

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF FAMILY INVOLVEMENT ON THE EDUCATION OF
CHILDREN IN WA MUNICIPALITY**



BRAIMAH NA-EMAH BABUGU

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**THE IMPACT OF FAMILY INVOLVEMENT ON THE EDUCATION OF
CHILDREN IN WA MUNICIPALITY**

BRAIMAH NA-EMAH BABUGU
220022775



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DECLARATION

Student's Declaration

I, BRAIMAH NA-EMAH BABUGU, declare that this dissertation, with exception of quotations and references contain in publish works which have all been identified and acknowledge. I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Signature:

Date:



Supervisor's Declaration

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

NAME: DR. MICHAEL SUBBEY

Signature:

Date:

DEDICATION

Dedicated to ALLAH Almighty, for His guidance and protection during my studies.
This study is also dedicated to my parents Mr. and Mrs. Braimah, my Dear husband Sulemani Rufai Agbonor and to my two lovely Sons Agbonor Rufai Al-Buruj and Agbonor Rufai Iddrisu.



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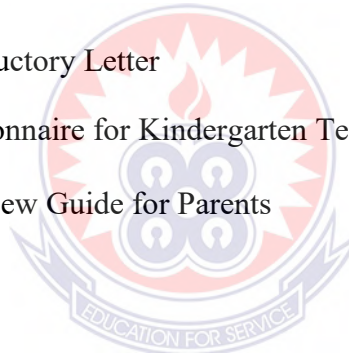


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ABBREVIATIONS

MOE	:	Ministry of Education
PA	:	Parent Association
SD	:	Standard Deviation
SPSS	:	Statistical Packages for Social Sciences



ABSTRACT

The study aimed to explore the impact of family involvement on the education of children in Wa municipality. The case study design was adopted for the study. The sequential explanatory design was used in this study with a population of 176 which consist of 167 teachers and 9 parents. The census sampling technique was use to select all kindergarten teachers whiles convenient sampling technique was use in the selection of parents. The study employed questionnaire and semi-structure interview guide as data collection instruments for the study. The data from the questionnaire were analysed descriptively using means and standard deviations whereas the qualitative data from the interview were analysed thematically. The study found that parents and other family members involvement in the child's education was low. The study revealed once again that there were some barriers to the involvement of families such as inadequate financial resources, material resources poor school family collaboration. The study also revealed that family involvement impact and benefits the young child academically, socially, emotionally, and morally. It is therefore recommended that school authorities design and implement programs that would encourage families to be active in the educational activities of their children in their schools.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The study sought to examine the impact of family involvement on the education of children in Wa municipality. Education is the basic mechanism for enhancing the population quality of a nation, and education during childhood is the foundation for the formation of human labor-force quality. A nation's population quality can be improved through education, and family involvement on early childhood education lays the groundwork for the development of a skilled labor force. Family involvement may be defined as “partnering with families to build mutually respectful, goal-oriented relationships that support strong parent-child relationships, family well-being and ongoing learning and development for both parents and children” (Spring_learning, 2022). Family involvement on education on the other hand, is defined as the “active participation of a family or parent or caregiver in the education of the child” (Spring_learning, 2022). Generally, Family involvement on education focuses on the importance of positive, interactive relationships between program staff and parents-relationships that enhance and support children’s learning. And Family involvement in early childhood classrooms benefits children, school staff, and families (Bradley & Kibera, 2006). The development of a strong relationship between early childhood programs and families is a critical component of developmentally appropriate practices (Copple & Bredekamp, 2009).

There is no universal agreement on what family involvement on education is, however there are two broad strands. Family involvement encompasses the participation of the parent (or any family member or fictive kin) in the child’s

education (Morrison, Storey, & Zhang, 2015). Educators increasingly recognise the benefits of families' involvement in their children's learning and development, both within and outside the classrooms (Birbili & Karagiorgou, 2010). Family involvement in early childhood programmes provides learning opportunities as children develop (Anderson & Minke, 2007), increases their literacy and language skills (Mccollough & Ramirez, 2010), and promotes their social-emotional competency (Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010). Children with involved family are more likely to increase their self-esteem (Hung, 2005), enhance their internal and external motivation (Mccollough & Ramirez, 2010), and feel more satisfied with their learning (Kalin & Steh, 2010). Family members who involve themselves in early childhood programmes help their children in more successful transition between kindergarten and elementary schools (Carter, 2002).

It was also shown to make significant progress to children achievement from early childhood through high school (Guerra & Lucianob, 2010). Because of these benefits, much research and policy-making activities have been dedicated to increasing family involvement (Park & Holloway, 2013). Successful early childhood settings make efforts to build partnerships with parents and encourage family involvement in their educational experiences (Al-Omari, Ihmeideh, & Al-Dababneh, 2011). It is well established that family involvement benefits not only children and kindergartens, but can be also advantageous for teachers and parents (Hornby & Witte, 2010). For teachers, family involvement increases their motivation and allows them to get benefits from other experiences of involved parents (Mrayan, 2001). It also improves teacher morale and school climate (Hornby & Lafaele, 2011). For parents, it was found that family involvement increases parental confidence, helps parents appreciate their role in promoting their children's learning, and increases their

satisfaction in their own education (Hornby & Witte, 2010). Literature concerning family involvement indicated that there are three types of family involvement in children's learning (Hindman, Miller, Froyen, & Skibbe, 2012).

The first is home-based involvement, which includes families' engagement in academic enrichment activities (reading books and stories to children, the involvement in educational games, or helping with their children homework); the second is school-based involvement, which includes families' volunteering in kindergarten educational programmes reading stories to children in the classrooms, addressing speech to children about family members' profession, and participating in children's trips); and the third is community-based involvement, which includes family involvement in children's community (visiting libraries, museums, and zoos, attending sport events, and playing with their children in gardens and yards) (Hindman et al., 2012). When involved in kindergarten and basic education programmes, families can perform a number of roles.

Coleman and Wallinga (2000) identified six roles that family can play during their involvement in kindergartens, including (1) support role (assist with field trips), (2) student role (attend child guidance workshops), (3) educator role (read to children), (4) advocate role (join school councils and committees) manager (i.e. help organise classroom event), (5) counsellor (provide child with different views, and (6) protector (help mediate family disagreements). In a more comprehensive view, Epstein (1995) determines six categories of family involvement, including: (1) parenting (supporting children through establishing home environment), (2) communicating (establishing effective school-to-home and home-to-school communication about school programmes and children's progress, (3) volunteering (serving in schools as

volunteers), (4) learning at home (helping children with homework and other curriculum-related activities), (5) decision making (participating in boards and committees), and (6) collaborating with community (participating in community resources and agencies which integrate with school programmes).

1.2 Statement of the Problem

It is commonly acknowledged that family involvement in schools has grown to be a crucial component of our educational system today (Desforge & Abouchaar, 2003). Family involvement on children education refers to the involvement or engagement of the parents in the school activities of the children with the aim of fostering their children's academic success (Nyarko, 2011). Family involvement in children's early learning is one of the most powerful predictors of children's development (Serpell & Mashburn, 2012). There are numerous literatures about the efficiency of parental and community involvement in school management and governance which raise concern about the impact of family involvement on the education of children in Wa municipality. Countless number of studies has documented the importance and centrality of parental involvement in the school. In a study conducted by Shumow and Miller (2001), it was revealed that parental involvement at school was positively correlated with academic grade point average. A survey conducted by Dornbusch (1986) revealed a strong connection between the degree of parental engagement in school activities and their children's grades irrespective of the educational level of the parents. These studies corroborate the findings by Stevenson and Baker (1987) which established the fact that parental involvement itself has a significant impact on school performance despite the fact that the mothers' educational level was a strong predictor of parental involvement (MoE, 2018).

Studies on parental involvement on children education in Wa municipality are scanty, but there are a few studies that have focused on community participation in school (Valentina, Kwaku, & Isaac, 2021). Despite that, it is unknown whether families in the Wa municipality are effective and whether parents take part in their children's educational programmes (Unameh, 2011). Again, whether families in the municipality really appreciated the impact of family involvement on the education of children (Nyarko, 2011). Family involvement in early childhood programmes, which is a relatively new area in the Upper West Region in general and in Wa Municipal in particular, has not been tackled in research studies despite its importance for children, teachers, parents and families at large. It is in the light of this that the study sought to examine the impact of family involvement on the education of children in the Wa municipality.

1.3 Purpose of the Study

The purpose of this study is to examine the impact of family involvement on the education of children in Wa municipality.

1.4 Objectives of the Study

The researcher anticipates to achieve the outlined specific objectives.

1. Examine the nature and level of family Involvement on education of children in the Wa Municipality.
2. Assess the barriers to family involvement in education of children in the Wa Municipality.
3. Assess the impact of family Involvement in education of children in the Wa Municipality.

4. Examine the benefits of family involvement in education of children in the Wa Municipality.

1.5 Research Question

The study was guided by the following research questions:

1. What is the nature of family Involvement on education of children in Wa municipality?
2. What are the barriers to family involvement in education of children in the Wa municipality?
3. What is the impact of family Involvement in education of children in Wa municipality?
4. What are the benefits of family involvement in education of children in Wa municipality.

1.6 Significance of the Study

The significance the researcher will ascribe to this research are listed as follows:

Firstly, the study is expected to throw more light into the impact of family involvement on education for children in the Wa Municipal and whether the nature and level of family involvement on education can be improved upon.

Secondly, this study again direct toward understanding parents' perception, values and attitudes toward education at the Wa municipal. It was meant to contribute to theory and literature of parents' support for their children's education in developing regions like Upper West and Wa Municipal in particular.

Thirdly, the study may guide parents and families on barriers to family's involvement on children education and developing concrete solutions that can help schools increase family involvement.

Fourthly, the study may also provide very useful information to the Ministry of Education (MOE), government and other authorities and agencies to provide interventions so as to promote family participation in their children with regard to their Education.

Finally, this study will serve as literature for review in further studies by other researchers who are interested in advancing knowledge on the central theme of the study.

1.7 Delimitation of the Study

This research was conducted in the Upper West Region of Ghana precisely in the Wa Municipality. Only ninety-two basic primary school PA executives were used for study. The study also addressed only nature, level, barrier and positive impact of family involvement in children education in the Municipality.

1.8 Limitation of the Study

There are hundreds of basic schools in Ghana but the study was restricted to only parent-teacher association executives in ninety-two public primary basic schools in Wa Municipality in the Upper West region of Ghana when there are a lot of more basic schools in the region. So, the result of the study is only applicable to the selected school's PA executives and cannot be extended to other schools in different Municipality and District in the region since other schools were not covered by the study.

There are other equally important factors or issues such location of school and parents' socio-demographic characteristics affecting family's involvement on education. However, the study was restricted to the impact of family involvement on children education because of personal interest and limited studies in the Ghanaian context. The study was also limited in some way. For instance, the unwillingness of some of the respondents to return the questionnaire in time delayed the response rate. This actually reduced the targeted sample size of the study. In addition, issues of participant bias could affect the quality of the data.

1.9 Organisation of the Study

The research encompasses five chapters and is summarily listed below:

The first Chapter was an introduction which consists of the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, the limitation of the study, delimitation of the study, and the organisation of the study. The second chapter involves the review of related literature which deals with other personalities' views about the problem under study. The third chapter focuses on the methodology of the study which includes research paradigm, research approach, research design, population and sampling techniques data collection instruments, validity and reliability, data collection procedure and data analysis procedures as well as ethical considerations. The fourth chapter deals with the presentation of the results or findings of the study. Finally, the last chapter deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter focuses on the literature review which includes concept of family involvement, family involvement in childrens education, benefits and challenges of family involvement, benefits and challenges of family involvement, barriers to family involvement in children education and summary of literature review.

