

UNIVERSITY OF EDUCATION, WINNEBA

**EFFECTS OF INADEQUATE PARENTAL INVOLVEMENT IN
PUPILS' EDUCATION: A DESCRIPTIVE STUDY AT OJOBI CIRCUIT
IN THE GOMOA EAST DISTRICT OF GHANA**

REJOICE KPORDZIH



MASTER OF EDUCATION

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**A dissertation in the Department of Social Studies Education,
Faculty of Social Sciences, submitted to the
School of Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Education
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in the University of Education, Winneba**

JANUARY, 2023

DECLARATION

Student's Declaration

I, Rejoice Kpordzih with the index number 200050441 hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Signature.....

Date.....

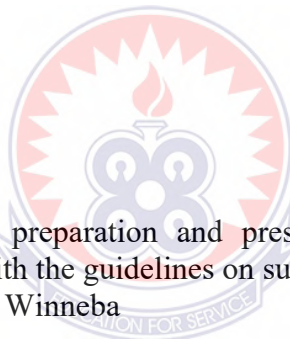
Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertations laid down by University of Education, Winneba

Supervisor's name: Dr. Simon Kyei

Signature.....

Date.....



DEDICATION

I dedicate this work to my family especially my mom Madam Philomina Etsiwah and my brothers



ACKNOWLEDGEMENTS

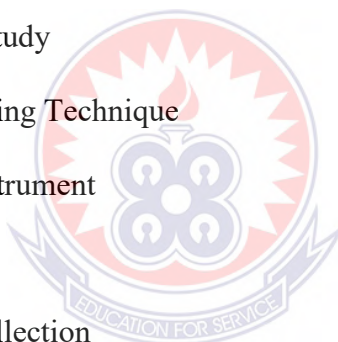
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LIST OF ABBREVIATION

FCUBE- Free and Compulsory Universal Basic Education

GES- Ghana Education Service

GSFP - Ghana School Feeding Programme

I.Q- Intelligence Quotient

PTA- Parent Teacher Association

SDG- Sustainable Development Goals

SMCs - School Management Committee

TLMs - Teaching and Learning Materials



ABSTRACT

This study investigated the effects of inadequate parental involvement in pupils' education in Ojobi circuit in the Gomoa East district of Ghana. The objectives were; to ascertain the reasons why some parents do not involve themselves in their children education; to describe how non-involvement of parent in children's education affects pupils in Ojobi public basic schools; and to identify the challenges teachers face as parents do not cooperate in teaching and learning. The study; specifically, mixed research approach as the research design of the study. The result from this study showed that the introduction of Capitation Grant and fCUBE, financial constraints/low income, high demands from teachers, the problems with single parenting/ divorced/ widowhood, inadequate time, high cost of living, involving pupils in business, withdrawing them from school in order for them to sell, unemployment, low interest, and attitude toward education and large family size were some of the reasons why some parents do not involve themselves in their children education. Also, the study found high rate of absenteeism and truancy, poor monitoring of both teachers and pupils' performance, poor teacher motivation, pupils-school related problems remain unsolved, poor teaching and learning environment, and poor funding of school related projects as some of the effects on parental non-involvement. The study finally found low motivation, students' absenteeism and truancy and inadequate teaching and learning supports (such as Text books, Exc. books, uniforms, desk etc.) as some of the major challenges teachers face as parents in teaching and learning. This study recommended the need for parents to be educated on the needs to invest ample interests 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 must find appropriate means of involving themselves in the education of their children, not only in terms of buying text books and exercise books, but also attending P.T.A. meetings, contributing to the school development and visiting their children while at schools to evaluate their academic progress. Also the study recommend the need for parents to be educated on the need to invest ample interest 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

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In 1995, the government of Ghana introduced the Free and Compulsory Universal Basic Education (FCUBE) programme to make basic education fundamentally free and compulsory for every child in Ghana (Ekundayo, 2018; Nyarkoh & Intsiful, 2018). The concept of the programme was to make the acquisition of basic skills in literacy, numeracy and creativity for free. Basic education provides the bedrock for personal developments, intellectual autonomy, integration into professional life and participation in the development of the society (Ekundayo, 2018; Salifu et al., 2018; Akyeampong, 2020). Basic education allows for a basis for lifelong learning and initial vocational guidance, and also offers a platform for children to hone their area of interests for self-developments and the service of the country (Gaddah et al., 2015).

In this light, successive governments of Ghana have unequivocally provided supports, by means of budgetary allocations, Teaching and Learning Materials (TLMs), teacher professional developments, Ghana School Feeding Programme (GSFP) etc., for basic education developments in Ghana (Agbozo, Atitto & Abubakari, 2017; Bukari, Hajara & Oloruntoba, 2015; Asiedu, 2017).

All over the world, education is considered as a basic right, allowing every child to develop to their fullest potential (Smith et al., 2017; Barrichello et al., 2020). This rights also stipulated in the African charter on the right and welfare of children and the convention on the right of the child (UNICEF, 2003), as well as Goal four (4) of the Sustainable Development Goals (SDG). The importance of education to the socio-economic developments of countries cannot be overemphasised (Hoang et al., 2020;

Van Tulder et al., 2021).

Nevertheless, the concept of quality education is premised on many key stakeholders. One of these key stakeholders is parents. Several recent studies have indicated that parental involvement is an effective strategy to ensure student success (Jafarov, 2015; Erol & Turhan, 2018; Lara & Saracostti, 2019; Topping & Wolfendale, 2017; O'Toole, Kiely & McGillicuddy, 2019; Castro, et al., 2015; Perriell, 2015).

Many studies have found parental involvement to have positive effects on students' motivation, self-esteem, and self-reliance; which may lead to academic success regardless of the prevailing economic backgrounds (Perriell, 2015; Echaune, Ndiku & Sang, 2015). Conversely, several other studies have affirmed that inadequate or no parental involvement contributes to low student achievement and engagement (Topping & Wolfendale, 2017; Erol & Turhan, 2018). In essence, parents, siblings, and other significant relatives can create rich learning environments to enhance children's academic development (Erol & Turhan, 2018; Hoang et al., 2020).

Ordinarily, parents' ought to take the responsibilities of their wards upbringing. Parents ought to provide the basic needs of their children, provide them emotional supports, as well as psychological, economic and other educational support - including participating in school activities (e.g., Parent Teacher Associations [PTA]) (Santiago, Garbacz, Beattie & Moore, 2016; Edwards & Redfern, 2017; Yahya et al., 2021; Povey et al., 2016).

The ultimate hope and desire of every well-meaning and rational parent is to see their wards do well in all aspects of life, and growing to be responsible adults. It is an undeniable fact that, parents have some contributions to make towards the educational

development of their children. Parental involvement has some influence on the child's educational development and school achievement (Bryce, Bradley, Abry, Swanson & Thompson, 2019).

However, beyond paying their wards fees (if any), buying books, helping to do their homework, reading textbooks, discussing their school related problems with them, organizing special classes for them, ensuring that they go to school, visiting their schools to find out about their progress, attending Parent-Teacher Association meetings, interacting frequently with their teachers and counselling them, the true value and significance of parental involvements in pupils' education and the impact on their children academic performance is not directly known (Appiah-Kubi & Amoako, 2020; Baldwin, 2015; Coleman, 2018; Castro, 2015). Though parental inability to involve in pupils' education have widely been associated with streetism, teenage pregnancy, school dropouts, delinquency, drug abuse, armed robbery, youth unemployment and other social deviant behaviours (Coleman, 2018; Castro, 2015).

According to Ekundayo (2018), the introduction of FCUBE by the government of Ghana, and the subsequent introduction of free feeding, free books, and free uniform at the basic school level, have somewhat taken away some burden on parent, and consequently reduced their involvements in the education of their wards. Leaving parents encouragement, counselling, morale and emotional supports (Ekundayo, 2018). As already stated, many research findings have suggested that parents' attitudes, along with their behaviour and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang & Mason, 2008). Regardless of Government and statement participation and contributions, there appears to be general agreement about the effects the family can

have by being involved with their children's education. Students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family, the community and school all work together (Henderson & Mapp, 2002).

In addition, the parental involvement in their children's education is found to affect their wards' school attendance, and proved students' behaviour (Ross, 2016; Bui, & Rush, 2016; Kimaro & Machumu, 2015; Mahuro & Hungi, 2016). More so, many studies have established that that most parents want and desire to see their children succeed in school, as such these parents form good partners in their children's education, and they yearn to obtain more information from the schools of their children (Jeynes, 2018; Erdener, 2016; Clarke et al., 2015; Fernández Alonso, 2017).

Likewise, many school managements want the involvements of parents in their children's education; familiar and acquainted partners of the school. Parental involvement in students' academic achievement appear to be undeniable reality. Therefore, it should be a top priority for parents and schools to establish and maintain a strong partnership between schools and homes. The purpose of this study is to ascertain the impact of parental involvement in pupils' education on the academic performance of pupil in Ojobi circuit in the Gomoa East district of Ghana.

1.2 Statement of the Problem

Most parents, generally, are concerned about the education and future wellbeing of their children and therefore, are mostly concerned about the quality of basic education – amidst scarce resources. Many parents show interest in the subjects of education, because their views on contemporary educational development is that parental contribution leads to higher achievement of quality basic education for children

(Mahuro & Hungi, 2016; Lara & Saracostti, 2019; Castro, 2015; Muller, 2018). However, information from the Gomoa East district directorate of education suggest that the overall academic performance of basic public-school students in Ojobi Circuit in the Central Region is abysmal, and a source of worry to those who have the interest of children at heart. Though a number of factors may be attributed to the poor academic performance, like poor teaching and learning environments, poor amenities and infrastructure, unqualified teaching staff, teacher absenteeism, poor teacher supervision among others (Gomoa East District Directorate, 2022).

Further information from the Gomoa East district directorate suggests that schools in Ojobi Circuit suffer a significant shortage of parental participation in the education system. Many parents do not actively participate in the school management committees, and as well do not attend Parent -Teacher Association (PTA) meetings to discuss matters affecting the schools and how to better the lots of the student – creating a significant gab between the parents and schools (Gomoa East district directorate, 2022).

Despite that many scholars and authors have examined parental involvement and student academic achievement; and the importance of parental involvement in student education is acknowledged throughout the literature (Topping & Wolfendale, 2017; Erol & Turhan, 2018; Santiago, Garbacz, Beattie & Moore, 2016; Edwards & Redfern, 2017; Yahya et al., 2021; Povey et al., 2016), some parents in Ojobi do not care about their children’s education. It is against this background that this study has become necessary to assess non-parental contribution towards the educational performance of basic school pupils in Ojobi Circuit in the Central Region of Ghana.

