement at school since it promotes academic achievement. In the same token, the Australian Council of State Schools' Organisation (ACSSO) (2016) posits that parents' involvement relating to learning at home in terms of literacy and numeracy during primary school years is very likely to positively influence learners' performance at school and improve their attitudes with regards to learning, aspects which parents welcome.

In furtherance, Project Appleseed (2008) found that benefits of implementing learning at home are that learners are enabled to complete homework, develop positive attitudes with regards to schoolwork, gain confidence in their abilities as learners, and improve their skills and test results. They come to view their parents as real teachers and their homes as learning areas associated with their schools. Children become intensely aware that they are learners and gain an appreciation of parents' teaching skills which enable them to conduct meaningful discussions at school and at home. An awareness of their duty of sharing schoolwork with their parents at home and the link between learning content and real life situations are developed. According to Project Appleseed (2008:8), parents' comprehension of the instructional programme of their children's subjects motivates them to provide necessary support to learners at home.

Epstein (2001) also found that proper learning at home implies the provision of information and ideas to families on helping learners with their homework and other curriculum related activities, including planning and decisions in this regard. At the same time, parents must understand the school set-up in order to assist their children in learning at home. In line with this, Garca-Lubeck as cited in Chavkin (2011) found that minority parents must be helped to interpret the school calendar, school schedule, roles of staff, attendance rules, curriculum requirements, procedures relating to participation in clubs, the benefits and responsibilities of extracurricular activities, the homework policy, as well as rules that relate to the closing of schools for holidays. Moles (2013) also discovered that learning at home relates to the important role of communication, which as shown, is not always effective. Too often invitations to parents related to school work are couched in educational jargon, long words and lengthy prose.



**4.2.2 Research Question 2:** What is the relationship between parents' socio-economic background and the nature of influences wielded on their children's education?

Research Question 2 sought to find out the relationship between parents' socio-economic background and the nature of influences wielded on their children's education. Statements 16-22 under Section C of the questionnaires were used to gather data to address this question. Pearson product moment correlation was used to analyse the quantitative data. The result is displayed in Table 3.

*Table 3: Correlation between Parents' Socioeconomic Status and the Nature of Influence*

		Nature of Influence
Parental SES	Pearson's Correlation Coefficient	0.411**
	Significant (2-tailed)	0.000
	N	201

Source: Field data, (2018) \*\* 0.00 Correlation is significant at the 0.05 level (2-tailed).

In testing the relationship between parents' socio-economic background and the nature of influences wielded on their children's education, results from Table 3 show that there was a positive correlation between these two variables. The results further show that there was a medium correlation between the two variables [ $r = .411$ ,  $n = 201$ ,  $p < .000$ ]. The results show that there is a positive relationship between parental socioeconomic status and nature of home influence. This result suggests that the higher the levels of income of parents, the more likely it would positively influence the nature of home influence. On the contrary, if the income levels of parents are low, there is the likelihood that it will adversely influence the nature of home influence.

Moreover, Question 2 on the interview guide was used to address this question.

Themes were used to analyse the data. For example, one pupil said:

My parent earns low income. Because of that she finds it very difficult to pay my school bills. Sometimes I will be sacked from school because I have not paid school levy. All this affects my academic performance negatively [P: 4].

Pupil 10 also shared similar view:

As for my mother, when I am asked to pay school bills, she does not pay. When this happens, I become shy that my name is always mentioned. Sometimes I feel that I should not have come to school [P: 10].

Also, a pupil commented that:

Anytime I tell my father that we have been asked to pay some money, he tells me that he does not have money [P: 5].

Also, a pupil commented that:

I do not bring money to school. I eat at home. I go to the farm after school eat most of the time. When I come home, I sleep because I am tired. [P: 13].

More so, Pupil 17 said:

We do not have electricity at home. I go to my friend's house to study. Because they are many in the house, I find it difficult to study. [P: 17].

Comments from these pupils suggest that their parents were unable to settle school bills. This implies that their parents were likely to have low income level; hence, being unable to pay school bills.

Other pupils also commented that their parents do not have time for their academic work due to the nature of their occupation.