2.1 Theoretical Framework

2.1.1 Ecological System Theory (Bronfenbrenner 1978)

Ecological Systems theory describes human development through the prism of the "environmental interconnections and their impact on the force directly affecting psychological growth"(Bronfenbrenner 1979). Through the study of the ecology of human development, social scientists seek to explain and understand the ways in which an individual interacts with the interrelated systems within that individual's environment (Bronfenbrenner 1993). The theory represents a convergence of biological, psychological, and social sciences. According to the theory, "human development is the product of interaction between the growing human organism and its environment" with the developing person seen as malleable within the social milieu of his or her environment. The change needs to be experiential and lasting in order for development to occur (Bronfenbrenner 1979). The Ecological Systems theory provides a theoretical framework whereby the processes that shape human development may be examined and discovered (Bronfenbrenner 1993).

2.1.2 Development of ecological systems

Bronfenbrenner (1993) sought to craft a view of human development that could explain growth without examining deficits within the person, which had been common practice in many developmental models previously developed. Before the introduction of Ecological Systems theory, a General Systems theory was introduced by Bertalanffy. In describing General Systems theory, Bertalanffy (2008) wrote the theory had moved from a primarily engineering and computer technology theory to a social sciences theory as a way to describe how humans interact with each other.

Prior to the development of General Systems theory, most scientific study sought to reduce systems to the smallest units of measure and investigate them independently of each other; however, General Systems theory posited that whole systems could (and should) be examined intact with their interaction with each other being the important function for science to explore (von Bertalanffy and Sutherland 2008). While the development of General Systems theory pertained mainly to scientific and mathematical concepts at the time, the model may be applied within social science as its central role is to “explain phenomena or order in terms of interactions of processes” (von Bertalanffy and Sutherland 2008).

Many social science studies from the 1950s through 1970s focused only on a child or only on the parents; the studies did not consider the reciprocal influences that the child and parent would have on each other. Bronfenbrenner (1979) proposed that systems of influence within an individual’s immediate life each impacted the individual in different ways; however, he proposed the individual also had an impact on these systems (Bronfenbrenner 1994). This whole-person approach in examining

the individual within the environmental systems of influence is rooted in the concepts of General Systems theory (von Bertalanffy and Sutherland 2008).

The systems within a person's environment occur at different levels, described by Germain (1978) as "Chinese boxes fit inside one another". Bronfenbrenner (1979) would propose the following systems: micro, meso, exo, and macro, later adding the chrono (Bronfenbrenner and Ceci 2004). The micro, meso, and macro systems had been previously labelled by Brim (1975)

2.1.3 Microsystem

The person's immediate environment comprises a system of influence called the microsystem. Bronfenbrenner (1979) defined the microsystem as "a pattern of activities, roles, and interpersonal relations experienced over time by the developing person in a given setting with particular physical and material characteristics". Later, Bronfenbrenner would expand upon this definition: interaction in this level may be social or symbolic and should be sustained in increasingly complex ways (Bronfenbrenner 1993), and the microsystem includes an individual's personality, beliefs, and temperament (1989). People with whom an individual has daily, face-to-face contact such as families or other people living in the home are also a part of the microsystem (Brim 1975).

The microsystem may include people outside of the home as well if they have regular, consistent contact with that individual (Bronfenbrenner 1993). For children, this may be school or a daycare; for adults, this may be a workplace, gym, or coffee shop. According to Bronfenbrenner, the importance of this level of the ecosystem cannot be understated. Bronfenbrenner (1993) wrote that the microsystem provides the outline for the processes that will influence the psychological development and behavioral

changes of the individual. Experiences are critical to understanding how the influences of the microsystem work. Direct experience through contact within microsystems has a greater influence than indirect contact through or with other systems (Bronfenbrenner 1979). Importantly, Bronfenbrenner (1979) noted that the systems that comprise the microsystem may affect the individual separately and in tandem with each other. This distinction leads to the second level of the Ecological System.

2.1.4 Mesosystem

The mesosystem describes the second level of the ecology of human development. Bronfenbrenner (1979) defined the mesosystem simply as “a system of microsystems”. The mesosystem is made up of linkage between the different microsystems in a person's life. In other words, how school and home interact creates a mesosystem. As noted above, Bronfenbrenner conceptualized different systems may work with (or against) each other in an individual's life. These interactions between multiple microsystems create the mesosystem layers (Bronfenbrenner 1979).

Additionally, an important concept in the mesosystem development is that of synergy; that is, “the interaction of developmentally instigative or inhibitory features and processes [that may be] present in each setting” (Bronfenbrenner 1993). School provides an example for this. The classroom, students in the class, and teacher create a microsystem for an individual student. The school itself, the student body, and the staff at the school comprise a mesosystem for an individual student. Microsystems and mesosystems must necessarily include the individual (Bronfenbrenner 1993). Systems that impact one of these environments, but do not include the individual, create the third layer of the ecological environment.

2.1.5 Exosystem

The exosystem is much like the mesosystem in that it is made up of microsystems that interact with each other; however, in the exosystem, at least one of the microsystems cannot contain the person at the center of this system (Bronfenbrenner 1979). A simple example is the workplace of a parent. The child is not a part of the workplace system; nevertheless, he or she could easily be influenced by that system if the parent is required to work long hours, possibly missing school events or even simply coming home stressed from work. Because the child is not a part of the workplace environment, this cannot be a part of his or her micro or mesosystems. This influence, then, occurs at the exosystem level.

The idea of reciprocity is easily seen in the lower systems. One can understand how a child may influence his or her parent and how that parent in turn influences the child. Even within the mesosystem, a child can easily influence both the parent and the teacher, while they are in turn influencing each other. This notion is still true within the exosystem as well. Even though the exosystems do not contain the individual, the influence is still reciprocal. Just as a parent may be influenced by the work system and come home stressed, a parent may also be stressed within the home system and bring this to work. A sick child may cause a parent to miss work, thereby impacting the work system without the child being a part of it.

2.1.6 Macrosystem

The macrosystem is defined broadly as the overall culture and societal structure (Brim 1975). The macrosystem creates a pattern of interaction between and among the different micro-, meso-, and exosystems (Bronfenbrenner 1979). "The macrosystem may be thought of as societal blueprint for a particular culture or subculture"

(Bronfenbrenner 1993). Bronfenbrenner described the ways that the culture of a family develops within the structure of the family in the microsystem. This then is influenced by the mesosystems and exosystems of the individuals within that family. Furthermore, all of these systems are then impacted by the overall society and culture (Bronfenbrenner 1979).

Special emphasis is given to cultures within the groups, opportunity structures that are created by systems and experienced by individuals, and patterns of exchange within and among groups (Bronfenbrenner 1993). In later works, Bronfenbrenner added that the pattern of social exchange is an additional important component of the macrosystem. Consider an immigrant family with a culture that is distinct from the majority culture. They may speak a language other than the majority at home. The adults may not speak the majority language at all while the children, because of school and socialization within their micro- and mesosystems, may speak both their native language and the majority language. While these influences are occurring at multiple levels of the individual systems, the macrosystem impact oftentimes may drive these forces which may vary depending upon the situation, the time, and the place in which they occur. This may then include the final level of the ecological perspective.

2.1.7 Chronosystem

When Bronfenbrenner first developed the Ecological Systems theory, he did not account for time as a construct in human development. Later, he added this concept, noting that many human developmental theorists had only looked at time as it pertained to the process of aging (Bronfenbrenner and Ceci 2004). That is, as people age and grows older, they mature and develop as their biological conditions' changes.

The addition of the chronosystem incorporates the concept of time into the ecological system of human development (Bronfenbrenner 1993). This includes not only the aging and maturation of the person but also the time in which that person lives and develops. An example of this provided by Bronfenbrenner is a study of children and adolescents who grew up during the start of the Great Depression being affected differently than children born just after it (Bronfenbrenner 1993).

An example from more modern times might be children born pre and post 9/11 in the United States having vastly different concepts of terrorism and safety. The effects of the chronosystem do not have to be from a major event though. Consideration is given to the time and place in which the person lives. A young adult living in 21st century America would have a much different idea of privacy and its impacts than a young person living in a Brazilian rain forest in the mid-19th century for instance. Important aspects of the theory to consider. Ecological transitions are important to the development of human ecology (Bronfenbrenner 1993). Bronfenbrenner defined an ecological transition as the movement within a microsystem that changes or alters the makeup of that microsystem (Bronfenbrenner 1979). A promotion at work, changing grades at school, the birth of a new sibling, or a death of a family member could all be examples of the alteration of a microsystem that change the makeup of that system. Bronfenbrenner (1979) identified that magnitude of these types of transitions in influencing the development of the individual stating that “setting transitions continue to have developmental impact throughout the lifespan”. Equifinality is not a concept discussed in Bronfenbrenner’s writings; however, the concept is central to the General Systems theory (von Bertalanffy and Sutherland 2008) and is applicable to the Ecological Systems theory.

Equifinality can be understood as the concept that the starting place of an organism does not, necessarily, define its end place (von Bertalanffy and Sutherland 2008). Germain (1978) described equifinality as understanding that a person may achieve different goals through a myriad of means depending upon the environment in which he or she is raised and upon the systems that influence that individual throughout life. While the concept of equifinality incorporates the ideas that different systems influence an individual, the influence alone cannot predict what that individual will do. The concept of ecological validity is also important, especially when considering research as social scientists. "Ecological validity refers to the extent to which the environment experienced by the subjects in a scientific investigation has the properties it is supposed or assumed to have by the investigator" (Bronfenbrenner 1979).

Bronfenbrenner proposed specific methodologies in order to maintain scientific rigor in studies. These will be examined in further detail later in this article. Bronfenbrenner introduced the concept of ecological niches in his later development and adaptation of the theory. When ecological factors converge together to form predictors that may be more (or less) favorable to human development, an ecological niche is created. A study examining low birth weight in newborns found that several factors often converged to create an ecological model of risk factors for pregnancies that may result in low-birth-weight babies. These factors considered together created an ecological niche since none of the factors alone could predict this developmental outcome.

Finally, proximal processes "involve a transfer of energy between the developing human being and the persons, objects, and symbols in the immediate environment"

(Bronfenbrenner 1993). Bronfenbrenner and Ceci (2004) proposed that this process is one through which “genetic potentials are actualized”. The strongest proximal forces occur at the microsystem level and weaken as the systems move outward from the individual (Bronfenbrenner 1993). These processes are used to explain the ways that spheres of influence have impact on the development of the individual and will be explained further in the article.

2.2 Social Work Practice and Relevance

Ecological Systems theory lends itself to social work practice in direct and discernable ways. Social work values incorporate the ideas of cultural competence, whole person approaches, and policy action in practice and research. Studies that Bronfenbrenner conducted build on and inform these values. Culture and race were both factors in previous studies during the development of the Ecological Systems theory (Bronfenbrenner 1979).

Bronfenbrenner conducted experiments that used what social workers would call a person-centered or person-in-environment approach, even he did not use these terms himself. The importance of emphasizing the person first approach was apparent when Bronfenbrenner (1979) wrote that understanding human development means recognizing “reality not as it exists in the so-called objective world but as it appears in the mind of the person”. The person-in-environment model is also found in other studies as well (Bronfenbrenner 1979).

Finally, Bronfenbrenner (1993) was a strong advocate for policy changes that would strengthen the family and the development of healthy children. Bronfenbrenner (1979) wrote that "the erosion of the social fabric isolates not only the child but also his [or her] family" and that government policies can and should be enacted the help

strengthen the changing family. The spheres of influence within the microsystems are comprised of systems that provide access to individual and familial level interventions. Bronfenbrenner (1979) wrote of the importance of social scientists incorporating these multiple systems into the research design of their studies. Through his research in these areas, Bronfenbrenner (1993) was able to demonstrate that proximal processes with negative impacts have a more significant impact for individuals from lower socioeconomic statuses; conversely, positive proximal processes had a greater impact for those living in higher socioeconomic statuses (Bronfenbrenner 1993). Multiple studies have confirmed the effects of proximal processes with children and families (Bronfenbrenner 1979).