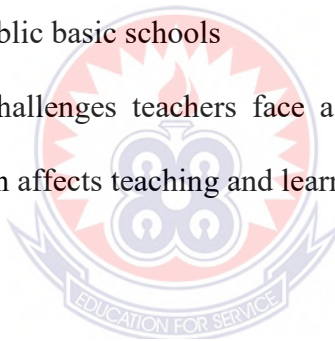
1.3 Purpose of the Study

The principal purpose of this study is to investigate the incidents of the effects of inadequate parental involvement in children's education which affects pupils in Ojobi public basic schools, and its how it affects pupils in Ojobi public basic schools in the Gomoa East district of Ghana.

1.4 Objective of the Study

The study has as its main objectives the following:

1. To ascertain the reasons why some parents do not involve themselves in their children education
2. To describe how non-involvement of parents in children's education affects pupils in Ojobi public basic schools
3. To identify the challenges teachers face as a result of inadequate parental involvement which affects teaching and learning



1.5 Research Questions

The main questions that the research sought to answer are as follows:

1. What are the reasons for which some parents do not involve themselves in their children's education?
2. How does non-involvement of parents in children's education affect pupils in Ojobi public basic schools?
3. What are the challenges teachers face as parents do not adequately involve in teaching and learning

1.6 Significance of the Study

The findings from this study will provide deep insight into factors associated with parental non-involvement in pupils education, and its impact on the academic

performance of public school pupil in Ojobi circuit in the Gomoa East district of Ghana. This study will make available valuable information and serve as a reference document or a body of knowledge regarding the educational development and policy making. The outcome of this study is expected to fill the knowledge gap, and as well serve a guide for future researchers who may want to pursue their research in a similar field.

1.7 Delimitation

The scope and boundaries of this research cover the perceptions parents have, the factors that hinder their contributions towards supporting educational development of basic school pupils. The research assess how inadequate parental involvement affects children's education . The research setting was limited to basic schools in the Ojobi Circuit of the Gomoa East district in the Central Region of Ghana.

1.8 Organization of the Study

The study is presented in five chapters. The first chapter entailed the background of the study, problem statement, objectives of the study, research questions, significance of the study, as well as the organization of the study. The second chapter reviewed extensive literature on the topic under discussion. The third chapter focused on the methodology, entailing the research design, the research population, sample and sampling technique, and data collection and analysis. The fourth chapter focused on data analysis, findings and discussions, and the fifth and final chapter dealt with the study summary, conclusions and recommendations drawn from the findings of this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, some relevant periodicals, abstracts, books, theories, existing research reports, and other related literatures shall be reviewed to provide an appropriate frame of reference for the study. This chapter presented the theoretical framework, defining parental involvement, role of the parents in providing education for the children, the extent of parental involvements and its impact on the academic performance of public basic school pupils, the challenges parents face which tend to hinder their contribution towards the academic performance of basic school pupils and conceptual framework.

2.1 Theoretical Frameworks

Theoretical perspectives serve as the foundation for research and inspire scholars to pursue further studies in the social sciences. This study is underpinned by four major theories; namely; (1) Piaget's cognitive development theory, (2) Vygotsky's sociocultural theory, (3) Epstein's Parent Involvement Model, and (4) Hoover-Dempsey and Sandler's Parent Involvement Model. These four theories have had a significant impact on the research field and are thus discussed in relation to parental involvement in their children's education.

2.1.1 Cognitive Development theory

Jean Piaget propounded the theory of cognitive development in children to emphasize the constructive roles of family and peers on the developments of children. This theory was basically premised on how young children actively learn by constantly striving to match their internal constructions (their own view of the real world) and external constructions (the external realities they encounter in their surroundings)

(Babakr, Mohamedamin & Kakamad, 2019; Barrouillet, 2015; Kazi & Galanaki, 2019; Oogarah-Pratap, Bholoa & Ramma, 2020).

The Piaget's theory described children as agents, who constantly assimilate and accommodate instructions from their environment (Kazi & Galanaki, 2019; Sanghvi, 2020). Piaget considered the family and the social settings as imperative factors that influence the environment of children (Sidik, 2020). The theory submits that children who are more actively involved with people and things in their surroundings assimilate new learning and accommodate their own incorrect worldviews more quickly. Accordingly, children learn best when they have opportunities to interact with their environments, particularly with their parents, who are an important part of their environments (Kazi & Galanaki, 2019; Sidik, 2020).

The implication of this theory to the current study is that, parental involvement activities like counselling, helping with their homework, and establishing personal relationship with the children creates opportunities for the children to interact meaningfully, and construct their own knowledge of their social and physical environment (Tamboto, Tambingon, Lengkong & Rotty, 2021). The theory suggests that the parental influence the immediate environment includes instilling discipline, values and issues related to their future, like educational and career choices (Kohnstamm, 2017; Haywood, 2020). Consequently, the stronger the relationship with the child, the more influence the parents have, and the more probability that the child will seek their guidance, value, validations, opinion and support (Tamboto et al., 2021; Samoy et al., 2021).

Furthermore, the Piaget's theory posits that it is the responsibilities of parents to actively involved in the learning and motor skills developments of the child. Such skills include, teaching the child how to sit up, walk, run, climb, hold a spoon, and so on. Emotional skills are another essential component of the role of family in child development. Emotional skills are important throughout the child's entire life, as they need it to have sympathy and compassion for others as well as to deal with the highs and lows that come with life, and be able to deal with bad outcomes. Poor emotional skills, could lead to destructive learning behaviours (Saracho & Evans, 2021). As a consequence, Piaget's social development theory supports the idea that parent involvement is a crucial factor in children's development and achievement.

2.1.2 Sociocultural Theory

Influenced by Piaget's views, Lev Vygotsky propounded a theory to underscore the relationship between human beings and their environments (both physical and social) (Marginson & Dang, 2017; Shabani, 2016). According to Vygotsky, the effects of social and cultural factors on development and learning are numerous (Vygotsky, 1978, cited in Armstrong, 2015). The theory submits that human beings are surrounded by family members and are influenced by their culture (Rahmatirad, 2020; Teemant, 2018). Thus, the ability of children to interact with their family members in the community is critical for their learning and development - because the family is their first teacher and their first learning occurs in the community (Shabani, 2016; Teemant, 2018). This interaction exposes the children to the knowledge about the world.

On the accounts of Yeh (2019), Vygotsky was convinced that learning occurred through interactions with others in our communities: peers, adults, teachers, and other mentors. Vygotsky sought to understand how people learn in a social environment and created a unique theory on social learning. He determined that parents and teachers have the ability to control many factors in an educational setting, including tasks, behaviors, and responses. As a result, he encouraged more interactive activities to promote cognitive growth, such as productive discussions, constructive feedback, and collaboration with others (Yeh, 2019; Tamboto et al., 2021).

2.1.3 Epstein's Parent Involvement Model

Joyce Epstein of Johns Hopkins University developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. The main reason to create such partnerships is to help all youngsters succeed in school and in later life. The information below defines the six types of involvement framework and lists sample practices or activities to describe the involvements in more details (Epstein, 2016; Epstein, 2019)

Epstein (2001), introduced six types of parent involvement: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. These six types of involvement have been recommended for employment in a comprehensive program of school, family, and community partnerships (Hamidun, Awang, Ahmad & Ahmad, 2019; Erdener & Knoeppel, 2018). These six types of involvement are explained below.

- ***Parenting***

The concept of parenting in this model is regarded as the factor for establishing supportive home environments for children as students. This stage of involvement is to assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children. Results for children include good and improved attendance, awareness of importance of school, and develop respect for parents (Epstein et al, 2002).

- ***Communicating***

Communicating, as the second type of the Epstein parental involvement, occurs when educators, students, and families “design effective forms of school-to-home and home-to-school communications. The concept of communicating as envisaged by the model is to establish effective two-way communication about school programs and progress of the children. Examples of this kind of communication includes parent-teacher meeting/conferences, clear information on school policies and programs, and phone calls. Some of the benefits for children are awareness of own progress, understanding school policies, and improving communication skills (Epstein et al, 2002).

- ***Volunteering***

Volunteering is the third type of the Epstein parental involvement. It occurs when educators, students, and families recruit and organize parent help and support and count parents as an audience for student activities. This type of involvement is done by way helping to maintain the school via volunteering for safety and operations of

schools, assisting educators and helping other parents are. Children can improve communicating skills with adults and increase learning skills from tutoring by means of these volunteering activities (Epstein et al, 2002).

- ***Learning***

Learning at Home is the fourth type of the Epstein parental involvement. Learning at home occurs when information, ideas, or training are provided to educate families about how they can help students at home with homework and other curriculum-related activities, decisions, and planning. Learning at home is providing information and ideas to families about how to help their children at home with their learning. For example, information on homework policies and how to supervise children, family reading activities at school are included in this involvement type. Results for children contain higher homework completion rates, increased view of parent as more similar to teacher, and enhanced self-concept as learner (Epstein et al, 2002).

- ***Decision making***

Decision making is the fifth type of the Epstein parental involvement. According to Epstein et al, (2002) this occurs when schools include parents in school decisions and develop parent leaders and representatives. PTA/PTO organizations and networks to link all parents are examples of this type. Awareness of representation of families and understanding that student rights are protected are some of the outcomes for children (Epstein et al, 2002).

- ***Collaborating***

The sixth type the Epstein parental involvement is “collaborating with the community”. This type of involvement occurs when community services, resources, and partners are integrated into the educational process to strengthen school programs,

family practices, and student learning and development. Collaborating with the community is defined as identifying and integrating resources and services from the community to improve school programs. Information on community activities and services that link to learning skills, participation of alumni in school, and service integration through partnerships with organizations such as civic, cultural, and health agencies in the community are considered as sample practices of this type of involvement. Increased skills and talents, and specific benefits linked to community programs are some of the results for children (Epstein et al, 2002).

Research studies consistently reveal that high student achievement and self-esteem are closely related to positive parental participation in education (Krauss, Orth, & Robins, 2020; Causey, Livingston & High, 2015; Khan, Fleva & Qazi, 2015; Hong et al., 2019; Mulyadi, Rahardjo & Basuki, 2016). Therefore, parents and schools must collaborate to ensure that all children succeed in school. This implies that, after all, parents are their children's first and most important teachers. Thus, parents have valuable information about their children's likes, dislikes, needs, and problems that the school may be unaware of.

