UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING PARENTAL SUPPORT ON EARLY CHILDHOOD LEARNERS' EDUCATION IN AHAFO ANO NORTH MUNICIPALITY

VIDA BAAH

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**ASSESSING PARENTAL SUPPORT ON EARLY CHILDHOOD LEARNERS'
EDUCATION IN AHAFO ANO NORTH MUNICIPALITY**

**VIDA BAAH
(220013871)**

**A dissertation in the Department of Early Childhood Education,
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of the requirements for the award of the degree of
Master of Education
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**MAY, 2023**

DECLARATION

Student's Declaration

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

Signature: ……………………………….

Date: ……………………………….

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.
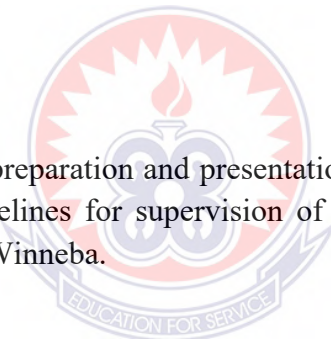
Mrs. Justina Adu (Supervisor)

Signature: ……………………………….

Date: ……………………………….

DEDICATION

To my lovely husband, Mr. Sampson Agyekum, and my children, Ama Nyarko Agyekum and Rexford Osei Agyekum.

ACKNOWLEDGEMENT

I express my sincere gratitude to God Almighty for His good work in my life. He has done impossible things in my life and I am grateful for His countless blessings. I say a big thank you to my supervisor, Mrs. Justina Adu, for her guidance and commitment in assisting me in my entire project. I thank her for the effort and time committed towards my research study. I cherish your critique of my work which has shaped it into a unique finished product.

I also express my appreciation to all the lecturers in the Department for their support. I will also use this opportunity to say thank you to Madam Regina Owusua Acheampong for her assistance and guidance in doing this project work. God bless her effort.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The purpose of the study was to assess parental support on early childhood learners' education in Ahafo Ano North Municipality. Specifically, the study sought to find out the various types of support given by parents in Ahafo Ano North Municipality, assess the impact of parental support on learners' academic performance and examine the challenges facing parents so far as early childhood education is concerned. The study was nested into the mixed methods research design involving the quantitative and qualitative approaches. The sample size was 20 parents, 4 early childhood teachers, 2 head teachers, and 15 learners. A self-developed questionnaire was used for the data collection. Pilot-testing of the instrument was done and reliability and validity were ensured. Ethical consideration was also ensured before the actual data collection. The data collected were analysed using descriptive statistics (frequencies and percentages, means and standard deviations). The study found that generally, most of the parents in the Ahafo Ano North Municipality do not really provide the needed support for their children. Again, it was found that most of the support from parents in the Ahafo Ano North Municipality do not really have much impact on the learners' academic performance. Finally, it was found that there are some challenges facing parents so far as early childhood education management and delivery is concerned. Some of the challenges were high cost of living, employment, frequent changes in educational policies, large family size, financial constraints/low income and so on. it was recommended that parents should be educated and encouraged by stakeholders (Opinion leaders, NGO's, government, teachers, school administrators and missions) on the need to invest in their children's education by contributing in diverse ways, covering other areas identified in this study where they least contribute, to support their children's educational development. Also, Parents should be counselled by educators to realize the importance of motivating their children to learn, acquiring resources for the learners such as text books, exercise books; attending P.T.A. meetings, visiting their children's school to assess their academic progress; giving personal attention and helping.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education is the fulcrum of sustainable development that holds the key to social inclusion. It is one of the necessary conditions for advancing quality of life. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society (Adu-Gyamfi, 2014; Kurtulmuş, 2016). It is thus essential for integrating the marginalized and vulnerable in society into the development process promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the Centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of many several nations (Ohba, 2012). The merchants were the early arrivals in the Gold Coast, they were mostly Europeans. The Europeans came to promote their trading and had no intention of helping the indigenes to develop or offer them some kind of formal education.

Education is the best legacy a nation can give to her citizens especially the youths. This is because education is very important in the development of any nation or community. Education is the process of transmitting what is worthwhile to members of the society. According to Okafor and Agbakwa (2001), education embraces all those experiences of the individual through which knowledge is acquired and intellect enlightened. For Acemoglu and Pischke (2001), education is what goes on from one generation to another generation. In this context, education is the process of socializing the child to grow up as a fulfilled member of the society through informal, formal and non-formal process. Informal education is the process of acquiring

1

knowledge about the environment and living with one another. According to Nwabachili and Egbue (2013), formal education is a consciously planned form of socialization in a formal setting such as school. They stressed that non-formal education involve all those systematic programmes and processes of education and training that is done outside formal education setting. All these forms of education cannot be achieved without the influence of the family.

Early childhood education plays a significant role in the lives of young children and there is consistent evidence that high quality early education programmes can contribute to children's short-term and long-term gains in cognitive, language and social-emotional development (Bredekamp & Copple, 1997; Sylva, 2015; Schweinhart, 2016; Kurtulmus, 2016).

Governments are increasingly focusing on early childhood education with legislative policies and strategies being directed at the accessibility to quality early childhood learning experiences. Such moves are motivated by research findings that preschool programmes can contribute to a child's physical, social, emotional and cognitive development (including language, perception, reasoning and memory) (Bowman, Donovan, & Burns, 2001; Siraj-Blatchford & Sylva, 2014; Schweinhart, 2016; Barnett, 2018). The New Zealand government for instance, decided in 1990 that a national early childhood curriculum was to be developed, which eventually led to the introduction of Te Whariki in 2014 (Ministry of Education, 2014), with the aspirations for children to grow up as competent learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.
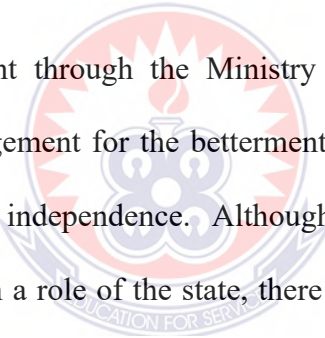
The early years of human life provide a unique opportunity for social and cognitive investment, but at the same time this is the most vulnerable period for all forms of stunting in development if holistic development is not nurtured. Froebel (1987) writing on children's play contended that, play is not only the children's natural occupation before constraints and formal schooling takes over but it also serves as a major means which children use to communicate to themselves and to the world around. Children's education and parental support in play activities have received recognition and attention by philosophers and educationist for centuries (Adu-Gyamfi, 2014).

However, they established schools in the castles notably called castle school education with the sole aim of training their children (molatoes) as well as children of important chiefs and wealthy merchants. One of the first schools built by the early Europeans was at Sao George d'Mina" now known as the Elmina castle which was opened in 1529.This advent of formal or western type of education went through many changes and challenges among the various missionaries. Despite these challenges the Europeans succeeded in introducing formal education into the country Ghana (Gold Coast). Education during this era went through series of changes and various educational reforms since the time of the first president of Ghana, Osagyefo Dr. Kwame Nkrumah seeing the need to educate Ghanaian citizenry to make them fit in society.

The nature of education was narrow and with many shortcomings of the colonial education system, a number of reforms, policies were formulated and programmes implemented regarding both management and service delivery. The accelerated development plan of 1951 was the first step taken in the pre-colonial period to reform

education in order to increase school accessibility to all Ghanaians and the 1961 education act (Act 87) also known as fee-free universal primary education as well as 1995 FCUBE programme.

The 1992 constitution, article 38 subsection 2 makes it obligatory to ensure free compulsory universal basic education (FCUBE) for all children of school going age. Some of these interventions still exist to date, and are all geared towards improving academic performance and increase access and participation, added to this, free text book scheme, GPEG fund or grant, capitation grant, free uniform, school feeding programme are all interventions put in place by government of Ghana to improve academic performance in school.

In Ghana, the government through the Ministry of Education Youth and Sports (MOEYs) provides management for the betterment of the nation's education system since the attainment of independence. Although planning and management of education has largely been a role of the state, there is the need to involve the parents since schools are situated in communities for desirable results of learners' academic performance to be achieved. It is clear that the government will not be able to effectively manage schools without active involvement of parents, families since these bodies have essential roles to play in the growth and development of young people (Doudu, 2001). Majority of people have come to realize the relevance of education and efforts made by government to improve quality and access. It is in light of this that every parent should contribute in one way or the other to augment the academic performance of his or her ward. Some studies disclosed that, until the middle of the last century, the responsibility for educating children rested with the parents (Kurtulmus, 2016). It is against this background that this research sought to

assess the parental support on early childhood education in Ahafo Ano North Municipality.

1.1 Statement of the Problem
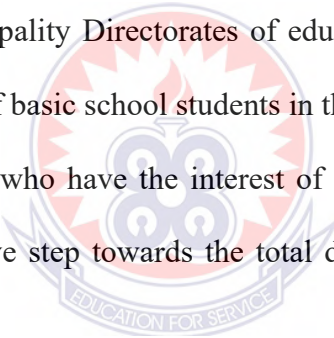
Globally, some countries, such as the U.S.A, parental participation is at the center of their national educational reforms (Hakyemez, 2018). However, in reality there are some issues that prevent family participation in children's learning (Hakyemez, 2018). Research findings demonstrate the difficulties in parent involvement coming from both teachers and families. The teachers' lack of knowledge in planning, initiating and sustaining parental participation can result in less partnership with parents (Hornby & Lafaele, 2011; Lindberg, 2017). Research shows that most of the time, parents are unclear about what is expected from them and what they are asked to do by teachers (Comer & Haynes, 2016).