Specifically, Bronfenbrenner (1993) wrote of the importance of parent-school communication and the role this mesosystem relationship played in the educational attainment of children. Parent-child interactions have been shown to have a profound impact on youth as they emerge into adulthood; however, this study also looked at community impacts that may have contributed to or altered the direction of development (Bronfenbrenner 1979). Furthermore, Bronfenbrenner (1993) wrote of the important role that neighborhoods and communities have as agents of change for the development of children within the community. This interest rests on the foundations of social work practice.

Community connection plays an important role in the Ecological Systems theory. Bronfenbrenner (1993) wrote of his experiences in China, seeing children meet the elders in the community after school. The community came together to raise the children while the parents worked. Experiences in the former U.S.S.R. also influenced Bronfenbrenner (1979) in developing the idea that communities played an important

role in child development. Writing of the experiences he had in China and the U.S.S.R., Bronfenbrenner (1979) said that “the different environments were producing discernable differences, not only across but also within societies, in talent, temperament, human relations, and particularly in ways in which the culture, or subculture, brought up its next generation”.

Contrasting these other cultures to American society, Bronfenbrenner (1979) wrote of modern American society manifesting isolation and alienation in youth because of working parents, zoning restrictions that separated neighborhoods from workplaces and shopping, and structured play that isolated children from youth of different ages and cultures. This led to the rise of the importance of the peer group in the lives of young people, but this only exacerbated the feelings of isolation and alienation (Bronfenbrenner 1979). Each of these examples rests on the concept of adaptation, which is an important component in understanding Ecological Systems theory.

Germain (1978) wrote that "ecology is concerned with adaptation and the relation between organisms and their environments". Adaptation may refer to how a foster child changes with a new placement or how a community adapts to the loss of a large manufacturer. Adaptation also refers to how individuals navigate different systems with different expectations (Germain 1978). Change does not have to occur at the individual or microsystem level. Gitterman (1996) wrote that “people adapt by changing their environments, themselves, or both”.

Social workers often are involved in micro- and mesosystem experiences with individuals adapting to a changing environment; however, social workers may also advocate for macrosystem level changes to assist client populations or communities adapt to unforeseen change. Chaos within the different systems that comprise the

ecology of the individual is also an important consideration in social work practice (Bronfenbrenner 1993). Chaos is defined as changing between and among multiple systems or the interaction of multiple systems in a way that manifests as dysfunction (Bronfenbrenner 1993).

Examples of this may be moving multiple times for a child in foster care or a parent having a series of live-in relationships that last only short periods of time. Bronfenbrenner (1993) wrote that chaos is concerning because it inhibits the individual from taking what has been learned in one system and carrying it forward into other systems. Chaos stymies developmental progress and creates dysfunction by interfering with proximal processes that are necessary for growth (Bronfenbrenner 1993). Because practitioners may often be involved in environments where these chaotic features are found, social workers should be cognizant of the role that chaos plays in healthy ecological development of individuals.

2.3 The Concept of Family Involvement?

Despite the fact that the terminology was just designated as a special title in the Psychological Abstracts in 1982, a large number of papers on family involvement have been published. Surprisingly, this intensive research effort has not yielded a clear picture of either the notion or its effects on other significant variables such as school achievement.

Early childhood research organization, defines family involvement as “partnering with families to build mutually respectful, goal-oriented relationships that support strong parent-child relationships, family well-being and ongoing learning and development for both parents and children.” (Spring_learning, 2022). The term “family involvement in education” means the participation of family in regular, two-

way, meaningful communication involving student academic learning and other school activities, including ensuring that families play an integral role in assisting their child's learning; That families are encouraged to be actively involved in their child's education at school; That families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child (Finch, K. S. (2010).

Hong and Ho (2005) defined Parental involvement as representing many different behaviours and practices at home or at school, including parental aspirations, expectations, attitudes and beliefs regarding child's education. Many academics and theorists have noted that, despite the intuitive meaning of the term, the operational application of family involvement has been rather unclear and at times uneven (Englund et al., 2004). According to Merttens, Mayers, Brown and Vass (1993) family involvement are a broad term that encompasses a wide range of activities. It can range from an impersonal visit to school once a year, to frequent family-teacher consultations to active school governorship. It can refer either to family expectations (Hess et al, 1984) or to the ways families help their children develop positive attitudes (Bloom, 1984) or to homework supervision (Keith et al, 1986).

Despite these operational limitations, most scholars would agree with the typology proposed by Epstein, Coates, Salinas, Sanders, and Simon (1997) according to which, there are five dimensions to family involvement: Parenting, helping with homework, communicating with the school, volunteering at school and participating in school decision making. The focus on parental involvement has its roots in research pointing out the positive correlation it has with children's school achievement (Englund et al.,

2004). Indeed, a substantial body of literature documents the existence of such a relationship (Izzo et al., 1999).

Kim's (2002) research findings indicate that family involvement makes a positive contribution to children's educational achievement. Epstein (1992) argues that "students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved". According to Keith et al (1998) the effects of family participation are long lasting and involvement builds a foundation for future success. Fan's (2001) study showed that family involvement factors have a longitudinal effect on student's academic growth. Specifically, he found that families' aspirations regarding their children's educational attainment and communication about school activities and studies have a positive effect on children's academic growth. Similarly, Hong and Ho (2005) report that family involvement factors of communication and parental aspiration had consistent direct effects for both initial achievement status and subsequent academic growth.

2.4 Why Should Families be involved in their Child's Schooling?

Recently Harvard Professor Robert Putnam said that given a choice between a 10% increase in school budgets or a 10% increase in family involvement, he would invest in family involvement (Putnam, 2000). Another best-selling author, Professor Laurence Steinberg, agrees that family involvement is key to children's success in school. He writes that our high school graduates are among the least intellectually competent in the industrialized world. Steinberg assembles an impressive body of evidence indicating that the problem of poor academic achievement is "genuine,

substantial, and pervasive across ethnic, socioeconomic, and age groups” (Steinberg, 1996).

Youngsters’ success in school affects how they do later in life and, in the United States, is one of the surest ways to move families out of poverty (McMurrer & Sawhill, 1998). If this country is going to turn around poor school performance, one of the most significant problems that must be addressed is the high prevalence of disengaged parents. A lack of interest on the part of families is associated with academic difficulties and low school achievement. Steinberg (1996) estimated that nearly 1 in 3 families in this country is disengaged from their adolescent’s life and particularly their adolescent’s school: Only about one-fifth of families consistently attend school programs. Nearly one-third of students say their families have no idea how they are doing in school. About one-sixth of all students report that their families don’t care whether they earn good grades in school or not.

Clearly, lack of family interest and involvement in their child’s schooling is not the only influence on poor academic achievement. School failure is also associated with a peer culture that downplays academic success, students’ beliefs about the causes of school success and failure, young people’s excessive time spent in after school jobs, teaching practices that do not engage students and encourage critical thinking, low quality child care, too few school-sponsored extracurricular activities, and a lack of programs for out-of-school time (Steinberg, 1996).

First and foremost, family involvement significantly contributes to a child's academic success. Research has consistently demonstrated that children with involved parents tend to perform better in school (Henderson & Mapp, 2002). This involvement can take various forms, from helping with homework and reading to children, to attending

parent-teacher conferences and school events. Such engagement reinforces the importance of education and sets high expectations for the child's performance (Epstein, 2001).

Furthermore, family involvement plays a pivotal role in enhancing communication skills. When parents engage in conversations, read books, and encourage questions and discussions, they provide valuable opportunities for language development and vocabulary expansion (Dearing et al., 2009). These interactions foster effective communication abilities, which are crucial for a child's academic and social development.

In terms of social development, family involvement is equally influential. Parents who actively participate in their child's education often provide opportunities for them to interact with peers through playdates, extracurricular activities, or family outings (Fan & Chen, 2001). These experiences promote the development of essential social skills, including sharing, cooperation, and conflict resolution.

Another key advantage is the positive impact on a child's self-esteem and confidence. When parents offer praise, encouragement, and constructive feedback, they contribute to a child's sense of self-worth and empowerment (Fan & Williams, 2010). This positive reinforcement enables children to take on challenges and believe in their abilities, fostering a growth mindset.

Importantly, family involvement strengthens the parent-child bond. Engaging in educational activities together, such as reading, problem-solving, and creative projects, creates a strong sense of togetherness and connection (Katz & McClellan,

2013). This emotional connection is vital for a child's emotional development and provides a safe and nurturing environment.

Furthermore, family involvement sets the stage for a lifelong love of learning. Parents who emphasize the value of education and actively support their child's learning journey instill a commitment to personal growth and continued learning (Desforges & Abouchaar, 2003). This mindset not only benefits a child during their school years but carries forward into adulthood, promoting a culture of lifelong learning.

2.5 Do We Know How to Mount Programs to Improve Parental School

Involvement?

Virtually, all parents say they value education for their children.¹⁶ Parental involvement in schooling is one concrete way that parents act on this value. Students must make a number of decisions about courses, activities, programs, and opportunities that will affect their futures. According to Epstein, (1989).), families need to be involved in these decisions as knowledgeable partners.

They need to know how the school system works, what programs and activities are available, how these decisions will affect their child's chances for future success, which courses are needed to prepare for future jobs and careers, what teachers expect in their courses for students to do well, and in what ways parents can get involved in decisions that affect how schools operate. Families are also involved at home by ensuring their children attend school, providing a variety of reading materials and learning opportunities, and limiting excessive television viewing (Epstein et al, 2002).

One of the most important ways that parents can influence their children's achievement, however, is by conveying to their children's high expectations that they

will do well in school (Marchant, Paulson & Rothlisberg, 2001). The need for family involvement is clear. But do we know how to mount effective programs to increase parents' involvement in their child's schooling? We have some evidence that family school involvement is a skill that can be taught and learned. Programs that promote school involvement, particularly among disadvantaged families, are promising but still in need of replication (Marchant, Paulson & Rothlisberg, 2001).

We do know, however, that family involvement is strongest in elementary school and, without special efforts, few families continue as active partners with the school during the middle and high school years (Stevenson & Baker, 1987). We also know that the most important influence on whether families are included or excluded from involvement in their child's education is teachers and administrators. What the teacher does has proven more important in how knowledgeable families are about helping their child with school work than parents' education or marital status (Epstein, 2001). In fact, the Harvard Family Research Project has recently compiled the skills, knowledge and attitudes necessary for teachers to work successfully with families (Shartrand et al., 1997).

2.6 Framework for Accessible Family Involvement

One comprehensive perspective on family involvement evolved from a review of studies from preschool through high school that included educators and families (Epstein, 2001). Epstein's framework includes six types of involvement:

1. Parenting—home environments that support achievement
2. Communicating—two-way information sharing between school and home
3. Volunteering—helping with planned activities in and outside the classroom
4. Learning at home—parents assisting children in the learning process at home

5. Decision making—parent involvement in school decisions
6. Collaborating with the community—use of local services and resources to help children learn.

The early childhood family involvement model presented here has at its heart Epstein’s research-based work, grouped into four components:

- ❖ Staff and Family Communication [Epstein types 1, 2, 3, 4, and 5]
- ❖ Family-Child Collaborations [Epstein type 4]
- ❖ Teacher-Family Relationship Building [Epstein types 2, 6]
- ❖ Community Connections [Epstein type 6]

Effective teachers will use features from all four components of this model, selecting strategies that enable family members and any other person interested in supporting the child to decide how they wish to be involved.

2.7 Components of Accessible Family Involvement

The major components of accessible family involvement in education include staff and family Communication, family-child collaborations, teacher-family relationship building and Community Connections.

2.7.1 Staff and family communication

Teachers can implement a number of initiatives such as the following to support • school and family communication exchanges,

- ❖ family decision making roles,
- ❖ meaningful volunteer opportunities, and a
- ❖ positive parenting process.

2.7.1.1 Family center

If space is available, create a homey space with comfortable furniture that invites families to talk informally with each other and their children's teachers. Place a Family Notebook in a convenient spot where families can write comments and questions for teachers. Set up a computer with Internet access for families to use. Offer take-home activities such as bags with children's books and games to explore together, articles on child development and parenting issues, and other information of interest to families.