Accordingly, schools must value parent involvement by providing numerous opportunities for parents to interact with each other, with teachers, and with students. One important way parents can become involved in their child's schooling is to exercise any choices available in the selection of course work, programmes, or even schools (Purola, Harju-Luukkainen & Kangas, 2021). Many schools are moving toward "school-based management," in which administrators share the responsibility for operating schools with teachers, students, parents, and community members. Parents can become involved in committees that govern the child's school or join the

local parent-teacher association.

Consequently, Epstein's parent involvement model is comprehensive and helpful but it is more focused on educators' side of the process and is like a manual for practitioners. In turn, it does not help the researchers to understand the subject-matter from the parents' perspectives. Nevertheless, there is one model that emphasizes the parent aspect of the issue with respect to reasons for involvement, introduced by Hoover-Dempsey and Sandler (1995). Their model is more than a typology and helps researchers wanting to analyze the perceptions and beliefs of parents' involvement in their children's education which is so important in their decisions and the entire parent involvement process. Hence, Hoover-Dempsey and Sandler model is delineated below.

2.1.4 Hoover-Dempsey and Sandler's Parent Involvement Model

Hoover-Dempsey and Sandler (1995, 1997) propounded a comprehensive model of the parent involvement process from the perspective of parents that is based on psychological and educational research (e.g., Whitaker, 2019; Marshall & Jackman, 2015) and has been empirically tested by researchers (e.g., Hirano, Garbacz, Shanley & Rowe, 2016; Hirano & Rowe, 2016; Yulianti, Denessen & Droop, 2019; Kuan & Chuen, 2017; Kigobe et al., 2019). Grounded on a psychological perspective, this model not only addresses specific types of parent involvement but also attempts to explain why parents choose to be involved (Hirano & Rowe, 2016), how they select specific forms of involvement, and how parent involvement affects children (Hoover-Dempsey & Sandler, 1995, cited in Whitaker, 2019).

According to Hoover-Dempsey and Sandler (1995, cited in Whitaker, 2019), parents typically involved in their children's education for three major reasons:

1. they develop a parental role construction about their participation in their children's education;
2. they develop a positive parental efficacy for helping their children succeed in school; and
3. they perceive opportunities to help their children succeed in school.

Hoover-Dempsey and Sandler (1995, cited in Whitaker, 2019) framework for their model to depict and analyze the parent involvement process in a holistic way.

By implication, the Hoover-Dempsey and Sandler model of the parent involvement process suggests that family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes (Whitaker, 2019; Hirano & Rowe, 2016; Bezrukova, 2017). The cognitive component of involvement decision-making includes role construction for involvement and self-efficacy for helping children succeed in school (Hirano & Rowe, 2016). Hoover-Dempsey and Sandler suggest that parents' attempts to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction. The academic self-efficacy of children is not about what they think they can do well; it is about how they think they will perform on a particular task, positively or negatively. Likewise, the social self-efficacy of the children for relating to teachers represents their beliefs about their ability to develop a strong relationship with their teacher (Qudsyi, Wantara, Putri & Ramadhaniaty, 2020; Yamamoto, Holloway & Suzuki, 2016; Gennetian, Marti, Kennedy, Kim & Duch,

2019). In effect, the model of Hoover-Dempsey and Sandler suggest that families can help children cultivate positive relationships with their teacher by modeling appropriate interactions with school personnel.

2.2 Defining Parental involvement

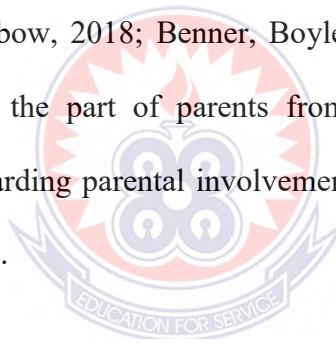
Parental involvement is seen as an effective strategy to ensure student success, as evidenced by several correlational studies, with die overarching benefit of parental involvement being increased academic performance (Castro et al., 2015; Hill, Witherspoon & Bartz, 2018; Daniel, Wang & Berthelsen, 2016; Đurišić & Bunijevac, 2017). The current literature also emphasizes other positive effects. For example, increased parent involvement leads to early social competence, which ultimately leads to academic success (Hill, Witherspoon & Bartz, 2018).

Similarly, parent involvement also increases social capital, or networks designed to leverage resources (Hill, Witherspoon & Bartz, 2018). As social networks are increased, students are able to access additional support or resources, such as tutoring, enrichment opportunities, or access to curriculum extensions beyond the school, in order to achieve academic success (Bhargava & Witherspoon, 2015; Reynolds, Crea, Medina, Degnan & McRoy, 2015; Muller, 2018).

Furthermore, the traditional definition of parental involvement includes activities in the school and at home. Parental involvement can take many forms, such as volunteering at the school, communicating with teachers, assisting with homework, and attending school events such as performances or parent-teacher conferences (Jafarov, 2015; Kurtulmus, 2016; Chan & Ritchie, 2016). Further, parents' volunteering in school only has shown a significant academic effect for white students (Clifford & Humphries, 2018; Ihmeideh & Oliemat, 2015; Murray, McFarland-Piazza

& Harrison, 2015); yet schools often focus on volunteering as a key measure of parent involvement (Lee, 2018; Coleman, 2018; Povey et al., 2016). Volunteering in the schools often calls for parents to shoulder the additional responsibility of providing supplies requested by the school, which include not only traditional classroom supplies such as pencils, paper, and folders, but also items for fundraisers or school events (Sebastian, Moon & Cunningham, 2017; Park, Stone & Holloway, 2017).

Traditional definitions of parental involvement require investments of time and money from parents, and those who may not be able to provide these resources are deemed uninvolved. In addition, the literature typically defines parental involvement as either supporting student academic achievement or participating in school-initiated functions (Muller & Kerbow, 2018; Benner, Boyle & Sadler, 2016). This overlooks differing perceptions on the part of parents from low socioeconomic status and minority populations regarding parental involvement and educational responsibilities (Muller & Kerbow, 2018).



Further, parents can exhibit parental involvement through activities such as providing nurturance to their children, instilling cultural values, and talking with their children, which do not align with traditional forms of parental involvement as defined by schools (Muller, 2018; Cano, Perales & Baxter, 2019; Calzada et al., 2015).

In essence, traditional definitions of parental involvement make demands of parents to help facilitate the success of the school, while reciprocal demands are not made of the school to ensure the success of their families. New research and discourse on parental involvement state that schools may need to redefine parental involvement and develop broader frameworks that can make involvement more inclusive for families of color (Calzada et al., 2015; Muller & Kerbow, 2018; Park, Stone & Holloway, 2017; Hong,

2021; Park & Holloway, 2017; Grant & Ray, 2018).

Even though the current definition of parental involvement has some limitations, the Epstein Model (2009) continues to be one of the most widely referenced frameworks for parental involvement and the model that the urban school in this study chose to use. The Epstein Model as discussed above, outlined six concrete types of family involvement behaviors that encompasses the traditional definitions of parental involvement, and recognizes the role of parents in the home, including supporting educational efforts and providing an environment where educational activities are supported and encouraged (Epstein, 2016; Epstein et al., 2018; Epstein, 2019).

2.3 The Role of Parents in Providing Education for Children

Role of the parents in providing education for the children has been assessed in a number of research. Parents' roles in providing education for the children have been associated with children's school readiness outcomes (Asamoah-Addo, 2001; Setiawan, Suparno & Tasrif, 2020; Livingstone, Mascheroni, Dreier, Chaudron & Lagae, 2015; Shekari et al., 2017; Eldegwy, Elsharnouby & Kortam, 2022).

In his research on the role of parents in providing education for the Ghanaian child, Asamoah-Addo (2001) posited that it is the duty and responsibility of the parents to provide the child with basic school materials such as uniforms, bags, and stationery needed by their children for their school; a well-balanced diet to their children to ensure their proper physical and mental development so that they can cope with school work; shelter and enabling home conditions, which may be supportive of school work; and children with disabilities. Asamoah-Addo (2001) further added that the core roles of parents in any educational setting to pay academe user fees and other extra fees that are charged in the school for effective teaching and learning.

Nevertheless, in contemporary Ghana, the idea of parenting is not restricted to only parents, but the whole family (both the extended and nuclear) and others as guardians (Adu-Gyamfi, 2018; Asiedu & Donkor, 2018; Welbourne & Dixon, 2016). In view of Adu-Gyamfi (2018), a significant role of parents is to help the children in their efforts at developing self-concept and identity, parents (mentors, older, and more experienced others), must guide and direct them. Adu-Gyamfi (2018) submitted that the child needs the help of many generalized others, significantly to achieve their dream in future. Thus, parents and guardians can take a formal role in guidance, direction, emotion and helping novices to define their dreams.

Parenting constitutes a significant core or foundation of any family systems. The family can be described as one of the oldest and most common human institution. Thus, since pre historic time, the family has been an important organization in society (Nyarko, 2014; Amos, 2013; Baidoo-Anu, et al., 2019). Children are essential to the idea of family. One function of the family therefore is to meet emotional, educational, economic, political and social needs of the members (Makiwane & Kaunda, 2018; Korotayev et al., 2019; Browne & Battle, 2018).

The home is the 'axes' of family activities. Children learn certain basic social skills at home. These include how to talk and get along with others. A family's home life is influenced by the parents, and by the roles each member plays. Absence of the roles that need to be played by key members (parents) of the family such as the father and mother, can affect children in every aspect of their lives including their educational development (Hughes & Munoz-Guzman, 2016), and violating the article 6 clauses 1, 2 and 3 of the 1998 children's Act of Ghana (Act 560), stating that "no parent shall deprive a child his welfare; Every child has the right to life, dignity, respect, leisure,

liberty, health, education and shelter from his parents; every parent has rights and responsibilities whether imposed by law or otherwise towards his child” (Baidoo-Anu, et al., 2019).

Furthermore, the environment in which an individual is brought up influences his educational development, attainment and intellectual development to a large extent (Berns, 2015; Illeris, 2018; Sanford, 2017). In an ideal world, all parents would provide consistent and loving guidance and training for their children. They would talk to them, read to them, eat with them, and understand them (Coyne, 2015; Ansong et al., 2017).

Bradley and Caldwell (1976, cited in Upshur, 2017) mentioned that higher I.Q. in children has been linked to:

1. Parental provision of appropriate play material.
2. Active parental involvement with the child.
3. The extent of home organization and safety.