Similarly, teachers' lack of experience and skills to develop constructive interaction and effective communication or to be able to create a friendly school atmosphere make parents feel unwelcomed and creates hesitation of their involvement (Jafarov, 2015; Marin & Bocoș, 2017; Hakyemez, 2018). Another important point is teachers' beliefs about the family role in parent-teacher relationships.

To be clearer, because of their own teaching experiences, some teachers are more familiar with and prefer the teacher dominant interaction model (Souto-Manning & Swick, 2016). As the old Turkish saying goes 'why bring new customs to an old village.' Teachers have hard time accepting parent leadership in their association with family; even more, they may become offensive about the idea and hesitate to develop partnership with them (Hornby & Lafaele, 2011; Souto-Manning & Swick, 2016).

Most people who are concerned with the future of education over the world-political leaders, administrators, teachers, parents, students, and other citizens– are asking many pertinent questions today about the quality of basic education – amidst scarce resources (Adeolu, 2013). The researcher is interested in the subject matter because contemporary educational development thinking is that parental contribution will lead to higher achievement of quality education at the basic level.

In light of this thinking, the government of Ghana, through the Ministry of Education and the Ghana Education Service, ordered the establishment of School Management Committee and Parent-Teacher Association in all basic schools so as to encourage parental contribution (Donald, 2011). Information available to the researcher from the Ahafo Ano North Municipality Directorates of education indicates that, the trend of the overall performance of basic school students in the municipality over the years is a source of worry to those who have the interest of children at heart, since the result does not portray a positive step towards the total development of children (Donald, 2011).

Clearly, the inability of the children to obtain the desired academic performance in the Ahafo Ano North Municipality perhaps cannot be blamed on the government, teachers, and educational administrators alone. Other factors might also be responsible. One wonders whether parents are contributing enough to the educational development of their children. It must be noted that parent's task of providing quality education for the citizenry is highly demanding and requires a robust capacity of the school to organize the material resources to achieve educational aims and objectives in terms of learning outcomes (Adeolu, 2013). This necessitates the need to conduct a study with a specific focus on assessing the role of the parents as a major stakeholder

on the academic achievement of learners in basic schools. Akukwe (2013) found that with dynamic leadership backed by robust parents support in planning processes and effective communication, school improvements were achieved.

However, in both well-performing and underperforming communities, there was underachievement of transparency and accountability objectives. Most of the previous studies on academic achievement have focused on issues of teachers, teacher preparation and teaching effectiveness (Akyeampong, Lussier, Pryor, & Westbrook, 2013), lack of adequate government commitment (Mbiti, 2016), and poor quality of schooling (Vermeulen, 2013). Some studies have also looked at parental involvement but were more focused on the role of Parents Teachers' Associations in education generally (Berg & Noort, 2011) or more broadly the influence of community participation on academic achievement (Kisembo, 2014). It is in line with this that this study sought to assess parental support on early childhood learners' education in the Ahafo Ano North Municipality in the Ashanti Region of Ghana.

1.2 Purpose of the Study

The purpose of the study was to assess parental support in early childhood education in the Ahafo Ano North Municipality of the Ashanti Region.

1.3 Objectives of the Study

The following objectives were formulated to guide the study;

1. To find out the views of teachers on parental attitudes towards their ward's education in the Ahafo Ano North Municipality.

2. To find out the various types of support parents give to their wards in the Ahafo Ano North Municipality

7

3. To examine the challenges of parents towards their ward's education in the Ahafo Ano North Municipality

1.4 Research Questions

The following research questions were developed to guide the study:

1. What are the views of teachers on parental attitudes towards their wards' education?

2. What are the various types of support parents in the Ahafo Ano North Municipality give to their wards?

3. What are the challenges of parents towards their wards' education in the Ahafo Ano North Municipality?

1.5 Significance of the Study

The outcome of the study would enlighten the parents in the Ahafo Ano North Municipality on parental support in education management and delivery on learners' academic performance to improve community involvement in the Ahafo Ano North Municipality. The recommendations based on the findings can serve as a stepping stone for all stakeholders of education in the Municipality to play their roles effectively and efficiently. It is the researcher's hope that with these measures put in place, learners' academic performance will improve.

Added to this, the study would serve as a reference material to other districts and metropolitan/municipalities who would like to conduct research in the researcher's area of study. The research would inform policy makers on how the involvement of parents in education management and delivery promote effective teaching and learning. Also, it can be used by the districts and the municipal assemblies/ metropolitan districts to organize workshops/seminars for schools and community

members to sensitize them on the importance of parental support in education management and delivery.

Moreover, the study would be of help to Ministry of Education in collaboration with the Ghana education service to plan and carryout seminars and amend policies for both parents and teachers on how to partner their efforts in improving learners' academic performance. Finally, the results of the study would contribute to existing knowledge on the parental support in education management and guide other researchers in this area to come out with desired results.

1.6 Delimitation of the Study

The scope and boundaries of this research covers the various types of support given by parents in Ahafo Ano North Municipality, impact of parental support in education management and delivery on learners' academic performance, the challenges facing parents so far as early childhood education management and delivery is concerned. The research setting was limited to early childhood centers in the in Ahafo Ano North Municipality in the Ashanti region of Ghana.

1.7 Limitations of the Study

The results of this study are viewed within the context of some limitations. First, the analysis of the study relied on self-report information. The respondents might have either over-reported or under-reported their perceptions regarding personal variables and this might have affected the results of the study. Second, the study population was restricted to only parents, teachers, heads and learners in early childhood centers in the in Ahafo Ano North Municipality in the Ashanti region of Ghana. Therefore, results of the study may not be generalized to other population (i.e. Districts, Regions and Municipalities) in the country.

1.8 Organization of the Study

The study is organized into five chapters. Chapter One covers the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and organization of the study. Chapter Two covers review of related literature on the study, while Chapter Three is an overview of the methodology which includes introduction, research design, population, description of the sample, methods for selecting the sample, instruments, data collection procedures and the procedure for the analysis of data. Chapter Four dealt with presentation and analysis of data. Chapter Five presented the summary, conclusion and recommendation and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This study aimed at finding out parental support towards early childhood learning. This chapter is the review of literature related to the study. The literature review sought to look at the various works done around the topic area of study. Literature is reviewed based on the objectives of the study.

2.1 Theoretical Framework

2.1.1 Attachment Theory (Bowlby & Ainsworth, 1973)

Children's social and emotional development has significant implications for their social functioning throughout their lives, in their education, friendships and employment. A child with poor or social and emotional development is at risk of experiencing poor relationships with peers, academic problems and can lead them into involvement in unsociable activities or crime. Research suggests the key to social and emotional development lies in the child's early relationship with parents and caregivers. It is believed that children develop and thrive better when they are brought up in an environment where the caregiver satisfies a child's needs physically and emotionally.

As a result of this, throughout the Late 1930s and 1940s a psychologist John Bowlby investigated the nature and the purpose of the close relationships that a person forms with people throughout their lives, in particular, childhood. He researched the making and breaking of bonds to understand the psychological behaviour and social and emotional development of human beings (Ishimine & Tayler, 2014). This experience led Bowlby to consider the importance of the child's relationship with his or her

11

mother in terms of his or her social, emotional and cognitive development (Kurtulmuş, 2016).

As a result of these investigations and studies, Bowlby developed a theory called the 'Attachment Theory'. Attachment theory is a theory of human social-emotional development. The basis of this theory is that the children should experience warm, intimate and continuous relationships between the child and the mother (Steele, 2004). Attachment theory provides an explanation of how the parent-child relationship emerges and influences subsequent development. Bowlby's attachment theory hypothesis that humans have some biological need to develop a close loving bond with their mothers, or caregiver. Specifically, it makes the claim that the ability for an individual to form an emotional and physical "attachment" to another person gives a sense of stability and security necessary to take risks, branch out, and grow and develop as a personality (Beck & Condy, 2017).

Naturally, attachment theory is a broad idea with many expressions, and the best understanding of it can be had by looking at several of those expressions in turn (Bowlby & Ainsworth, 1991; Beck & Condy, 2017). The behavioural theory of attachment stated that the child becomes attached to the mother because she uses good parenting styles. Bowlby defined attachment as a 'lasting psychological connectedness between human beings. In general, attachment is the emotional bond that individuals form with their caregivers over the course of their infancy. The quality and timing of attachment could determine the quality of later development. Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Bowlby & Ainsworth).

12

Attachment does not have to be reciprocal. One person may have an attachment to an individual which is not shared. Attachment is characterized by specific behaviours in children, such as seeking proximity with the attachment figure when upset or threatened (Bowlby & Ainsworth). Attachment behaviour in adults towards the child includes responding sensitively and appropriately to the child's needs. Such behaviour appears universal across cultures. Bowlby and Ainsworth proposed that attachment can be understood within an evolutionary context in that the caregiver provides safety and security for the infant. Attachment is adaptive as it enhances the infant's chance of survival. This is illustrated in the work of Lorenz (2005). According to Bowlby and Ainsworth infants have a universal need to seek close proximity with their caregiver when under stress or threatened.