For example, one pupil said:

My mother is a business woman who deals in second hand clothing. She therefore leaves home very early and comes back very late. I sometimes go to bed without seeing her and by the time I get up from bed, she has left for work [P: 8].

Likewise, Pupil 9 commented that:

My parents are doing their private jobs. They leave the house very early and come back very late. Sometimes, I need them to help me do my homework, but, because of the time they come home, I don't get them [P: 9].

However, one pupil was of a different view when he said:

Anytime I come home, my mother asks me whether I was given homework. When I answer yes, then, she will give me food, and afterwards help me to complete my homework. She does same for my other siblings too [P: 7].

From these comments it can be realised that majority of the parents were most of the time engaged at their workplaces and for that matter they do not have time to help wards with their home works.

Some pupils also claimed that their parents have low educational background and for that reason they cannot help them with their home works.

For example, one respondent says

I sometimes need the help of my parents to complete my home works, but, they cannot help me because they are not educated [P: 6].

This comment was not different from what pupil 2 said:

As for me I know that my parents did not go far in terms of their education. For that reason, I do not bother to ask them to help me do my home works [P: 2].



It is clear from these comments that low parental socio-economic status negatively influences the nature of home influence pupils experienced. From these results, it can be concluded that there is a positive correlation between parental SES and the nature of influences they wielded on their children's education in the Gomoa East District.

The findings correspond with that of Lareau (2011) who demonstrates that parents of lower SES in the United States are less likely to believe that it is their responsibility to manage their children's education and are less heavily involved in at-home and in-school educational activities. Also, Hoover-Dempsey et al. (2005) found that lower SES parents typically are less educated, which may limit the skills and knowledge they can offer to the school and their child. Some research also suggests that less-educated parents may have lower levels of self-efficacy regarding their involvement in children's education (Hoover-Dempsey & Sandler, 1997; Lareau, 2011).

Furthermore, Heymann (2000) established that parents with lower SES tend to have jobs that require them to work long and unpredictable hours, which can interfere with their ability to be involved at home and in school. SES also is strongly related to students' academic outcomes (Altschul, 2012; Mau, 2007; Sui-Chu & Willms, 2006). Research suggests that observed relationship between SES and academic outcomes are mediated by parental involvement (Altschul, 2012; Sui-Chu & Willms, 2006).

Additionally, Iruka and Barbarin and Aikens (2008) found that parents and families are considered the most essential others whose children encounter in the earliest stage of their lives. The reason why parents are considered the most essential others in their children's early and later lives is because children observe and learn from, and later apply as parallel their early observations. Because each parent provides different experiences at home, the observations of each child results in differences related to

their parents' attitudes, values, and beliefs about mathematics. Likewise, Cross, Woods and Schweingruber (2009) found that all of these parental behaviours lead to different educational emphasis in the home. To provide more positive educational experiences at home, parents need to be informed about how their involvement affects their children's mathematical skills and knowledge.

**4.2.3 Research Question 3:** What impact does parental involvement have on the academic performance of JHS pupils in the Gomoa East District?

Statements 23-29 under Section D of the questionnaires were used to gather data to address this question. Means and standard deviations were used to analyse the quantitative data. The result is displayed in Table 4.



**Table 4: Impact of Parental Involvement on Academic Performance**

Statement	Mean	Standard Deviation
My parents visit me regularly at school	2.21	0.35
My parents hardly contact my teachers to find out my academic progress	2.82	0.57
My parents do not attend PTA meeting	2.67	0.43
My parents take part in school activities such as open day celebrations	2.54	0.39
My parents find time out of their work timetable to perform roles given to him/her by the school	2.72	0.54
My parents do not take active part in decision making concerning the progress of the school	2.91	0.61
Total	15.87	2.89
Mean of Means	2.65	0.48

Source: Field data, (2018)

Mean Ranges: 0.00–1.59 not at all; 1.60–2.59 to some extent; 2.60–3.59 to a large extent; 3.60–4.00 to a very large extent.