In view of Bradley and Caldwell (1976, cited in Upshur, 2017) stimulating parenting style styles are clearly tied to the development of measured intelligence. The lower I. Qs of some children have been explained in terms of thwarted curiosity, an underdeveloped attention span, and a general mistrust of adults (Bradley & Caldwell, 1976, as cited in Upshur, 2017). Therefore, parent must endeavor to provide the necessary support and encouragement for students to develop high IQs and better their educational achievement (Upshur, 2017).

To sum up, the role of the family and parents in contributing towards educational development of children are enormous. Some basic role of the parents which has been broadly categorized includes providing educational needs; complementing the efforts of teachers; creating enabling condition for children at home for their studies; providing social and moral education; serving as attachment figures for dependent children and providing advisory and emotional supportive function as mentors.

2.4 Parental Involvement and Academic Performance

The extent of parental involvements and its impact on the academic performance of public basic school pupils probably includes; paying official tuition fees, paying P.T.A. contributions; paying a specific fee for a building project such as homes for teachers; parents may also give their time and skills to a range of activities from building work to coaching at sports; paying teachers for additional lessons and coaching, special duties, general welfare; paying for resources(such as textbooks, exercise books and writing materials, school uniforms, desks and chairs) , library and sports contributions; and paying for the children's welfare-such as transport money, school meals, caution money (Vasquez, Patall, Fong, Corrigan & Pine, 2016; Masud, Thurasamy & Ahmad, 2015).

Coleman (1987, cited in McNeal, 2015) outlined nine tasks by way parents can enhance their children educational development:

1. Supervising their children and helping them do homework;
2. Encouraging them to read books and newspapers;
3. Paying their school fees, textbooks fees and other levies;
4. Discussing their school related problems with them;
5. Motivating them to learn;

6. Ensuring that children go to school regularly;
 7. Providing pocket monies, food, books etc;
 8. Visiting their schools to assess their performance, and
 9. Attending Parent – Teacher Association meetings, speech days, open days
- (Coleman, 1987, cited in McNeal, 2015).

Per the views of Coleman (1987, cited in McNeal, 2015), parents supervising their children, helping them do homework and spending quality time are forces outside the classroom that influences and promotes pupil's learning. The school and the parents or guardians need to work closely together for each other's benefit and finally for the benefit of the pupils.

Also, parental contribution towards the provision of education is evident at all levels of educational sector. In spite of the FCUBE policy of free basic education in Ghana, parents are required to make some financial contributions towards the school's development (Bekoe, Quartey & Teye, 2013; Aboagye, 2010; Little, 2010; Bush & Glover, 2016). These include fees proposed by bodies such as the School Management Committee (SMCs); District Assemblies; Town Development Committees; Parent -Teacher Association (PTAs) as well as fees approved by the Ghana Education Service (GES). These fees include textbook user fees; sports fees, cost of school uniforms; cost of desks and chairs; cost of exercise books or pens, pencils mathematical sets, erasers etc (Bekoe, Quartey & Teye, 2013; Aboagye, 2010; Sottie, Dubus & Sossou, 2013). At the junior high and senior high Schools, parents also pay fees towards extra classes organized by teachers etc. In addition to all these, parents bear the cost of feeding, transportation, health, entertainment and in some cases rent charges related to their children education at all levels of the educational

system (Bekoe, Quartey & Teye, 2013).

In Ghana, under the FCUBE policy, the Ghana Education Service is necessitated to absorb some cost elements of basic education, however, other stakeholders (e.g. parents, students, District Assemblies, private and para-statal corporative institutions) are also required to bear other costs, since the government cannot take all the costs (Nudzor, 2007; Kuyini, 2013). In this case, certain fees and levies (subject to approval from the government) may be imposed on pupils, parent-teachers association and committees for purposes such as raising fund for school projects. In addition, the pupil's means of transportation to and from the school shall be the responsibility of the parents. Further, cost of stationery will be borne by parents in both private and public schools (Bekoe, Quartey & Teye, 2013; Akyeampong, 2009; Salifu, Boateng & Kunduzore, 2018).

It must be noted that, to achieve quality education (teaching and learning) and improve efficiency, some elements of education cannot be free. In other words, there cannot be completely free education for all, considering the budgetary income and expenditure of the government (Akaguri, 2014; Akyeampong, 2009; Nishimura et al., 2009).

In effect, from the number of studies reviewed, parents can specifically contribute to the educational development of the child by supporting the nation's effort in educational delivery, supplementing schools efforts by supervising the children to do homework; providing the children with meals, uniforms, pocket money for miscellaneous items; paying parent teacher association (P.T.A.) levies for developing the schools, paying for some resources such as (textbooks, library books, desks, writing materials); and for cost of remedial teaching.

2.5 Challenges Parents Face which tend to Hinder Their Contribution towards the Academic Performance of Basic School Pupils

Though parental involvement might be of beneficiary, a number of studies have identified some barriers that may hinder its effectiveness (Wang, Deng & Yang, 2016; Alaçam, 2015; Horvatin, 2011; Hornby & Lafaele, 2011). A study by Horvatin (2011) found language, cultural understanding conflicts, financial and work-related constraints, unwelcoming atmosphere, attitude, lack of time and money as some of the barriers hindering parents contribution and involvement in their children's education. Furthermore, Horvatin (2011) found that though children seem to benefit from parental involvement in the school, there were some barriers to getting parents more involved as this will help boost academic performance of learners. Other studies found family structures, societal factors, poverty, pandemic HIV/AIDS as well as illiteracy as hindrance to the effectiveness of parental involvements (Alaçam, 2015; Menon, 2013).

Per the findings of Brown and Haylock (2004), parental involvement in school programmes is not regarded as important in some cultures. For example, some cultures do not value the importance of health as a result, they are not involved in health awareness checkup in school. Thus, making it difficult for the school to emphasis on the importance of taking these youngsters to clinics since the parents will not be available for such education programmes (Brown & Haylock, 2004).

Similarly, the study of Wang, Deng and Yang (2016) found out that some learners had not paid their school fees, had no learning materials and other school requirements. This was because the parents are faced with financial constraints.

Moreso, Rogan and Grayson (2003) are of the view that material resources such as textbooks, crayons and other equipment used in the learning process are beneficial to the learner. If parents fail to provide financial support in order to access learning materials the intended goals of the curriculum will not be met. Thus, the challenge may be overcome by seeking financial support from organisations such as BEAM and Capernaum to assist those learners with challenges in paying fees.

Work commitment is also regarded as a barrier to parental involvement. According to Brock and Edmunds (2010), burdened by low-income, inflexible working hours and language barriers, some parents are unable to attend school activities and fail even to participate in their children on regular basis. Working parents find it difficult to attend school programmes since they will be devoted to their work. These functions are carried out during the week while some parents will be at work thus making it difficult to attend even if they are willing (Brock & Edmunds, 2010; Hornby & Lafaele, 2011; Humphrey-Taylor, 2015; Burke, 2013).

In addition, Brown and Haylock (2004) indicated that negative assumptions about parent's attitude make communication in schools difficult. As a result, these attitudes of parents and teachers constrain the effectiveness of parental involvement. Wherry (2009) says schools provide a welcoming atmosphere that will make them feel respected by parents and the community at large. Therefore, there is need for school to create a friendly atmosphere in school where parents may feel welcome. Teachers should also accept the ideas and contributions regarding the education of the child from parents (Wherry, 2009).

Many at times teachers regard parents as not being knowledgeable about teaching young children yet they forget that these parents know their children better than them. Thus, there is need to fill these gaps for effective parental involvement to be enhanced. Language also hinders the effectiveness of parental involvement as it slows down the process of communication in schools (Wherry, 2009).

Similarly, Flynn (2007) opined that parent may be intimidated by language and the staff thereby avoid communication or engagement with the school. For example, if the parent does not understand the language spoken by the teacher, they find it difficult to attend school programmes as they may feel embarrassed. Therefore, there is need for teachers to cater for individual differences and use the language that is understood by all. Also because of their illiteracy, some parents may not see the value of education as a result they do not participate in school activities that may be helpful to the learner (Flynn, 2007).

Culture is also regarded as a barrier to parental involvement. According to Brown and Haylock (2004), in some cultures there is no tradition of parental involvement in school programmes. In this study the researcher observed that due to their cultural backgrounds, some parents were not involved in their children's education since they did not attend some events at school such as sporting events and health awareness campaigns.

2.6 Conclusion

This study attempted to analyze and provide an overview of parent involvement in young children's education so that all interested stakeholders including researchers, educators, parents, policy makers, and other people in education arena can comprehend what and how it is based on. Since the process itself has been an ongoing

multidimensional debate with respect to its applications and outcomes, the people on different edges of this debate should understand parent involvement as a phenomenon with its background, theoretical basis, and major models. Thus, based on true and full knowledge, the existing parent involvement programs can be improved and also the new ones can be developed from which all related people can benefit. However, this chapter presented the theoretical framework, defining parental involvement, role of the parents in providing education for the children, the extent of parental involvements and its impact on the academic performance of public basic school pupils, the challenges parents face which tend to hinder their contribution towards the academic performance of basic school pupils and conceptual framework.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research procedure adopted for undertaking this study. It discusses the description of the data that were used, organization of data, and data analysis. It explains the study's sampling procedures, research instruments, procedures followed in data collection, processing and analysis as well as their presentation.

3.1 Research Design

Descriptive survey was used to investigate parental non-involvement in pupils' education on the academic performance of public junior high school pupils in Ojobi circuit in the Gomoa East district of Ghana. This descriptive survey uses a mixed method approach (both quantitative and qualitative data) to find answers to the research problem. Hence, the relationship between the predetermined factors and absenteeism has been examined. Descriptive survey enables a researcher to directly access the data collected from the field within a specific context (Koh & Owen, 2000). Since the study is a detailed investigation into how non-involvement of parent in children's education affects pupils in Ojobi public basic schools, thus it is accurate to use descriptive survey.

Descriptive research generates data, both qualitative and quantitative that define the state of nature at a point in time (Koh & Owen, 2000). Descriptive survey is therefore appropriate to the research questions raised above as both quantitative and qualitative analysis could be done to answer the questions above.

In this study, the qualitative and quantitative data collection analyses were done

concurrently (Atif, Richards & Bilgin, 2013). Collecting a mix of qualitative and quantitative data could help to answer a broader and more complete range of research questions. Integrating qualitative and quantitative approaches is an integral part of overcoming the weaknesses in using only one of the approaches while taking advantage of the strengths of each of the approaches.