Children who bond with their primary caregiver develop a secure (emotional) attachment, first to the caregiver, and later to other people. Children who do not develop a secure attachment to the primary caregiver have trouble later in life in developing intimate relationships in friendship, marriage, etc. according to Erikson (2014). This implies that early relationship between caregiver and baby acts as an external system for the child's internal regulation. Attachment is, in many ways, a measure of self-control. The growing infant who began being totally dependent on mother for soothing, stimulation and emotional regulation, gradually claims the ability to manage alone. In other words: "early development entails the gradual transition from extreme dependence on others to manage the world for us to acquiring the competencies needed to manage the world for oneself" (Shonkoff & Phillips, 2000, p. 30).

A strong emotional relationship may exist between two people, characterized by mutual affection and a desire to maintain proximity. Studies of attachment highlight the critical need to form attachments to several significant adults, not just the mother, during the early months and years and suggest that failure to do so may have a lifelong effect on healthy social and emotional development (Beck & Condy, 2017). For example, children who are securely attached as infants tend to develop stronger self-esteem and better self-reliance as they grow older. These children also tend to be more independent, perform better in school, have successful social relationships, and experience less depression and anxiety.

2.1.2 Application of the Theory to the Study

Responsive and contingent parenting produces securely attached children who show more curiosity, self-reliance, and independence. Securely attached children also tend to become more resilient and competent adults. In contrast, those who do not experience a secure attachment with their caregivers may have difficulty getting along with others and be unable to develop a sense of confidence or trust in others. Children who are slow to adjust or are shy or irritable are likely to experience conflict with their parents and are likely to receive less parental acceptance or encouragement, which can make them feel inadequate or unworthy (Beck & Condy, 2017).

Parents are children's first and foremost nurturers, teachers, guides, counselors, and protectors. Parents wonder what their children will be like when they grow up and want them to become the most capable adults they can be. However, parents differ on how they raise and interact with their children. Growing up with great parents is a great blessing in life, and the way a child is raised influences the kind of person he or she will become. As attachment styles seem to transfer over generations, so do

14

parenting styles. From this context, it is a real success in life and realization of human potential if an individual who grew up in a disadvantaged or ill-treated family breaks the vicious cycle and practices positive parenting (Baumrind, 2013).

Children who misbehave often do so not out of malice, but out of ignorance, boredom, or frustration, and simply need to be taught, listened to, or redirected. A child who is ignored by his parents often misbehaves as a way to seek attention. When parents respond immediately to attention-seeking misbehaviors, such as temper tantrums or screaming, it inadvertently reinforces that behaviour. Instead, rewarding the child's appropriate behaviours with praise and hugs can be more effective (Comer & Haynes, 2016).

It is important to catch them being good and to avoid expressing negative judgments or using incorrect labels that demean the child (Baumrind, 2013). What we believe about others or ourselves can become true due to a self-fulfilling prophecy because we tend to act in accordance with what we believe. Children develop their opinions about themselves by observing the way significant others respond to and communicate with them. A parent's feedback or opinions about them are social mirrors and are used to form self-images and self-judgments (Bartholomew & Horowit, 2005).

Many studies have found out that determining the attachment style in social relationships have a lasting effect on the future behaviour of people. There is no doubt that early experience influences later development. This influence could account for individual differences in many aspects such as cognition, behaviour, social skills, emotional responses and personality. Early experience guarantees long-term developmental outcomes or protects against subsequent trauma (Granqvist, et al,

15

2017). Early experiences, especially emotionally or affectively charged experiences with other humans, induce and organize the patterns of structural growth that result in the expanding functional capacities of a developing individual. Schore (2004) pointed out that these early experiences shape the development of a unique personality, its adaptive capacities as well as vulnerabilities to and resistances against particular forms of future pathologies.

2.2 The Concept Early Childhood Education

The definition of the term early childhood education, depends on the angle one picks it from. In terms of child's life, early childhood education is considered as the period from birth to eight years (Elfer, 2015). Provost and LaFreniere (2014) also shared this definition as they elaborated it accordingly as the time between the zero and eight years of age. However, by school terms, early childhood education incorporates the group settings for infants through elementary school grade three (Elfer).

In other words, early childhood education is a special branch of education serving with children from infancy to elementary grade level of three (Izumi-Taylor, & Ito, 2016). As definitions of these authorities imply, we believe that early childhood education brings or exposes children (birth to eight) into the world. Significance of the early childhood education increased tremendously all over the world within the last twenty years. This situation is complementary with research results based on long term effects of early education on later life (Ghaith, Banat, Hamad, & Albadareen, 2012).

2.3 The Importance of Early Childhood Education

Early childhood education, within the last few decades, considered different fields (Ghaith et al., 2012) such as developmental psychology, cultural psychology,

16

childhood studies, cultural anthropology, history and philosophy. This is because recent studies showed that babies and young children are born with the capacity to understand the world around them (Izumi-Taylor & Ito, 2016). More so, children's brains are ready to learn when they come to the world.

During the developmental stage, both the environment and genes take an important role which in turn, builds the brain (Levitt, 2008). Considering what have been said so far by authorities in respect to childhood education, it can be asserted that children are perceived as competent learners rather than empty slates. This has, therefore, brought changes in the way of perceiving children or early childhood education. The readiness of children to learn even when they are just born triggered the ideas of necessity of early childhood education both for the individual child and for the society as a whole.

Longitudinal studies have shown that early childhood education is the period when children develop more rapid and expand their intellectual faculties as they grow. Therefore, education in this crucial period creates significance for the development of children. In a study conducted by Barnett (2018), it was found that getting an early childhood education provided an increase in the IQ level of children in the short term and in the long term; it increased the child's school achievement.

Early childhood education also becomes more beneficial especially, for the children coming from low socio-economic background. Loeb, et al (2007) identified benefits of being exposed to early education for children coming from low-income families as cognitive growth and school readiness. Besides children from low socio-economic background, good quality of early childhood education provides early reading and mathematical skills to children from high and middle socio-economic status. Early education cultivates children in terms of socialization rather than purely academic

enhancement such as math and reading. Webb (2013) elaborated that, children learn cooperation through education in child care centers and such skills help them to obey rules and stay safe in the society. Regarding socialization, parents also share the same perspective. In the study of Seng (2015), it was revealed that one of the biggest reasons for parents sending children to early childhood education center is to get them socialized. In fact, in a longitudinal study, Kagıtcibasi (2017) explained that children who received early childhood education became emotionally and socially more competent adults compared to the ones who did not receive early education.

In addition to the above exposition on early childhood education, we also have the conviction that proper early childhood education will help children enjoy academic benefits; early education provides children a better future in the long term such as preparing them for school and increase in high school graduation rates. It is however, imperative for the Government of Ghana to start to pay particular attention to the early childhood education since it has been proved that good quality of early education has long lasting effects on the children's later life and very productive for the society (Kagıtcibasi 2017).

To affirm the idea of early education having long lasting effects on the child's later life, Oppenheim and MacGregor (2002) established that children who receive early education are less likely to involve in crime and more likely to complete their high school education and get into a college education. Also, Chicago Longitudinal study and the Cost, Quality and Child outcome study indicated that getting high quality early childhood education make children become successful students and citizens in their later lives (Reynolds & Ou, 2004). On the other hand, according to the World Bank Report (2015), between 0-6 years of age, each 1 dollar invested on children was

18

returned in a fold of 7.6 dollars in the future as a result of the productivity gained through early childhood education. Parallel to this study, Combs (2018) indicated that rate of the return of the investment in people in early childhood period is higher compared to investment in other periods of human life.

In addition, research results support that through early childhood education, children are exposed to good quality experience, which allows the connections in their brains to develop and this is of immense importance to the society. Such results opened the way to start education of brains as early as possible. In one of the studies conducted by Knudson (2004), it was elaborated that developmental flexibility of brain wiring or its ability to change due to influences of experience were affected by both genes and early environmental factors. So, the necessity occurs for educators, policy makers and others in the society helping children to construct their initial brain architecture by providing education for them in their early ages.   Findings of the longitudinal and cross-sectional studies (Barnett, 2018) related the benefits of early childhood education provided logical reasons to emphasize on early education for a better society.

2.4 Meaning of Education

According to Taylor and Buku, (2013), education involves the process of imparting knowledge, values and skills to bring about a change in behavior of the individual. Talabi (2008) defined education as the process by which people acquire knowledge, skills, habits, values, attitudes and moral behavior. According to Farrant (1964), education is the universal practice engaged in by societies at all stages of development. He was of the opinion that education describes the total process of

human learning by which knowledge is imparted, faculties trained and skills developed through schooling.

Farrant asserted that the educational goals are the ends that societies set for the education system it operates. For a nation to achieve her set goals, it is important that children are sent to school to be trained to acquire skills that would meet the development needs of that nation. Farrant (1980) declared further that. Education is thus, both a process and a product. It is a process in the sense that it involves a series of activities and commitments over a period of time so as to achieve a definite goal in the end. Not only is it a product but a seasoned and well refined product of course since the impact of education is supposed to bring about a certain degree of positive change in the behavior of the individual. It should be noted that the higher the quality of the process of education one attains, all things being equal, the higher the quality of the end product (Taylor & Buku, 2013).