Results from Table 4 show that parents do not take active part in decision making concerning the progress of the school had the highest score (M=2.91, SD=.61), followed by parents hardly contact my teachers to find out my academic progress (M=2.82, SD=.57), parents find time out of their work timetable to perform roles given to him/her by the school (M=2.72, SD=.54), parents do not attend PTA meeting (M=2.67, SD=.43), parents take part in school activities such as open day celebrations (M=2.54, SD=.39), and parents visit me regularly at school (M=2.21, SD=.31).

The results signify that parental involvement is likely to have adverse effect on academic performance of pupils. It can be inferred from the table that the overall mean of 2.65 falls within the mean range of 2.60–3.59. This suggests that parental involvement to a large extent impact on academic performance of pupils. The results

could indicate that the higher the level of parental involvement, the more likely pupils' academic performance would increase. However, the lower the level of parental involvement, the less likely pupils' academic performance would increase. In general, the results show that parental involvement to a large extent impact on pupils' academic performance. Based on these results it can be concluded that parental involvement to a large extent impact on pupils' academic performance.

These findings depart from Epstein, Coates, Salinas, Sanders, and Simon (2014) who assert that parental involvement in education has a great influence on improving school programmes and school climate. They assert that parental involvement in education may provide schools' family services, improve provision of teaching and learning resources, support financial, physical and intellectual means of the school and improve the relationship and contact between home and school. Schools have tend to move away from keeping parents out of school affairs, recognising that there are many positive benefits to parental involvement, contrary to earlier times when parents' involvement was equated to the meetings of Parent Teachers' Associations (PTAs). Current involvement is often considered more hands-on, with parents volunteering to engage in school activities and, in some cases, as in the United States of America, making decisions concerning the school curriculum.

Also, Hill and Taylor (2014) and Van Zyl (2013) conducted a study on the subject using "cross-sectional and longitudinal approaches have consistently shown that parental involvement in school activities in their children's formal education is associated with academic performance". The study found that "when schools work together with families to support learning, children tend to succeed not just in school but throughout life". This shows that children tend to perform better in school and become successful in everyday life if their parents are involved in their formal

education. Parental involvement in school activities is therefore paramount in the lives of learners.

Also, Hill and Taylor (2014) and Van Zyl (2013:231) assert that parental involvement in school activities relates to becoming united with the school and results in improved academic performance and an enlarged base promoting acceptable behaviour among learners. Other benefits that accrue from parental involvement in school activities include: decreased truancy, improved attitudes of learners, improved learner behaviour, as well as decrease in dropout rate which may lead to improved academic performance.

Moreover, the findings contradict that of Van Wyk (2015) who found that when parents are actively involved in their children's school activities, children would strive to do well in all areas. Schools working with communities through different projects can cover a wide array of functions varying from improving the healthcare of learners to obtaining the services of specialists in fields that relate to school subjects to provide extra-curricular support to teachers and/or learners, thereby enlarging South Africans' social capital.

To add to the above, Anglin (2011) hold the view that increased parent involvement in school activities helps schools become more central to community life. He goes on to say that parent involvement in school activities can become essential in extending the role of the school to involve much more than effective teaching and learning. Schools could become a "one stop centre for community services" where they, in cooperation with relevant communities partners, can execute a variety of community functions including healthcare, job training and improving parents' and other members of the community's skills pertaining to parenting, family well-being,

computer technology and literacy. Schools could also work in groups with community development institutions in developing communities.

#### 4.2.4 Research Question 4: What challenges confront parental involvement on the academic performance of JHS pupils in the Gomoa East District?

Research Question 4 sought to determine challenges that impede parental involvement in the academic performance of JHS pupils in the Gomoa East District. Statements 30-36 under Section E of the questionnaires were used to gather data to address this question. Percentages was used to analyse the quantitative data. The result is displayed in Table 5.