According to Atif et al. (2013), “applying the mixed-methods approach can improve insights into an understanding of the data, which might be missed when using a single approach; integrating qualitative and quantitative data can provide strong evidence for conclusions”. The researcher adopted convergent parallel mixed methods. Here, the researcher merged quantitative and qualitative data in order to provide a comprehensive analysis of the issue under investigation. The essence of employing the convergent parallel mixed methods is that the qualitative and quantitative data were collected at the same time and this information was integrated for the overall results (Creswell, 2016, 2014a, 2014b; Creswell & Creswell, 2017)

3.2 Population of the Study

The population of this study comprises the parents and teachers of the basic school pupils in the Ojobi Circuit of the Gomoa East district in the Central Region of Ghana.

The Population breakdown is presented in the table below.

Table 1: Population of the Study

Respondents	Population
Parents	2,112
Teachers (including heads)	41
Total	2,153

3.3 Sample Size Determination and Sampling Technique

A sample is a group in a research study on which information is obtained. The sample is always smaller than the population; this is because the researcher can rarely have time to access all members of the population. Sampling therefore refers to the process of selecting individuals in the sample. Sampling is necessary because population interest is large, diverse and scattered over a large geographic area (Kothari 2008).

The researchers employed a statistical model by Yamane (1964) to settle on the sample size at a 95% confidence level with 5% margin of error. The sample size for this study included the total number of households within the study area.

$$n = \frac{N}{1 + N(\partial^2)}$$

Where n= the sample size, N= the sample frame, 1= a constant, and $\partial = 0.05$

Table 2: Sample Size Determination

Respondents	Population	Sample Size
Pupils	2,112	336
Teachers (including heads)	41	37
Total	2,153	373

(Source: Researcher's Own Construct, 2022)

After the application of the model by Yamane (1964), the researcher settled on the following sample sizes, 336 for the pupils' parents and 37 for the teachers (including headteachers). Thus, a total of 373 individuals were targeted to participate in this study.

After, employing the statistical model by Yamane (1964) to obtain 373 sample-size for the study, the researcher applied two sampling techniques to recruit the respondents for this study, namely purposive sampling, and convenience sampling techniques.

First, the researcher applied purposive sampling technique to select parents whose children attend any of the seven basic schools in Ojobi Circuit of the Gomoa East district in the Central Region of Ghana. Purposive sampling is a sampling method in which elements are chosen based on the purpose of the study (Ames, Glenton & Lewin, 2019; Etikan & Bala, 2017). In this method, the sample is selected because they possess the information the researcher needs. According to Owu-Ewie (2012), this technique is often used when the researcher wants to demonstrate that a particular trait exists in the population.

Moreover, researcher applied convenience sampling to select the teachers (class 6 to JHS teachers) in all the seven basic schools in Ojobi Circuit in the Gomoa East district of Ghana. Convenience sampling is a non-probability sampling technique used to select or sample people who are the "convenient", well-situated or suitable sources of data for the research (Sedgwick, 2013; Saunders, Lewis & Thornhill, 2012; Wilmot, 2005; Dudovskiy, 2012; Etikan, Musa & Alkassim, 2016). In other words, this sampling method involves getting participants wherever you can find them and typically wherever is convenient (Sedgwick, 2013). In its basic form, convenience sampling method can be applied by stopping random people on the street and asking questionnaire questions without any discrimination (Etikan, Musa & Alkassim, 2016). This type of sampling technique was adopted for this research because it is the easiest and the most convenient way of recruiting the sources of the primary data for

explorative researches (Landers & Behrend, 2015).

3.4 Data Collection Instrument

This study used primary data. The primary data were sourced through a structured questionnaire and an interview guide. The structured questionnaire and an interview guide were self-administered by the researcher via face to face. The questionnaire and interview guide were administered to the teachers and parent in Ojobi Circuit.

Interviews, according to Owu-Ewie (2012), are purposeful conversations with subjects to obtain information to answer a research question. An interview, as a subjective technique usually used to collect qualitative data. The objective is to ascertain in-depth knowledge of the study and capture the feelings of respondents about the study objectives. The type of interview adopted was semi-structured or semi-standardized interview which captured the themes and constructs of the study. Cohen and Manion (1994) cited in Kusi (2012) suggests “semi-structured interview as one in which the content and procedures are partly objective and subjective.”

Accordingly, both the questionnaire and interview guide were segmented in four sections, namely; A, B, C, and D; where, Section (A) Solicit the respondents’ background information. Section (B) gathers information on the reasons why some parents do not involve themselves in their children education. Section (C) gathers information on how non-involvement of parent in children’s education affects pupils in Ojobi public basic schools, and Section (D) gathers information on the challenges teachers face as parents do not cooperate in teaching and learning.

3.5 Trustworthiness

In order to ensure validity of the research instrument, a pre-test of the questionnaires was done at Ojobi D/A primary school. Just like the main data collection procedure, convenient sampling method was used to select the respondents who were contacted for the pre-tests. The use of the simple random sample helped to reduce biases in the selection of the respondents from Ojobi D/A primary school. The researcher interviewed 15 parents during the pre-test session. The Cronbach alpha was computed for all variables of the questionnaire.

The qualitative instrument was given to an expert in the field of educational research for comments. Based on the comments from the expert review, the qualitative instrument was modified to meet the purpose of the study. Also, constructive comments from the researcher's supervisor were solicited.

3.6 Method of Data Collection

Formal approval from the heads of the basic schools Ojobi Circuit of the Gomoa East district in the Central Region of Ghana was obtained before the start of data collection. This study collected primary data through a structured questionnaire and an interview guide. By using this instrument, the researchers had the opportunity to seek clarification from the respondents to ascertain their feelings and experiences of the various subject under study. The data was gathered during school hours. Also, the research instrument for this study were subjected to the approval of the department of social studies (University of Education). All participants of this study were employed on their own free will and without any conditionality. Participants were allowed to send questionnaires home for parents to fill important information that could best be provided by them for later collection. This approach is to enable the students to send

the questionnaire home for their parents to fill their part especially those relating to parental participation and involvement.

3.7 Data Analysis

The data from this study was analysed using descriptive analysis, content analysis and thematic analysis. All quantitative data were coded and entered into an SPSS data file, and calculated by SPSS using basic descriptive statistics, like percentage, mean, and standard deviation. The results were presented in tables. Whereas all qualitative data were analysed using content analysis and thematic analysis.

Content analysis is a widely and frequently used qualitative research technique that aids researchers to analyse the presence, meanings and relationships of words, themes, or concepts. This form of data analysis enabled the researcher to make inferences from the responses of the respondents (Roberts, 2015; Elo & Kyngäs, 2008; Forman & Damschroder, 2007; Hsieh & Shannon, 2005; Skalski, Neuendorf, & Cajigas, 2017; Shelley, & Krippendorff, 2006). The thematic analysis focused on themes from the research questions.

3.9 Ethical Issue

This study is solely for academic purposes; therefore, no respondent was identified by his/her name but rather, they were identified with codes during dissemination of results. The confidentiality and privacy of the respondents was assured, hence, all information or data provided by the respondents were kept confidential. The respondents' involvement and participation in the study was on voluntary term and were not exposed to any form of risks, coerced or induced with any form of monetary or kind of reward. Likewise, the researchers gave full affirmations to all the reference materials utilized as a part of the study.

3.10 Summary

This chapter discussed the research setting, research design, the population, sample and sampling technique, and the research Instrument. This chapter also discussed the access and the ethical considerations.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the analysis and discussion of findings of the study. It has two main segments; the first segment presents the biographical data of the respondents while the second segment provides the analysis of the data and the discussion of the findings according to the research questions.

4.1 Response rate

This study is made up of two groups of respondents, namely the parents and teachers (including heads) of the basic schools in the Ojobi Circuit of the Gomoa East district in the Central Region of Ghana. In all, a sample of 486 participants was targeted for the study, specifically, 336 parents and 37 Teachers (including heads). However, at the end of the data collection, only 287 parents, and 32 teachers responded to the study. Cumulatively, a total of 319 individuals participated in this study, depicting a response rate of 85.5% as shown in Table 1 below.

Table 3: Response Rate

	Questionnaire Sent Out	Questionnaire Returned Complete	Percentage
Pupils Parents	336	287	85.4
Teachers (including heads)	37	32	86.5
Total	373	319	85.5

(Source: Researcher's Own Construct, 2022)

4.1.1 Qualitative Dataset

The qualitative data for this study was obtained from interviews granted by five (5) teachers and some Ten (10) parents. However, since this study is solely for academic purposes, all the respondents for this study were identified with codes instead of their names, portfolios or nature of business. The table 4 below gives the general overview of the codes.

Table 4: Code for the Qualitative Dataset

	CODES	Parent / teacher	Occupation	Gender
1	R1	Parent	Trader	Female
2	R2	Parent	Farmer	Male
3	R3	Parent	Beautician	Female
4	R4	Parent	Housewife	Female
5	R5	Parent	Trader	Female
6	R6	Parent	Civil Servant	Female
7	R7	Parent	Artisan (Fashion Designer)	Female
8	R8	Parent	Driver	Male
9	R9	Parent	Unemployed	Female
10	R10	Parent	Farmer	Female
11	R11	Teacher	Class 6 Teacher	Female
12	R12	Teacher	Class 4 Teacher	Female
13	R13	Teacher	Class 3 Teacher	Female
14	R14	Teacher	Class 5 Teacher	Male
15	515	Teacher	Class 6 Teacher	Male

(Source: Researcher's Own Construct, 2022)

4.1.2 Quantitative Dataset

The quantitative data for this study was obtained by the completion of questionnaires by both parents and teachers in Ojobi. The questionnaires were administered to 317 respondents sampled for this study. The data collected via questionnaire are analysed alongside with the data collected via the interview guide. In effect, the data from both the interview guide and questionnaire are analysed concurrently.

4.2 Background Information of Respondents

This section provides detailed description of the basic demographic characteristics of the study participants. The demographic characteristics of the respondent which were considered in the section included: Age, Gender, Marital Status, level of education, and Occupation. The demographic characteristics of the 319 individuals who participated in the study are presented in Table 5 below.

Table 5: Background Information of Respondents

Background Information of Respondents	Frequency	Percent
Age Group of Respondent		
18 – 29 years	97	30.4
30 – 39 years	108	33.9
40 – 49 years	70	21.9
50 and above	44	13.8
Total	319	100
Gender of the Respondents		
Male	116	36.4
Female	203	63.6
Total	319	100
Marital Status		
Single	104	32.6
Married	142	44.5

Separated	12	3.8
Divorced	28	8.8
Widowed	33	10.3
Total	319	100
Respondents level of education		
No Formal Education	80	25.1
Primary / Elementary	117	36.7
Secondary	85	26.6
Tertiary	37	11.6
Total	319	100.0
Respondent Occupation (For parents only)		
Employed in Formal sector	31	10.8
Unemployed	87	30.3
Self Employed	169	58.9
Total	287	100.0

Source: Field work, 2022

Table 5 presents the background information of the respondents who participated in this study. The data on the age of the respondents revealed that 30.4% of the respondents were between the age bracket of 18 to 29 years, about 33.9% of them were between the ages of 30 to 39 years, 21.9% were between the ages of 40 to 49 years and remaining of 13.8% aged 50 years and above. This result showed that majority (64.3) of the respondents are between the ages of 18 to 39 years old. The above result indicates that the population of the study area is excessively dominated by youth.