Good education is supposed to ensure that children grow up in a way so as to make them functional and acceptable in society. It would also enable them become productive to themselves, families and their nations at large. This is the very essence of education transformation in the lives of the people through education, leading to socio-economic transformation of their respective countries.

2.5 Formal Education

School or formal education was introduced into Ghana then Gold Coast by the Europeans. It takes place in schools, colleges and universities which are set up for the express purpose of teaching and learning. It has a planned and systematic instruction, teaching methods, specific rules and regulations, prescribed standard of qualified staff, lay special emphasis on literacy and numeracy, has lay down evaluation

procedures, prescribed uniforms, planned vacations, etc. The general purpose of formal or school education is to help students to acquire certain attitudes, skills, and knowledge which will enable them to live functionally with others, to understand their environment and solve problems, earn a living and contribute towards the development of the society. Emphasis, is therefore, placed on general education – Business, vocation/technical and liberal (Annah, 1997).

Ghana has since independence made significant strides in its educational system. The education landscape in Ghana today is the result of major policy initiatives in education adopted by past government as well as the present ones. The educational system in Ghana was modeled according to the British educational style after independence, though they had gone through a lot of reforms in the last two decades. It was modeled in such a way that it helps the students to acquire practical skills in different fields aside just reading and writing. It is in the light of this that, the BBC News Monitoring Department made a statement that to the effect that, Ghana is endowed with good educational system. The history of educational in Ghana dates back to 1592. Education in Ghana was mainly informal until the arrival of the European settler who built a formal education system to the elites (Adu-Agyem & Osei Poku 2012).

The educational system in Ghana began in the castles built along the coast by some European Merchant such as the Danish, Dutch and English. The purpose was to educate their mullato children by native women. After sometime, the Christian Missionaries took over the schools. Unmistakably linked to the implementation of formal education in Ghana were the Christian Missionaries, who realized that, in order to spread the word of God, they needed well educated local assistants. Thus,

21

make civilization match hand-in-hand with evangelism. This gives a clear description of how education in Ghana was implemented. Louire (1966) defined formal education as a conscious activity deliberately organized aimed at the transmission and mastery of a coherent system of knowledge, know-how and methods aimed at the development of thought, reflection of aptitude and all aspects of human personality.

Kagıtcibasi (2017) asserted that, education, it is added, is a sacred process through which mankind progresses and raises himself towards universal unity. Kagıtcibasi observed that it is the most important tool for development, be it at the individual, group or community level. He added however, that as to how important really it is could be viewed from the varied interpretations that people give to it. Oppong (2016) buttressed this point when she rightly observed that education means different things to different people. Some people may see education as an assimilation of foreign culture, and a threat to the established order, and this would dictate the type of responses that would be exhibited Tanguire (2006).

On his parts, Tanguire (2006) contended that whichever way that one may view it, there is no denying the fact that formal education is the most important change progress to mankind. Like any other country, Ghana gives premium to formal education in the sense that it remains the most effective means by which children could be oriented in accordance with the national goals.

Also, other forms of education could be attained better when one has attained some amount of education, at least, up to the basic level. Education in Ghana now constitutes a structure made up of two (2) years kindergarten, six (6) years primary and three (3) years of junior high school. There is three (3) years secondary and between three (3) and four (4) years tertiary education. It needs to be noted that the

22

educational committee did not recommend four years for secondary education; they acknowledged the fact that there were problems within the educational sector like inadequate infrastructure, de-motivation of teachers; just to mention but a few. The committee had it in its report that if the government is able to resolve these problems, then there is no need making secondary education four years,.

2.6 Socio-Economic Background of Parents and Learners' Academic Performance

All things being equal, the ability of parents to cater for the needs of their children is a function of their socio-economic background. Parents with sound socio-economic background find it very easy to provide the needs of their children. According to Sadker and Sadker (2000), children in this nation facing severe problems like malnutrition, inadequate housing or accommodation, family instability, large family size and poverty would have lower average score which would eventually affect the children and the nation. The hallmark of poor homes is poor accommodation, hunger, malnutrition and disease. The numerous problems and challenges facing children from homes of poor socio-economic background tend to weigh too heavily on them and tend to de-motivate them to learn. As a result, they normally get low scores in class exercises and examinations.

Ocloo et al (2005), and Avoke (2008), asserted that malnutrition is one of the causes of learning disability. They explained that, when the mother lacks vital nutrients needed for proper growth and development of the human body, the development of the child's brain becomes adversely affected. The diet of the mother, therefore, is of paramount importance to the development of the foetus. Gadagbui (2013), stated that the size of families who are disadvantaged as far as the sharing of the national cake is

23

concerned, are normally larger. At any one time or the other parents from such families are grappling with how to feed themselves as well as their numerous children.

Eventually, food served in such homes lack the essential nutrients needed for the proper growth of children. Children from such homes are likely to have low intelligent quotients and thus perform abysmally in school. This implies that children from the Ahafo Ano North electoral area would put up very good academic performance if their parents are able to provide good food for the members of their families and vice versa.

Amissah and Sam-Tagoe (2002) said that, people forget because they fail to practice and use what they have been learning. Learning provides the opportunity forget because they fail to practice what they are taught in school. This enables learners to commit what they are taught into memory, apply or use it and eventually it becomes part of them. This implies that if learners in the study area learn regularly at home, they would do well academically. According to Annor (2019) children from rich families have more motivation to learn than their counterparts from poor homes. Amissah and San-Tagoe, again, buttressed this assertion and said that learners can be motivated by prizes, tokens and other concrete incentives to learn hard. Children from poor and large homes find it very difficult to get their basic needs such as three-square meals let alone being motivated by prizes, tokens and the like, just to boost their morale for studies.

On the other hand, children from rich homes who live in healthier home environments, nourished and are not overcrowded, have little or no family problems to get worried about. Also, rich and educated parents who understand the need to

24

provide their children with the best of education and have the means to do it well would always motivate their children to learn hard. Children who are motivated to learn normally do better than their counterparts who are not motivated. Nukunya (2013) asserted that apart from their ability to motivate their children to learn, parents with sound socio-economic background are better informed and are conscious of the step-by-step decisions or choices needed to be made at any point in time in the upbringing of their children. With this, children from affluent homes do the right thing at the right time and excel academically. For example, as the elite deliberately limit the size of their families, teach their children and maintain a serene environment at home, all in their bid to give their children the best for better future, illiterate parents rather give birth to more children only to have their problems compounded at the expense of the education of their children.

2.7 Attitude of Parents towards Formal Education

Hogg and Vaughanas cited in the work of Samal (2012) defined attitude as a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. The attitude of parents towards education contributes to their ward's performance in school. A parent who has positive attitude towards his or her ward's education makes provisions of the ward's needs for school. Samal asserted that the attitude of the parents signifies the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education.

Adu-Gyamfi (2014) asserted that research has established that parental attitude and encouragement has a great deal of weight on students 'education and height of success

attained in education. Parents and community attitudes towards education are largely influenced by traditional beliefs. Some Ghanaian children continue to face barriers to accessing and completing education that result in drop-out, whereby children fail to complete their full cycle of basic education. Parental involvement at school (e.g. with school activities' direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, Reynolds; Sui-Chu & Willms cited in Samal (2012). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 2006; Sui-Chu &Willms, 2006; Keith et al., 2008).

Canagarajah and Coulombe (2008) asserted that families have a role to play in a child's decision to school or work. The presence of parents at home is likely to affect the child's likelihood of going to school as opposed to work. It has been argued in the past that ages and presence of gender of siblings have a strong effect on school and work pattern of members of the household. (Chernichorsky, 2005).

2.8 Empirical Review

This aspect of the literature review sought to compare relevant previous works of other researchers on the same topic under investigation. The actual works of other researchers have been be examined with respect to the methods used, sample size, instrument used, findings and their conclusions. This review summed up the researchers position on the findings of the reviewed material. Jonah (2013) conducted research into the impact of family on an individual's educational attainments in the Bakano circuit in the Cape Coast municipality, Central Region among parents and

children of school going age. They found that "regardless of socio-economic status or qualifications, many students find themselves in a family environment that is strongly supportive of achievement. The parent's placed great importance on the academic success of their children". They also found that 'there was a positive relationship between the number of those whose parent encourages them to learn after school and their performance in school and vice versa'.

Further, Kosikuma (2002) had similar research on the contribution of parents; a case study of Jasikan in the Volta Region of Ghana. He established that there exists an inverse relationship between the family size and children's academic performance. This he concluded that the larger the size of the family, the lower the academic performance of children. He used a sample of 120 students from a total target population size of 550 students and the research involved only two (2) Catholic Junior Secondary Schools in the whole district. He also used only questionnaires in his research basing the study only on the literate respondents (students). The researcher might have obtained different result if he had interviewed some parents of the children to cross check on the responses given by the children. The sample, therefore, is too limited for the study since dealing with only four (4) schools is not the best. He could have extended his study to cover more than the two catholic schools. In the current study, the sample has been be properly selected to be quite representative of the population.