*Table 5: Challenges that Confront Parental Involvement on the Academic performance of Pupils*

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents' level of education affects their active involvement in school programmes	8(4%)*	11(5%)	73(37%)	109(54%)
My parents' level of income permit them to take active part in school programmes	45(23)	18(8)	40(20)	98(49)
My parents are able to express themselves and this helps them to take part in school activities	10(5)	13(6)	77(38)	101(51)
My parents have cordial relationship with teachers and this helps them to actively take part in school activities	20(10)	14(7)	60(30)	107(53)
My parents easily get angry and as a result do not want to take part in school activities	45(23)	11(5)	35(17)	110(55)
My parents have mobile phones and are able to communicate with my teachers on my academic progress	20(10)	19(9)	32(16)	130(65)
My parents lack leadership skills and therefore do not want to take part in school activities	45(23)	11(5)	45(22)	100(50)

Source: Field data, (2018) (N=201) \*Percentages are in Parentheses

Results from Table 5 reveal that majority 130(65%) of the pupils perceived strongly that their parents have mobile phones and are able to communicate with their teachers on their academic progress, 110(55%) of the pupils strongly agreed that their parents easily get angry and as a result do not want to take part in school activities. Additionally, 109(54%) of pupils also agreed strongly that their parents' level of education affects their active involvement in school programmes, 107(53%) of the pupils strongly agreed that their parents maintain cordial relationship with teachers and this helps them to actively take part in school activities. Furthermore, 101(51%) of the pupils strongly agreed that their parents are able to express themselves and this helps them to take part in school activities, 100(50%) said their parents lack leadership skills and therefore do not want to take part in school activities and 98(49%) said their parents' level of income permit them to take active part in school programmes.

On the contrary, almost two thirds 45(23%) of the pupils strongly disagreed to the statements that their parents' level of income permits them to take active part in school programmes, their parents easily get angry and as a result do not want to take part in school activities and also, their parents' lack leadership skills and therefore do not want to take part in school activities, 20(10%) of the pupils strongly disagreed that their parents have cordial relationship with teachers and this helps them to actively take part in school activities whilst the same number 20(10%) said their parents have mobile phones and are able to communicate with their teachers on their academic progress, 10(5%) of parents are able to express themselves and this helps them to take part in their wards school activities and 8(4%) said their parents' level of education affects their active involvement in school programmes. It could be deduced from

these results that challenges to parents' involvement in academic performance of pupils are parents' level of income; easily get angry; lack leadership skills.

The interview reports support the quantitative results. For example:

There was a day my mother came to PTA meeting. According to her, someone made her angry and since that time she has not come to PTA meeting again [P: 13].

Another pupil was of a different view when she said:

My father cannot take part in school activities because he does not have time. Most of his time is spent at the workplace. Sometimes, while he is at home during weekend, he will be called to come to the office to work. At other times too, he comes home with uncompleted work to complete them [P: 5].

Also, one pupil said:

My parents are illiterate. As a result they don't involve themselves in school's activities because they don't want to be appointed as leaders [P: 8].

Relying on the quantitative and qualitative results, it can be concluded that challenges that confront parental involvement in the academic performance of JHS pupils in the Gomoa East District include: parents' level of income; parents' inability to manage their anger; lack of leadership skills.

The findings concur that of Peña (2010) who found that limited education may lead to fear and mistrust. Moreover she suggests that parents are intimidated by "technical jargon" used by teachers which may complicate communication between them and the teachers. Low self-esteem may also result from limited parental education which further impedes effective communication between home and school. Also, the National PTA (2006) found that the most common barriers as the lack of time, not being valued, and not knowing how to contribute. Further barriers to parental involvement include not understanding the educational system, childcare difficulties,



language, cultural differences, and transportation difficulties. Additionally, parents often do not feel welcomed. Low literacy levels, educational jargon, snobbery, boring meetings, and parents who have unmet needs themselves are also barriers to parent involvement.

Moreover, DePlanty, Coulter Kern and Duchane (2017) found that parents with access to more financial resources are more likely to be involved and have larger social networks. He posits that resources are gained from these networks that further contribute to involvement. This according to Coleman as cited in Feuerstein (2000) is known as social capital. These trying economic times have also resulted in a great amount of mothers entering the workforce or returning to school in an effort to assist or to better provide for their families (in the case of two parent families) or simply to make ends meet (in the case of single parent families). Eccles and Harold (2003) likewise, found that traditionally, mothers bore the primary responsibility for parent-school communication on behalf of their children and as such they are no longer easily available for conversations with teachers. Peña (2010) also found that parents are not savvy enough to assume leadership roles in schools and for that reason do not want to involve themselves in school activities.