Also, the data from Table 5 show that majority of the 63.6% respondent were females, while the remaining 36.4% were males. This data shows that there were considerably more female participants than male in this survey. This could be largely attributed to the gender demography of Ojobi in Gomoa East district of the Central Region.

Additionally, the data from table 2 revealed that about 32.6% of the respondent were single, about 44.5% of them were married, about 3.8% of them were separated, about 8.8% of them were divorced, and the remaining 10.3% of them were Widowed

Moreover, the data from Table 2 shows that many (36.7%) of the respondents have primary level of education, about 26.6% of the respondents had Secondary level of education and only about 11.6% of them had tertiary level education. However, 25.1% of the respondents had no formal education. This revealed that at least each respondent had some form of education. However, majority (73.7%) of the respondents had secondary and tertiary level of education. This is apparent that majority of the respondents had sufficient intellect to be able to respond to the questionnaires, making them suitable for the study.

Additionally, the data from Table 2 showed that most (58.9%) of parent selected for this study were self-employed, about 10.8% where of them were employed in formal sector, and the reaming of 30.3% of them were unemployed.

4.3 The Reasons Why Some Parents Do Not Involve Themselves in Their Children Education

This section sought to solicit views from the respondents on the reasons why some parents do not involve themselves in their children education. The respondents were asked to state their opinion using a five-point likert scale with a range Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). For each of the statements, mean value and standard deviation were calculated using SPSS program. Table 5 below present the results.

Table 6: The Reasons Why Some Parents Do Not Involve Themselves In Their Children Education

The Reasons	N	MEAN	S.D
Introduction of Capitation Grant and fCUBE	319	3.98	1.51
Financial Constraints/low income	319	3.92	1.21
High demands from school and teachers	319	3.15	1.53
Problems with Single parenting/ Divorced/ widowhood	319	2.98	1.17
Inadequate Time	319	2.85	1.56
High Cost of living	319	2.84	1.04
Involving pupils in business, withdrawing them from school in order for them to sell	319	2.68	1.51
Unemployment	319	2.57	1.25
low Interest, and attitude toward education	319	2.52	1.13
Large Family Size	319	2.07	1.05

Source: Field work, 2022

The data in table 5 above present the respondents views on the reasons why some parents do not involve themselves in their children education. Per the data in table 3, one of the major reasons why some parents do not involve themselves in their children education is the introduction of Capitation Grant and fCUBE. This was affirmed by a significant proportion of the respondent, shown by the mean of 3.98 and standard deviation of 1.51. Also, during the course of the study, the researcher posed similar question to some of the respondent who were selected for the interview. Their remarks were as follows;

Well... my understanding is that the government has taken care of everything. My duty is to make sure that my daughter gets up early in the morning, do her chores and go school. I give her 2 cedis every, because I am told they are been fed at school [R2; Parent- Farmer, Male]

Another respondent noted that:

They said free education. Government is proving them with everything including books. So there is little I could do. If the school want books and furniture, that's why we pay taxes, the government should be able provide them. [R1; Parent-Trader, Female]

Another respondent noted that:

Government is saying free education. What else do they want from the parent? I have two children in that school. I sent them there because it free. And the school is just some few meters away from home. So I don't know why I should be going every now and then. I am a poor farmer, I barely get enough money to sustain my household needs, so I spent so of my time in the farm [R10; Parent- Farmer, Female]

These assertions affirms that the introduction of capitation grant and fCUBE were the core reasons why many parents in Ojobi do not involve much in their children education. Ideally, capitation grant and fCUBE were introduced by the Government of Ghana (GoG) as part of the efforts to expand access and improve quality of education. In doing so, the GoG provide funds to cater for all school levies covering feeding, books, furniture, school repairs, cultural and sports activities. Basically, the policy was to ensure that basic education is free for all – no payment of school or tuition fees. Parents and guardians play minimal or no financial contributions at all to the child's education. Is it therefore not surprising that overwhelming majority of the respondent picked it as one of the major reasons why parents do not involve themselves in their children education.

Additionally, financial constraints/low income was found to be one of the major factors why one of the major reasons why parents do not involve themselves in their children education. This was shown by the mean of 3.92 and standard deviation of = 1.21. This was also submitted by some of the respondents during the interview;

I am much interested in my children education. But because I don't have money, I don't want to step foot there at all. Sometime my child comes home with notes from the school demanding books, and all things. But where's the money? things are hard for me [R9: Parent-Unemployed, Female]

Another respondent remarked that:

Of cause it all about financial issues. Why would anyone send their children to school and refused to care about their progress and welfare regarding their education?... I think that for anyone to send their wards to school, it means they care. The issues have always been about money. If you have money, you will definitively provide. That's why many of us have our children in public schools. It because we can't afford the private schools. Like I said, most of the people here don't have the financial means to support their kids education reason why you don't seem most of them actively involving themselves in the education of their kid. [R8: Parent- Driver, Male]

Another respondent added that;

Not for myself, because I do support my children education within my very means. But if you ask many people, their major reason will be money. The system is such that you need to buy uniform, books, pens and feeding, it all about money. So they will rather prefer going to the farm or market to trade, so they can provide for their children than spending the day at their children school. [R6: Parent- Civil Servant, Female]

Financial constraints have widely been found to be a major hindrance for many parents not involving in their children education (e.g. Gordon & Cui, 2014; Ferguson, Bovaird & Mueller, 2007; Ntekane, 2018; Park & Holloway, 2018; Erdener & Knoeppel, 2018). Other studies found financial difficulties be associated with lower levels of parental involvement (Flouri, 2000; Camacho-Thompson, Gillen-O'Neel, Gonzales & Fuligni, 2016).

High demands from school and teachers were also found to be another major hindrance for parental involvement in their children education. This was shown by the mean of 3.15 and a standard deviation of 1.53. High demands in view of some of the respondent denotes to much paying teachers for additional lessons, special duties, extra classes, Paying PTA dues and other development levies, buying (such as textbooks, exercise books, etc), paying for teacher motivation, Providing buildings, furniture and maintenance work for the school. Some of the respondent had this to say during the interview:

It's not always the case that many people don't want to involve in their children education, its just that some of these schools demand way too much from the parents. Today they are asking for PTA dues, tomorrow they say bring development levies, the next day they are asking for teacher motivation. Sometimes you wonder what they use these monies for. Meanwhile, the school are being supported by government. [R3: Parent-Beautician, Female]

Another respondent remarked:

You see, another issue is that many of the school teachers are always asking for too much from the parents... Aside extra classes fees, they ask for additional small small money that you dont understand... So it discourages parent from wanting to participate in their children education. [R6: Parent- Civil Servant, Female].

The assertions above suggest that teacher-schools demands serves as hindrance for parental involvement in their children education in Ojobi in Gomoa East district of the Central Region. Also, these assertions corroborate with the study findings of Hornby and Blackwell (2018); Hornby and Lafaele (2011); and Bartel (2010), who in their separate studies found school related demands as some of the hindrance for parental involvement in the education of their children.

More so, the result in table 5 found the problems with single parenting/ Divorced/ widowhood, inadequate time and high Cost of living were found to be hindrance to parental involvement to their children education. This was shown by the mean values of 2.98, 2.85 and 2.84; respectively. This results similarly corroborates with a remark made respondent during the interview session. According to her;

Sometime circumstance beyond your controls makes it difficult for you to involve much in your children education... Using myself as an example, I am a single mother of four children. My husband died about 6 years ago. My elder's child is just 13 years, he'll be writing his BECE next year, and the younger one will be 7 years in three months. I have so much responsibilities on my head. Taking cater of four children in this present-day economy is very tough. Rent is another headache for me, both for my shop and where I asleep. I don't really find time to visit their school to find out the happenings there. I am certainly not happy about that. But my sister, what can I do?... I try as much as possible to provide them with some of the things they demand, but I am unable to provide in most cases, due the economic hardship we are all facing [R7: Parent- Artisan (Fashion Designer), Female]

The extracts confirm similar findings by Abudu and Fuseini (2013), Mabuza, Thwala and Okeke (2014), Kim (2009), Fan and Williams (2010), and Barge and Loges (2003) that parenting/ Divorced/ widowhood and inadequate parents time are some factors that hindering parental involvement to their children education

Other variables or factors that were found to cause hindrance to parental involvement included, involving pupils in business and withdrawing them from school to sell may make it difficult for parents to be involved in their children's education, as they may not have the time or energy to devote to it [mean =2.68; S.D =1.51], Unemployment and low interest in education may also make it difficult for parents to be involved, as they may be focused on finding work or may not value education as highly[mean = 2.57; S.D = 1.25], Attitude toward education and large family size may also play a role in hindering parental involvement, as parents with negative attitudes toward

education may be less likely to support their children's learning [mean = 2.52; S.D = 1.13], and parents with large families may have less time and resources to devote to each child's education [mean = 2.07; S.D = 1.05]. The findings are consistent the research findings of Aboagye (2010), Donkor (2010), Chowa, Masa and Tucker (2013) whose separate studies among other factors established that parents are obliged to make some contributions toward their children education in addition to the statutory fees and other school-related expenditures. There is also an examination fee, daily pocket money for transportation and food which are paid. If parents have limited financial resources, the child's effort at school will be thwarted and this may predispose the child to stop school and affect children's educational development for good.

Also, the study of Arhinful (2017) highlighted that many parents have less regard for how well their children are doing academically. Where the children are day students, the parents' emphasis is nearly always on the morning preparation for school, and they rarely divert their attention to their wards' school matters, unless something unexpected arises. Arhinful (2017) suggested that, there should be a necessary condition of home issues with school performance to ensure educational development. Arhinful (2017) further encourages parents to consult with teachers on their children's academic progress at school whilst making effort to periodically monitor the results of what has been taught their children at school.