2.7.1.2 Family bulletin board

In a visible area in the Family Center, classroom, or hallway, post daily information about children, their learning experiences, and school events. The board might include volunteer request sign-up lists for activities such as playground cleanup day and extended family visits. Ask for recommendations about what families would most like to see and encourage them to contribute resources as well.

2.7.1.3 Family-teacher conferences

Flexibility is essential when scheduling conferences with families. Factors to keep in mind include transportation needs, child care arrangements, availability of interpreters (Cellitti, 2010), and scheduling convenient times. At the beginning of the school year, families can be encouraged to share information with teachers about their children, such as food allergies, family traditions, and their expectations for children's learning. A packet of information for families is generally given upon enrollment in the program, so questions can be discussed early. Teachers are encouraged to hold at least two more-family conferences each year, plus being available at any time to communicate with families in person, by phone, or through e-mail. Face-to-face

conferences, conducted in the family's home language, are by far the most effective. Teachers can share children's portfolios, ask for family insights about children's experiences, and encourage families to become more familiar with and involved in classroom learning opportunities.

2.7.1.4 Newsletters

Either on paper, DVDs, or electronically, provide weekly information about children's learning, community resources, and school events such as parent advisory meetings (Sanchez, Walsh, & Rose, 2011). Offer newsletters in multiple languages as needed. Find creative ways to involve families in writing, photography, and producing the newsletters.

2.7.1.5 Web site

A school Web site is ideal to communicate detailed information about the classroom and school. Upload photos of children's learning experiences (obtain releases first) to more fully share daily events with families. Offer parenting/child development informational videos and other resources. Provide links to community resources and events. Families may be eager to assist with photography, sharing event information, and even designing and updating the site. Program events. Early childhood programs often encourage family members to take an active role in classroom activities such as breakfasts with featured guests, field trip planning and travel, community worker visits, and traditional holiday celebrations. Ask families for ideas about events that appeal to them, and encourage them to take leadership roles in their planning and implementation.

2.7.1.6 Time and technology issues

When teachers offer a variety of ways for families to actively communicate with them, including electronically, family time constraints on participation become less of a factor. Communicating electronically on blogs and social networking sites must be done in a professional manner and confidentiality is essential (Harte, 2011). A limited-access class Web site is suggested because user-friendly layouts make it easier for family members to browse and search for information. The site must be password secured to assure there is no public access to it. Even so, specific information about students, their families, and/or teachers is not appropriate on a class Web site. Whenever possible for meetings, conferences, and school events, arrange for child care to help assure that families who wish to participate may do so.

2.7.2 Family-child collaborations

Early childhood teachers are in an ideal position to encourage families to nurture their children's academic growth and value learning. Children benefit from their family's emotional and social development support. Families believe their efforts help their children and that they are expected to do so by the educational system (Hoover-Dempsey et al. (2001). These are some at-home learning experiences from which families and their children can benefit. Be sure to share information about these activities, and their importance, in the family's first language. Ask families for ideas about other ways they enjoy learning together.

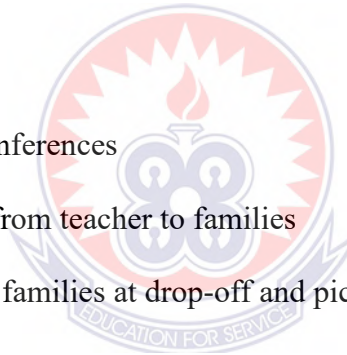
- ❖ Family learning opportunities that build on classroom learning experiences such as observing nature together, children interviewing family members, or joint art explorations

- ❖ Hands-on take-home kits selected by the child to complete with a family member at home. Activities elaborate on the curriculum
- ❖ Early reading, math, writing, and other academic explorations that children do with family members
- ❖ Assignments in which children present information researched with their families to their classmates

2.7.3 Teacher-family relationship building

Communication is at the heart of the third component of this family involvement framework as well. Solid collaborative relationships are built during these and other direct interactions among families and teachers.

- ❖ Home visits
- ❖ Parent-teacher conferences
- ❖ E-mail list serve from teacher to families
- ❖ Daily updates for families at drop-off and pick-up times




Regular opportunities for direct communication with family members are essential for accurate and timely exchanges of information. Licensed and certified interpreters are preferred when working with families who speak languages other than English (Cellitti, 2010). Interpreters are essential, particularly when dealing with sensitive issues. Be sure to consider factors such as the level of information to be presented, the interpreter's relationship to the family, and cultural issues. Families' perceptions of the school staff, and any barriers they experience in trying to establish contact with their children's schools, can influence families' decisions to get involved in their children's school experience (Rimm-Kaufman & Pianta, 2005). Faculty and

administrative commitment—and a welcoming school climate—are imperative to a successful family involvement process (Barnyak & McNelly, 2009).

2.7.4 Community connections

Links to community resources and activities that enhance children’s learning are readily available to families in high-quality early childhood programs. Disseminate the information in various formats to assure that all families have access, and can add to it. Community involvement by children and their families can strengthen children’s learning, while positively influencing the family and the school. Teachers who tie community-based participation into the curriculum extend children’s learning far beyond the classroom. These are some types of community activities that may appeal to families as volunteers and/or participants:

- 
- The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a flame-like shape at the top. Below the sunburst are three interlocking circles. The text 'UNIVERSITY OF EDUCATION' is written around the top inner edge of the circle, and 'EDUCATION FOR SERVICE' is written around the bottom inner edge.
- ❖ Education and information fairs
 - ❖ Health and fitness resources
 - ❖ Sports events that appeal to or engage young children
 - ❖ Cultural events such as children’s concerts and plays
 - ❖ Public library services
 - ❖ Community center events
 - ❖ Organizations that provide activities and services for children and their families

2.8 Barriers to Family involvement in Children Education

Engaged families make excellent partners. They work with the schools to enhance student performance and promote their children’s healthy development. So why does family involvement decline when children reach the middle grades? According to both research and experience, five major barriers hinder family involvement.

Addressing these barriers and developing concrete solutions can help schools increase parent involvement.

2.8.1 Barrier one: Families believe that their involvement is no longer needed

In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life. However, despite their desire to be treated more like adults, most young adolescents still respect their parents' opinions and ideas, continue to seek their parents' affection, look to them to define values and set rules, and ask them for help in solving problems (Dorman, 1987). Schools can help parents navigate the rough waters of their children's adolescence by providing special opportunities for parents to learn about this age group and share their concerns and struggles with other parents. Kennedy Junior High helped parents out when a number of students behaved inappropriately at a party. The school ran workshops for students that focused on dealing with peer pressure and making responsible choices. The school also organized a special parent presentation with an expert to help them talk with their young adolescents about the social pressures they face (Salinas, Jansorn & Nolan 2001).

2.8.2 Barrier two: Families feel they lack the knowledge and skills to help with their children's school work

As their children's homework becomes more specialized, some parents may feel intimidated and stop helping to the same degree they did in elementary school. Schools can help parents by providing them with information about the school program and by engaging them directly in their children's homework. Parents need not fully understand their youngster's schoolwork, however, to provide encouragement and support. Parents are also in a position to arrange for their child to

get help from a teacher, tutor, peer, or other resource person. Such practices as interactive homework, academy workshops for parents, homework hotlines, and student-led parent/teacher conferences are also helpful in encouraging parent participation and taking away parents' anxiety over homework difficulty.

2.8.3 Barrier three: Families don't know what constitutes effective middle-level education

Another barrier to parent involvement in the middle grades is lack of knowledge about effective middle-grades education (Jovenen et al., 2004). Most parents attended traditional junior high schools that functioned much like mini-high schools. A survey of more than 20,000 parents in 131 schools across the South concluded that many parents had little understanding of basic middle school concepts. By teaching parents about high-performing middle-level schools and the benefits to their children, principals gain valuable allies in their efforts to improve their schools. If parents have a working knowledge of middle-level practices, they may feel more comfortable talking to their children about academics at home and becoming more involved in the life of the school.

Schools inform parents through a parent newsletter that features a different middle-level practice each month or an orientation night that includes workshops on key concepts. One of the most effective ways to teach parents about middle-grade education is to engage them actively in the school community, inviting them to tour the school, meet the principal, and volunteer in meaningful activities. It is never too early to begin to orient parents to middle level education.

2.8.4 Barrier four: Families sense cultural and power gaps between home and school

As curriculum becomes more specialized, the power imbalance between educators and families generally increases. This is especially true when teachers and families come from different cultures, class backgrounds, and levels of educational attainment. If parents perceive the school as judgmental or condescending, they may feel even more intimidated and unwelcome. If parents cannot speak fluent English, they may be reluctant to come to school for fear of embarrassing themselves or their youngsters. Too many educators, however, misinterpret lack of parent involvement at school as a sign of lack of concern. In order to reach all parents, it is important to communicate often and in many different ways. To facilitate communication, many schools have instituted call-in lines where parents can easily access information about their child's homework, attendance, and grades outside of regular business hours. Parent newsletters are an excellent way of communicating about basic logistical information and more complex issues. There are many additional ways to reach out to parents, including using a parent coordinator to personally connect with other parents; creating a special place for parent visitors and volunteers at the school; planning regular social events to make parents more comfortable; and offering opportunities for adult learning.

2.8.5 Barrier five: Schools don't have the resources to facilitate family-school partnerships

Middle schools can be inaccessible to parents for a number of structural, psychological, and socio-cultural reasons. For example, teachers in the middle grades are often organized into teams, and parents may not know whom to approach if they have questions or concerns. What's worse, research suggests that middle-grade

schools contribute to the problem by providing fewer workshops and courses, suggestions for home learning activities, child care for school events, and other support for parents than elementary schools (Juvenon et al., 2004). Principals need to set aside resources and/or raise funds to host events and pay for the necessary support to make them truly accessible. As much as possible, schools should provide transportation, childcare, meals, and translation services at school functions. Decreasing obstacles such as these will allow more parents to participate, especially those who are traditionally unable to attend school events. Dedicating time and resources for quality professional development regarding parent involvement is also a good investment. While teachers are often asked to carry out much of the school's outreach to families, few teacher preparation programs require teachers to take courses on parent involvement. Middle schools need parents now more than ever to help them reach their students. By understanding what keeps parents away from middle schools, principals can develop programs that address these specific barriers and help middle schools succeed.

2.9 Benefits and Challenges of Family Involvement

A consistent body of research concludes that parents are the first and foremost influence on their children's development and school success. When parents are involved, students get better grades and score higher on standardized tests. What's more, children of involved parents have better attendance records, drop out less often, have higher aspirations, and more positive attitudes toward school and homework (Miedel & Reynolds, 1999). But does this positive impact of parental involvement apply to all families or just to those with more education and material advantages? Bogenschneider (1997) studied 8,000 high school students in nine high schools in Wisconsin and California.

With only a couple exceptions, when parents were involved in their teen's schooling, kids reported higher grades in school. Moreover, when either mothers or fathers were involved, it benefited the grades of both boys and girls. Parental school involvement had positive effects when parents had less than a high school education or more than a college degree. What's more, the benefits held for Asian, Black, Hispanic, and White teens in single-parent, step-family, or two-parent biological families. Finally, parental school involvement seems most important for those children who need it most children growing up in disadvantaged, highly-stressed families (Bogenschneider, 1997).

In fairness, however, not all types of parent involvement are equally beneficial to school success. Parents can be involved by helping their child learn at home, volunteering in school, or serving on school decision-making bodies (Epstein et al., 2002). To date, the strongest evidence that parent involvement helps improve school success comes when parents get involved in helping their child learn at home (Catsambis, 1998). However, when parents get involved at school, emerging evidence suggests that it can strengthen school reform efforts (Lopez, 2003).

Several researchers pinpoint a positive correlation between family involvement in their children's education and children's achievement (Epstein, 2001; Redding, 2006). Positive family involvement leads to better social, behavioral, and academic outcomes for children from all ethnic and economic backgrounds (Ball, 2006; Marcon, 1999). Family participation in their children's educations can be critical because it nurtures cognitive and emotional resilience, especially in the face of life stressors such as poverty and neighborhoods with few resources (Waanders, Mendez & Downer, 2007).