## Section C

### 4.3 Analysis of the Qualitative Data

Statements 1-8 on the interview guide were used to gather data so as to address the research questions. The data was analysed in themes. Summary of the coding process used in generating the themes was presented in Table 6.

Table 6: Summary of the Coding Process used in generating the Themes

Meaning Unit	Condensed Meaning unit. Description close to the text	Condensed Meaning unit. Interpretation of underlying meaning	Sub-theme	Theme
I most of the time cannot learn because of the noise in my house. The noise sometimes comes from my other siblings, corn mill machine, churches and many others	home environment is influence by noise and for that reason the child cannot learn effectively	Learning is not effective due to noise from the home environment	Disturbance in the home environment	<i>Different nature of home influence exist</i>
My parent earns low income. Because of that she finds it very difficult to pay my school bills. Sometimes I will be sacked from school because I have not paid school levy. All this affects my academic performance negatively	Parent is not financially sound to pay school bills	Parent cannot pay school bills	Inability of parent to pay school bills	<i>Parent finds it difficult to pay school bills</i>
My mother is a business woman who deals with second hand clothes. She therefor leaves house very early and comes back very late. I sometimes go to bed without seeing her and by the time I get up from bed, she has left for work	The nature of parent's occupation does not give her the chance to support the child's education	Education of the child is negatively affected by parent's occupation	Occupation does not permit parent to have time for the child's education	<i>Parent does not have time for the child due to parents' occupation</i>

Anytime I come home, my mother asks me whether I was give homework. When I answer yes, then, she will give me food, and afterwards help me to complete my homework. She does same for my other siblings too	Parent spent time to guide the child in completing homework	Homework of the child is completed through the help of the parent	Parent support the child with his homework	<i>Parent assists the child in homework</i>
My parent (father) always find time to attend school programmes. For example, he was able to attend the last Parent Teacher Association meeting	Child's performance is improved when parent is involved in school activities	When parent is involved in school activities, it helps improve the child's performance	Parent involvement increase performance of the child	<i>Parent involvement influences academic performance positively</i>
My father cannot take part in school activities because he does not have time. Most of his time is spent at the workplace. Sometimes, while he is at home during weekend, he will be called to come to the office to work. At other times too, he comes home with some uncompleted works to complete them	Parent has challenges and does not fully involve herself in school activities or programmes	Parent is confronted with challenges which adversely influence their involvement	Parent involvement is battled with challenges	<i>Parent involvement is confronted with challenges</i>

Source: Adapted from Cohen, (2011)

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Overview

The study investigates parental involvement in pupils' education and its impact on academic performance of public Junior High School pupils in the Gomoa East District in the Central Region, Ghana. This chapter presents the summary, conclusions based on the findings, limitation to the study and recommendations based on the findings.

#### 5.1 Summary

The objectives of the study were to: Identify nature of home influence prevalent in the Gomoa East District, establish the relationship between parents' socio-economic background and the nature of influences wielded on their children's education, find out the impact of parental involvement on the academic performance of JHS pupils in the Gomoa East District, determine challenges confronting parental involvement in the academic performance of JHS pupils in the Gomoa East District.

Literature related to the study was reviewed from the global world, Africa and then to Ghana. Explanatory sequential mixed methods was used for the study. Two hundred pupils were selected using multi-stage sampling technique (purposive, proportional and simple random) for the study. They were sampled using stratified and simple random sampling procedures. Questionnaires and interview guide were used to collect data for the study. Descriptive (frequencies, percentages, means and standard deviations) and inferential (Pearson Product-Moment Correlation) statistics were used to analyse the quantitative data gathered with the help of SPSS (version 21). Qualitative data were analysed in themes using inductive and deductive coding. Major findings for the study were that:

Inability of parents in assisting children with homework, lack of home discussions on school matters, lack of parental guidance and assistance, lack of availability of learning materials at home, less encouragement from parents and lack of parents assisting children to learn at home were the nature of home influence prevalent in the Gomoa East District.

There was a positive correlation between parental SES and the nature of influences wielded on their children's education in Gomoa East District. Parental involvement to a large extent impacted on pupils' academic performance.