4.4 Inadequate Parental Involvement in Children's Education and how its Affects Pupils in Ojobi Public Basic Schools

Furthermore, the second objective of this study focused on describing how non-involvement of parent in children's education affects pupils in Ojobi public basic

schools. Thus, section sought to analyse the views from the respondents on how non-involvement of parent in children's education affects pupils. However, the respondents for this section of the study only included the 32 teachers from seven schools in the Ojobi Circuit of the Gomoa East district in the Central Region of Ghana, who responded to the study. The respondents were asked to state their opinion using a five-point likert scale with a range 1 Strong Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). For each of the statement, mean value and standard deviation was calculated using SPSS program. Table: 6. below present the results

Table7 : Inadequate Parental Involvement in Children's Education and how it Affects Pupils in Ojobi Public Basic Schools

Effects of Parental Non-Involvement	N	MEAN	SD
Children are not motivated to learn seriously	32	3.60	1.00
High rate of absenteeism and truancy	32	3.05	1.35
Lateness among pupils	32	2.98	1.05
Poor monitoring of pupils' performance	32	2.97	1.06
Poor teacher motivation	32	2.93	1.54
Pupils-school related problems remain unsolved	32	2.88	1.12
Poor teaching and learning environment	32	2.88	0.94
Poor funding of school related projects	32	2.81	1.02
Parent are not abreast with their children academic performance	32	2.75	1.41
Pupils develop school phobia	32	2.75	1.00
Parents remain unacquainted with the trends and problems of the school	32	2.72	1.07
Parents remain sympathetic to financial demands made by school authorities	32	2.68	1.43

Source: Field work, 2022

Table 6 presents the result on present the respondents views on how the non-involvement of parent in children's education affects pupils in Ojobi Public Basic Schools. From the results, this study found some of the major effect of non-involvement of parent in children's education to include; children are not motivated to learn seriously [mean = 3.60; S.D = 1.00]. This concurs with the findings of Gonzalez-DeHass (2016) and Al-Alwan (2014) that parental involvement encourages students' learning motivation and at the same time helping them to be more focus in their performance.

It was also found that the non-involvement of parent leads to high rate of absenteeism, truancy and lateness among of some the children. These assertions are shown by the mean of 3.05 and 2.98 respectively. Regardless of family income or background, students whose parents are not involved in their schooling are more likely to record high rate of absenteeism and truancy. A teacher noted during the interview that:

Well, I will say lateness and truancy. You know, this has always been the case. We've tried, on several occasion, inviting their parents for PTA meetings to discuss issues affecting their children, and only few shows up. We understand that here is a farming community, and for that matter kids may have to help their parents in the farm, however such help could be executed after school. We have been trying explain and get to terms with the parent, yet some of them seem not to really care. [R12: Class 4 Teacher, Female]

Another teacher added that:

I think the major issue is truancy. Some the pupil, mean a good number of them, don't come to school regularly. And it appears that their parents don't really care. I've had to sometimes visit some of these students to find out for myself why they are often absent from school. You go there and the child is very active playing with their friends... and the parent seem not to find better excuse for their child not going to school [R14: Class 5 Teacher, Male]

As gleaned in the data, the teachers considered parental involvement as one of the important factors that may enabled the students to attend school and pursue their academic. The data from both questionnaire and interview suggest that parental involvement may encourages children to attend school regularly. This finding concurs with the findings of Cepada and Grepon (2020), Cepada and Grepon (2020), and Rivers (2010) which findings revealed that parental involvement in school had a strong negative relationship with absenteeism. This meant that as parental involvement decreased, absenteeism among students increased.

Other effects included poor monitoring of pupils' performance [mean = 2.97, S.D = 1.06], poor teacher motivation [mean = 2.93; S.D = 1.54] and pupils-school related problems remain unsolved [mean = 2.88; S.D = 1.12]. This data syncs with the some of the inputs from the teachers during the interview sessions. A regarding the question on how non-involvement of parent in children's education affects pupils in Ojobi public basic schools, a teacher remarked that:

I think it's a pretty straight forward thing. The ultimate purpose for sending your children to school is for them so achieve academic success. So, if for whatever reasons, a parents refused to involve themselves in his/her child education, then the child may not achieve anything at the end of the day. Many of them are programmed to think that the it the teacher's job to educate the child, but the parent do have some responsibility also. And that is what some of them are failing to know. I can't buy textbooks. I am of the firm believe that most of the kids will be serious with their academic when they begin to feel or see seriousness from their parent. [R15: Class 6 Teacher, Male]

On the question of how non-involvement of parent in children's education affects pupils in Ojobi public basic schools, another teacher focused his submission on teacher motivation and how the relationship between parent and teacher may help in

the teaching and learning environments, and the academic success of the pupil. A teacher submitted that:

The importance of parent involvements in the child education can never be overstated. I think, that is one of the main reasons for the formation of Parent-Teacher Associations (PTA) to share ideas on how to foster effective teaching and learning. Parents form a core pillar in the education architecture, although they're not visibly seen, their inputs help in strengthening the child, teachers and the school as well. This may either be intrinsic or extrinsic support or both, which goes along to motivate the teachers give out their best. Supportive parents keep check and balance on their children and provide a guiding mechanism for their academic matters. Child's academic performance assisted through regular monitoring, consistent meetings with child and check directly all the matters of school and class improves the academic performance. [R12: Teacher- Class 4 Teacher; Female]

The implication of this finding is that pupils are encouraged to take learning seriously when they sense that their parents or guardian have interest in their learning outcomes. In other words, parents are able to track the academic progress and performance of their children through active participation and involvements.

Furthermore, other effects of parental non-involvement as shown in table 6 included; poor teaching and learning environment [mean= 2.88; S.D = 0.94], Poor funding of school related projects [mean = 2.81; S.D = 1.02], Parent are not abreast with their children academic performance [mean = 2.75; S.D = 1.41], Pupil develop School phobia [mean = 2.75; S.D = 1.00], Parents remain unacquainted with the trends and problems of the school [mean = 2.72; S.D = 1.07], and Parents remain sympathetic to financial demands made by school authorities [mean = 2.68; S.D = 1.43]. It could be concluded that the major effect of non-involvement of parent in children's education in Ojobi public basic schools are: poor motivation to learn, high rate of absenteeism and truancy, Lateness ,poor monitoring of both teachers and pupils' performance, Poor teacher motivation, Pupils-school related problems remain unsolved, poor

teaching and learning environment, poor funding of school related projects among several factors. The findings are in line with the findings of munje and mncube (2018) who study found similarly found high rate of absenteeism and truancy, lateness among pupils and teachers, and poor teaching and learning environment as some of the consequences of non-involvement of parent in children's education.

Teacher and parent partnerships have been seen to improve the child's educational experience and benefit the student, the family, the school, and the community at large. Parent involvement has been proven to be the key ingredient to increasing student success in school. The working together of the parents and the teachers need to be considered seriously and translated as applicable for improved educational outcomes.

4.5 Challenges Teachers Face as Parents Do Not Cooperate in Teaching and learning

Third and final objective of this study was to identify the challenges teachers face as parents do not cooperate in teaching and learning. Accordingly, the respondents were only the teachers from seven schools the Ojobi Circuit of the Gomoa East district in the Central Region of Ghana. The respondent asked to state their opinion using a five-point likert scale with a range 1 Strong Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). For each of the statement, mean value and standard deviation was calculated using SPSS program. Table: 5 below present the results.

Table8: The Challenges Teachers Face as Parents Do Not Cooperate in Teaching and learning

Challenges Teachers Face	N	MEAN	S.D
Inadequate teaching and learning supports (Such as Text books, exercise books, uniforms, chalks, desks etc.)	32	3.28	1.55
Poor infrastructure and inadequate school amenities	32	3.01	0.83
Dealing child delinquency	32	2.94	0.79
Poor school Maintenance	32	2.81	0.88
Students' absenteeism and truancy	32	2.78	1.43
Low motivation	32	2.82	0.90

Source: Field work, 2022

Table 7 presents the result on the challenges teachers face as parents do not cooperate in teaching and learning. From the results, this study found Inadequate teaching and learning supports (Such as Text books, exercise books, uniforms, chalks, desks etc.) [mean = 3.28; SD=1.55], Poor infrastructure and inadequate school amenities [Mean = 3.01; SD= 0.83], Dealing child delinquency [Mean =2.94; SD= 0.79], Poor school Maintenance [mean =2.81; SD= 0.88], Students' absenteeism and truancy [mean = 2.78; SD= 1.43], and Low motivation [mean =2.82; SD=0.90] as some of the major challenges teachers face as parents do not cooperate in teaching and learning. This result syncs with the remarks made by some of the teachers during the interview. Responding to the question on the challenges teachers face as parents do not cooperate in teaching and learning. some of teachers remarked that:

The challenges are very glaring... We are always in short supply of chalks, desks and other basic Teaching and learning materials. The supply from government delays, and its always inadequate. Ordinarily, the community and the PTA should be able to support the school some. However, that hasn't been the case. [R15: Class 6 Teacher, Male]

Another teacher focused her response on poor infrastructure, inadequate school amenities, poor school maintenance. She proceeded to add that some of the school the buildings were unsafe enough for children and teachers to conduct the teaching and learning process. Her remarks were as follow:

As for the challenges, they are many. The PTA is not very much functioning over here. We have several projects we want them to help us complete. The classrooms over there are broken and vert unsafe for the pupil. We have petitioned the appropriate authorities for several years now, and no positive feedback so far. We have equally called countless PTA meetings, and nobody is minding us. Not that alone, the school washrooms are very deplorable. This doesn't make the teaching environment very conducive. [R13: Class 3 Teacher, Female]

The results as discussed above portray that the teachers at Ojobi Circuit of the Gomoa East district in the Central Region of Ghana faces some challenges as the result of the non-involvement in the teaching and learning process. This concurs with a number of studies have found strong association between parental involvement and students' absenteeism and truancy (McNeal Jr, 2014; Marlow & Rehman, 2021; Teasley, 2004), inadequate teaching and learning supports (Trask-Tate & Cunningham, 2010; Ma, Liu & Li, 2022; Desforges & Abouchaar, 2003), and student motivation (Gonzalez-DeHass, Willems & Holbein, 2005).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study, draws conclusions from the study and also makes recommendations as to how to address the critical issues that emerged from the study.