In a similar work by Cotton and Wikelund (2017) on 'parents' involvement in Education', opined that parents can support their children's school by: attending school functions and responding to school obligations (Parent-Teachers conferences for example), and they can become more involved in helping their children improve

their school work-providing encouragement, arranging for appropriate study time and space, modelling desired behaviours such as reading for pleasure, tutoring their children at home and monitoring homework. They further discovered that, outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

Research findings strongly emphasize the importance of involving parents in their children's learning and schooling (Hedlin, 2019). Even in some countries, such as the U.S.A, parental participation is at the center of their national educational reforms (Shartrand et al., 1997). However, in reality there are some issues that prevent family participation in children's learning. The research findings demonstrate the difficulties in parent involvement coming from both teachers and families. The teachers' lack of knowledge in planning, initiating and sustaining parental participation can result in less partnership with parents (Hornby and Lafaele, 2011; Lindberg, 2017). Research shows that most of the time, parents are unclear about what is expected from them and what they are asked to do by teachers (Comer & Haynes, 2016). Similarly, teachers' lack of experience and skills to develop constructive interaction and effective communication or to be able to create a friendly school atmosphere make parents feel unwelcomed and creates hesitation of their involvement (Jafarov, 2015; Marin and Bocoș, 2017; Pena, 2000).

Another important point is teachers' beliefs about the family role in parent-teacher relationships. To be clearer, because of their own teaching experiences, some teachers are more familiar with and prefer the teacher dominant interaction model. As the old

Turkish saying goes 'why bring new customs to an old village.' Teachers have hard time accepting parent leadership in their association with family; even more, they may become offensive about the idea and hesitate to develop partnership with them (Hornby and Lafaele, 2011; Souto-Manning and Swick, 2006). There are also several factors that can serve as barriers to parental involvement. Parents' understanding of their roles and their self-confidence in helping their children's learning affects the level of their involvement. Studies show that when parents do not believe that they have a significant role in children's learning or do not have the self-confidence that they can help their children to learn, they most likely prefer not to be involved (Green et al., 2007; Hakyemez-Paul et al., 2018; Kurtulmuş, 2016).

Parents' inability to assist their children to do their homework can also be related to their heavy working hours and tight schedule (Güzeltyurt et al., 2019; Hakyemez, 2018; Toran and Özgen, 2018). Some other studies demonstrate that the socio-economic status and educational level of parents strongly affect their involvement in ways that the more education and higher economic status parents have the more they participate in their children's education (Marin and Bocos, 2017).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This area of the study focused on the method that were employed to conduct the study. It describes the research design, the population, sample and sampling techniques, and the instruments for data collection, procedure and the data analysis used for the study.

3.1 Research Approach

The research approach for this study is mixed methods research (explanatory sequential mixed methods research). According to Creswell and Plano (2011), mixed methods research focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that, the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. Mixed methods research enables the researcher to utilize the advantages of quantitative approach to outweigh the weaknesses of qualitative approach or the advantages of the qualitative approach to override the disadvantages of quantitate approach in the same study. For this study, the explanatory sequential

3.2 Philosophical Underpinning

In the assertions of Donovan (2016), it is pointed out that a paradigm speaks about researchers' philosophical orientation which decides ontology, epistemology, methodology and methods to be used. It reflects researchers' abstract beliefs that guide their interpretation of reality. It also helps the researcher to grasp the clear

picture of the world. A researcher is undertaking his research journey under the framework of some paradigms, whether he is aware of it or not (Tuli, 2010).

According to Tuli (2010), paradigm decides how a researcher should view a phenomenon and which research methodology to use to study those phenomena. Atieno (2019) posited that, a paradigm can be understood either as an approach or a design, So, there are some paradigms which are favourable for quantitative approach (positivist Paradigm) while there are others which are favourable for qualitative approach (interpretive paradigm) and there are some other paradigms which are favourable for both approaches known as mixed methods approach (pragmatist paradigm) (Donovan, 2016). The study was aligned to both positivist and interpretive paradigm where quantitative and qualitative approach was used based on the rationale of the study.

3.2 Research Design

A research design is a blueprint (Mouton, 2011) for conducting a study with maximum control over factors that may interfere with the validity of the findings (Burns & Grove, 2013). A research design is the researcher's overall framework for answering the research questions or testing the research hypothesis (Polit, Beck & Hungler, 2010).

A descriptive survey design was adopted for the study. According to Mouton (2011), descriptive surveys are those that are usually quantitative in nature and aim at providing a general overview of the representative sample of the population. They have advantages such as providing systematic outline for the conduct of the investigation and incorporate some of the most important methodologies that the researcher uses in the process of conducting the study. They enable the researcher to

31

observe and give accurate description of situation as it naturally occurs, also to find details of the problems persisting in the Ahafo Ano North Municipal.

Amedahe (2002) maintained that in descriptive research, accurate description of activities, objects, processes and persons becomes the main objective. Descriptive survey also helps to deal essentially with questions concerning what exists with respect to variables (Ary, Jacob, Sorensean & Razavieh, 2010). Again, as recommended by Leedy and Omrod (2010), descriptive survey is suitable for purposes of making generalisations from a sample to a population so that inferences could be made about the characteristics, opinions, attitudes and past experiences of the population. Thus, descriptive survey design was most appropriate and applicable for the study. Descriptive survey seeks to find answers to questions through the analysis of effects among variables which is the core objective of the research hence considering it appropriate for investigating parental support on early childhood education in Ahafo Ano North Municipality.
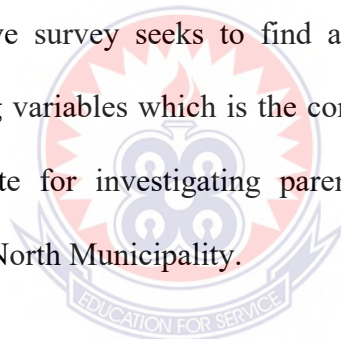
3.3 Study Area

The Ahafo Ano North Municipal is one of the 260 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana, and forms part of the 43 of MMDAs in the Asanti Region. The Ahafo Ano North Municipal was created by an Act of Parliament in 1988 by a Legislative Instrument (LI 1402) and is located in north western part of Ashanti Region and lies between latitude 60 47'N and 70 02'N and longitude 2026'W and 20 04'W with a total landmass of 593.7km2. The Municipal capital is Tepa and distance from the district to Kumasi is 70km. The notable towns in the district are Manfo, Akwasiase, Mabang, Anyinasuso, Asuhyiae and Betiako.

32

The Municipality shares boundaries with five Districts which are Tano North Municipal and Tano South Municipal to the north, to the south by Atwima Mponua District, and to the west by Asutifi South District, and on the east by Ahafo Ano South East District. The population of the Municipality according to the 2020 Population and Housing Census stands at 94,285 with 47,956 males and 46,329 females.

The unique and strategic location of the municipality, along the Kumasi – Sunyani highway offers it easy access to major markets and facilities in these two regional capitals. The municipality lies within the wet semi equatorial zone marked by double maxima rainfall in June and October with a mean annual rainfall of 1750mm. Temperatures are fairly high within 25°C - 26°C in most parts of the municipality while it is between 26°C - 27°C southern part of the municipality. The fair temperature and rainfall favour the cultivation of cash crops such as cocoa, oil palm, citrus and food crops such as plantain, cocoyam, cassava and other vegetables. Almost all the major communities in the Municipal have basic schools. The Municipal has 2 Senior High Schools at Tepa and Mabang and one private Senior High school at Akwasiase. There are 78 Primary Schools and 43 Junior High Schools.

3.4 Population

Population, according to Seidu (2006), is the aggregate of a phenomenon which is of interest to the researcher. Population involves all the people, objects and institutions which are the subjects of the study. It refers to the entire measurement that the researcher is investigating. The choice of the population was premised on the fact that observation shows that several indigenous children in the Ahafo Ano North Municipal

do not go to school. In all, four schools were selected from the entire population for the study comprising all the teachers, head, parents and learners of those schools.

3.5 Sample and Sampling Procedures

To select the respondents for the study, one (1) school was selected from the urban area and other one (1) school was selected from the rural area. The rationale was to gain evidence on parental support from both urban and rural areas. To obtain the sample, two (2) head teachers, four (4) early teachers, 20 parents and 15 learners were selected from the four schools. Convient sampling was used in selecting all the parents, teachers and the learners whiles purporsive sanpling was used to select the 2 head teachers. Convenience sampling is a method adopted by researchers where they collect research data from a conveniently available pool of respondents. It is the most commonly used sampling technique as it is incredibly prompt, uncomplicated, and economical. In many cases, members are readily approachable to be a part of the sample.
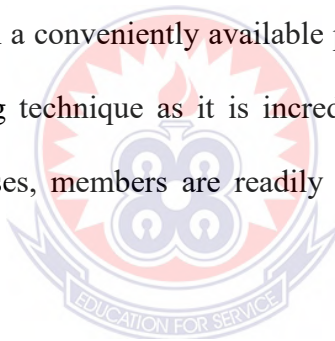
3.6 Instruments for Data Collection

The instruments used for the data collection were questionnaire and an interview schedule.

3.6.1 Questionnaires

As expounded earlier, questionnaire was considered as one of the appropriate instrument for data collection. According to Cohen, Marian and Marrison (2011), questionnaire is widely used and is a useful instrument for collecting survey information, providing structured, numerical data and can be administered without the presence of the researcher. The choice of questionnaire was based on the assertion of Hoover-Dempsey and Sandler (2016) that, they are particularly advantageous

whenever the sample size is large enough to make it uneconomical for reasons of time or funds to observe or interview every subject.