Low-income families' ongoing participation in preschool and kindergarten activities has been associated with children's higher reading achievement, lower rates of grade retention and fewer years in special education when children were in eighth grade (Miedel & Reynolds, 1999). Families who are involved in their children's early learning classrooms have a better understanding of their children's education (DiNatale, 2002). Families and teachers who regularly learn about one another's interests and cultures can develop a richer and more varied early childhood curriculum. When teachers establish a liaison with children's families, they feel more rewarded in their roles as teachers (Tozer, Senese & Violas (2006).

The most experienced teachers, working in high-quality early childhood classrooms, had more family volunteers (Castro, Bryant, Peisner-Feinberg & Skinner, 2004). Family participation is certainly an excellent way to improve the quality of early childhood programs. A number of factors affect families' abilities to be actively involved in their children's education. In the past, parents were encouraged to be little more than passive participants in children's educations (Ranson, Martin & Vincent, 2004). This is no longer true in high-quality programs.

Awareness of cultural differences and expectations can also improve levels of participation. Asian and Latino families, for example, may feel excluded from participating in schools because some professionals may have been trained to believe that they knew what was best for children (Tozer, et al., 2006). Respect for family traditions and cultures is essential to assure that they feel welcome and honored by all program staff. Time also impinges on families' abilities to be involved (Becker & Epstein, 1982). The typical 8 a.m. to 5 p.m. workday does not easily give some family members much flexible time to participate in classrooms. Fortunately, family

involvement in education is much broader than being present during the school day. Teachers and schools can encourage and support family participation with a variety of strategies such as those recommended here.



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter focuses on the methodology used in the study. This includes research paradigm, research approach, research design, population and sampling, data collection techniques, validity and reliability, data collection procedures, data analysis, and ethical considerations.

3.1 Research Paradigm

A research paradigm represents the ability to apply scientific methods to explore issues that occur in practice. Pragmatic researchers prioritize real-world application and value the integration of different research methods to address complex problems (Jonker & Pennink, 2010; Kivunja & Kuyini, 2017). It must be noted that all research is founded on philosophical assumptions about what constitutes 'valid' research and the type of research method acceptable for the advancement of knowledge in a given field. In this study, the researcher seeks to use research paradigm as a basic belief system or worldview that will guide not only in the choices of method, but also in ontologically and epistemologically fundamental ways (Bogna, Raineri & Dell, 2020; Wahyuni, 2012).

It is asserted by scholars that there are three main research paradigms that can be employed in a given study that is; positivist, interpretivist, and critical theory/pragmatist paradigm (Bogna, Raineri & Dell, 2020; Wahyuni, 2012).

This study adopted the pragmatist research paradigm. it is a research philosophy that believes concepts are only relevant if they support action. Pragmatist recognize that

there are many different ways of interpreting the world and conducting research, that no single point of view can ever give the entire picture, and that there may be multiple realities, according to Pragmatics (Saunders, Lewis, & Thornhill, 2009; McChesney & Aldridge, 2019).

3.2 Research Approach

This study adopted the mixed methods research approach which combines both quantitative and qualitative methods to gather and analyze data. It involves collecting and analyzing both numerical data (quantitative) and non-numerical data (qualitative) to gain a comprehensive understanding of a research problem or question (Creswell, 2013; Dawadi, Shrestha & Giri, 2021).

Mixed-methods approach recognizes that using multiple research methods can provide a more complete and robust understanding of complex phenomena. It allows researchers to complement and triangulate findings from different sources and perspectives, enhancing the overall validity and reliability of the study (Dawadi, Shrestha & Giri, 2021). Mixed-methods approach offers a flexible and comprehensive research strategy that allows researchers to explore complex research questions, capture diverse perspectives, and generate more robust and nuanced findings.

On the aspect of the strength of the mixed-method approach is its methodological Synergy. In order to overcome each method's unique shortcomings, the mixed-methodology strategy makes the most of both quantitative and qualitative methods. By utilizing the other way to fill the gaps, it enables researchers to get beyond the flaws inherently present in each approach (Mazoo, 2020).

3.3 Research Design

The study employed the sequential explanatory design to examine the impact of family involvement in the education of young children within the Wa Municipality. The sequential explanatory design is employed when researchers seek to explore a research question or problem by first collecting and analyzing quantitative data, followed by collecting and analyzing qualitative data (Subedi, 2016; Creswell, 2013). This design aims to provide a deeper, more nuanced understanding of the phenomenon under investigation by using the qualitative phase to explain, interpret, or elaborate on the quantitative findings. It allows researchers to bridge the gap between numerical data and the rich context and meaning behind those numbers.

The research process begins with the collection and analysis of quantitative data. This phase typically involves the use of surveys, experiments, or other structured data collection methods. Researchers generate numerical data and perform statistical analyses to identify patterns, trends, or relationships. The second phase captured the qualitative data where the researcher coded the interview responses into themes when analysing.

3.4 Population

The term "population" is used in the field of research to refer to a group of individuals or people who share the same traits and in whom the researcher is interested (Kusi, 2012). According to the Wa Municipal Education Directorate Educational Management Information System (EMIS, 2022), there are 167 teachers who teaches at the public Early Childhood Education canters that is, from kindergarten 1 to Basic 3 grades in the 35 schools in the Municipality.

The total estimated population of parents in the Municipality was unknown due to unavailability of data by various school to document their number. In addition to the above number of teacher population in the Municipality, nine (9) parents were also selected to participate in this study. This therefore bring the total population to 176 participants which constitute 167 early childhood teachers and 9 parents

3.5 Sample and Sampling Technique

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen, Manion & Morrison, 2007). There are 35 public Basic schools in the Wa Municipality with a teacher population of 167. This sample was selected using census sampling. One of the major advantages of the census method is accuracy as each and every unit of the population is studied before drawing any conclusions of the research. In this method, information is collected from each and every unit of the population. When more and more data are collected the degree of correctness of the information also increases. Also, the results based on this method are less biased (Pandey & Pandey 2021). Despite the advantages that come with census sampling, it is regarded as a very costly method of data collection as well as it being time-consuming and labor to complete data collecting tasks.

Again, the researcher conveniently selected 9 parents to participate in an interview bringing the total study sample to 176. Convenience sampling is a non-probability sampling technique where researchers select individuals or items for a sample based on what is most convenient or readily available to them (Pace, 2021). Instead of using random selection or a specific sampling method designed to ensure representativeness, convenience sampling relies on the ease of access to potential

participants or data points (Smith & Johnson, 2018). Convenience sampling is quick and cost-effective. Researchers can collect data easily and promptly since they approach readily available subjects. It can be suitable when there are resource constraints, such as limited time or budget, as random or stratified sampling methods might be more resource-intensive (Sarker, & AL-Muaalemi, 2022).

However, one of the most significant disadvantages is selection bias. The sample may not be representative of the population, which can lead to skewed or inaccurate results. Also, researchers have less control over who is included in the sample, which can introduce confounding variables.

3.6 Data Collection Instruments

The instruments used to collect data for the study were questionnaires and interviews guide respectively.

3.6.1 Interviews

Interview is a face-to-face meeting between a questioner and a respondent. The party asking the question or seeking information is the interviewer and the respondent is the interviewee. The interview can be structured, semi- structured or unstructured. It is often used in collecting data for descriptive studies, action research and correlational studies (Agyedu, Donkor & Obeng, 2007). The main task in interviewing is to understand the meaning of what the interviewees say (Kavale, 1996). This method was adopted because it is more direct and has greater flexibility. It is also unique, because the collection of data is through direct verbal interaction between individuals. It also allows for the exchange of ideas.

The interview guides contained item covering the fourth objective of the study, which collected information on the benefits of family involvement on education of children in Wa municipality. The researcher used semi-structured interviews to obtain data on 9 parents (one ordinary parent from each circuit) views and opinions. The interview enabled these 9 parents (one ordinary parent from each circuit) to express themselves freely on the subject matter. Semi-structured interviews can produce valid and rich information because of their flexibility and the room for probing further. The researcher also had the opportunity to read the facial communication from the 9 parents (one ordinary parent from each circuit) as they engage in the interview.

3.6.2 Questionnaires

A questionnaire is defined as a research instrument that consists a set of questions or other types of prompts that aims to collect information from a respondent (Crewell, 2002). The two most common types of questionnaires are close-ended questions and open-ended questions (Creswell & Plano, 2007). The researcher chose questionnaires because of the nature of this study that sought opinion and views of the respondents. Questionnaires are also easy administer within a short time to a relatively larger group of people who may be scattered geographically. Questionnaires were prepared and administered in the fifteen (15) educational Circuits in the Municipality by the researcher. The questionnaires for the public KG schools' Parents Association (PA) executives (basically teachers) were sectioned into four segments; the first segment dwell on the social-demographic characteristics of respondents. The next talks about tools that nature and level of family Involvement on education of children, the third part indicates the barriers to family involvement in schools and the final part solicits the impact of family Involvement on education of children in Wa municipality.

Attached is the questionnaire at the Appendix A. The questionnaires were completed and collected in four days, resulting in a 100% return rate.

3.7 Validity and Reliability

To ensure the questions validity, the preliminary questionnaire was given to my supervisor for expert assessment and also course mates and other colleagues to read through and offer suggestions for revision. Appropriate suggestions given were taken and the interview guide and questionnaire restructured accordingly. It was also viewed by other experienced researchers who went through and ensured that the necessary suggestions and corrections were done. Researchers Best and Kahn (1998), Gall (1996) and Glesne (1999) advocated pre-testing the survey instruments prior to its delivery to the participants. The survey was piloted with a Konta circuit basic school heads who were equal parents and were not part of the study. The feedback from the research subjects most knowledgeable contributed to the survey's measurement of its planned purpose.

3.8 Trustworthiness of the Instrument

The researcher used the Trustworthiness Criteria in validating the reliability and validity of the research instrument. Trustworthiness criteria were established for the semi-structured interview guide. One major aim of research is to put the knowledge created into practice. As a result it is critical that researchers, practitioners, policymakers, and the general public understand and accept the findings as legitimate. Trustworthiness criteria are one-way researchers can convince themselves and readers that their study findings are worthy or attention (Nowell , Norris, White & Moules, 2017). The criteria established were confirmability, dependability, transferability and credibility.

3.8.1 Confirmability

In qualitative research, confirmability is a crucial criterion for establishing the trustworthiness of the study. It refers to the degree to which the researcher's biases are minimized and the findings accurately reflect the participants' perspectives and experiences (Lincoln & Guba, 1985). Techniques such as member checking and maintaining an audit trail are commonly used to enhance confirmability (Creswell, 2013). The researcher guaranteed confirmability by preventing his knowledge, values and conclusions from impacting the study's findings. Each phase of the data analysis was included in the study, including the conclusions that were derived as suggested by Charmaz in Kusi (2012)

3.8.2 Dependability

Dependability is a critical aspect of qualitative research, emphasizing the need for consistency and traceability in the research process (Lincoln & Guba, 1985). By maintaining an audit trail and providing clear documentation of research procedures, researchers enhance the dependability of their study (Creswell, 2013). To increase dependability of the study findings, the researcher asked clear questions throughout the data collection, minimized bias and controlled objectivity.

3.8.3 Transferability

Transferability is a key consideration in qualitative research, focusing on the applicability of the study's findings to other contexts (Lincoln & Guba, 1985). By providing rich and detailed descriptions of the research context and participants, researchers enhance the transferability of their findings, enabling readers to assess the relevance to their own situations (Creswell, 2013).

3.8.4 Credibility

Credibility is a cornerstone of ensuring the trustworthiness of the study. It focuses on demonstrating the rigor of the research process and the soundness of the interpretations drawn from the data (Lincoln & Guba, 1985). Techniques such as prolonged engagement, triangulation, and member checking contribute to enhancing the credibility of the study's findings (Creswell, 2013).