5.1 Summary

The principal purpose of this study was to investigate the effect of inadequate parental involvement in pupils' education, and its impact on the academic performance of public-school pupils in Ojobi circuit in the Gomoa East district of Ghana. The study has as its main objectives the following:

1. To ascertain the reasons why some parents do not involve themselves in their children education
2. To describe how non-involvement of parents in children's education affects pupils in Ojobi public basic schools
3. To identify the challenges teachers' face as parents do not adequately contribute to teaching and learning

This study used descriptive survey and quantitative techniques to explore and gain first hand and in-depth understanding of how non-parental involvement in pupils' education affect pupils' education at Ojobi circuit in the Gomoa East district of Ghana. Yamani (1964) statistical model and simple random sampling technique were employed; and 373 participants were selected for this study, of which only 319 responded. Answers to the research questions were analyzed using SPSS v.210 and Microsoft Excel 2010. In general, a total of 319 people participated in this study,

representing a response rate of 85.5%.

5.2 Summary of Major Research Findings

The first objective of the study was aimed at unearthing the reasons why some parents do not involve themselves in their children's education. The study found some of the reasons why some parents do not involve themselves in their children's education to include; the introduction of Capitation Grant and fCUBE, financial constraints/low income, and high demands from teachers. Other reasons were the problems with single parenting/ divorced/ widowhood, inadequate time, high cost of living, involving pupils in business, withdrawing them from school in order for them to sell, unemployment, low interest, and attitude toward education and large family size.

The second objective of the study looked at assessing the effects of inadequate parental involvement in children's education and how it affects pupils in Ojobi public basic schools. From the results, this study found some of the major effect of non-involvement of parent in children's education to include; children are not motivated to learn seriously, and high rate of absenteeism and truancy. Other effects included lateness among pupils and teachers, poor monitoring of both teachers and pupils' performance, poor teacher motivation, pupils-school related problems remain unsolved, poor teaching and learning environment, poor funding of school related projects, parents are not abreast with their children academic performance, pupil develop school phobia, parents remain unacquainted with the trends and problems of the school, and parents remain sympathetic to financial demands made by school authorities.

The third objective of the study was sought to examine the challenges teachers face as parents do not cooperate in teaching and learning. From the results, this study found

low motivation, students' absenteeism and truancy and Inadequate teaching and learning supports (such as Text books, Exc. books, uniforms, desk etc.) as some of the major challenges teachers face as parents do not cooperate in teaching and learning.

5.3 Conclusion

On the basis of the findings of the study the following conclusions are drawn. The major contributions some parents make less efforts towards the educational development of their children owing to the Government policies and other socio-economic factors. The implantation of Capitation Grant and fCUBE have not really been adequate due to government revenue constraints. Nevertheless, some parents in the rural areas holds up the mantra of free basic education as the basis relinquish their parental duties on supporting their children education to the government. Other variables were financial constraints/low income, high demands from teachers and problems with single parenting/ divorced/ widowhood, high cost of living, involving pupils in business, unemployment, low interest, and attitude toward education and large family size.

It may also be concluded that parents' inability to involve themselves in the education of their causes High rate of absenteeism and truancy among the children, Lateness among pupils and teachers, Pupils-school related problems remain unsolved, Poor funding of school related projects among others. Finally, the challenges teachers face as parents do not cooperate in teaching and learning. include low motivation, students' absenteeism and truancy and Inadequate teaching and learning supports (such as Text books, Exc. books, uniforms, desk etc.).

5.3. Recommendations

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

1. There is need for parents to be educated on the needs to invest ample interests 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.
2. Parents must find appropriate means of involving themselves in the education of their children, not only in terms of buying text books and exercise books, but also attending P.T.A. meetings, contributing to the school development and visiting their children while at schools to evaluate their academic progress.
3. It is imperative that the school authorities involve parents in the school activities such as opportunities to serve on school committees like building, sports, school management committee, fund raising committee, P. T. A's
4. Parents should be invited to observe programmes such as quiz competitions, debates, and other competitions to be held at school. Organization of community level school performance appraisal meeting (SPAM) must be prompt and timely.
5. Teachers should request from parents to append their signatures after the child finishes home work to indicate that the parents did help the child to do the homework

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APPENDICES

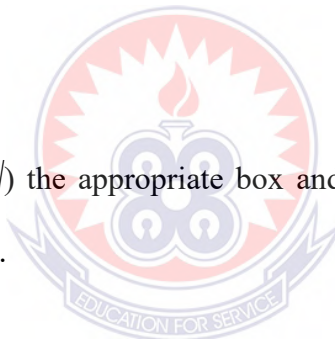
APPENDIX A

RESEARCH QUESTIONNAIRE FOR PARENTS NON-PARENTAL INVOLVEMENT IN PUPILS' EDUCATION: A DESCRIPTIVE STUDY AT OJOBI CIRCUIT IN THE GOMOA EAST DISTRICT OF GHANA

The purpose of this questionnaire is to collect your responses in a research topic titled 'Non-Parental Involvement in Pupils' Education: A Descriptive Study at Ojobi Circuit in the Gomoa East District of Ghana. Please be rest assured that your response shall be treated with confidentiality and shall be used for academic purposes only. Kindly read all instructions before answering questions in each section. Please also complete the attached consent form.

Thank you

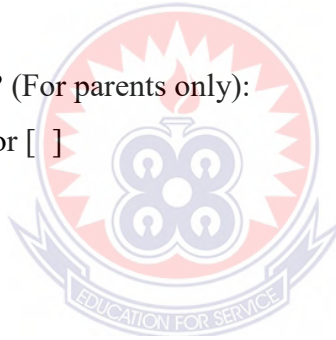
INSTRUCTION: Tick (✓) the appropriate box and supply information in the space provided where necessary.



SECTION A

BACKGROUND DATA OF RESPONDENTS:

1. How are you?
 - a. 18 – 29 years []
 - b. 30 – 39 years []
 - c. 40 – 49 years []
 - d. 50 and above []
2. What is your Gender?
 - a. Male []
 - b. Female []
3. What is your Marital Status?
 - a. Single []
 - b. Married []
 - c. Separated []
 - d. Divorced []
 - e. Widowed []
4. What is your level of Educational?
 - a. No Formal Education []
 - b. Primary / Elementary []
 - c. Secondary []
 - d. Tertiary []
5. What is your Occupation? (For parents only):
 - a. Employed in Formal sector []
 - b. Unemployed []
 - c. Self Employed []



SECTION B**THE REASONS WHY SOME PARENTS DO NOT INVOLVE THEMSELVES
IN THEIR CHILDREN EDUCATION**

The follows questions are targeted at ascertaining the reasons why some parents do not involve themselves in their children education. Please circle a number from the scale below, which best describe your work. Please answer each of the following questions as they apply to you. Strong Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

	SA	A	U	D	SD
1. Problems with Single parenting/ Divorced/ widowhood					
2. Unemployment					
3. Inadequate Time					
4. Large Family Size					
5. Financial Constraints/low income					
6. High Cost of living					
7. Scarce resources					
8. administrative bottlenecks					
9. low Interest, and attitude toward education					
10. Frequent changes in educational policies					
11. Different political ideologies					
12. Involving pupils in business, withdrawing them from school in order for them to sell					
13. Too much demands from teachers					
14. Cultural and some traditional believes and practices					
15. Introduction of Capitation Grant and fCUBE					
16. Unavailability of most educational materials in the market					

Other (please) specify

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APPENDIX B

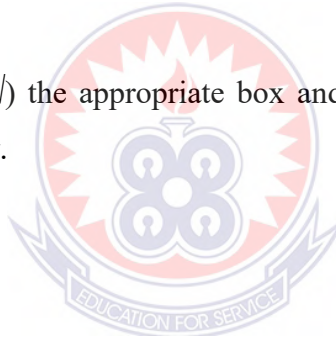
RESEARCH QUESTIONNAIRE FOR TEACHERS

NON-PARENTAL INVOLVEMENT IN PUPILS' EDUCATION: A DESCRIPTIVE STUDY AT OJOBI CIRCUIT IN THE GOMOA EAST DISTRICT OF GHANA

The purpose of this questionnaire is to collect your responses in a research topic titled 'Non-Parental Involvement in Pupils' Education: A Descriptive Study at Ojobi Circuit in the Gomoa East District of Ghana. Please be rest assured that your response shall be treated with confidentiality and shall be used for academic purposes only. Kindly read all instructions before answering questions in each section. Please also complete the attached consent form.

Thank you

INSTRUCTION: Tick (✓) the appropriate box and supply information in the space provided where necessary.



SECTION B**THE REASONS WHY SOME PARENTS DO NOT INVOLVE THEMSELVES
IN THEIR CHILDREN EDUCATION**

The follows questions are targeted at ascertaining the reasons why some parents do not involve themselves in their children education. Please circle a number from the scale below, which best describe your work. Please answer each of the following questions as they apply to you. Strong Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

	SA	A	U	D	SD
1. Problems with Single parenting/ Divorced/ widowhood					
2. Unemployment					
3. Inadequate Time					
4. Large Family Size					
5. Financial Constraints/low income					
6. High Cost of living					
7. Scarce resources					
8. administrative bottlenecks					
9. low Interest, and attitude toward education					
10. Frequent changes in educational policies					
11. Different political ideologies					
12. Involving pupils in business, withdrawing them from school in order for them to sell					
13. Too much demands from teachers					
14. Cultural and some traditional believes and practices					
15. Introduction of Capitation Grant and fCUBE					
16. Unavailability of most educational materials in the market					

Other (please) specify

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SECTION C

HOW NON-INVOLVEMENT OF PARENT IN CHILDREN’S EDUCATION AFFECTS PUPILS IN OJOBI PUBLIC BASIC SCHOOLS

The follows questions are targeted at assessing how non-involvement of parent in children’s education affects pupils in Ojobi public basic schools. Please circle a number from the scale below, which best describe your work. Please answer each of the following questions as they apply to you. Strong Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

	SA	A	U	D	SD
Children are not motivated to learn seriously					
High rate of absenteeism and truancy					
Lateness among pupils and teachers					
Poor monitoring of both teachers and pupils’ performance					
Poor teacher motivation					
Pupils-school related problems remain unsolved					
Poor teaching and learning environment					
Poor funding of school related projects					
Parent are not abreast with their children academic performance					
Pupil develop School phobia					
Parents remain unacquainted with the trends and problems of the school					
Parents remain sympathetic to financial demands made by school authorities					

Other (please) specify

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SECTION D

THE CHALLENGES TEACHERS FACE AS PARENTS DO NOT COOPERATE IN TEACHING AND LEARNING

The follows questions are targeted at assessing the challenges teachers face as parents do not cooperate in teaching and learning. Please circle a number from the scale below, which best describe your work. Please answer each of the following questions as they apply to you. Strong Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

	SA	A	U	D	SD
Low motivation					
Students' absenteeism and truancy					
Inadequate teaching and learning supports (such as Text books, Exc. books, uniforms, desk etc.)					

Other (please) specify

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