Despite these strengths, the weaknesses are that the respondents may not complete the questionnaire resulting in low response rates (Hoover-Dempsey & Sandler, 2016). In other cases, if respondents do not understand some questions, there is no opportunity for them to have the meaning clarified (Pallant, 2017). Some aspects of the instrument were adapted for data collection. Other aspects that measured specifics were developed and subjected to scrutiny using psychometric properties. In developing these items, the reviewed literature was taken into consideration.

3.6.2 Interview Guide

Again, in this study, the researcher developed and used a semi-structured interview guide as data collection instrument for data collection. The instrument consisted of open-ended questions and probed to help obtain in-depth information on parental support on early childhood education in Ahafo Ano North Municipality. The interview contained questions that guided the researcher to explore the parental support on early childhood education.

3.7 Validity and Reliability of Research Instruments

The research instruments (questionnaire and the interview guide) were taken through face and content validity. The instruments were given to the researcher's colleague friends to grant the face validity. In doing so, colleague friends compared items on the instruments to the research questions to see whether there was conformity. Observations from colleague friends on the instruments were used to effect the needed corrections before they were administered to participants.

Content validity was also established by giving the instruments to the researcher's supervisor who compared the items on the research instruemnts to the research questions in order to determine whether the instruments actually measured whatthey were supposed to measure. Comments from the supervisor on the instrument were used to effect the necessary corrections before they were administered to the respondents. Moreover, pretesting was conducted using the instrument in Ahafo Ano Municipality in order to determine the reliability of the instrument (Gay & Airasian, 2019). The questionnaires were pilot-tested on parents and teachers at Ahafo Ano south Municipality.

Thus, after the pilot test, Cronbach alpha coefficient was used to determine the reliability of the research instrument. A Cronbach alpha value of 0.8 attained is regarded as satisfactory by researchers to determine the internal consistency of the different components of the questionnaire. The reliability of the instrument is presented in Table 3.1.
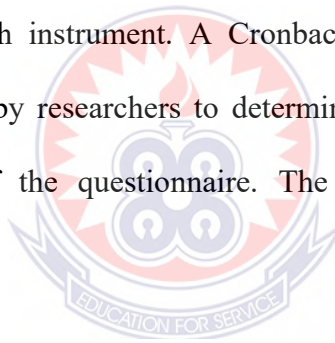
Table 3.1: Reliability of the Instrument

Sections	Coefficient	Sample	No of items
Section B	.698	10	08
Section C:	.791	10	07
Section D:	.813	10	09
Overall	.807	78	24

Source: Field Data (2022)

3.8 Ethical considerations

The boundaries surrounding the shared secret were protected. The researcher ensured confidentiality by not including the names of the respondents and any other means by

36

which the identity of individual respondents could be made public. Anonymity was also assured when the researcher ensured that no other person can identify the participants from the information provided. Participants the lasted for two weeks.

3.9 Informed consent

Participants need to be furnished with accurate and complete information on the goals(s) and procedures of the investigation so that they fully understand and chose to participate or not. This makes informed consent necessary prerequisite to any research in which human beings are the participants. In this study, the researcher clearly spelt out the purpose, the intent of the data and its significance to the participants. Each of the participants willing decided to take part in the study.

3.10 Confidentiality

According to Orodho (2013), confidentiality indicates the handling of information in a confidential manner. This definition implies that the researcher must jealously guard all the information disclosed by the participants so that only the researcher has access to it. Before the commencement of the data collection participants were assured that data would be kept confidentially. In doing so, codes were assigned to the various questionnaires and were kept from the reach of other individuals.

3.11 Data Collection Procedure

The researcher distributed the questionnaire personally. On the field of administration of the questionnaire, the researcher explained the purpose of the study to the respondents. The parents were interviewed as well as the learners. Teachers and head teachers answered self-administrated questionnaires. Before interviewing the parents and learners, time and venue was scheduled with them after they were invited by the head teachers of the selected schools for the purposes of the study. Administration of

the instruments was done at different times because the schools involved were not close to one another.

3.12 Data Analysis

The research data collected was analysed both qualitatively and quantitatively. The field data was collated, sifted through and edited in order to address questions that have been answered partially or not answered. The questionnaires were serially numbered to facilitate easy identification. It was necessary to observe this precaution to ensure quick detection of any source of errors when they occur in the tabulation of the data. After editing and coding, the data were entered into the computer using the Statistical Product for the Service Solution (SPSS version 25.0) software.

Before performing the desired data transformation, the data was cleaned by running consistency checks on every variable. Modifications were made after verification from the questionnaires. The demographic variables from the questionnaire were primarily analysed using frequencies and percentages. The frequencies and percentages were based on the demographic characteristics of the respondents. The second section of the questionnaire were analysed based on the research questions set for the study using descriptive statistics (means-Ms and standard deviations-SDs). Qualitative data was analysed thematically. Table 3.2 shows the data analysis tools used for each of the objectives.

Table 3.2: Summary of How the Research Questions were Analysed

Research Questions	Statistical Tool to be employed
What are the various types of support given by parents in Ahafo Ano North Municipality?	(Quan + qual) means and standard deviations + thematic analysis
What is the impact of parental support in education management and delivery on learners' academic performance?	(Quan + qual) means and standard deviations + thematic analysis
What are the challenges facing parents so far as early childhood education management and delivery is concerned?	(Quan + qual) means and standard deviations + thematic analysis

3.12 Chapter Summary

The research design was a descriptive survey involving quantitative and qualitative techniques. The sampling technique used was purposive sampling technique. The research instrument used in the study was questionnaire and interview. Pre-test was conducted and validity and reliability were ensured in the study. The next chapter presents the results and discussions based on the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSIONS
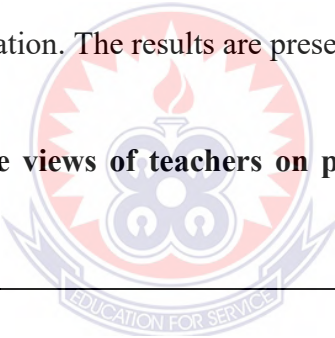
4.0 Introduction

This chapter presents the results of the analysis of the data based on the purpose of the study. The purpose of this study was to assess parental support on early childhood education in Ahafo Ano North Municipality. The analysis and interpretation of data were carried out based on the results of three (3) research questions.

4.1 Research Question One: What are the views of teachers on parental attitudes towards their wards' education?

This research question sought to find out views of teachers on parental attitudes towards their wards' education. The results are presented in Table 4.1.

Table 4.1: Results of the views of teachers on parental attitudes towards their wards' education

Statements	M	SD	MR
Paying PTA dues or other development levies	3.01	.123	1st
Attending P.T.A meetings, open days and speech days	2.42	.343	2nd
Providing good hygienic conditions and environmental cleanliness	2.37	.127	3rd
Providing consistent and loving guidance or training for their children & talking to them	2.33	.913	4th
Giving learners the requisite psychological needs of love and security	2.23	.122	5th
Paying teachers for additional lessons, special duties, extra classes or remedial	2.12	.013	6th
Ensuring learners go to school regularly	2.09	.122	7th

Source: Field Data (2022)

Table 4.1 depicts results on the views of teachers on parental attitudes towards their wards' education. The data show that generally, parental support is not adequate to impact effectively on the education management and delivery on learners' academic

performance. For instance, it was found that majority of the parents did not attend P.T.A meetings / Open days/ Speech days to support the education management and delivery on learners' academic performance (M=2.42, SD=.343). Also, most of the parents do not provide good hygienic conditions and environmental cleanliness to support the education management and delivery on learners' academic performance (M=2.37, SD=.127).

In addition to the above, it was found that most of the parents do not provide consistent and loving guidance / training for their children & talking to them to support the education management and delivery on learners' academic performance (M=2.33, SD=.913). Similarly, it was found that most of the parents do not give learners the requisite psychological needs of love and security to support the education management and delivery on learners' academic performance (M=2.23, SD=.122).

Again, it was found that most of the parents do not pay teachers for additional lessons, special duties, extra classes or remedial and this could affect the education management and delivery on learners' academic performance (M=2.12, SD=.013). Finally, it was found that most parents do not ensure their wards go to school regularly (M=2.09, SD=.122).

To obtain broader view of the study, the researcher interviewed some teachers on the impact of parental support in education management and delivery on learners' academic performance. Some of the teachers had this to share….

> *"For me, I believe that some of a child's most important*
> *cognitive development happens during their preschool years.*
> *By taking an active role in the early childhood education*
> *process, parents can help ensure that their child has all the*

*support they need to develop to their full potential. But due some factors, some of us are not able to support in education management and delivery on learners' academic performance." **(teacher 05).**

Another teacher had this to say:

"I believe that, parental involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. It is essential for parents to support the learning that happens in preschool settings at home as well. Parents who are in tune with what is happening in their child's preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning.

Again, not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school. But for me, even though I know all these supports but sometimes, I am not able to give my wards the requisite psychological needs of love and security" **(Teacher 03).**

Another teacher shared this with me…..