3.9 Data Collection Procedures

Before embarking on the data collection, the researcher obtained an introductory letter from the Head of Department of Early Childhood Education, University of Education, Winneba to seek permission from the various schools, offices, and other concerned authorities. The letter spelled out the purpose of the study, the need for individual participation and anonymity as well as the confidentiality of respondents' responses. The management of the Wa Municipal Education Directorate issued an introductory letter to the sampled schools to grant the researcher access for data collection. After establishing the necessary contact with the head teachers of the selected schools, authorized offices, permission was obtained for the administration of the instruments. The researcher also trained research assistants for the collection of the data. These research assistants were trained on how to talk to respondents, how to explain certain difficult questions to respondents, and other equally important information that enabled the researcher to have uniform information and to facilitate high return rate. There was a 100% return rate for the quantitative data.

4.10 Data Analysis

According to Kothari (2004), data analysis is a process of editing, coding, classification and tabulation of collected data. Creswell (2014), explained that data analysis is usually connected and integrated when interpreting data and doing discussion. The purpose of data analysis is to extract useful information from data and taking the decision based upon the data analysis (Guru 2021). The process involves operations which are performed with the purpose of summarizing and organizing the collected data from the field. The respondents' responses to the five Likert- scale type questionnaires items were analyzed using the Statistical Package for Social Sciences (SPSS) version 25. To ease interpretation, strongly agree and agree responses by participants were considered as agree whilst strongly disagree and disagree were considered as disagree. The descriptive function of the SPPS was used to organize the data into frequency counts, percentages mean and standard deviation scores. Descriptive statistics was used to analyze the demographics characteristics of the parents. Similarly, Descriptive statistics was used to analyze the nature and level of family involvement in children education. A mean score below 3 was regarded disagreement, mean score of 3 regarded uncertain or neutral, whereas a mean score above 3 was considered agreement to family involvement. In other for the researcher to examine impact of family's involvement in their children education, regression analyses were used as an effective inferential statistical tool. Tables were also used to present the descriptive aspects of the study to enable the researcher achieved the stated objectives.

The interview guide was also used to collect qualitative data; the qualitative data obtained using interview and were analyzed by considering major themes to extract relevant information. This helped the researcher to make description of the data

collected from the field basing on research objectives and derived conclusion on what to take regarding its usefulness. After data collection, data was transcribed and analyzed in themes. Editing involved examining data for errors and omissions after which, corrections were made accordingly. Qualitative data from interview schedules from the principals were transcribed, and written in verbatim according to various themes, categories and sub categories as they emerged during the study (Mugenda and Mugenda, 2003). Information on benefits of family involvement on education of your children municipality was equally analyzed descriptively. The results were discussed, conclusions made and recommendations made based on study findings

3.11 Ethical Considerations

On the aspect of consent, before the researcher conducted the study in the schools, the researcher explained the main objective and specific objectives of the research to the Wa Municipal Education Authorities and sought permission to carry out the study in their municipal basic schools. At each school, the informed consent of the heads of the schools and school Parent-Teacher Association Chairman were obtained before the data collection begun. The researcher also informed the respondents of their right to withdraw when they felt like doing so. Before conducting the questionnaires, the researcher assured the participants that all data collected will be kept securely and treated as confidential. To maintain confidentiality, the schools and all the participants were given anonymous names in the data analysis and interpretation. Therefore, private data identifying the participants and their schools were not included in the report. As for the consequences of the study, the researcher assured all the schools and individual participants that she would take full responsibility for the consequences arising from the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter presents the results of the analysis of the questionnaire data based on the research questions of the study. The quantitative data were analysed using descriptive statistics (Means-M, Standard Deviations-Std.D). The first part of this chapter describes the demographic characteristics of the teachers selected for the study. In the second part, the research findings are presented based on the research questions formulated for the study.

4.1 Description of Respondents

This section on the questionnaire (Biographical) discusses the background information of the respondents. These include the respondents' gender, age and courses. Table 1 shows the distribution of the respondents and their biographical information.

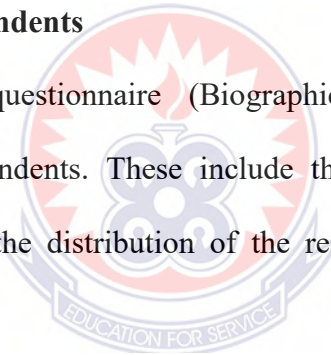


Table1: Demographic characteristics of the teachers

Variables	Subscale	Freq.	Percent %
Gender	Male	38	21.6
	Female	138	78.4
Age Range/Years	20 – 30	38	21.6
	31 – 40	63	35.8
	41 – 50	46	26.1
	51 – 60	29	16.5

Source: Field Data (2023)

n=176

Table 1 presents the gender and age of the kindergarten teachers in the Wa Municipality. Majority of the respondents were females 138 (78.4%) whereas 38 (21.6%) of the total population were males. Also, on the ages of the respondents, 38 (21.6%) were age between 20-30 years, 63 (35.8%) were aged between 31-40 years, 46 (26.1%) of the respondents were aged between 41-50 years while 29 (16.5%) of the teachers were aged between 51-60 years.

4.2 Analysis of the Research Questions

To gather evidence for the study, the selected kindergarten teachers' in Agona East District were made to rate their responses using Strongly Agree, Agree, Disagree and Strongly Disagrees. Using means, the scales were scored as (Strongly Agree = 4, Agree =3, Disagree= 2 and Strongly Disagree =1). The criterion value of 2.50 was established for the scale. To obtain the criterion value (CV=2.50), the scores were added together and divided by the number scale (4+3+2+1= 10/4=2.50). To understand the mean scores, items/statements that scored a mean of 0.00 to 2.49 were regarded as low. Those items/statements that scored mean from 2.50 to 4.00 was regarded as high. This interpretation is applicable to only the research questions 1-4

4.3 Research Question One

What is the nature of family Involvement on education of children in Wa municipality?

The first research question of this study sought to examine the nature of family involvement in the education of young children in the Wa Municipality. The data collected to answer Research Question one is been presented in Table 2.

Table 2: Nature of family Involvement on education of children in the Wa municipality?

Statements	M	SD
Family members in the Wa municipality actively participate in helping their children with homework.	2.49	.174
Parents and guardians in the Wa municipality attend parent-teacher meetings and school events regularly.	2.31	.924
Families in the Wa municipality regularly communicate with teachers and school staff about their children's progress.	2.39	.235
Families in the Wa municipality provide a conducive environment for children to study at home.	2.42	.249
Parents and guardians in the Wa municipality are actively involved in extracurricular activities and school clubs with their children.	2.18	.345
Families in the Wa municipality believe that education is a top priority for their children's future.	2.27	.364
Families in the Wa municipality are aware of their children's school performance and seek ways to improve it	2.32	.501
Mean of Means/StD	2.34	.398
Source: Field Dat (2023)	CV=2.50	(n=117)

Table 2 gives evidence to believe that generally, most of the kindergarten teachers at the early childhood centres in the Wa Municipality believe that family involvement in the education of children is low (MM=2.34) less than the Test Value of 2.50.

Dwelling on the individual statement, it was found that most early childhood teachers in the Wa Municipality disagree that family members actively participate in helping their children with homework ($M=2.49$, $SD=.174$, $n=167$). Again, it was evident that most of the early childhood teachers in the kindergarten disagree that parents and guardians in the Wa municipality attend parent-teacher meetings and school events regularly ($M=2.31$, $SD=.924$, $n=167$).

In another related evidence, it was revealed that most early childhood teachers disagree that families in the Wa municipality regularly communicate with teachers and school staff about their children's progress ($M=2.39$, $SD=.235$, $n=167$). Similarly, most early childhood teachers disagree that families in the Wa municipality provide a conducive environment for children to study at home ($M=2.42$, $SD=.249$, $n=167$).

In furtherance to the above, it was evident that most early childhood teachers disagree that parents and guardians in the Wa municipality are actively involved in extracurricular activities and school clubs with their children ($M=2.18$, $SD=.345$, $n=167$). Again, most teachers within the Wa Municipality disagree that families in the Wa municipality believe that education is a top priority for their children's future ($M=2.27$, $SD=.364$, $n=167$). Finally, the results showed that most of the early childhood teachers in Wa Municipality disagree that Families in the Wa Municipality are aware of their children's school performance and seek ways to improve it ($M=2.32$, $SD=.501$, $n=167$).

Qualitative analysis

Research question one: Research question 1: What is the nature of family

Involvement on education of children in the Wa municipality?

Theme 1: Involvement in the home

'In the home I make sure that the child is well fed in order to concentrate on his/her school work' Parent 5

'I have been asking my children the things that they are lacking in the house that will help them learn with ease and ensure that all those things are provided' Parent 3,1

'When my child is in the house, I always ask him whether the class teacher gave some homework and also ensure that he does it before going to school. In case there are some things he don't understand, other family members come in to assist him' Parent 4

I ensure that my child completes their homework and assignments on time. I offer assistance when needed, ensuring they grasp the concepts being taught' Parent1,2

Theme 2: Involvement in school

'I make it a point to visit my child's school regularly. This helps me stay informed about their academic progress, understand the school environment, and connect with teachers and other parents. I make sure my child has access to all the materials they need, such as textbooks, stationery, and any additional resources for research projects'

I ensure that my child completes their homework and assignments on time. I offer assistance when needed, ensuring they grasp the concepts being taught. I also try to attend PTA meetings that the school organizes for parents.

I encourage my child to participate in extracurricular activities such as sports, arts, and music, which help in their overall development.

The themes that were generated from the interview provides insight into the nature of family involvement in the education of young children. It come to light that parents as well as other family members involvement in the education of children take different format. Some of the respondents involvement in the home includes assisting learners in doing the home work, creating an enabling and conducive learning environment for children feeding them well in the house etc. similar role are performed from the perspective of the school where families attend PTA meetings of the children to establish a good rapport with school authorities that are teaching the child and also buying the basic need that the child may need to enhance their education. These confirm the study by Finch (2010) that families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

4.4 Research Question Two

What are the barriers to family involvement on education of children in the Wa municipality?

Table 3 presents results on the barriers to family involvement on education of children in the Wa Municipality?

Table 3: The barriers to family involvement on education of children in the Wa Municipality?

Statements	M	SD
There is a lack of communication between schools and parents in the Wa municipality, which hinders family involvement in education	3.72	.344
Many parents and guardians in the Wa municipality face time constraints that make it difficult for them to actively engage in their children's education	3.52	.813
Families in the Wa municipality lack access to educational resources and materials to support their children's learning at home	3.42	.313
Economic constraints, such as financial instability, hinder family involvement in education in the Wa municipality.	3.35	.141
Parents and caregivers in the Wa municipality face cultural or societal expectations that discourage active involvement in their children's education.	3.68	.189
Some families in the Wa municipality are unaware of the available resources and support systems for parents to get involved in their children's education.	3.84	.711
Schools in the Wa municipality do not provide adequate opportunities for parents to engage in their children's education.	2.35	.692
Mean of Means/StD	3.61	.422
Source: Field Data (2023)	CV=2.50	(n=167)

Table 3 gives evidence to believe that generally, most of the kindergarten teachers at the early childhood centres in the Wa Municipality believe that there is a lack of communication between schools and parents in the Wa municipality, which hinders family involvement in education (MM=3.61). This value are greater than the Test Value of 2.50.

Reporting on the effects of disruptive behaviors on learners in the Municipality, it was evident that most of the kindergarten teachers believe that there is a lack of

communication between schools and parents in the Wa municipality, which hinders family involvement in education ($M=3.72$, $SD=.344$, $n=167$). Similarly, it was found that most of the kindergarten teachers believe that many parents and guardians in the Wa municipality face time constraints that make it difficult for them to actively engage in their children's education ($M=3.52$, $SD=.813$, $n=167$).