Challenges that confront parental involvement on the academic performance of JHS pupils in the Gomoa East District included: parents' level of income; parents' inability to manage their anger; lack of leadership skills.

## **5.2 Conclusions**

Based on the findings the following conclusions are made:

Nature of home influence prevalent in the Gomoa East District was not appropriate in improving upon the academic performance of public basic school pupils.

Positive correlation exists between parental SES and the nature of influences wielded on their children's education in the Gomoa East District.

To a large extent, parental involvement impacted on pupils' academic performance.

Parents' level of income; parents' inability to manage their anger; lack of leadership skills were key challenges of parental involvement in the academic performance of JHS pupils in the Gomoa East District.

### **5.3 Limitations of the Study**

It was realised that in some public basic schools, very few pupils declined to respond to some aspects of the questionnaire. However, the return rate for the questionnaire was 100%. Also, public basic schools used in this study were taken from a list of public schools in the Gomoa East District. This selective sampling may decrease the generalisation of the findings. Therefore, findings of this study could not be generalised to the public basic schools outside Gomoa East District. Also, some of the participants felt shy to avail themselves for the interviews since it was their first time. However, after they were assured of confidentiality and anonymity, they willingly opened up and gave every details needed to address the research objectives. Hence, this limitation did not negatively affect the findings of the study.

### **5.4 Recommendations**

Based on the findings and conclusion, the following recommendations are made:

Parents should be educated by headteachers in the Gomoa East District on the need to create a conducive home influence for their children. Through this, their children would be able to study at home.

Teachers and headteachers in the Gomoa East District should advice/counsell parents on how to improve their socioeconomic background (occupation, income, and educational background) since this influences the academic performance of pupils.

The school management committee (SMS), PTA and school management should organise training programme for parents on the need to involve themselves in school activities.

Headteachers together with the teachers and school guidance and counselling coordinators should find strategies to assist parents overcome challenges that confront them.

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## APPENDICES

### APPENDIX A

#### INTERVIEW GUIDE FOR PUPILS

Please, in what ways do you think your home environment influences your academic performance?

Please, how does your parent's socio-economic status (occupation, income, educational background) influence your academic performance? OR Can you tell me the link between your parent's socio-economic background and your academic performance?

Please, how does your parents' participation in school activities influences your academic performance?

What is the relationship between your parents and your teachers?

Is there anything in this community that you think negatively affects your work?

Please, are there any barriers that impede your parents' involvement in your academic performance or school activities? Yes [ ] No

Please, explain your response to question 4?

Please, do you have any comments based on what we have discussed so far?

## **APPENDIX B**

### **QUESTIONNAIRE FOR PUPILS**

Dear respondent,

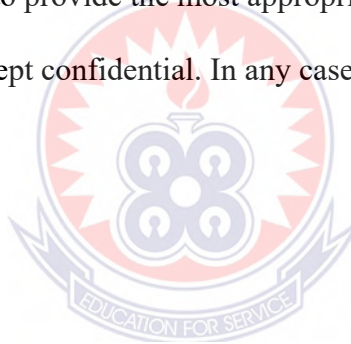
I am carrying out a study on the topic “parental involvement in pupil’s education and its impact on academic performance of public Junior High School pupils: the case of Gomoa East District in the Central Region of Ghana”.

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 responding to the questionnaire as per instructions at the beginning of each section.

Please, you are required to provide the most appropriate answer in your response.

Your responses will be kept confidential. In any case the questionnaire is anonymous.

Thank you.



Yours faithfully,

.....

Eric Krampah

(Researcher)

## SECTION A

### BACKGROUND INFORMATION

Gender:

Males

Females

Age (years):

11 and below

12-14

15-17

18-20

21 and above

Class:

JHS 1

JHS 2

JHS 3

Whom do you stay with:

Mother

Father

Both Parents

Guardian

Others (please, specify).....