"Parent support or involvement in early childhood education can extend the experiences that a child has in the classroom to real-world activities that happen in the home. A parent who understands what their child is working on at preschool has a better sense of their child's competency and which areas they need to work on to improve confidence and ability. One of the most difficult challenges for early childhood educators is figuring out how to better engage parents in their child's learning. As a parent, I believe that by establishing good lines of communication between your

42

> *childcare center and parents, as well as making a strong*
> *effort to involve parents as an important partner in their*
> *child's education, you can make a positive impact on their*
> *learning ability"* **(Teacher 02).**

In the study conducted by Ogelman (2014), it was concluded that teachers did not include families in management and decision-making processes. Likewise, with regard to collaborating with the community, it was concluded that very few teachers carried out projects to strengthen school conditions that received support from parents. However, according to the research, if the school aim is to involve the family in the program voluntarily and productively, it is necessary to invite the family into decision making about the aims, policy and activities of the school (Morrison, 2013; Blazer. 2005). This result can be interpreted as the reason why parents sometimes are not eager to participate in the activities. The projects in which the school, teacher and family work together need to be planned more in terms of both supporting the school, and family to feel belong to understand the school and the teacher.

4.3 Research Question Two: What are the various types of support given by parents in Ahafo Ano North Municipality?

This research question sought to find out the various types of support given by parents in Ahafo Ano North Municipality. The results are presented in Table 4.2.

Table 4.2: Results of the various types of support given by parents in Ahafo Ano North Municipality

Various Types of Support	M	SD	MR
Paying for the children's welfare (such as pocket money, T&T, canteen)	2.45	.634	2nd
Motivating children for effective work	2.43	.501	3rd
Visiting their children's schools to assess their academic progress and discussing their school related problems with teachers	2.37	.345	5th
Providing learning materials such as toys, computers, crayons and Desk	2.23	.564	6th
Giving personal attention, intervention and teaching	2.19	.235	7th
Helping learners to do their home work	1.71	.934	8th

Source: Field Data (2022)

Table 4.2 presents results on the various types of support given by parents in Ahafo Ano North Municipality. The data show that generally, majority of the parents in the Ahafo Ano North Municipality do not really provide the needed support for their children. For example, majority of them do not pay for the children's welfare (such as pocket money, T&T, canteen) (M=2.45, SD=.634).

Sequel to the above, it was also found that most of the parents do not motivate their wards for effective learning (M=2.43, SD=.501). It was again asserted that majority of the parents in the Ahafo Ano North Municipality do not visit their children's schools to assess their academic progress and discuss their school related problems with their teachers (M=2.37, SD=.345).

Still on the support system, it was found that majority of the parents do not provide learning materials such as toys, computers, crayons and desk to support learners learning (M=2.23, SD=.564). Parents not giving personal attention, intervention and teaching was also found to be one lack of support systems (M=2.19, SD=.235) and

44

finally, most of the parents do not help their wards to do their homework (M=1.71, SD=.934).

To get a comprehensive various types of support given by parents in Ahafo Ano North Municipality, I interviewed some teachers at the early childhood centers and some of these excerpts were recorded and reported.

> *When families partner together to support student achievement, students earn higher grades, attend school more regularly, and enroll in higher level courses. This collaboration also fosters more motivated students. Young people maintain higher educational aims and lower rates of dropout (Teacher A).*

> *Learners with involved parents have better attendance, complete more homework, and have higher enrollment in educational opportunities after high school. Parents can participate at school by helping with functions and activities, or communicating with teachers. They can also be involved at home in many ways, including guiding their children to manage homework and other commitments and engaging in discussions about values and attitudes regarding education. But honestly, I do not see most parents in the Ahafo Ano North Municipality do this (Teacher B).*

> *Parents should demonstrate a positive view of education at home. Parental school involvement does not only occur inside the schools. It is also about communicating your larger values and attitudes regarding education and the hopes, dreams, and expectations you hold for your children. Communicating these values motivates young people to be persistent when faced with challenging educational tasks (Teacher C).*

> *Parents in the Ahafo Ano North Municipality should endeavor to attend school events. Go to games and concerts, student exhibitions, and award events that your teen is and is not involved in. Your involvement in school-wide events, even when your tween or teen is not directly involved, helps build a community at large. You will meet other members of the school community and show your support for all kids in the school.*

The results support the work of Jonah (2013) who conducted research into the impact of family on an individual's educational attainments in the Bakano circuit in the Cape Coast municipality, Central Region among parents and children of school going age. He found that regardless of socio-economic status or qualifications, many students find themselves in a family environment that is strongly supportive of achievement. The parent's placed great importance on the academic success of their children. He also found that there was a positive relationship between the number of those whose parent encourages them to learn after school and their performance in school and vice versa. In accordance with the teachers' responds, the parents do not favor homework thinking that learning occurs in schools. Besides, instead of helping children doing their homework carefully sometimes they do it themselves.

However, it was observed in this study that the majority of the teachers mentioned about the inefficiency of homework. The teachers preferred in-class participation because the homeworks they sent were mostly not done. Lack of communication can be considered as the reason for the lack of efficiency of homework because of teachers not having the opportunity to express themselves adequately, and families not being informed about the importance of the activities, why and how it is to be done at home. Nevertheless, studies show that homework has significant effects on

children's education and academic achievement (Melhuish et al., 2008; Kleemans et al., 2012). For this reason, it is important for teachers to develop effective communication strategies to ensure families' participation in homework and home learning,

4.4 Research Question Three: What are the challenges of parents towards their wards' education?

The third research question sought to find out the challenges of parents towards their wards' education. The data are presented in Table 4.3.

Table 4.3: Results of the challenges of parents towards their wards' education

Challenges	M	SD	MR
High Cost of living	3.94	.123	1st
Unemployment	3.81	.443	2nd
Frequent changes in educational policies	3.79	.193	3rd
Large Family Size	3.75	.453	4th
Financial Constraints/low income	3.73	.742	5th
Problems with Single / Step parenting / Divorced	3.72	.129	6th
Inadequate Time	3.59	.457	7th
Interest, attitude of parents	3.36	.250	8th
Cultural and some traditional believes and practices	3.28	.183	9th

Source: Field Data (2022)

Table 4.3 illustrates the results on the challenges facing parents so far as early childhood education management and delivery is concerned. The results show that there are some challenges facing parents so far as early childhood education management and delivery is concerned.

Some of the identified challenges were high cost of living (M=3.94, SD=.123); unemployment (M=3.81, SD=.443), frequent changes in educational policies

(M=3.79, SD=.193); large family size (M=3.75, SD=.453); financial constraints/low income (M=3.73, SD=.742); problems with single/step parenting/divorced (M=3.72, SD=.129); inadequate time (M=3.59, SD=.457) lack of parental Interest, attitude (M=3.36, SD=.250) and cultural and some traditional believes and practices (M=3.28, SD=.183). The implication is that, children's academic performance may be impacted adversely.

To complement the quantitative data, some of the parents were interviewed. For example, one of the parents had this to share…

> *For me as parent, one of the basic challenges I face so far as early childhood education management and delivery is concerned is financial constraints. Because of high cost of living in Ghana, it is sometimes difficult to pay mine wards fees and provide them with other financial support that will aid and facilitate their learning at home and in schools (**Parent A**).*

> *One of the biggest challenges faced by parents today is the lack of time. In a day, parents (especially moms) have to juggle between so many duties. Managing work, doing household chores, and looking after kids is a lot to handle. Due to increased parenting stress, most parents are choosing to become parents much later in life, once they are financially settled. Moreover, parents are increasingly resorting to having just one kid as they find it extremely difficult to manage life with kids around (**Parent B**).*

> *This is also a case that some parents do not want to go to school because they think that they are illiterate, they feel not confident to talk or don't know what to talk to teachers, and they don't know the system of the school. Many parents use it as an excuse to neglect their children's education. In*

> *addition, they are not aware of the significance of education so that they just don't care about it. Moreover, they also believe that only teacher has to be responsible for their kids' education. If their kids don't do well at school, they will blame teachers. They don't understand their responsibility towards their children's learning (Parent B).*

The findings agree with the view of Galloway (2018) who noted that the socio-economic status of parents affect their children's education. He said as a result of financial hardships children persistently absent themselves from school to work to supplement their parents' efforts. Parents who are rich are able to educate their children to any level while the poor are restrained. Few children with poor parents are able to make it but the greater percentage is always down the ladder while the rich continue to enjoy good education.

Again, the findings confirm the view of Downey (2015) and Escarce (2013) who found that, the availability of parental resources decrease as the number of siblings 103 increase and that, this explains most or all of the inverse relationship between sibling size and educational out comes. Additionally, it is revealed that other challenges which averagely the respondents indicated includes: interest and attitude of parents; high cost of living; frequent changes of educational policies in Ghana; scarce resources and problems associated with single/step parenting or divorced.

This finding implies that most parents have low interest and poor attitude towards their children's' education, in the Ahafo Ano North Municipality. However, the findings of the study disagree with Pigeon (2015) who contended that the most important factor bearing on the educational progress of all factors was the attitude of

the child's parents. He stressed that, children of parents who have positive attitude towards education, whether rich or poor do well at school.

Further, Kosikuma (2002) had similar research on the contribution of parents; a case study of Jasikan in the Volta Region of Ghana. The researcher established that there exists an inverse relationship between the family size and children's academic performance. This he concluded that the larger the size of the family, the lower the academic performance of children.