In furtherance to the above, it was found that most of the kindergarten teachers are of the view that families in the Wa municipality lack access to educational resources and materials to support their children's learning ($M=3.42$, $SD=.313$, $n=167$). Another evidence suggests that most kindergarten teachers at the kindergarten centres believe that economic constraints, such as financial instability, hinder family involvement in education in the Wa Municipality ($M=3.35$, $SD=.141$, $n=167$). It was also found that majority of the teachers believe that parents and caregivers in the Wa municipality face cultural or societal expectations that discourage active involvement in their children's education ($M=3.68$, $SD=.189$, $n=167$).

Equally, it was found that most of the kindergarten teachers are of the view that some families in the Wa municipality are unaware of the available resources and support systems for parents to get involved in their children's education ($M=3.79$, $SD=.454$, $n=117$).

Finally, it was found that most of the teachers disagree that schools in the Wa municipality do not provide adequate opportunities for parents to engage in their children's education ($M=2.32$, $SD=.343$, $n=167$).

Qualitative analysis

Research question 2: What are the barriers to family involvement on education of children in the Wa municipality?

Theme one: economic barriers

It is not easy for me to provide all the things that my child will be needing in school because my salary is very small. Also, things in the market nowadays are very expensive and this affect in my provision of basic things that the school will need as well as the child himself **Parent 3**

Hmm sometimes buying of basic need for the child to school is not small form at all. For instance, school uniform, shoes, school bags exercise books and other things that make a child enjoy school are very expensive now **Parent 2**

Theme two: school community relations

'Me when I get the information from the school early concerning what need to be done for my child I will do it. But some schools don't give parents prior notice to a particular activity and these affects me in involving myself in the education of my child' **Parent 1**

'Some of the teachers in some schools do not consider parent when the place demands from the children. To some instead of calling the parents to explain things to them, they leave it for the child to tell us and sometimes the actual information is not communicated and this sometimes result in misunderstanding between parents and the school' **Parent 5,6**

'Sometimes the school will give the child assignment but the need resources that will assist him/her will not be given because of lack of resources. And some of school administrators and teachers are not approachable or accessible to parents, it can discourage communication and collaboration' **Parent 4**

Theme three: work-related reasons

'As for me stress is one of the major challenges I have when it comes to participating in the education of my child. By the time I get home I feel exhausted to the extent that I don't even ask my child what is happening in the school' **Parent 1, 3**

I don't have time because I have to go to work so that my family will eat. So because of the nature of my work it become difficult to involve myself in the educating of my child. **Parent 2**

These themes and responses provide an insight into the barriers to families involvement in the education of young children in the Wa Municipality in the Upper West Region of Ghana. It is evidence that poor collaboration between school and families contributes to family barrier to involve in the education of the young child. Financial and economic challenges on the part of some parents are some of the setbacks that emanated from the study. Again the busy schedule of parents in their quest to make ends meet coupled with stress that comes from those struggles impede the way families involve themselves in the education of their children at the early childhood level. These evidences are in line with a study by Sheldon and Epstein (2005) which state that negative or distant relationships between teachers and parents can discourage involvement. When parents feel unwelcome or uncomfortable approaching teachers, it can hinder effective collaboration and communication. Again, Epstein (2001) believe that some parents may experience difficulties accessing information about school activities, their child's progress, or educational resources. In cases where schools do not effectively communicate with parents, families may be left in the dark about important school events and their child's performance. This lack of information can impede parental involvement, as parents may feel disconnected from their child's educational journey. The study further revealed that Many parents,

especially those in low-income households or single-parent families, struggle with demanding work schedules and multiple responsibilities, leaving them with limited time to actively engage in their child's education.

4.5 Research Question Three

What is the impact of family Involvement on education of children in the Wa municipality?

Table 4 depicts results on the impact of family Involvement on education of children in the Wa municipality?

Table 4: The impact of family Involvement on education of children in the Wa municipality?

Statements	M	SD
Family involvement positively contributes to the academic success of children in the Wa municipality.	3.92	.120
Children whose families are actively involved in their education exhibit better motivation and enthusiasm for learning	3.82	.355
Family involvement enhances the overall well-being and emotional development of children in the Wa municipality.	3.73	.129
Family support positively impacts children's problem-solving and critical thinking skills.	3.60	.234
Family involvement fosters better communication skills and positive relationships between parents and their children in the Wa municipality.	3.34	.182
Children with involved families have a greater likelihood of pursuing higher education after completing their basic schooling	3.32	.824
Children with involved families are more likely to have a positive attitude toward education and lifelong learning	3.19	.582
Mean of Means/StD	3.56	.346
Source: Field Data (2023)	CV=2.50	(n=167)

Data in Table 4 give evidence to believe that generally, most kindergarten teachers at the early childhood centres in the Wa Municipality vehemently believe that family involvement have a positive impact on the children. This was evident after the teachers' responses scored an average mean ($MM=3.56$) greater than the Test Value of 2.50.

From the table above, it was found that most of the kindergarten teachers agreed that Family involvement positively contributes to the academic success of children in the Wa municipality ($M=3.92$, $SD=.120$, $n=167$). Again, most of the kindergarten teachers at the early childhood centres agreed that Children whose families are actively involved in their education exhibit better motivation and enthusiasm for learning ($M=3.82$, $SD=.355$, $n=167$).

Again, most of the teachers indicated that most teachers believe that Family involvement enhances the overall well-being and emotional development of children in the Wa municipality ($M=3.73$, $SD=.129$, $n=167$). Most of the respondents also pointed out that family support positively impacts children's problem-solving and critical thinking skills ($M=3.60$, $SD=.234$, $n=167$). Another found out that most teachers agreed that family involvement fosters better communication skills and positive relationships between parents and their children in the Wa municipality. ($M=3.34$, $SD=.182$, $n=167$).

Furthermore, most of the teachers pointed out that children with involved families have a greater likelihood of pursuing higher education after completing their basic schooling ($M=3.32$, $SD=.824$, $n=167$). Finally, most kindergarten teachers at the early childhood centres in the Wa Municipality agreed that children with involved families

are more likely to have a positive attitude toward education and lifelong learning (M=3.19, SD=.582, n=167)

Qualitative analysis (interview)

Theme one: Academic

'when family takes the time to help with homework, provide a conducive study environment at home, and maintain open communication with teachers, it creates a supportive network for the child. This will help the child to do well in school because there is always someone to help him/her to understand certain things in the house'

Parent 2

Family involvement in the child schooling assist by instilling effective study habits and time management skills in children. When parents set routines and expectations for homework and study time, it helps children learn the importance of time management and discipline' **Parent 3,1,4**

'there will be good collaboration with the teacher of the child where the family actively involve in the education of young children. This collaboration between parents and educators helps identify learning difficulties early and find solutions to address them'

Theme two: Social development

'When I engage my child in doing his class assignment it help in developing his communication skills. Parental involvement can provide opportunities for children to interact with their parents and their parents' friends, which can help children develop social skills, such as making eye contact, taking turns in conversation, and understanding social cues' **Parent 5**

'When parents actively engage in resolving conflicts and disagreements within the family, they model effective conflict resolution skills for their children. Children who observe their parents working through disagreements in a healthy way are more likely to use those strategies in their own social interactions' **Parent 1,3,2**

'Parents serve as role models for their children, and their involvement in community and social activities can show children the importance of engagement in social life. By participating in community events, volunteering, and demonstrating a commitment to social causes, parents can inspire their children to do the same' **Parent 4**

Theme three: Emotional and Psychological Support

'Parental involvement also extends to providing emotional and psychological support, which can significantly impact academic performance. When children feel that their parents are interested in their education, it boosts their self-esteem and confidence' **Parent 1**

'Parental involvement also plays a vital role in instilling core values, work ethic, and a commitment to education in children' **Parent 3**

The data from the analysis has proven that family involvement have positive impact in the everyday life of the young child as far as the education of young children are concerned. The analysed data from both quantitative and qualitative reflects that family involvement fosters better communication skills and positive relationships between parents and their children in the Wa municipality. Children with involved families are more likely to have a positive attitude toward education and lifelong learning. The academic performance of children are improved when families participate in the education of young children. This is in line with a study by Catsambis (1998) that claim the strongest evidence that parent involvement helps improve school success comes when parents get involved in helping their child learn at home.

Positive family involvement leads to better social, behavioral, and academic outcomes for children from all ethnic and economic backgrounds (Ball, 2006; Marcon 1999). Family participation in their children's educations can be critical because it nurtures

cognitive and emotional resilience, especially in the face of life stressors such as poverty and neighborhoods with few resources (Waanders, Mendez, & Downer, 2007).

4.6 Research Question Four

What are the benefits of family involvement on education of children in Wa municipality.

Table 5: The benefits of family involvement on education of children in Wa municipality

Statements	M	SD
Family involvement in education helps children develop lifelong learning skills and a positive attitude toward education.	3.89	.682
Family engagement positively influences children's motivation and enthusiasm for learning.	3.83	.529
Children benefit from a sense of belonging and community when their families are actively engaged in their education	3.78	.835
Family engagement positively influences children's motivation and enthusiasm for learning	3.73	.755
Children with involved families are more likely to pursue higher education and have better future prospects	3.69	.382
Children with actively involved families tend to have higher self-esteem and confidence in their academic abilities.	3.62	.544
Children with involved families are more likely to have better attendance and punctuality in school	3.58	.974
Mean of Means/StD	3.76	.496
Source: Field Data (2023)	CV=2.50	(n=167)

Data in Table 5 show that generally, most of the kindergarten teachers agreed that disruptive behaviors often disrupt the flow of the classroom and hinder effective teaching and learning at the early childhood centres can adhere to strategies to help

improve upon assessment practices at the early childhood cent ($MM=3.76$) greater than the Test Value of 2.50.

Most of the respondents agreed that family involvement in education helps children develop lifelong learning skills and a positive attitude toward education. ($M=3.89$, $SD=.682$, $n=1177$). Also, the data revealed that most of the teachers agreed that Family engagement positively influences children's motivation and enthusiasm for learning ($M=3.83$, $SD=.529$, $n=167$).

Beyond the above, most teachers agreed that Children benefit from a sense of belonging and community when their families are actively engaged in their education ($M=3.78$, $SD=.835$, $n=167$). Again, most of the teachers believe that family engagement positively influences children's motivation and enthusiasm for learning ($M=3.73$, $SD=.755$, $n=167$).

Most of the teachers in the Wa Municipality agreed that Children with involved families are more likely to pursue higher education and have better future prospects ($M=3.69$, $SD=.382$, $n=167$). In addition to the above, most of the respondents agreed that children with actively involved families tend to have higher self-esteem and confidence in their academic abilities ($M=3.62$, $SD=.544$, $n=167$). Finally, most of the teachers agreed that children with involved families are more likely to have better attendance and punctuality in school ($M=3.58$, $SD=.974$, $K=.121$, $n=117$).

Qualitative analysis (interview)

Research question 4: What are the benefits of family involvement on education of children in Wa municipality.

‘When parents are actively involved in a child's education, they can offer praise and encouragement, which helps boost the child's confidence and self-esteem. This positive reinforcement empowers the child to take on challenges and believe in their abilities, fostering a growth mindset’ **Parent 2**

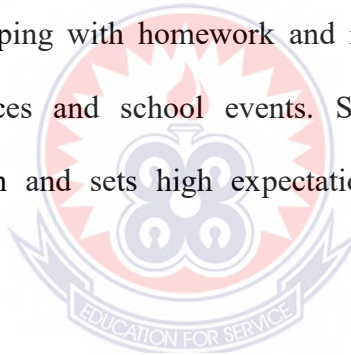
‘Family involvement in a child's education significantly contributes to their academic success. When parents are engaged in their child's learning, they can provide valuable support with homework, reading, and other learning activities’ **Parent 1**

‘Family involvement strengthens the bond between parents and young children. Engaging in educational activities together, like reading, problem-solving, and creative projects, creates a strong sense of togetherness and connection, which is vital for a child's emotional development’ **Parent 3,4**

From the data above it could be realized that when families are actively involved in the education of the young child, it comes with so many benefits that ensure the smooth and solid foundation for the child's future learning. Family involvement in the education of young children have influence in their lifelong learning as well as emotional support for their life. This relates with the findings from Fan and Chen (2001) which posits that in terms of social development, family involvement is equally influential. Parents who actively participate in their child's education often provide opportunities for them to interact with peers through playdates, extracurricular activities, or family outings. They also believe that when parents offer praise, encouragement, and constructive feedback, they contribute to a child's sense of

self-worth and empowerment. This positive reinforcement enables children to take on challenges and believe in their abilities, fostering a growth mindset. Importantly, family involvement strengthens the parent-child bond. Engaging in educational activities together, such as reading, problem-solving, and creative projects, creates a strong sense of togetherness and connection (Katz & McClellan, 2013). This emotional connection is vital for a child's emotional development and provides a safe and nurturing environment.