Parents' educational background:

MSLC

O' Level

A' Level

JSS

Senior High School

Tertiary

**SECTION B****NATURE OF HOME INFLUENCES PREVALENT IN THE GOMOA EAST  
DISTRICT**

Kindly tick (✓) the appropriate number of the four point scale (1=Strongly Disagree, 2 =Disagree, 3 = Agree and 4 = Strongly Agree) as it sincerely applies to you. Please, there are no rights or wrong answers.

S/No	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
6	Encouragement from parents				
7	Availability of learning materials at home				
8	Parents assisting children with homework				
9	Establishing specific daily and weekly family routines, roles and responsibilities				
10	Supervision at home				
11	Parental guidance and assistance				
12	Parents assisting children to learn at home				
13	Home discussions on school matters				
14	Increase in household chores				
15	Large family size				

**SECTION C****PARENTAL SOCIO-ECONOMIC FACTORS**

Kindly tick (√) the appropriate number of the four point scale (1=Strongly Disagree, 2=Disagree, 3 = Agree and 4 = Strongly Agree) as it sincerely applies to you. Please, there are no rights or wrong answers.

S/No		Strongly Disagree	Disagree	Agree	Strongly Agree
16	My parents use their education to influence my studies positively				
17	My parents' education influences their involvement in my academics negatively				
18	My parents' occupation does not affects my academic work				
19	My parents' occupation do not permit them to have time for my studies				
20	My parents find time out of their work timetable to attend to my studies				
21	My parents are able to provide me with learning materials				
22	I find it very difficult to pay monies collected in the school				

**SECTION D****IMPACT OF PARENTAL INVOLVEMENT ON PUPIL'S ACADEMIC  
PERFORMANCE**

Kindly tick (✓) the appropriate number of the four point scale (1=Strongly Disagree, 2 =Disagree, 3 = Agree and 4 = Strongly Agree) as it sincerely applies to you. Please, there are no rights or wrong answers.

S/No		Strongly Disagree	Disagree	Agree	Strongly Agree
23	My parents visit me regularly at school				
24	My parents sometimes contact my teachers to find out my academic progress				
25	My parents do not attend PTA meeting				
26	My parents take part in school activities such as open day celebrations				
27	My parents find time out of their work timetable to perform roles given to him/her by the school				
28	My parents contribute to projects done in the school				
29	My parents take active part in decision making concerning the progress of the school				



**SECTION E****BARRIERS TO PARENTAL INVOLVEMENT FACTORS**

Kindly tick (✓) the appropriate number of the four point scale (1=Strongly Disagree, 2=Disagree, 3 = Agree and 4 = Strongly Agree) as it sincerely applies to you. Please, there are no rights or wrong answers.

S/No		Strongly Disagree	Disagree	Agree	Strongly Agree
30	My parents' level of education affects their active involvement in school				
31	My parents' level of income permit them to take active part in school programmes				
32	My parents are able express themselves and this helps them to part in school activities				
33	My parents have cordial relationship with teachers and this helps them to actively take part in school activities				
34	My parents easily get angry and as a result do not want to take part in school activities				
35	My parents have mobile phones and are able to communicate with my teachers on my academic progress				
36	My parents lack leadership skills and therefore do not want to take part in school activities				

THANK YOU FOR RESPONDING TO ALL THE ITEMS

## APPENDIX C

### INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA  
FACULTY OF EDUCATIONAL STUDIES  
DEPARTMENT OF BASIC EDUCATION

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19<sup>th</sup> July, 2018

The Director  
Ghana Education Service  
Gomoa East District  
Gomoa Afransi

Dear Sir/Madam,

#### LETTER OF INTRODUCTION

This letter is to introduce to you, Mr. Eric Krampah, a second year M.Phil. Basic Education student of the University of Education, Winneba. His index number is 8160030011.

Mr. Eric Krampah wishes to administer his questionnaire on, "*Parental Involvement in Pupils' Education and its Impact on Academic Performance of Public Junior High School Pupils: The Case of Gomoa East District in the Central Region of Ghana*". This will enable him complete his M.Phil. Thesis.

We would be grateful if Mr. Eric Krampah is given the needed assistance.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Kweku Esia-Donkoh', written over a dotted line.

**KWEKU ESIA-DONKOH**  
(Acting Head of Department)

cc: Mr. Eric Krampah