Moreover, obstacles faced by teachers in parent involvement were examined in this study. It was concluded that teachers faced obstacles related to family characteristics such as low educational level, time constraints, carelessness, avoiding taking responsibility and lack of communication. The absence of father involvement and fathers not visiting the classroom was stated as another problem. Other studies also addressed the issue of fathers' rarer involvement in their children's schooling for different reasons (Şahin & Özbey, 2019; Orçan et al., 2019). One of the notable findings of this study is that the teachers talk about the time shortage and lack of communication with the families in their answers of all over questions. This finding supports earlier research finding conducted by other researchers (Russell & Granville, 2005; Toran & Özgen, 2018; Ogelman, 2014; Murray et al., 2014; Orçan et al., 2019).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions and recommendations of the study.

5.1 Summary of the Study

The purpose of the study was to assess parental support on early childhood education in Ahafo Ano North Municipality. Specifically, it sought to find out the various types of support given by parents Ahafo Ano North Municipality, assess the impact of parental support in education management and delivery on learners' academic performance and examine the challenges facing parents so far as early childhood education management and delivery is concerned.

The study was nested into the descriptive survey design involving the quantitative and qualitative approach. The sample size was 20 parents, 2 head teachers and 4 teachers from the Ahafo Ano North Municipality. A self-developed questionnaire was used for the data collection. Pilot-testing of the instrument was done and reliability and validity were ensured. Ethical consideration was also ensured before the actual data collection. The data collected were analysed using descriptive statistics (frequencies and percentages, means and standard deviations).

5.2 Key Findings

The following findings were established from the study:

1. From research question one, it was found that generally, parents inthe Ahafo Ano North Municipality do not really provide the needed support for their children. For example most parents do not visit their children's schools to

assess their academic progress and discussing their school related problems with teachers, most of the parents do not provide learning materials such as toys, computers, crayons and desk, most parents do not give personal attention, intervention and teaching, most of the parents do not help their children to do their homework.

2. From research question two, the results show that generally, most of the parental support from parents in the Ahafo Ano North Municipality do not really have much impact on the education management and delivery on learners' academic performance. For instance, most parents do not provide consistent and loving guidance/training for their children & talking to them, most parents do not give learners the requisite psychological needs of love and security, majority of the parents do not pay teachers for additional lessons, special duties, extra classes or remedial and majority of the parents do not ensure students go to school regularly.

3. Finally, from research question three, it was found that there are some challenges facing parents so far as early childhood education management and delivery is concerned. Some of the challenges were high cost of living, employment, frequent changes in educational policies, large family size, financial constraints/low income, problems with single / step parenting / divorced, inadequate time, interest, attitude of parents and cultural and some traditional believes and practices

5.3 Conclusions

The following conclusions are drawn from the findings.

1. From research question one, it can be concluded that most parents in the Ahafo Ano North Municipality do not really provide the needed support for

their children. This could affect the early childhood education in the municipality

2. From research question two, it can be concluded that most parents in the Ahafo Ano North Municipality do not really have much impact in the education management and delivery on learners' academic performance. This could negative affect the early childhood education in the municipality

3. Finally, from research question three it can be concluded that most of the parents in the Ahafo Ano North Municipality are faced with some challenges as far as early childhood education management and delivery is concerned. These challenges could have negative effect the early childhood education in the municipality.

5.4 Recommendations

In the light of the findings of the study and conclusions drawn, the following recommendations are made:

1. Stakeholders (Ministry of Education, Ghana Education Service) should communicate to parents (via training programmes, P.T.A. meetings, open days), that their contributions and support will make a great difference in the children's school performance and that they are copartners in the education process hence they should devote time for their children's education.

2. Parents should be invited to observe programmes such as quiz competitions, debates, and other competitions to held at school. Organization of community level school performance appraisal meeting (SPAM) must be prompt and timely.

3. Teachers should request from parents to append their signatures after the child finishes homework to indicate that the parents did help the child to do the homework.

5.5 Suggestions for Further Research

This study could not investigate the effects of parental attitude (both positive and negative) on their children's educational achievement, effects of divorced/step parenting on parental contribution and the kind of parental occupation and its impacts on how parents contribute; which were realized by the researcher as potential factors that could affect parental contribution to education. These are areas that could be investigated in future. This will enable stakeholders to have a comprehensive view about parental involvement in educating the child.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent

The study seeks to assess **Parental Support on Early Childhood Education in Ahafo Ano North Municipality.** Your full input will help make informed decisions about the **Parental Support on Early Childhood Education in Ahafo Ano North Municipality**. It would therefore be appreciated if you could provide responses to **all** items on the questionnaire, and do it **honestly**. You are assured of complete **confidentiality** and **anonymity** of all information provided. **Nothing** will ever be published or reported that will associate your name and/or school with your responses to the questionnaire. Your participation in this study is **completely voluntary**. Again, questions on this survey questionnaire have gone through a thorough review and have been declared **ethical** for educational research. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this questionnaire.

Thank You.

Please, kindly tick **[√]** the appropriate response

SECTION A

DEMOGRAPHIC DATA

Gender/Sex

- Male   [ ]

- Female   [ ]

Educational Level:

- No Formal Education [   ]

- Primary / Elementary [   ]

- Secondary   [   ]

- Tertiary   [   ]

SECTION B

VARIOUS TYPES OF SUPPORT GIVEN BY PARENTS AHAFO ANO NORTH MUNICIPALITY

Please respond to the following statements on various types of support given by parents Ahafo Ano North Municipality. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

Directions: Indicate with a tick [√] your various support. Where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1).*

Sn	Statements	SA	A	D	SD
B1	Paying for resources (such as Text books, Exc. books, uniforms, desk etc.)	4	3	2	1
B2	Paying for the children's welfare (such as pocket money, T&T, canteen)	4	3	2	1

62

B3	Visiting their children's schools to assess their academic progress and discussing their school related problems with teachers	4	3	2	1
B4	. Helping learners to do their home work	4	3	2	1
B5	Motivating teachers for effective work	4	3	2	1
B6	Providing learning materials such as toys, computers, crayons and Desk	4	3	2	1
B7	Giving personal attention, intervention and teaching	4	3	2	1
B8	Helps in providing buildings, furniture and maintenance work for the school	4	3	2	1

SECTION C

IMPACT OF PARENTAL SUPPORT IN EDUCATION MANAGEMENT AND DELIVERY ON LEARNERS' ACADEMIC PERFORMANCE

Please respond to the following statements on the impact of parental support in education management and delivery on learners' academic performance. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

Directions: Indicate with a tick [√] your knowledge on the impact of parental support in education management and delivery on learners' academic performance. Where:

SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1).

Sn	Statements	SA	A	D	SD
C1	Attending P.T.A meetings / Open days/ Speech days	4	3	2	1
C2	Paying PTA dues / other development levies	4	3	2	1
C3	Paying teachers for additional lessons, special duties, extra classes or remedial	4	3	2	1
C4	Ensuring students go to school regularly	4	3	2	1
C5	Providing consistent and loving guidance / training for their children & talking to them	4	3	2	1
C6	Providing good hygienic conditions and environmental cleanliness	4	3	2	1
C7	Giving learners the requisite psychological needs of love and security	4	3	2	1

SECTION D

CHALLENGES FACING PARENTS SO FAR AS EARLY CHILDHOOD EDUCATION MANAGEMENT AND DELIVERY IS CONCERNED

Please respond to the following statements on the challenges facing parents so far as early childhood education management and delivery is concerned. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

Directions: Indicate with a tick [√] your knowledge on challenges facing parents so far as early childhood education management and delivery is concerned. Where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1).*

Sn	Statements	SA	A	D	SD
D1	Problems with Single / Step parenting / Divorced	4	3	2	1
D2	Unemployment	4	3	2	1
D3	Inadequate Time	4	3	2	1
D4	Large Family Size	4	3	2	1
D5	Financial Constraints/low income	4	3	2	1
D6	High Cost of living	4	3	2	1
D7	Interest, attitude of parents	4	3	2	1
D8	Frequent changes in educational policies	4	3	2	1
D9	Cultural and some traditional believes and practices	4	3	2	1

65

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

INTERVIEW GUIDE FOR PARENTS

Dear Respondent

The study seeks to assess **parental support on early childhood education in Ahafo Ano North Municipality.** Your full input will help make informed decisions about the **Parental Support on Early Childhood Education in Ahafo Ano North Municipality**. It would therefore be appreciated if you could provide responses to **all** items on the questionnaire, and do it **honestly**. You are assured of complete **confidentiality** and **anonymity** of all information provided. **Nothing** will ever be published or reported that will associate your name and/or school with your responses to the questionnaire. Your participation in this study is **completely voluntary**. Again, questions on this survey questionnaire have gone through a thorough review and have been declared **ethical** for educational research. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this questionnaire.

Guided Questions

1. What various types of support do you give to your wards

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………………………Education,Winneba http://ir.uew.edu……………………

2. What impact does your support have on education management and delivery on learners' academic performance of your ward(s)

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

3. What challenges do you face as a parent so far as early childhood education management and delivery is concerned?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

67

APPENDIX C

RELIABILITY TEST RESULTS OF OVERALL THE INSTRUMENT

Case Processing Summary

		N	%
Cases	Valid	41	100.0
	Excluded[a]	0	.0
	Total	41	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.807	24

68

RELIABILITY TEST RESULTS

SECTION B

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.813	08

RELIABILITY TEST RESULTS OF THE INSTRUMENT

SECTION C

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.791	07

70

RELIABILITY TEST RESULTS

SECTION D

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.819	09

71