Also, family involvement significantly contributes to a child's academic success. Research has consistently demonstrated that children with involved parents tend to perform better in school (Henderson & Mapp, 2002). This involvement can take various forms, from helping with homework and reading to children, to attending parent-teacher conferences and school events. Such engagement reinforces the importance of education and sets high expectations for the child's performance (Epstein, 2001).



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter presents a summary of the research findings, the conclusions drawn from the study, recommendations put forward and suggestion for further study.

5.1 Summary of the Study

This study sought to examine the impact of family involvement on the education of children in Wa municipality. The literature review looked at What is Family involvement and why should families be involved in the children education, benefits and challenges of Family involvement, benefits and challenges of family involvement. The review also looked at the barriers to Family involvement in Children Education.

5.2 Key Findings

It was discovered that families involvement in the education of children at the early childhood level in the Wa municipality in the Upper West Region of Ghana were very low. The data from the quantitative analysis proves that the involvement of families in children education were below the average score of 2.5. the low participation range from not participating in school meetings, lack of assistance for their wards at home, inadequate financial assistance etc.

The study also revealed that there are some barriers that impede the involvement of families in the education of children. Economic challenge, lack of adequate resources, lack of collaboration between the school and parents, stress are some of the barriers that were revealed from the study to family involvement in the Wa Municipality.

The findings from the study revealed that family involvement in the education of young children have positive impact on the academic performance of the child by laying solid foundation for future educational experience. The basic needs of children as far as their education is concerned are met when the family actively involve in their education.

The study revealed that there are some benefits when family involve in education their children at the early childhood level. There a sense of belonging developed in children when parents and other family members are involved in the education, moral values are learnt, as well as children been motivated to pursue higher academic journey because they have the backing of their families.

5.3 Conclusion

The following conclusions are made based on the research outcome concerning the stated objectives.

Family involvement supports the early identification of any learning difficulties or developmental needs a child may have. This early identification is crucial for providing timely interventions and support.

Family involvement in early childhood education has a demonstrable positive impact on a child's academic achievement. It helps children acquire foundational skills and prepares them for success in formal schooling. Family involvement contributes to improved social and emotional development in young children. It fosters emotional resilience, positive relationships, and effective communication skills.

The study may conclude that active family involvement strengthens parent-child relationships, fostering a sense of trust, attachment, and security in children. Family

involvement in early childhood education is shown to enhance a child's communication and language skills. This early language development is vital for future academic success.

5.4 Recommendation

1. Foster a collaborative relationship between parents and teachers to ensure open communication, sharing of information, and a better understanding of each child's needs and progress. Schools and educational institutions can offer workshops and training programs for parents to enhance their knowledge of effective ways to support their child's learning and development.
2. Encourage parents to read with their children, provide access to books, and create a literacy-rich home environment. Schools can provide guidelines and resources for parents to assist with homework and assignments while maintaining a healthy balance between schoolwork and play.
3. Early identification of learning challenges or developmental delays is crucial. Encourage parents to seek support and intervention services when necessary. Schools can offer access to resources such as books, educational software, and information on local educational services and support organizations.
4. Families should encourage their children by creating a home environment that is conducive to learning, with minimal distractions and access to educational resources. Ensure that schools have efficient communication channels in place, such as newsletters, parent-teacher meetings, and digital platforms, to keep parents informed and engaged.

5.5 Suggestions for Further Study

The current study makes the following suggestions for further research:

Further studies on this subject can be done on Parents' at-home & at-school academic involvement with young adolescents. Again, future research is needed to investigate in Parental involvement and academic performance in Wa municipality



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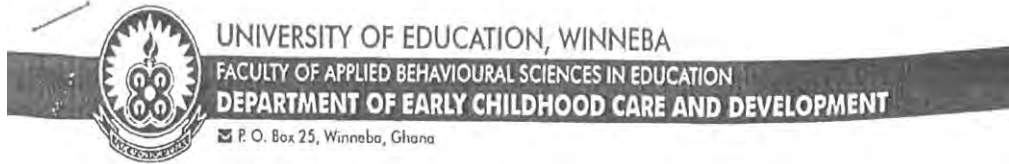
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APPENDICES

APPENDIX A

Introductory Letter



FES/DECE/L1

October 31, 2023

The Director
Ghana Education Service
P.O. Box 15
Wa Municipality

INTRODUCTORY LETTER

I kindly write to introduce to you **Ms. Braimah Na-Emah Babugu** with index number: **220022775** who is a M.Ed student at the Department of Early Childhood Education, University of Education, Winneba. She is in her final year and has to embark on her thesis on the topic: *"Impact of Family Involvement on the Education of Children in Wa Municipality."*

Ms. Braimah Na-Emah Babugu is to collect data for her thesis, and I would be most grateful if she could be given the needed assistance.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Michael Subbey', is written over a faint circular watermark of the university's logo.

DR. MICHAEL SUBBEY
HEAD OF DEPARTMENT

APPENDIX B

Questionnaire for Kindergarten Teachers

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

This questionnaire is part of a study designed to find out the impact of family involvement in the education of children in the Wa Municipality. Your responses are greatly welcome, I would be grateful if you participate in this study.

Please, be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purpose.

SECTION A:

DEMOGRAPHIC INFORMATION

Please place a tick (✓) in the appropriate box.

1. **Gender**

a. Male []

b. Female []

2. **Age Range**

a. Below 25 years []

b. 25-29 years []

c. 30-34 years []

d. 35-39 years []

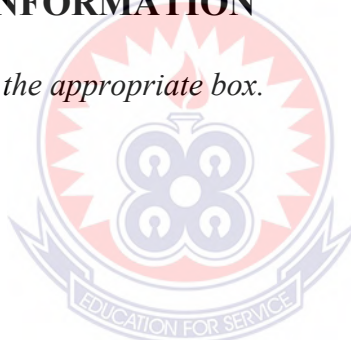
e. 40-44 years []

f. 45-49 years []

g. 50-54 years []

h. 55-59 years []

3. **Academic qualifications**



- a. Certificate []
- b. Diploma []
- c. Degree []
- d. Master's []

4. **Working Experience**

- a. Less than 1 year []
- b. 1-5 years and below []
- c. 6-10 years []
- d. 11-15 years []
- e. 16-20 years above []
- f. 21 years and above []

SECTION B

Research question one: What is the nature of family Involvement on education of children in Wa municipality?

Sn	Statement	S	A	D	SD
	Family members in the Wa municipality actively participate in helping their children with homework.				
	Parents and guardians in the Wa municipality attend parent-teacher meetings and school events regularly.				
	Families in the Wa municipality regularly communicate with teachers and school staff about their children's progress.				
	Families in the Wa municipality provide a conducive environment for children to study at home.				
	Parents and guardians in the Wa municipality				

	are actively involved in extracurricular activities and school clubs with their children.				
	Families in the Wa municipality believe that education is a top priority for their children's future.				
	Families in the Wa municipality are aware of their children's school performance and seek ways to improve it				

Research question two: What are the barriers to family involvement on education of children in the Wa municipality?

Sn	Statement	S A	A	D	SD
	There is a lack of communication between schools and parents in the Wa municipality, which hinders family involvement in education				
	Many parents and guardians in the Wa municipality face time constraints that make it difficult for them to actively engage in their children's education.				
	Families in the Wa municipality lack access to educational resources and materials to support their children's learning at home.				
	Economic constraints, such as financial instability, hinder family involvement in education in the Wa municipality.				
	Parents and caregivers in the Wa municipality face cultural or societal expectations that discourage active involvement in their children's education.				
	Some families in the Wa municipality are unaware of the available resources and				

	support systems for parents to get involved in their children's education.				
	Schools in the Wa municipality do not provide adequate opportunities for parents to engage in their children's education.				

Research question 3: What is the impact of family Involvement on education of children in Wa municipality?

Sn	Statement	S A	A	D	SD
	Family involvement positively contributes to the academic success of children in the Wa municipality.				
	Children whose families are actively involved in their education exhibit better motivation and enthusiasm for learning.				
	Family involvement enhances the overall well-being and emotional development of children in the Wa municipality.				
	Family support positively impacts children's problem-solving and critical thinking skills.				
	Family involvement fosters better communication skills and positive relationships between parents and their children in the Wa municipality.				
	Children with involved families have a greater likelihood of pursuing higher education after completing their basic schooling				
	Children with involved families are more likely to have a positive attitude toward education and lifelong learning				

1. Research question 4: What are the benefits of family involvement on education of children in Wa municipality.

Sn	Statement	S A	A	D	SD
	Family involvement in education helps children develop lifelong learning skills and a positive attitude toward education.				
	Family engagement positively influences children's motivation and enthusiasm for learning.				
	Children benefit from a sense of belonging and community when their families are actively engaged in their education				
	Family engagement positively influences children's motivation and enthusiasm for learning				
	Children with involved families are more likely to pursue higher education and have better future prospects				
	Children with actively involved families tend to have higher self-esteem and confidence in their academic abilities.				
	Children with involved families are more likely to have better attendance and punctuality in school				

APPENDIX C

Interview Guide for Parents

UNIVERSITY OF EDUCATION, WINNEBA

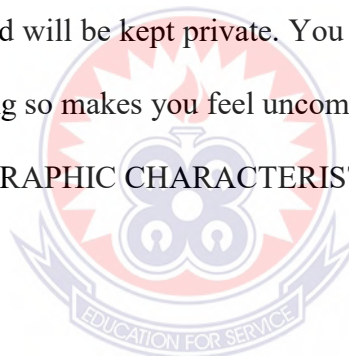
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

The purpose of this study is to find out the impact of family involvement in the Wa Municipality. People like you who is a family person and parent is being interviewed. I sincerely appreciate your cooperation in this study. The main objectives of the study are to find out the nature of family involvement, barriers to family involvement, impact of family involvement as well as the benefits of family involvement in the Wa Municipality. Please your participation is optional and that all information provided will be kept private. You have the option of not responding to any questions if doing so makes you feel uncomfortable.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Age

Sex



SECTION B

Research question 1: What is the nature of family Involvement on education of children in Wa municipality?

1. Can you describe the ways in which you are actively involved in your child's education in the Wa municipality?
2. Can you share examples of how you assist your child with their homework, assignments, and projects?
3. In what ways do you provide a conducive environment for your child to study and learn at home?

Research question 2: What are the barriers to family involvement on education of children in the Wa municipality?

4. What are the main challenges or obstacles you face in actively participating in your child's education in the Wa municipality?

Research question 3: What is the impact of family Involvement on education of children in Wa municipality?

5. How do you believe your involvement has affected your child's problem-solving and critical thinking skills in the context of their education?
6. How has your involvement influenced your child's self-esteem and confidence in their academic abilities?
7. Can you share your thoughts on the long-term impact of your family's involvement on your child's educational journey, including their likelihood of pursuing higher education or achieving better future prospects?

Research question 4: What are the benefits of family involvement on education of children in Wa municipality.

8. How do you believe that your support and participation have contributed to your child's motivation and enthusiasm for learning in local schools?
9. In your opinion, what are the specific benefits of family engagement in terms of improving your child's problem-solving and critical thinking skills?
10. How has your active participation improved communication between you and your child regarding their education, and what impact has this had on your relationship?

Thank you for your time...